

Factors Affecting on-the-Job Training Performance of Bachelor of Science in Hospitality Management Students in a Philippine Academic Setting

Marie Joy V. Odron¹; Cecilia G. Lagramada²

^{1,2}(Graduate Student)

^{1,2}Eastern Samar State University -Guiuan Graduate Faculty ESSU-Guiuan Guiuan, Eastern Samar

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Abstract: This study explores the relationship between various influencing factors and the On-the-Job Training (OJT) performance of Bachelor of Science in Hospitality Management (BSHM) students at Eastern Samar State University, Borongan Campus. Specifically, it investigates how pre-OJT training competence, economic and family support, career goals and attitudes, and the role of cooperating hospitality institutions contribute to student performance during their practicum. Using a descriptive-correlational research design, data were collected from 180 fourth-year BSHM students through a validated researcher-made questionnaire and official OJT performance ratings. Findings reveals that students perceived strong positive influences across all identified factor except its relationship between influential factors and the students' final OJT performance grades. This unexpected disconnect suggests that while students feel well-prepared and supported, current OJT evaluation methods may not adequately capture how these critical elements translate into measurable performance outcomes. The findings highlight a need for educational institutions and industry partners to collaborate on developing more comprehensive and integrated OJT assessment frameworks. These frameworks should go beyond traditional grading to incorporate a broader range of performance indicators, including technical skills and non-technical competencies, to better reflect the holistic impact of preparation and support systems on student professional development in real- world hospitality setting.

Keywords: Pre-OJT Training Competence, Economic and Family Support, Career Goal and Attitude, Cooperating Hospitality Industry.

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I. INTRODUCTION

On-the-job training, henceforth, OJT, is a hands-on process where students acquire proficiency, knowledge, and skills required to ably handle a job in a real-life working environment. OJT takes place at the workshop or manufactory under the supervision of a guide, manager, or senior employee.

The significance of OJT is that students get a direct and unmediated experience of the work processes, get familiar in potential challenges and responsibilities and gain understanding of the manager's expectations from their role, how certain types of equipment and software work, and fine-tune requisite hard skills necessary to accomplish their tasks (Sugandhi, 2020). OJT provides an environment for students to interact with coworker, become familiar with

organizational structure, and gain insights on institutional expectations (Andreev, 2021).

Across the globe, OJT is recognized to have links to increased economic growth. It affords workers the opportunities to majority of their new and updated skills necessary for success in the workplace (Saraf, 2017). Among countries of the European Union, OJT was found to be the second most attended continuing vocational training activity (Eurostat, 2024).

In the Philippines, OJT program is perceived as one of the most influential programs in higher education and has been an integral part of the educational system (Samala, et al., 2020). A study among college students in Luzon found that OJT has relevant contributions in the acquisition of basic skills, thinking skills, personal qualities and competencies on resources, interpersonal relations, information, systems and

technology skills of the student-trainees (Valdez, et, al. 2015). Higher Educational Institutions' (HEIs) preparation must provide the technical and managerial knowledge skills that become the hallmark of professionalism, as well as adequately support students so that they may ably meet the industry needs that require matching of OJT assignment that links theory and practice which emphasized time management, punctuality and promptness to meet deadlines in workplaces (Rapatan and Juevesa, 2020).

The role of family in the academic success of university students is multi-pronged, encompassing emotional, motivational, and practical dimensions. Emotional support provides a safety net that builds self-esteem and resilience, while motivational support encourages ambition and a love for learning. On a more tangible level, practical support, such as resource provision and active involvement in school activities, equips students with the requisite tools and environment conducive to learning (Bueno, 2022).

Career goals and attitudes are also found to be influential to academic success. As found by Alloway, et.al (2024) Students overall had high goals for their careers as most students aspire to land professional jobs and they expressed strong preference for university study. They likewise aimed for career fulfillment, stating that personal job satisfaction is more important than salaries or financial remuneration, work-family balance, and job security. Students were also found to invest time and thought in developing their future plans and showed a high degree of flexibility in pondering about career choices.

Higher Education Institutions tie up with companies and industries with the view of providing future job opportunities for graduates by offering on- the- job training opportunities; recognizing the importance of knowing whether the industry partner is true to their responsibility in providing the student/trainee with support and opportunities to work with the specific department or area where the theories, principles and ideas learned in the academe can best be applied (Callo, Bice, Antipolo, and Matriano, 2021).

In the Eastern Samar State University, fourth year students of the Bachelor in Hospitality Management undergo OJT in private or public establishments where they are assigned varied tasks that relate to the skills they acquired and theories they studied in their previous three years in college.

OJT, as an academic rite of passage among college students, pose significant personal and academic challenges as training establishments require student-trainees' performance to meet industry-level standards. The researcher, therefore, deems it necessary to conduct this investigation in to the factors that influence the students' performance in OJT through this study.

II. METHODS

The study employed the descriptive-correlation design to address its research objectives. The descriptive aspect of

the design enabled the researcher to answer the first and second research problems, which likely focus on describing specific characteristics or variables like levels of perceived pre-OJT competence, economic and family support, career goals, and support from partner establishments. The correlation aspect was employed to address the third and fourth research problems, which aim to establish relationships between variables, such as how pre-OJT competence or support systems correlate with OJT performance.

The study used simple random sampling with Slovin's formula to determine the sample size of 180 students. This method ensures that every student in the population has an equal chance of being selected, reducing bias and increasing the representativeness of the sample. It is particularly suitable for a homogeneous population, such as fourth-year hospitality management students at a single campus.

This formula ($n = N / (1 + Ne^2)$, where n is the sample size, N is the population size, and e is the margin of error) was used to calculate an appropriate sample size.

The use of simple random sampling and Slovin's formula reflects a rigorous approach to ensuring the sample is representative of the population. This strengthens the study's validity and generalizability within the context of ESSU's hospitality management program. The study utilized a researcher-made questionnaire titled Factors of OJT Performance of HM Students Questionnaire. The questionnaire is composed of four (4) sub-parts, each with five (5) survey statements. The first part determines the respondents' level of perceived pre-OJT competence, the second part determines their perceived level of economic and family support, the third part establishes the respondents' perception in relations to career goals and attitudes, while the fourth part determines the respondents' perception regarding the support provided to them by the partner hospitality establishment where they conducted their OJT. The four sub-parts align with the study's objectives of exploring the factors influencing OJT performance. Each sub-part focuses on a distinct variable, allowing for a comprehensive assessment of both internal and influences. A custom-designed questionnaire tailored to the study's context ensures that the questions are relevant to the specific population and objectives. However, it requires validation to ensure reliability and validity.

Using official grades as a measure of OJT performance provides an objective, standardized metric. This complements the subjective data from the questionnaire that enhances the findings. The combination of a researcher-made questionnaire and official grades allows for a better analysis of OJT performance. The questionnaire captures perceptual data, while the grades provide a concrete outcome measure. The researcher obtains the list of students who undertook OJT during the school years 2022-2023 and 2023-2024 with permission of the College Dean. The researcher personally seek out the respondents who are part of the sample population, and if ever they are outside the province, the research instrument were sent through Google Forms.

Attached to the questionnaires are the Letter to Respondent, Informed Consent Form and the instructions on how to properly respond to the questionnaires. The questionnaires were retrieved by the researcher as soon as the respondents have completed their responses. The Report of Grades were obtained through a formal request to the Office of the University Registrar.

The researcher obtained a list of OJT students from the office of the College Dean and contacted respondents directly or via Google Forms for those outside the province. The questionnaire was accompanied by a Letter to Respondent, Informed Consent Form, and instructions. The Report of Grades was obtained through a formal request to the Office of the University Registrar. The combination of in-person and online data collection, via Google Forms accommodates logistical challenges, such as respondents being outside the province. This flexibility ensures a higher response rate and inclusivity.

Including a Letter to Respondent and Informed Consent Form demonstrates ethical research practices, ensuring respondents are fully informed and consent voluntarily. Clear instructions further enhance the quality of responses by reducing confusion. Obtaining grades through a formal request to the Registrar ensures data accuracy and compliance with institutional protocols, reinforcing the study's credibility. The data gathering procedure is systematic and ethical, balancing practicality with thoroughness. The use of both in-person and online methods

reflects adaptability to real-world constraints, while the formal process for obtaining grades ensures data integrity.

The study was conducted at Eastern Samar State University (ESSU) Borongan Campus, located along the National Highway, seven kilometers north of Borongan town proper, in Barangay Maypangdan, Eastern Samar, Philippines.

III. RESULTS

➤ *Factors Influencing the OJT Performance of the Hospitality Management Students:*

The primary objective of this study is to examine the factors that influence the On-the-Job Training (OJT) performance of Hospitality Management students. The factors identified include pre-OJT competencies, economic and familial support, career goals and attitudes, and the role of cooperating hospitality industry establishments.

➤ *Pre-OJT Competence*

The data in Table 1 illustrates the factors influencing the pre-OJT (On-the-Job Training) competence of students, with all factors rated as "Highly Agree" (mean scores ranging from 4.37 to 4.56, SD from 0.61 to 0.86). This suggests a strong perception among students that their pre-OJT preparation, including orientation, skills, practical exposure, capabilities, and theoretical training, adequately equips them for OJT tasks.

Table 1 Factors Influencing the OJT Students: Pre-OJT Competence

Items	Mean	Description	Interpretation
I have undergone pre-OJT orientation conducted in my college.	4.46	Highly Agree	Always Adapting
I am confident that I have the skills necessary for OJT.	4.51	Highly Agree	Always Adapting
My college courses/subjects have exposed me to practical activities which allowed me to perform OJT-related tasks.	4.56	Highly Agree	Always Adapting
I am equipped with the requisite capabilities to succeed in OJT.	4.44	Highly Agree	Always Adapting
The theoretical training, I acquired in my college courses.	4.37	Highly Agree	Always Adapting
Grand Mean	4.47	Highly Agree	Always Adapting

The high mean scores for pre-OJT competence (overall mean: 4.47, SD: 0.61) and specific items, such as confidence in skills (mean: 4.56) and exposure to practical activities (mean: 4.51), indicate that students feel well-prepared for OJT. This aligns with the notion that pre-OJT preparation, including academic coursework and practical exposure, is critical for successful OJT performance. The low standard deviations (0.61–0.86) suggest consistency in students' perceptions, reflecting a robust preparatory framework within the academic programs. Research by Hebron (2020) supports this, noting that pre-OJT preparation, such as orientation and skill-building activities, significantly enhances students' ability to meet workplace expectations during OJT, contributing to improved job performance and competence.

The high ratings for practical activities (mean: 4.56) and theoretical training (mean: 4.37) suggest that a blend of hands-on and theoretical learning in college curricula is perceived as effective in preparing students for OJT. This finding is consistent with Borebor and Merida (2024), who

found that foundational skills, often developed through practical and theoretical coursework, are dominant predictors of OJT performance among students. Their study highlights that student with strong foundational skills, reinforced through college courses, tend to perform better in real-world work settings. Similarly, a 2021 study on high school students in the Philippines found that competence, rated highly (mean: 4.48), was a key factor in excellent OJT performance, underscoring the importance of pre-OJT academic preparation. The high agreement on the value of pre-OJT orientation (mean: 4.46) indicates that structured guidance before entering the workplace enhances students' readiness. Orientation programs likely clarify expectations, familiarize students with workplace norms, and build confidence, which are critical for OJT success. This is supported by Research.com (2025), which emphasizes that OJT programs bridge the gap between academic knowledge and industry requirements, with pre-OJT orientation playing a pivotal role in aligning students' skills with job demands. Structured orientation can also address professional norms

and soft skills, such as teamwork and adaptability, which are essential for OJT performance.

The consistently high ratings across all factors suggest that a well-rounded pre-OJT preparation enhances students' ability to perform effectively during OJT. This is particularly relevant for skills like problem-solving, communication, and adaptability, which are honed through practical and theoretical training. Research.com (2025) notes that OJT programs are most effective when students are equipped with relevant skills and competencies before entering the workforce, as this preparation facilitates a smoother transition to industry roles. However, the slightly lower mean for theoretical training (4.37) compared to practical activities (4.56) may indicate that students perceive hands-on experience as more directly applicable to OJT, a finding echoed by Borebor and Merida (2024), who emphasized the dominance of foundational and practical skills in OJT performance.

➤ *Economic and Family Support*

The data in Table 2 highlights the factors of economic and family support influencing On-the-Job Training (OJT) students, with an overall mean of 4.20 (SD: 0.64) interpreted as "Highly Agree," indicating strong perceived support. Individual items show means ranging from 4.42 to 3.79 (SD: 1.03–0.75), with most rated as "Highly Agree" except for item 4 ("Money is not an issue as far as my OJT is concerned"), which is rated as "Agree."

The high overall mean score of 4.20 suggests that students perceive robust economic and family support during their OJT, which likely contributes to their ability to focus on training tasks. The relatively low standard deviation (0.64) indicates consistent perceptions among respondents, reflecting reliable support systems. Research by Hebron (2020) emphasizes that external support, including financial stability and family encouragement, enhances students' OJT performance by reducing stress and enabling focus on workplace responsibilities. This support is critical for maintaining motivation and engagement during OJT.

Table 2 Factors Influencing the OJT Students: Economic and Family Support

Items	Mean	Description	Interpretation
I am assured of adequate financial support for my OJT.	4.23	Highly Agree	Always Adapting
My family asks about my physical health and well-being while I am on OJT.	4.42	Highly Agree	Always Adapting
My family inquires after my mental an emotional health and well-being while I am OJT.	4.34	Highly Agree	Always Adapting
Money is not an issue as far as my OJT is concerned.	3.79	Agree	Always Adapting
My family understands the demands of my OJT and supports me in meeting these demands	4.23	Highly Agree	Always Adapting
Grand Mean	4.20	Highly Agree	Always Adapting

The high mean scores for family concern about physical health (mean: 4.42, SD: 0.87) and mental/emotional well-being (mean: 4.34, SD: 0.87) indicate strong familial involvement in students' OJT experiences. These findings suggest that family support creates a supportive environment, which is essential for students' resilience and performance in demanding work settings. A 2023 study by the Journal of Education and Work found that family support, particularly emotional encouragement, positively correlates with students' internship performance by fostering confidence and reducing anxiety. Similarly, Borebor and Merida (2024) note that family support enhances students' ability to meet OJT demands, contributing to better performance outcomes. The high rating for adequate financial support (mean: 4.23, SD: 0.75) suggests that most students feel financially secure during OJT, which likely alleviates concerns about basic needs and allows focus on training. However, the lower mean score for item 4 ("Money is not an issue," mean: 3.79, SD: 1.03), rated as "Agree," indicates some variability in financial ease, with a higher standard deviation suggesting less consensus among respondents. This aligns with Research.com (2025), which notes that financial constraints can hinder OJT performance by creating stress or limiting access to necessary resources. The discrepancy between items 1 and 4 may indicate that while students generally have sufficient support, financial concerns persist for some, potentially affecting their OJT focus and performance. The

high mean score for family understanding of OJT demands (mean: 4.23, SD: 0.90) suggests that families recognize the challenges of OJT and provide tailored support, such as flexibility or encouragement, to help students succeed. This is supported by a 2021 study in the International Journal of Psychosocial Rehabilitation, which found that external support systems, including family encouragement, positively influence OJT performance by fostering a sense of security and motivation. Families that understand OJT demands can help students navigate workplace challenges, enhancing their ability to perform effectively.

The result of the study indicate that economic and family support are critical enablers of OJT success. Emotional and physical support from families fosters a positive mindset, which is essential for workplace adaptability and productivity. Financial stability, while generally adequate, appears to be a concern for some students, suggesting that institutions or OJT programs could offer additional support, such as stipends or resources, to mitigate financial stress. Research.com (2025) highlights that OJT programs are most effective when students are free from external pressures, allowing them to focus on skill acquisition and application. Addressing financial variability could strengthen the positive impact of support on OJT performance.

Table 3 Factors Influencing the OJT Students: Career Goal and Attitude

Items	Mean	Description	Interpretation
My course will help me land my dream job.	4.72	Highly Agree	Always Adapting
I am persistent in the pursuit of my success.	4.62	Highly Agree	Always Adapting
All my efforts are geared towards completing my OJT	4.60	Highly Agree	Always Adapting
I have always been sure of what I want to be in the future.	4.36	Highly Agree	Always Adapting
I don't have second thoughts about my chosen career.	4.14	Highly Agree	Always Adapting
Grand Mean	4.49	Highly Agree	Always Adapting

➤ *Career Goal and Attitude*

The data in Table 3 focuses on the factors of career goal and attitude influencing On-the-Job Training (OJT) students, with an overall mean of 4.49 (SD: 0.68) interpreted as "Highly Agree," indicating a strong positive orientation toward career goals and attitudes. Individual items show means ranging from 4.72 to 4.14 (SD: 0.70–0.96), all rated as "Highly Agree," reflecting robust motivation and clarity in career aspirations.

The high overall mean of 4.49 suggests that students possess a clear sense of direction and a positive attitude toward their career goals, which likely enhances their engagement and performance during OJT. The relatively low standard deviation (0.68) indicates consistent perceptions among respondents, reflecting a shared commitment to career aspirations. Hebron (2020) highlights that a positive attitude and clear career goals are significant predictors of OJT performance, as they drive motivation and focus in workplace settings. Students with strong career orientation are more likely to approach OJT as a stepping stone to their professional aspirations, enhancing their effort and performance.

Journal of Education and Work found that persistence and goal-directed effort are key drivers of internship performance, as they enable students to navigate workplace demands and maintain focus on professional development. These qualities likely translate into higher OJT performance by fostering resilience and commitment. The items "I have always been sure of what I want to be in the future" (mean: 4.36, SD: 0.77) and "I don't have second thoughts about my chosen career" (mean: 4.14, SD: 0.96) indicate strong career clarity, though the slightly lower mean for the latter suggests some variability in confidence. The higher standard deviation (0.96) for the second item points to less consensus, suggesting that while most students are confident, some may

experience uncertainty about their career path. A 2021 study in the International Journal of Psychosocial Rehabilitation found that career clarity positively correlates with OJT performance, as students with defined goals are more likely to approach training with purpose and direction. However, uncertainty, as reflected in the lower mean and higher SD for item 5, could slightly weaken this relationship for some students, potentially impacting their OJT engagement.

The results indicate that a strong career goal orientation and positive attitude are critical enablers of OJT success. Students who view OJT as a pathway to their dream job and approach it with persistence are likely to exhibit higher performance through focused effort and resilience. However, the lower score and higher variability for career choice confidence (mean: 4.14, SD: 0.96) suggest that some students may benefit from career counseling or mentorship to solidify their commitment, potentially enhancing their OJT performance. Borebor and Merida (2024) recommend integrating career guidance into OJT programs to align students' aspirations with workplace experiences, maximizing their motivation and performance.

➤ *Cooperating Hospitality Industry*

Table 4 reveals a high overall mean of 4.44 suggests that students perceive the cooperating hospitality industry as highly supportive, providing a conducive environment for OJT. The relatively low standard deviation (0.72) indicates consistent positive perceptions among respondents, reflecting reliable industry support. Hebron (2020) emphasizes that a supportive OJT environment, characterized by caring supervision and safe workplaces, significantly enhances trainee performance by fostering confidence and engagement. A supportive industry setting is critical for students to effectively apply their skills and meet workplace expectations.

Table 4 Factors Influencing the OJT Students: Cooperating Hospitality Industry

Items	Mean	Description	Interpretation
My OJT establishment takes care of its on-the-job trainees.	4.48	Highly Agree	Always Adapting
My OJT supervisors are kind and approachable.	4.54	Highly Agree	Always Adapting
I feel that I can freely talk with my OJT supervisor to express my thoughts and ask questions regarding OJT issues.	4.41	Highly Agree	Always Adapting
My OJT establishment provides benefits for on-the job trainees	4.26	Highly Agree	Always Adapting
My OJT establishment makes sure that trainees are kept in a safe and secure environment at all times.	4.52	Highly Agree	Always Adapting
Grand Mean	4.44	Highly Agree	Always Adapting

The high mean scores for the establishment's care for trainees (mean: 4.48, SD: 0.80) and the kindness/approachability of supervisors (mean: 4.54, SD:

0.85) indicate that students feel valued and supported by their OJT supervisors. Approachable supervisors likely create an open and encouraging environment, which is essential for

trainees to seek guidance and improve performance. A 2023 study in the *Journal of Education and Work* found that supportive supervision during internships significantly boosts trainee performance by providing constructive feedback and fostering a sense of belonging. Similarly, Borebor and Merida (2024) note that positive supervisor-trainee relationships in hospitality settings enhance OJT outcomes by facilitating skill development and motivation. The high mean score for maintaining a safe and secure environment (mean: 4.52, SD: 0.80) indicates that students feel protected in their OJT settings, which is crucial for their well-being and focus on training tasks. A safe environment reduces stress and distractions, enabling trainees to concentrate on skill application and performance. Research.com (2025) notes that safe and supportive OJT environments are critical for student success, as they promote psychological well-being and productivity. This finding aligns with Borebor and Merida (2024), who found that a secure workplace enhances hospitality students' ability to perform tasks effectively during OJT. The high rating for open communication with supervisors (mean: 4.41, SD: 0.78) suggests that students feel comfortable expressing thoughts and addressing OJT-related issues. This open dialogue likely enhances learning by allowing trainees to clarify tasks, seek feedback, and resolve challenges. Research.com (2025) highlights that effective communication between trainees and supervisors in OJT programs bridges the gap between academic preparation and workplace demands, leading to improved performance. Open communication fosters a collaborative environment, enabling students to adapt to industry expectations and perform

effectively. The slightly lower mean score for the provision of benefits (mean: 4.26, SD: 0.87), while still rated as "Highly Agree," suggests that while most students perceive benefits as adequate, there may be variability in the type or extent of benefits provided. The higher standard deviation (0.87) indicates less consensus, possibly due to differences in establishment practices. A 2021 study in the *International Journal of Psychosocial Rehabilitation* found that tangible benefits, such as stipends or resources, positively influence OJT performance by reducing financial stress and increasing motivation. Inconsistent benefits across establishments could create disparities in trainee experiences, potentially affecting performance.

The findings indicate that a supportive hospitality industry environment is a critical enabler of OJT success. Approachable supervisors and open communication foster a learning-oriented atmosphere, while safe environments and benefits enhance trainee well-being and motivation. However, the slightly lower score for benefits (mean: 4.26) suggests that standardizing or enhancing benefits could further optimize OJT outcomes. Research.com (2025) recommends that OJT programs collaborate with industry partners to ensure consistent support, including clear communication channels and adequate resources, to maximize trainee performance. Educational institutions could also work with hospitality establishments to align expectations and enhance supervisor training to maintain high-quality support.

Table 5 Level of Performance of OJT Hospitality Management Students

	N	Mean	Std. Deviation
Final Grade	179	1.4	0.1500

The data in Table 5 presents the level of performance of On-the-Job Training (OJT) Hospitality Management students, measured by their final grades, with a sample size of 179 students, a mean of 1.4, and a standard deviation of 0.1500.

The mean final grade of 1.4 (on a typical Philippine grading scale where 1.0 is the highest and 5.0 is failing) indicates excellent OJT performance among Hospitality Management students. The low standard deviation (0.1500) suggests high consistency in performance, with most students achieving grades close to the mean, reflecting a uniformly high level of performance. This aligns with Borebor and Merida (2024), who found that Hospitality Management students often exhibit strong OJT performance due to the practical nature of their training and industry-relevant curricula. The high-performance level suggests that students are effectively applying their skills in real-world hospitality settings.

The excellent mean grade (1.4) indicates that students are meeting or exceeding workplace expectations, likely due to a combination of preparation, support, and industry alignment, even if these factors do not directly correlate with grades. A 2021 study in the *International Journal of Psychosocial Rehabilitation* suggests that OJT performance

in hospitality settings is influenced by multiple factors, including workplace-specific demands and supervisor assessments, which may overshadow the direct impact of preparation or support. The low standard deviation (0.1500) further implies that the evaluation process is consistent, possibly due to standardized grading criteria, but it may not fully capture the influence of attitudinal or environmental factors like career goals or industry support.

The high-performance level suggests that current OJT programs are effective in preparing Hospitality Management students for industry demands. Research.com (2025) recommends integrating qualitative assessments, such as feedback on soft skills or adaptability, into OJT evaluations to reflect the broader impact of preparation and support. Educational institutions and industry partners could also enhance collaboration to align training objectives with performance metrics, ensuring that factors like career motivation and industry support are better reflected in outcomes.

The high mean grade and low standard deviation suggest a robust OJT program but also highlight potential limitations in the evaluation process. A 2021 study on high school students in the Philippines found that OJT performance is multifaceted, and reliance on grades alone

may overlook important developmental outcomes. Additionally, the hospitality industry's diverse contexts may

require tailored support to maximize the impact of preparatory and support factors.

Table 6 Relationship Between Factors and the Level of Performance of Hospitality Management Students

Factors	r	p	Interpretation
Pre-OJT Competence	-0.041	0.589	Not Significant
Economic and Family Support	-0.127	0.090	Not Significant
Career Goal and Attitude	-0.028	0.712	Not Significant
Cooperating Hospitality Industry	-0.001	0.993	Not Significant

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

The data in Table 6 presents the Pearson correlation analysis between four factors (Pre-OJT Competence, Economic and Family Support, Career Goal and Attitude, and Cooperating Hospitality Industry) and the final OJT performance grades of Hospitality Management students. All correlations are negative, weak, and statistically not significant (p -values > 0.01), leading to the acceptance of the null hypothesis for each factor.

The weak negative correlation (-0.041) and high p -value (0.589) indicate no significant relationship between pre-OJT competence and OJT performance. This suggests that students' perceived skills, practical exposure, and theoretical training (as shown in Table 1, mean: 4.47) do not directly translate to higher final grades in OJT. A 2021 study in the *International Journal of Psychosocial Rehabilitation* found a weak correlation between academic preparation and OJT performance among BSCS students, suggesting that while pre-OJT competence is valuable, workplace-specific factors, such as task complexity or evaluation criteria, may have a stronger influence on performance outcomes. The negative correlation, though negligible, could imply that overconfidence in pre-OJT skills might slightly hinder adaptability in real-world settings, though this effect is not significant.

The slightly stronger negative correlation (-0.127) and p -value (0.090) indicate no significant relationship between economic and family support and OJT performance. Despite high student perceptions of financial and familial support, these factors do not appear to directly impact final grades. Hebron (2020) notes that while external support reduces stress, its influence on OJT performance may be indirect, mediated by factors like motivation or workplace conditions. The negative correlation, though weak, might suggest that excessive reliance on external support could reduce personal initiative in some cases, but the lack of significance ($p > 0.01$) indicates this effect is minimal and not conclusive. The very weak negative correlation (-0.028) and high p -value (0.712) show no significant relationship between career goal orientation, positive attitude, and OJT performance. Despite strong student confidence in career goals and persistence, these factors do not directly correlate with final grades. Borebor and Merida (2024) suggest that while career motivation enhances engagement, OJT performance evaluations often focus on technical skills or supervisor assessments, which may not fully capture attitudinal factors. The negligible negative correlation could hint at a disconnect between students' career aspirations and the specific tasks or

evaluation criteria in OJT, but the lack of significance indicates no meaningful relationship.

The near-zero correlation (-0.001) and extremely high p -value (0.993) indicate no significant relationship between the support provided by the cooperating hospitality industry and OJT performance. Despite high ratings for supervisor support, communication, and workplace safety (Table 4, mean: 4.44), these factors do not appear to influence final grades. Research.com (2025) notes that while a supportive OJT environment facilitates learning, performance evaluations may prioritize measurable outputs (e.g., task completion) over environmental factors. The negligible correlation suggests that industry support, while valuable for student experience, does not directly translate to higher grades, possibly due to standardized evaluation criteria or varying supervisor expectations.

The lack of significant correlations (all p -values > 0.01) across all factors suggests that none of the identified factors pre-OJT competence, economic and family support, career goal and attitude, or cooperating hospitality industry directly influence OJT performance as measured by final grades. These findings indicate strong student perceptions of preparedness, support, motivation, and industry support. A 2023 study in the *Journal of Education and Work* suggests that OJT performance may be influenced by factors not captured in this study, such as workplace-specific demands, supervisor subjectivity in grading, or the alignment between training tasks and evaluation criteria. The weak negative correlations, though not significant, could hint at contextual factors such as overconfidence, external reliance, or mismatched expectations slightly counteracting performance, but these effects are too small to draw firm conclusions.

The absence of significant relationships suggests that final OJT grades may be driven by factors beyond those measured, such as technical task performance, workplace dynamics, or evaluation biases. Hebron (2020) highlights that OJT performance often depends on the quality of workplace supervision and the alignment of training objectives with assessment criteria, which may not fully reflect students' preparation or support systems. Educational institutions and hospitality industries could improve OJT outcomes by aligning training goals with evaluation metrics and providing clearer feedback to students. Additionally, incorporating soft skills like adaptability and problem-solving into performance assessments could better capture the influence of attitudinal and support factors. A 2021 study on high school students in the Philippines found that OJT performance is multifaceted,

influenced by both measurable outputs and unmeasured factors like workplace culture or trainee resilience. Additionally, the hospitality industry's diverse settings like hotels and restaurants may introduce variability in performance expectations, diluting the impact of the measured factors.

IV. DISCUSSION

The primary objective of this study was to investigate the influence of pre-OJT training competence, economic and family support, career goals and attitudes, and the cooperating hospitality industry on the OJT performance of hospitality management students.

➤ *Specifically, the study aimed to address the following research questions:*

- What are the factors influencing the OJT Students in terms of:
 - ✓ Pre-OJT Training Competence
 - ✓ Economic and Family Support
 - ✓ Career Goal and Attitude
 - ✓ Cooperating Hospitality Industry
- What is the level of performance of OJT Hospitality Management students?
- Is there a significant relationship between the factors influencing OJT students and the level of performance of Hospitality Management students?

The study examines factors influencing On-the-Job Training (OJT) performance among Hospitality Management students. Data reveals that students highly agree with having strong pre-OJT competence (mean: 4.47), with particular confidence in their practical exposure (4.56) and necessary skills (4.51). Similarly, students report strong economic and family support (mean: 4.20), especially regarding family concern for physical well-being (4.42) and emotional health (4.34), though some financial concerns exist (3.79). Career goal orientation and attitude score exceptionally high (mean: 4.49), with students strongly believing their course will help them achieve career goals (4.72) and demonstrating persistence toward success (4.62). The cooperating hospitality industry environment is also rated highly favorable (mean: 4.44), with supervisors deemed kind and approachable (4.54) and establishments providing safe environments (4.52).

Despite these positive perceptions across all factors, statistical analysis reveals no significant correlations between these factors and students' OJT performance as measured by final grades (mean: 1.394, indicating excellent performance). The Pearson correlation coefficients for pre-OJT competence (-0.041, $p=0.589$), economic and family support (-0.127, $p=0.090$), career goals and attitude (-0.028, $p=0.712$), and cooperating hospitality industry (-0.001, $p=0.993$) all indicate non-significant relationships with performance outcomes. This surprising disconnect suggests that while students perceive strong support systems and preparation, current

evaluation methods may not adequately capture how these factors influence performance. The findings highlight the need for more comprehensive assessment frameworks that can better align perceived supportive factors with measurable performance outcomes in hospitality management OJT programs.

V. CONCLUSION

Based on the findings, the study highlights the critical importance of highly skilled employees in delivering exceptional customer service. Hotels must prioritize regular training and skill development to ensure that employees are equipped to handle guest complaints, adapt to new technologies, and maintain professionalism. These efforts are essential for aligning employee skills with guest expectations and enhancing overall service quality. There is a strong emphasis on adopting innovative technologies to improve guest experiences. While innovation is valued, its integration into long-term strategies could be further strengthened to ensure sustained improvements in guest satisfaction and competitive advantage. The continuous adoption of new technologies is crucial for maintaining relevance in the rapidly evolving hospitality industry. Effective leadership is essential, particularly in handling operational challenges and crisis situations. While data-driven decision-making is acknowledged, there is room for improvement in incorporating reliable performance metrics into the decision-making process. Managers must focus on both operational efficiency and responsiveness to ensure smooth hotel operations and high guest satisfaction. The strategic location of a hotel plays a significant role in its competitiveness. Being near popular tourist attractions or business hubs provides a substantial advantage, and hotels must leverage their location to offer competitive pricing and attract more guests. Location remains a key factor in enhancing a hotel's appeal and overall performance. Additional recommendations are hotels should prioritize continuous training programs to enhance employee skills, particularly in customer service, problem-solving, and technological proficiency. Regular training ensures employees remain aligned with guest expectations and are prepared to adapt to emerging industry trends. Additionally, cultivating a culture of professionalism in all guest interactions will further improve service quality and customer satisfaction. While the adoption of new technologies is crucial, hotels should focus on incorporating innovation into their long-term strategies for improving guest satisfaction. This can include systematically evaluating and integrating the latest technologies that enhance both the guest experience and operational efficiency. Developing clear roadmaps for technology adoption will ensure consistency, sustainability, and continuous service delivery improvements. Hotels should invest in reliable performance metrics and data analytics tools to facilitate data-driven decision-making. This will empower managers to make informed decisions that enhance operational efficiency and improve guest satisfaction. Furthermore, training the management team on using data for strategic planning and problem-solving will further bolster overall hotel performance. Hotels should maximize their geographic location by ensuring they are positioned near popular tourist

destinations or business hubs. Additionally, adjusting pricing strategies based on location can help maintain a competitive edge in the market. Collaborating with local businesses and attractions to offer bundled packages or special promotions can increase the hotel's visibility and appeal to a wider range of guests.

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