

Student Internship Program of the Philippines and 21st Century Competencies: Basis for the Improvement of On-the-Job Training

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ABSTRACT

The study assessed the compliance with the criteria on the conduct of on-the-job training programs provided in CHED MEMO Order 23, s.2009 of six (6) College of Arts and Sciences degree requirements as perceived by student interns. Twenty-first Century competencies served as the framework. The study used a researcher-made instrument and descriptive statistics to gather and analyzed data. The results revealed that eighty-four (84%) of respondents observed that the on-the-job training programs complied with the twenty-seven (27) of the criteria and non-compliance to one criterion - which is on the agreement with host training establishment for incentives like free meals and allowance. Further, the study found that the very frequently applied competencies during the training is cultural awareness and sensitivity of diverse values, culture, and personalities. This is followed by personal character. The study also discovered that collaboration; citizenry, social responsibility, and global awareness; critical thinking and analysis, decision-making, and problem solving; speaking skill; and writing skill as very frequently applied competencies. The result suggests the necessity to improve on the aspect of providing incentives during on-the-job training. The result also shows the need to improve the frequently applied competencies in the workplaces.

Keywords: Assessment, On-the-Job Training, Competencies, Internship Program

INTRODUCTION

In the history of education, the primary agendum of academic institutions was to educate the students on the concept of God, beauty, and morality. The primary target was the development of the students' cerebral appetite, the religious needs and spiritual concerns by the provision of theories with no to less utility in real life and employment (Campbell, 2006). Contemporarily, however, academic institutions must bridge the gap between knowledge, skills, attitudes taught in schools and the needs of the industry. Technically competent graduates are demanded by industries from schools. These conditions led to the mismatch between academic education and the need for competent workers or the problem of job-skill mismatch (DOLE On-the-Job-Training Manual). According to Watson, David (Watson, 2000), a well-matched academic training and industry demands are necessary for nation building because schools ensure the social, cultural and economic well-being of a nation. Further, Watson, David (Watson, 2007), declares that universities must produce graduates who can contribute to the society. Goad, Susanne Marie (Goad, 1998) observes that internship is important because corporations hire students who have internship experience. Ilie, Livia (Ilie, Livia, 2016) declares that in the 21st century, universities must cope up with rapid modernization, globalization and demographic changes affect employability, job availability, and new skills required in the workplace. Universities must be receptive to these changes and increase the employability of graduates (Velez, 2012). Velez (2012) believes that to compete in the global market today, workers have to have the 21st century competencies that will allow them to participate, collaborate, and become critical thinkers, innovators, and communicators. The Partnership for 21st Century Skills, an organization dedicated to the advocacy of promoting the acquisition of 21s century competencies, identified twenty-one (21) competencies that students must acquire to succeed in work and life in the 21st century.

To address the problem of mismatch, schools must help students through internship program become conscious of real-life work conditions, work opportunities, and prepare them for eventual employment (Languador, 2013). Schools must include as part of their course offerings, an on-the-job training program to equip the students with the necessary work qualifications and competencies. Verecio (2014), citing Barnard, et al., believe that education must prepare graduates for the tasks after graduation (Barnard, et al, 2001). Cortelyou-Ward thinks that internship provides an opportunity for students to enhance learning (Cortelyou-Ward, Kendall K, et al., 2012). The amount of preparation

and support with which both the program and host establishment provide to the student- trainees determine the effectiveness of the on-the-job training (Verecio, 2014).

According to Becker (1994) workers with higher skills, receive higher compensation because they are more productive compared to workers with lower skills. Expectedly, graduates with skills are more employable. On-the-job training is a tool for employability of graduates (Kuzgun, 2004). It is employment training that connects education and real work life, creates an opportunity to learn about a profession and generate real-life values and skills, but with supervision and support. It provides the student's opportunity to encounter the real world of work (Laguador, 2013). This is the reason for Kim et al. (2012) to state that Universities must require internship course.

The graduating students of the College of Arts and Sciences of Liceo de Cagayan University are required to undergo on-the-job training in industries that are related to their courses. The training is a compulsory requirement for the fulfillment of the course. The students are assigned to different institutions which are private and government offices as well non-government organizations during every summer when they are about to enter the fourth-year level or within their fourth-year level in the University.

Hence, the study assesses whether the on-the-job training programs of the College of Arts and Sciences in Liceo de Cagayan University comply with the criteria set by the government on internship and the competencies applied during on-the-job training. The result of the study served as the basis for the improvement of the existing on-the-job training of the six (6) academic courses.

OBJECTIVES OF THE STUDY

The central objective of the study was to assess the compliance of the on-the-job training program of the College of Arts and Sciences with the criteria set by the Commission on Higher Education (CHED). Specifically, the study aimed at finding out which training of the criteria are complied with. It also tried to determine the competencies mostly applied during the training. Finally, the result of the study will become baseline data for the improvement of the on-the-job training program of the College of Arts and Sciences. The data will help ensure excellent on-the-job training experience and productive workforce after graduation.

FRAMEWORK

The study used as frameworks the Department of Labor and Employment, Region 6 Manual for On-The-Job-Training Program (DOLE-Region 6, On-the-Job-Training Manual: Ensuring Effective On-The-Job Training, 2015). It also utilized the CHED Memo Order No. 23, series of 2009 or Guidelines for Student Internship Program in the Philippines (SIPP) for all Programs with Practicum Subjects. The 21st Century Competencies by Ontario Public Services (Ontario Public Services, 2016) and the P21 Framework by P21 Organization: Partnership for 21st Century Skills acted as bases as well.

The results of the study give a real-time understanding of the status and quality of the existing on-the-job training programs. The assessment of the students on-the-job training experiences provides a picture of what is going on when students undergo on-the-job training.

Boyatzis (2008) believes that competencies can be developed. Hence, the assessment of the competencies using the 21st Century Competency contribute to current (and future) society (Voogt et al., 2013) because it determines the kind of competencies the industry requires and that the school must train the students.

A consultative-workshop participated by business, academe and government sectors, considers the on-the-job-training program as reinforcement program produced the Department of Labor and Employment (DOLE) framework on internship program. It enhances technical, human resource, and conceptual skills learned in the academe (DOLE-Region 6, On-the-Job-Training Manual, 2015). Also, the Department declares the existence of mismatch of skills in the different industries due to lack of skills and experience of fresh graduates. Developing competitive graduates through training they gained from the internship can be a remedy to this problem of mismatch. However, the People Management Association of the Philippines (PMAP) emphasized the importance of an on-the-job training program as a tool to produce good performer graduates. However, the DOLE-Region 6, in Project JobsFit 2015 found that OJT does not provide the necessary skills to trainees because of insufficient training. DOLE 2020 Vision Summary of Findings and Recommendations declares that there is a need for strict implementation and monitoring of OJT work experience. Relevant on-the-job training improves the skills of the students and resolves the problem of lack of work experience (DOLE-Region 6, On-the-Job-Training Manual, 2015).

Officially, the Commission on Higher Education (CHED) called on-the-job training (OJT) as Student Internship Program (SIP) of the Philippines (SIPP).

It guarantees the quality of learning and exposure. It provides the students with competitive skills and attitudes for employment (CHED Memorandum (CMO) No. 23, Series of 2009).

The Memorandum requires the Host Training Institution (HTE) to have an appropriate training program for the student trainee with a training manual or plan. It also demands that Host Training Establishment (HTE) must work with the school in designing the training manual or plan. The plan specifies the goals and objectives, knowledge, skills, attitudes and competencies that the student trainee should acquire. The Host Training Institution (HTI) provides a supervised applied learning experience based on the training manual or plan and the scheduled activities.

The Memorandum also requires the school to provide the Host Training Institution (HTI) with a system in evaluating the student intern's performance. Hence, the school provides a competent faculty coordinator and company coordinator who will be responsible for the implementation of all the phases of the training plan, including monitoring and evaluation of the student-interns. The school and the Host Training Institution are also required to execute a notarized Memorandum of Agreement (MOA) that complies with the Memorandum. In the MOA, the HTE provides the necessary incentives to the student –interns such as free duty meals, travel allowance, and uniform.

Aside from the MOA, the Dean of the school signs a training contract with the representative of the host training establishment, the student-interns, and their parents. The training contract includes the responsibilities of the student-interns. Host training establishment also checks if the student-intern is 18 years old; enrolled in a practicum or equivalent subject; in good academic standing and completed all pre-requisite subjects; has finished at least 90% of his/her academic requirements or has passed and taken all his/her major (professional) subjects; and has consent from parents/guardians; etc.

Ontario Public Services (Towards Defining 21st Century Competencies for Ontario: Foundation Document for Discussion, 2016) defines the primary goal of Ontario's educational system as geared towards developing the competencies of the students to make them successful, economically productive, and actively engaged citizens. It is with this that the Foundation Document was framed. It demands that schools emphasize and develop the 21st century by changing the curriculum design and pedagogical practice. This will prepare the students to face the competitive, globally connected, and technologically intensive world. The 21st century presented comparatively various competency frameworks developed by 21 different organizations. Organizations like the Assessment and Teaching

of 21st Century Skills (ATC21S), the Association of American Colleges and Universities, the Australia, Canadian provinces of Alberta, the British Columbia, and Quebec, the Canadians for 21st Century Learning (C21 Canada), the Dede, England, the European Commission, the Finland, Organization for Economic Co-operation and Development (OECD), the Partnership for 21st Century Skills (P21), among others contributed to the formation of the 21st Century Document. Although there are different frameworks, the 21st century document outlines a summary of the characteristics of 21st century competencies. First, it includes competencies associated with growth in the cognitive, interpersonal, and intrapersonal domains. Second, it covers competencies having measurable benefits for multiple areas of life and therefore are critical for all students. It also consists of competencies in the intrapersonal domain since these are significant to students' well-being, character development, and success, competencies associated with metacognition and a growth mindset which are essential for ongoing success in the 21st century, and competencies related to local, global, and digital citizenship which enhance individuals' ability to respond constructively in changing or challenging circumstances. Finally, it covers competencies associated with creativity and innovation important elements in entrepreneurial activity.

Ontario Public Services (2016) compared and summarized the outputs of the Assessment and Teaching of 21st Century Skills (ATC21S) Project. There are six (6) 21st century competencies identified. These competencies include creativity and innovation, critical thinking, decision making, and problem solving. It also covers the competencies of communication and information and communication technology skills, collaboration, leadership skill, engaged citizenry, compassion and social responsibility. There are two relevant competencies, namely; personal character (flexibility, productivity, honesty, reliability, resilience, perseverance) and social and cultural responsibility and awareness.

P21 Framework is the Partnership for 21st century Skills. It is a national organization that advocates for the integration of skills into the teaching of core academic subjects. The Partnership, identifies critical thinking skills, problem-solving skills, and communication skills as the essential skills that students must learn to succeed in today's world. For instance, learning and innovation skills will make the students become equipped in actual work atmospheres in the 21st century. Creativity and innovation will allow the students to think creatively and work innovatively with others. Critical thinking and problem-solving skills will make the students able to systematically think and make sound judgments and decisions. Communication and collaboration will prepare the students to communicate clearly and collaborate with others. Information, media and

technology Skills will make the students able to access, evaluate and manage information. Students who are media literate can analyze data and create media products. ICT or Information, Communication and Technology Literacy will train students to apply technology effectively. Another important skill is life and career skills. These skills will allow the students to become flexible and adaptable to change. Initiative and Self-direction will make the students manage goals and time, become self-reliant, and be self-directed students. Social and Cross-cultural skills are necessary for the students to excellently socialize with others. Productivity and accountability are relevant so that the students can accomplish projects and produce results. Finally, leadership and responsibility are necessary for the 21st century so that students will become capable of guiding and leading others.

METHODOLOGY

The study is a descriptive research that assesses the compliance of the internship programs as perceived by the student-interns of the various internship programs from summer 2015-2016, 1st and 2nd semester of 2016-2017, summer 2016-2017, and 1st semester 2016-2017 through a survey instrument. It determined the extent of compliance of the academic degree programs with the internship guidelines set by CMO 23, S.2009.

The respondents of the study were Liceo de Cagayan University College of Arts and Sciences student-interns who enrolled in on-the-job training subjects in summer 2015-2016, first and second semesters 2016-2017, summer 2016-2017 and first semester 2017-2018. The students were enrolled in six (6) different programs. The program includes BS Biology, BA in Communication, BA Library Science, BA in International Studies, BA in Political Science, and BS in Psychology. They were enrolled in the various on-the-job-training subjects, namely; BIO 120: Internship, COM 114: Internship (Observation and Communication Demonstration), LIS 19A: Practicum (In-Campus) and LIS 19B: Practicum (Out-Campus), IS 250: Practicum, POL SCI 250: Practicum, and Psych 401A: Internship 1 and Psych 401B: Internship II-Industrial Area (200 hours), Clinical Area (200 hours), Testing Area (100 hours), and Seminar Handling (50 hours). All the respondents were done with their on-the-job training duties in one area/office or all areas/offices/companies. Thus, they had pre-during-after on-the-job training experience. The areas for internship are the different government, private and non-profit offices/agencies.

Table 1. Distribution of respondents' according to their Respective degree programs

Academic Degree Programs	Total Interns (Done with Duty)	Actual Respondents	Average Percentage (%)
BS BIOLOGY	6	6	100
BA COMMUNICATION	18	14	78
BA IN INTERNATIONAL STUDIES	19	17	89
BA IN POLITICAL SCIENCE	10	10	100
BS IN PSYCHOLOGY	26	16	62
BS IN LIBRARY SCIENCE	5	5	100
TOTAL	84	68	81

Out of the total student-interns of eighty –four students, only sixty-eight (68) were purposively selected and participated in the survey or 81 % of the total actual number of interns.

The study used a researcher-made survey instrument. It utilized the CHED MEMORANDUM ORDER (CMO) No. 23, Series of 2009 and the 21st Century competencies outlined in the Ontario Public Services Foundation Document for Discussion as frameworks.

The research questionnaire has six (6) parts, namely; Part 1 gathered the profile of the student-interns, Part 2 gathered data of students' assessments of the internship of their respective academic programs, Parts 3-5 collected information about pre-during- after internship training experience. Part 6 gathered data on the student-interns' views about the competencies applied in on-the-job training.

Respondents answered the research instruments personally in a group or individually, through email, short-messaging-system (SMS), Facebook Messenger Private Messaging (PM) system, and calls. Casual interview-discussions were also done to clarify answers, to collect suggestions and more information. The researchers waited until the student-interns had finished their duty hours. Interviews and discussions were done informally to allow the respondents to comfortably share information.

The data collected were tabulated and analyzed using frequency count to determine the extent of compliance with the guidelines and procedures laid down in the CMO-23. S. 2009 on the internship as well as in the determination of the 21st century competencies mostly applied/required in the internship by the industries. The study did not use any statistical tool or test to determine relationship or difference because of the limited number of respondents per academic degree program.

RESULTS AND DISCUSSION

Seventy-two (72% percent of the sixty-eight (68) respondents were females (72%) while twenty-eight (28%) were males. The majority (79%) fall within the age bracket of 19-21 years old, followed by 10% who belong to ages twenty-two (22) to twenty-four (24), and 6% belong to ages twenty-five (25) to twenty-seven (27). The rest belong to the ages twenty-eight (28) to thirty (30) comprised 3% of the total number of respondents. The majority of the respondents are enrolled in BA in International Studies (25%). This is followed by BS in Psychology (23%) and BA in Communication (21%), BA in Political Science (15%), BS Biology (9%), and BS in Library and Information Science (7%). They had their internship mostly in private institutions, followed by government institutions, and in non-government institutions. There were students who were assigned in several institutions. The majority had their duties around Cagayan de Oro City, and some had their training in the University. A few had their practicum outside the City. There were respondents who graduated while the majority are still enrolled. Those who already graduated are either currently employed, not yet employed, enrolled in law school, pursuing graduate studies, reviewing for civil service exam.

The demographic profile show that majority of the student-interns were female, young, enrolled in popular academic programs. Most of the students are exposed to private and government work environments and conditions. Internship assignments of the majority of the respondents were in institutions that were closely located to the university and in the university. The students have to adjust and adapt to unfamiliar and distressing work situations. In general, they are well-exposed to real-life work, and they experienced real-life-work conditions, people, challenges, problems, demands, procedures, requirements, and expectations. The internship provides exposure and experience that prepare students for the requirements and expectations of employers. It provides the interns with diverse opportunities, training, and skill development (Scott, 2017). Beggs (2010) in "Internships Bring the Classroom to Life" declares that internship has several purposes including networking with professionals, developing professionalism, demonstrating, refining, and acquiring competencies, preparing to secure an entry-level position and bridging the gap between theory and practice.

Table 2. Distribution of respondents’ assessments of the OJT programs

Internship Criterion	Assessment	Average (%)
1. Presence of Training Manual or Training Plan.	YES	56.3
	NO	43.7
2. Presence of pre-identified host training establishment.	YES	82.5
	NO	16.9
3. Presence of goals and objectives (desired outcomes and how these outcomes will be achieved).	YES	89.3
	NO	10.7
4. Presence of pre-identified knowledge, skills, attitudes, and competencies that interns must acquire.	YES	84.0
	NO	16.0
5. Presence of pre-identified and defined schedule of activities to ensure supervised applied learning experience.	YES	74.9
	NO	25.1
6. Presence of evaluation system to be followed in evaluating the interns’ performance.	YES	92.4
	NO	7.6
7. Presence of Faculty Coordinator who is in-charge of the monitoring and evaluating the interns’ performance.	YES	91.4
	NO	8.6
8. Presence of Memorandum of Agreement (MOA) with Host Training Establishment for the interest and safety of the interns.	YES	86.9
	NO	12.5
9. Presence of agreement with Host Training Establishment for incentives such as free meals, allowance, etc.	YES	45.7
	NO	54.2
10. Presence of training contract executed by the Dean of the school, representative of the Host Training Establishment, the interns, and their parents.	YES	86.5
	NO	13.5

Table 2 presents the student-interns’ assessment of the internship program. It shows that out of the ten (10) criteria, nine (9) or 90% gained YES while only one (1) or 10% was rated No. It also indicates that two (2) or 22.2% out of the nine (9) or 90% was rated Yes. The table further displays that five (5) or 55.5% of the nine (9) or 90% that were rated YES gained an average assessment of above 80-90%. The only criterion with a NO average assessment shows a small difference with the YES assessment which is about 8.48% only.

As shown in the table, majority of the respondents assessed the on-the-job training program of the six (6) academic programs as having complied with the requirements set by CHED on internship (CMO 23, series of 2009). The student-interns of the six (6) academic programs acknowledged the presence of 1) a training manual or training plan, 2) pre-identified host training establishment, 3) goals and objectives, 4) pre-identified competencies that interns must acquire,

5) a pre-identified and defined schedule of activities to ensure supervised applied learning experience, 6) evaluation system to be followed in evaluating the intern's performance, 7) faculty coordinator who is in-charge of the monitoring and evaluating intern's performance, 8) Memorandum of Agreement (MOA) with host training establishment for the interest and safety of the interns, and 9) training contract executed by the Dean of the school, representative of the host training establishment, the interns, and their parents. However, the majority of the student-interns declared the absence of an agreement with host training establishment for incentives such as free meals, allowance, and the like.

The result implies that the student-interns are satisfied with the internship program and are ready for real work experience. However, they wish to have a material or financial remuneration during the training in exchange for the services they render. In a study conducted by Klee (2011), the interns' express overall satisfaction with their training but express desire to increase satisfaction through the provision of support during internship like financial compensation.

Table 3. Distribution of respondents’ assessments of the pre- OJT criteria

Criterion	Assessment	Average (%)
1. Orientation was done detailing the specifics and procedures, roles, and responsibilities of the parties involved.	YES	85.1
	NO	14.9
2. Evaluation was done on the qualifications of the intern’s age, subjects taken and passed, enrollment, pre-requisites, and parental consent.	YES	73.1
	NO	26.9
3. Preparation and/or discussion of activities, tasks and duties that the interns must undertake was done.	YES	82.3
	NO	17.7
4. There was pre-deployment orientation of the roles and responsibilities of the school, host training establishment, and the interns.	YES	67.6
	NO	32.2
5. There was formal endorsement of the interns to the host training establishment.	YES	85.6
	NO	14.3

Table 3 shows that all the five (5) criteria for pre-on-the-job training are present or 100% present. The table further shows that three (3) or 60% of the criteria that gained YES gained an average rating of 80%- 86% while the remaining two (2) or 40% gained an average rating of 67%-74%. The table also presents that the NO assessment gained an average assessment of below 33%.

Table 3 signifies that the student-interns found the presence of orientation of the roles, and responsibilities of the parties involved. They also found the presence of evaluation on the qualification of the and parental consent, discussion of activities, tasks and duties, and pre-deployment orientation of the roles and responsibilities of the parties involved. The students also confirmed the existence of endorsement of the interns to the training partner before the on-the-job training.

The result implies that majority of the student-interns in the six (6) academic programs found the programs to have complied with the requirements of CMO 23, series of 2009. The result further implies that the different College of Arts and Sciences degree programs had prepared the student-interns properly to ensure that they are ready for the internship. According to Diambra, Joel F. (Diambra, 2004), awareness of internship stages results in a better adaptation by the student, they gain deepened personal insight and a greater appreciation of organizational dynamics and improves student’s self-understanding. Neun, David (2010) in “Guidelines for Quality Training: Elements of Effective Training Program” defines quality training as the result of interconnection of eight (8) elements which must be continually reviewed, maintained, and updated to provide a good learning

environment. It includes the following interconnecting elements, namely; 1) Organization, 2) Learner, 3) Instructor, 4) Delivery Method, 5) Environment, 6) Curriculum, 7) Program Evaluation, and 8) Learner Assessment. Assessment of the elements and specific components and processes are necessary to improve the ability of the student to learn and demonstrate the necessary competencies required by companies.

Table 4 Distribution of respondents' assessments of during- OJT criteria

Internship Criterion	Assessment	Average %
1. Presence of a clear system of monitoring and evaluation by the school and host training establishment.	YES	81.2
	NO	18.8
2. Presence of a clear and permanent job designation and assignments, duties, roles, tasks, and responsibilities.	YES	75.1
	NO	24.8
3. Presence of a clear coordination between the OJT coordinator, interns, and the host training establishment.	YES	87.3
	NO	12.7
4. Presence of a designated supervisor by the partner host training establishment.	YES	91.3
	NO	8.6
5. Presence of a mechanism that ensures good working condition and employment relation.	YES	84.6
	NO	15.2

Table 4 shows that all the criteria or 100% gained a YES assessment. The table shows also that three (3) or 60% gained an average assessment of 80% to 88%. There is one (1) or 20% which gained an above 90% average assessment. The table shows that only one (1) or 20% gained a below 80% average assessment or specifically 75%.

Results imply that during the on-the-job training program, all the academic programs have sound system of monitoring and evaluation by the school and host training establishment. The academic programs have identified job designation and assignments, organized relationships between the on-the-job training coordinators, interns, and the host training establishment. The programs also assigned supervisor by the partner training establishment, and mechanism for good working condition.

Table 4 implies that majority of the student-interns found their internship programs to have complied with the requirements of the CHED on internship (CMO 23, series of 2009). Klink (Klink, 1999), found out that there are two important factors for internship training to achieve its intended effectiveness. These factors are work situation and the characteristics of the participants. This study found that academic programs have properly designed the internship according to the expected work condition because it laid down the necessary

conditions that would allow the student-interns to achieve the intended learning experiences.

Table 5. Distribution of respondents' assessments of after OJT criteria

Internship Criterion	Assessment	Average (%)
1. The OJT provided an opportunity for students to acquire practical knowledge, skills, and desirable attitudes and values.	YES	98.7
	NO	1.3
2. The OJT provided opportunity to relate with people in the workplace and enhanced work competencies and discipline.	YES	98.7
	NO	1.3
3. The OJT made the students more competitive.	YES	98.2
	NO	1.3
4. The OJT strengthened and enriched the course.	YES	91.6
	NO	8.4
5. The OJT provided opportunities to learn from and network with experienced professionals.	YES	98.6
	NO	1.4
6. The OJT trained the students to handle new challenges and complex tasks or problems.	YES	98.6
	NO	1.4
7. The OJT allowed the students to identify future career directions and become candidates for future job opening.	YES	90.1
	NO	9.8

Table 5 shows the student-interns assessments of after on-the-job training experience. It shows that all the seven (7) criteria or 100% gained YES assessments. Specifically, five (5) or 70% gained an above 98% average assessment ratings while two (2) or 30% gained average assessment ratings of 90% to 92%.

The data reveal that all the six (6) academic programs after the on-the-job training provided an opportunity for students to acquire practical knowledge, skills, and desirable attitudes and values. The table also shows that the academic programs provided the students with the opportunity to relate with people in the workplace and enhanced work competencies and discipline. The table further shows that the programs made the students more competitive, strengthened and enriched the course, and provided opportunities to learn from and network with experienced professionals. The programs also trained the students to handle new challenges and complex tasks or problems and allowed the students to identify future career directions and become candidates for future job opening.

The result implies that the student-interns found the internship programs of their respective academic programs as complying with the requirements set by CHED on internship (CMO 23, series of 2009). Training and development

programs allow new employees to do the task for which they are hired, it allows employees to acquire new skills and abilities to meet new demand and responsibilities, it provides opportunities for systematic acquisition of skills, rules, concepts, or attitudes that will improve trainee's performance (Senel, 2014). With the affirmative result of the survey on post OJT, the interns are prepared for work as new employees in the future and have acquired the needed competencies and skills necessary for good work performance.

Table 6. Distribution of respondents' assessments of competencies applied during OJT

21 st Century Competencies	Assessment Criteria	Average (%)
1. Creativity and Innovation	Very Frequent	29.86
	Frequent	44.02
	Occasional	21.00
	Rare	5.08
	Extremely Rare	0
2. Critical thinking and analysis, Decision Making, Problem Solving	Very Frequent	34.60
	Frequent	25.92
	Occasional	28.11
	Rare	10.38
	Extremely Rare	0.98
3. Communication and Information Technology		
A. Digital Skills	Very Frequent	20.61
	Frequent	43.89
	Occasional	18.58
	Rare	8.00
	Extremely Rare	2.02
B. Writing Skills	Very Frequent	44.25
	Frequent	42.19
	Occasional	8.13
	Rare	5.29
	Extremely Rare	0
C. Speaking Skills	Very Frequent	58.86
	Frequent	25.04
	Occasional	9.84
	Rare	5.42
	Extremely Rare	0.98
4. Collaboration	Very Frequent	48.05
	Frequent	39.05
	Occasional	16.37
	Rare	1.19
	Extremely Rare	0

5. Leadership Skills	Very Frequent	32.96
	Frequent	39.39
	Occasional	23.39
	Rare	8.44
	Extremely Rare	3.62
6. Citizenry, Social Responsibility and Global Awareness	Very Frequent	45.07
	Frequent	28.89
	Occasional	20.17
	Rare	5.02
	Extremely Rare	0.98
7. Personal Character (Time Consciousness and Management, Independence, Flexibility, Productivity, Honesty, Reliability, and Perseverance)	Very Frequent	62.57
	Frequent	29.48
	Occasional	6.74
	Rare	0
	Extremely Rare	1.19
8. Cultural Awareness and Sensitivity (responsible and aware of diverse values, culture and personalities)	Very Frequent	63.99
	Frequent	21.47
	Occasional	13.49
	Rare	1.19
	Extremely Rare	0

Table 6 shows that all the ten (10) 21st century competencies gained majority ratings of Frequent to Very Frequent. Specifically, six (6) out of eight (10) or 60% of the 21st century competencies gained majority Very Frequent average rating and three (3) out of the ten (10), or 30% gained a majority Frequent average rating. No 21st century competencies gained a majority rating of Occasional, Rare, and Extremely Rare. However, Table 5 indicates that all the 21st century competencies gained Occasional rating although not majority rating. All the 21st century competencies also gained Rare average assessment rating and six (6) of the 21st century competencies gained an Extremely Rare average assessment rating.

The finding indicates that the student-interns found all the ten (10) 21st century competencies as frequently to very frequently applied during their on-the-job training. The ten (10) competencies are: 1) creativity and innovation, 2) critical thinking and analysis, decision making, problem solving, 3) digital skills, 4) writing skills, 5) speaking skills, 6) collaboration, 7) leadership skills, 8) citizenry, social responsibility and global awareness, 9) personal character (time consciousness and management, independence, flexibility, productivity, honesty, reliability, and perseverance), and 10) cultural awareness and sensitivity.

The data imply that the on-the-job training establishment allowed the application of the 21st century competencies. The data imply that the 21st century competencies above are nearly almost all the time applied in the workplaces.

According to Ylagan (Ylagan, 2013), on-the-job training develops the needed competencies of graduates. These competencies are the needed competencies for a particular job (Ylagan, 2013).

CONCLUSION

The student-interns of the six (6) academic programs of the College of Arts and Sciences perceived that the internship program and its operation before, during, and after the actual training complied with the criteria set by the Commission on Higher Education (CHED) in Memorandum Order No. 23, series of 2009. Hence, the College observed the guidelines set by the Commission in the formulation and organization of internship programs of the respective academic degree courses. The study revealed that the College must train the students of the 21st century competencies before they are assigned to undergo on-the-job training. This will adequately prepare them for actual work after during the internship.

RECOMMENDATIONS

Based on the result of the analysis, the College of Arts and Sciences must do the following:

1. Come up with a clear and well-defined OJT Manual or Training Plan and subsequently clearly present and explain to the student-interns the same.
2. Establish a contract for on-the-job training roles, and responsibilities.
3. Outline the incentives that the student-interns must receive as remuneration for the work extended.
4. Conduct an orientation, before the on-the-job training, of the roles and responsibilities of the parties involved.
5. Specify workplace job description, roles, tasks, and responsibilities.
6. Ensure that at the end of the on-the-job training the interns feel that the on-the-job training they underwent is related and connected with their course.
7. Ensure that the interns feel that the on-the-job training enriched and strengthen their courses.
8. Cultivate the students' communication skills so that they participate actively in the daily academic activities at school.

9. Prepare the students to value team-work by letting them to organize themselves, providing responsibilities in the classroom and in the University.
10. Train the students to love cultural orientations, lectures, seminars and field visits like tour and immersions.
11. Make the students time conscious, independent, productive by incorporating these competencies in social orientation classes, organizational training and workshops, and through prompt attendances in classes and other school activities.
12. Educate and train to actively participate in community activities, joining community meetings, seminars, and training, and incorporating lectures and assignments global issues and concerns.
13. Train the students to become leaders in curricular and extra-curricular organizations.
14. Nurture the students' autonomy in the classroom by providing case studies, exposing them to real-life work by assigning them roles and tasks.
15. Encourage the students to invent and create such as program designing, planning, and assessment, mounting exhibits and conduct learning sessions.

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