

Correlation of On-The-Job Training Performance on Print Media of AB Mass Communication Students and Academic Performance in Selected Professional Courses for School Year 2012-2013

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Abstract

On-the-Job Training provides various real-life learning experiences that could be of great help towards the achievement of greater knowledge, skills and values necessary for job placement. This study aimed to determine the correlation of on-the-job training performance of the AB Mass Communication students during SY 2012-2013 in terms of Personal Characteristics, Attitude towards the job, job performance, adherence to company policy and competence with their academic performance in Advertising Principle and Media Marketing. The study utilized a descriptive-correlation method of research. Results showed that Mass Communication students obtained an excellent performance rating in their On-the-Job Training with high academic performance rating in media marketing and average in advertising principle. Students with high academic performance in Advertising Principle also obtained high training performance except in adherence to company policy.

Keywords: On-the-Job Training, Internship, Academic Performance, Media Marketing, Advertising

1. Introduction

On-the-job training is always part of the Higher Education curriculum which aims to harness the knowledge, values and skills of the students before they partake to the challenges of the work environment. This is a great opportunity for the students to understand the theories and principles better through experience and practice. Learning by doing is a tested approach in education to get greater output from the trainees and develop their potential to become future assets of the organization. An internship combines the theory that students learned in school with practical work experience and lasts for about three months to a year (Ebreo et al, 2014).

This is also a great resume-builder, since one of the biggest challenges facing new graduates is the lack of real-life experience. On-the-Job training opportunities and the networking benefits an internship offers will help a college graduate long after they have spent the pay earned in the course of the summer or semester (Hernandez et al, 2014).

In trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade higher education curricular offerings to international standards (Valdez, 2012).

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In response to the academic challenges of national and international significance, higher education system needs to focus on systemic reform to strengthen and make more competitive their output and services (Buted, Felicen & Manzano, 2014). Knowledge alone is not important as what matters is how one applies it. Keeping in mind that education is an ever evolving field, developing our curricula should be undertaken to suit the needs of the industry (Felicen, Rasa, Sumanga, & Buted, 2014). Insights from industry-partners are essential input to the development of program curriculum in order to determine the concerns of the employers regarding the required qualifications of the graduates (Laguador & Ramos, 2014). Allowing the graduating students to apply what they have learned from books in a work environment would develop their work values and attitude necessary to achieve the ultimate goal of education to produce efficient and effective leaders and professionals in cross-cultural and multidisciplinary undertakings (Laguador, 2013a).

On-the-Job Training (OJT) is one of the mechanics of Higher Education industries in developing the needed competencies of its graduates. Its goals and objectives served as a guide in developing the needed competencies for a particular job, and translating the training into a gainful working experience (Ylagan, 2013). Lyceum of the Philippines University educates and trains students to be competitive by providing them with applied learning opportunities that require talented workers and rank among the best in the world in terms of productivity, career, attitude and technical skills (Felicen et al., 2014).

The curriculum was developed to integrate an in depth academics, laboratories and field internship programs that will ensure the efficiency and quality to meet worlds class standards (Mejia, Manzano & Menez, 2014). The curriculum should be designed to prepare the graduates and demonstrate the core competencies expected of them in the workplace (Valdez, 2010).

An initial interview between the intern and on-site supervisor is an excellent opportunity for the potential intern and faculty supervisor to determine if the placement offers appropriate experiences. Together, the intern and on-site supervisor can develop shared expectation that can be recorded in an internship objectives document during the first week of the placement (Shoenfelt, Kottke & Stone, 2012).

Every college institution, program, course, and student is unique; yet they engage in a common purpose of preparing the individual, through educational experiences, for what comes after graduation (Rosenberry & Vicker, 2006). Academic institutions of higher learning are constantly generating graduates who are capable of applying technology and knowledge-based information to the nature and demands of their work environment (Laguador & Dotong, 2013).

The perception of the industry has some direct impact on actual decisions about curriculum. Faculty-to-student ratio also has an effect on curriculum change, suggesting that faculty must have sufficient time to design, advocate, and implement changes. Faculty interest and perception of industry hiring do not explain why some programs pursue convergence rather than pursuing both convergence and specialization. Less professionally connected and less professionally constrained programs are the most likely to take convergence to another level by emphasizing training across media (Lowrey, Daniels & Becker, 2005).

In light of the 'professionalization' of journalism itself, a trend towards universities playing an increasingly central role in contributing to formations of journalistic professionalism is likely to continue. This may open up significant opportunities for forms of university education to act as an important check on some of the more deleterious effects engendered by the increased commercialization and deregulation of the media sector that has occurred in recent times (Nolan, 2008).

Clearly, new instructional approaches must be adopted to correct the surface writing tendencies of millennial students. Students with low writing self-efficacy and high writing apprehension will need guided approaches to help correct their deficiencies. Amid these challenges, we must also enable our strongest students to prosper. Faculty must learn and teach social media writing techniques now used by professionals. Finally, the researchers conclude that writing deficiencies of journalism and mass communication students must be met within our own classrooms and our own academic units (Lingwall & Kuehn, 2013).

In such a wide and convergent media scenario and all the supporting structures that provide the content, the requirements of the advertising industry, particularly in copy-writing and content production, the human resources required for the overall media sector is significant (Sanjay, 2012).

Advertising can be viewed as a variable field created by the merged interests of communication and marketing. Variable fields grow or fade based on changing interests and concerns in society (Nan & Faber, 2004).

It is interesting to note that the division of academic departments in communications provides a good representation of each of these functional differences. In Colleges of Communication, where departmental divisions exist, the most common configuration is to have separate departments for journalism, broadcasting, advertising and speech communication. Journalism is concerned with news and can be seen as best representing the surveillance function. Advertising can be seen as an example of matching products with the individual and as such is an example of personal identity (or correlation) function (Shoemaker & Reese, 1996 as cited in Nan & Faber, 2004).

This study analyzed the performance of the students enrolled in AB Mass Communication to examine the areas for improvement in the program of study and how the students can still develop and enhance their knowledge, values and skills to become qualified future professionals in performing critical and analytical tasks that will require them to accomplish in Print Ad. Internship is an important part of Outcomes-based education that evaluates the products of university instruction, therefore, it always necessary to assess the output of a certain process for continuous improvement.

Objectives

This study aimed to determine the on-the-job training performance of the AB Mass Communication students during SY 2012-2013 in terms of Personal Characteristics, Attitude towards the job, job performance, adherence to company policy and competence and their final grades in Advertising Principle and Media Marketing; and to test the relationship between the academic and OJT performance of the students.

2. Methods

Research Design

This research utilized the quantitative descriptive method of research. Quantitative methods emphasize on objective measurements and numerical analysis of data collected through polls, questionnaires or surveys. Quantitative research focuses on gathering numerical data and generalizing it across groups of people. The purpose of quantitative descriptive studies is to find interrelationships between variables.

Participants

The study included the total population of 28 AB Mass Communication Students who were enrolled in their OJT on Print Media from SY 2012 -2013 at Lyceum of the Philippines University-Batangas.

Instrument

The instrument employed in the study was the OJT Evaluation form used by the Internship Office to assess the student trainees. The student office trainee final evaluation is being rated by the immediate superiors of the interns after their 600 – hour training.

Procedure

The data were collected using documentary analysis of the submitted and compiled Final Evaluation rated by the immediate superiors of the engineering student trainees. The academic performance ratings of the students were obtained from the compiled grade sheets and report cards of students from the College of Education, Arts and Sciences.

Data Analysis

The following statistical tools were applied in interpreting the data obtained from the instrument used in the survey: Frequency count and percentage, weighted mean, Rank, Pearson – Product Moment Correlation Coefficient, Analysis of Variance and t-test. The following arbitrary guides were used to analyze and interpret the result of the data gathered from the instruments used in terms of Competencies: 4.50 – 5.00: Excellent(E)/ Very High (VH); 3.50 – 4.49: Very Good (VG)/ High (H); 2.50 – 3.49: Good (G)/Average (A); 1.50 – 2.49: Fair (F)/Low (L); 1.00 – 1.49: Poor (P)/Very Low (VL) and in terms of Academic Performance: 1.00 – 1.49: Excellent (E); 1.50 – 1.99: Very Good (VG); 2.00 – 2.49: Good (G); 2.50 – 2.99: Fair (F); 3.00 and below: Poor (P).

3. Results and Discussion

Table 1: On-the-Job Training Performance of AB Mass Communication Students in terms of Personal Characteristics

Personal Characteristics	WM	VI	Rank
1. Dresses neatly and appropriately for office work	4.50	E	4
2. Has a pleasing personality, is cheerful and good humored	4.54	E	2.5
3. Possesses above average oral and written communication skills	4.54	E	2.5
4. Projects self-confidence and enthusiasm	4.68	E	1
5. demonstrate leadership potential	4.39	VG	5
Composite Mean	4.53	E	

The students obtained excellent performance rating in projecting self-confidence and enthusiasm as well as for having pleasing personality, being cheerful and good humoured and possessing above average oral and written communication skills. They also obtained excellent remark on dressing neatly and appropriately for office work. However, they obtained very good performance in demonstrating leadership potential.

Personal characteristics contribute to the total package of attitude and behavior of an individual. Therefore, Mass Communication trainees have remarkably demonstrated notable attributes during their training. Communication skills can be practiced every day in settings that range from the social to the professional. New skills take time to refine, but each time use the communication skills, students must open to opportunities and future partnerships (Ylagan, Apritado, Mendoza & Tamayo, 2013). Furthermore, the composite mean score of 4.53 implies that the students have illustrated excellent personal characteristics during their training.

Table 2: On-the-Job Training Performance of AB Mass Communication Students in terms of Attitude towards the Job

Attitudes towards the job	WM	VI	Rank
1. Shows marked interest and in his/her tasks/responsibilities	4.64	E	2
2. Has an exceptional sense of duty and can always be depended upon to do a good job	4.57	E	3.5
3. Cooperates willingly and fits easily to the group	4.57	E	3.5
4. Recognizes the authority and responsibilities of his/her superiors and previous his/her them the necessary support services and assistance required or sought	4.79	E	1
5. Takes initiative to update one's technical and/or non-technical knowledge and skills	4.43	VG	5
Composite Mean	4.60	E	

They obtained excellent performance rating in recognizing the authority and responsibilities of his/her superiors and previous his/her them the necessary support services and assistance required or sought and showing marked interest on their tasks and responsibilities. They also keep excellent remark for having an exceptional sense of duty and can always be depended upon to do a good job and cooperating willingly that fits easily to the group. Meanwhile, they obtained very good performance in taking initiative to update one's technical and/or non-technical knowledge and skills. The composite mean score of 4.60 implies that the students have demonstrated excellent attitude towards work during their training.

Keeping them aware of the work values they should possess during the training served as their guide towards exhibiting good attitude towards people which also promotes positive results at work. Developing the interest of the students towards the job creates better atmosphere of successful work environment. Helping them understand the sense of responsibility and sense of urgency would lead them to another accomplishment in leadership roles.

Table 3: On-the-Job Training Performance of AB Mass Communication Students in terms of Job Performance

Job Performance	WM	VI	Rank
1. Delivers promptly assigned tasks/responsibility	4.54	E	2
2. Perform assigned tasks with minimum supervision	4.43	VG	6
3. Willingly accepts work assignments and/ or responsibilities	4.46	VG	4.5
4. Deliver assigned tasks within acceptable level of quality	4.46	VG	4.5
5. Performs assigned tasks in an organized and orderly manner	4.50	E	3
6. Exhibits ability to function well under pressure	4.57	E	1
Composite Mean	4.49	VG	

They exhibited excellently the ability to function well under pressure, delivered promptly assigned tasks and responsibility and they performed assigned tasks in an organized and orderly manner. Meanwhile, they obtained very good performance rating in accepting willingly the work assignment and responsibilities as well as in delivering assigned tasks within acceptable level of quality. However, the students obtained the lowest weighted mean score in performing assigned tasks with minimum supervision. The composite mean score of 4.49 implies that the students have exemplified very good job performance during their training. Commitment to accomplish a certain task within the specified period of time must be strongly acquired by the trainees (Laguador, 2013b).

Table 4: On-the-Job Training Performance of AB Mass Communication Students in terms of Adherence to Company Policies

Adherence to Company Policies	WM	VI	Rank
1. Present at work most of the time	4.82	E	1
2. Comes to work on time	4.79	E	2
3. Adheres to company on time	4.71	E	3
Composite Mean	4.77	E	

The students obtained an excellent remarks by being present at work most of the time, coming to work on time and adhering to company on time. The composite mean score of 4.77 implies that the students have exemplified excellent adherence to company policies during their training. Students adjust to the environment and people that can possibly influence their attitude towards punctuality (Laguador, 2013b). Students are informed of the benefits and consequences of getting to school early and late. That habit will later become their routine until they join the workforce of professionals.

Table 5: On-the-Job Training Performance of AB Mass Communication Students in terms of Competence

Competence	WM	VI	Rank
1. Shows mastery of generally accepted management/ marketing/ banking principles as applied to different situations	4.46	VG	3
2. Shows adequate knowledge in performing assigned tasks and work assignment	4.64	E	1
3. Shows ability to perform routine office procedures	4.61	E	2
Composite Mean	4.57	E	

The trainees have excellent showed adequate knowledge in performing assigned tasks and work assignment and ability to perform routine office procedures. Meanwhile, they obtained very good performance rating on showing mastery of generally accepted management/ marketing/ banking principles as applied to different situations. The composite mean score of 4.57 implies that the students have demonstrated excellent competence during their training.

Universities on the other hand situate their journalism and mass communication programmes within the context of their liberal arts and sciences orientation and make an attempt to train the students with critical thinking and many a time the balance they wish to strike between professional inputs and critical thinking is skewed one way or the other leading to deficit in either or at times both skills (Sanjay, 2012).

Skills can be measured in varying degrees and it is very important to keep these updated to learn new things from different perspectives. Communication skills are brought about by experiences through exchanging of thoughts and ideas from different people living in various social economic statuses (Laguador, 2013c).

Table 6: Academic Performance of Mass Communication Students in Terms of Professional Courses

Professional Courses	Average Final Grade	Interpretation
Advertising Principle	2.144	Good
Media Marketing	1.676	Very Good

Scale: 3.00 – 5.00: Poor; 2.51 – 3.00: Fair; 2.01 – 2.50: Good; 1.51 – 2.00: Very Good; 1.00 – 1.50: Excellent

The Mass Communication students obtained a very good academic performance rating in media marketing as denoted by the 1.676 average final grades which is higher than the final grade in Advertising principle with 2.144 which falls within a “good” verbal interpretation. Advertising courses, at all levels, could go farther in explaining how an advertising business functions within the larger business community (Kendrick, 2013). Personal interest in advertising may be a result of research, study, experience or external pressure from practitioners in the area (Kerr, 2009).

There is a significant relationship between the final grades of Mass Communication Students in Advertising Principle and their OJT performance in terms of personal characteristics, attitude towards the job, job performance and competence. Therefore, the null hypothesis on these variables is rejected. This signifies that the higher the academic performance in advertising principle, there is a possibility of having high on-the-job training performance among Mass Communication Students. Meanwhile, there is also a significant relationship between final grade in Media Marketing and the OJT performance in terms of adherence to company policy and competence. Therefore, the null hypothesis of no significant relationship on these variables is also rejected. This implies that those students with final grades in media marketing have also high OJT performance in terms of adherence to company policy and competence while result of final grades in media marketing is only related to competence and adherence to company policy.

Table 7: Relationship between On-the-Job Training Performance and Academic Performance of Mass Communication Students

	Advertising Principle			Media Marketing		
	r-value	p-value	Interpretation	r-value	p-value	Interpretation
Personal Characteristics	.594(**)	.001	Highly Significant	.264	.183	Not Significant
Attitude Towards the Job	.507(**)	.008	Highly Significant	.365	.061	Not Significant
Job Performance	.662(**)	.000	Highly Significant	.348	.076	Not Significant
Adherence to Company Policy	.223	.273	Not Significant	.670(**)	.000	Highly Significant
Competence	.480(*)	.013	Significant	.575(**)	.002	Highly Significant

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Mass Communication Students were prepared in the nature of job related to advertising and marketing through print ads. They are equipped with skills and values that could be of help to achieve the organization’s mission. Some establishments preferred most employees who possess technical skills, communication skills and interpersonal skills (Torre et al, 2014). The competence of the students is being shaped during the process of realizing the importance and appreciating the relationship of various challenges and responsibilities of their profession.

4. Conclusion and Recommendation

The Mass Communication students obtained an excellent performance rating in terms of personal characteristics, attitude towards the job, adherence to company policy and competence while very good rating in terms of job performance was achieved. They obtained a high academic performance rating in media marketing and average in Advertising principle. Students with high academic performance in Advertising Principle also obtained high training performance and vice versa except in adherence to company policy. The university may continuously upgrade facilities and laboratories to enhance further the knowledge and skills of the students necessary for the future work assignments (Felicen, Ylagan & Buted, 2014). A growing number of employees and newly graduates must be fully equipped with knowledge and skills to be competitive in their respective field. At this point, the educational attainment of the individual is given great emphasis (Dimalibot et al., 2014). The principles of advertising must be realized by the students through practice in cooperation with the Strategic Communications and Alumni Affairs Office (SCAAO) of the University. Mass Communication teachers may coordinate with the SCAAO Director for possible activities that might be useful for the office that would apply the knowledge and skills of the students in media marketing to promote the image of the university.

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