



*International Journal of Current Research
and Academic Review*

ISSN: 2347-3215 Volume-2 Number 2 (February-2014) pp.57-62

www.ijcrar.com



On-the-job Training Program of the College of Computer and Information Sciences (CCIS) of the Polytechnic University of the Philippines (PUP), Sta. Mesa Campus on Bachelor of Science in Information Technology Students

Illuminada Vivien R. Domingo*

College of Computer and Information Sciences, Polytechnic University of the Philippines

***Corresponding author**

KEYWORDS

On-the-Job Training Program.
Student Trainees,
Training Partners,
Industry Practicum Practices

A B S T R A C T

A supervised practical experience of on-the-job training is an essential part of the pre-service preparation of professionals in information technology discipline (Angelo, 2004) This article forms one segment of a disciplinary, research project examining the future of the practicum phase of undergraduate professional preparation. For the present portion of the study, responses were solicited from 225 practicum students in their information technology discipline, concerning what they considered to be the most positive and the most negative aspects of their recently completed practicum or field experiences (Ardalan et al., 2007). The data analysis demonstrated that although unique positive and negative themes characterized their discipline, there were also common strengths and weaknesses evident across these practicum programs. Three of these positive themes were: (a) the supportive relationships that students developed with various participants in the practicum program; (b) students' perceptions of their own successful technical and/or professional achievements; and (c) their feelings of self-efficacy in being able to positively contribute to the welfare of clients or students they were serving. Similarly, three common themes reflected students' conceptions on negative elements of their practicum experiences: individual personal/professional challenges; site-based interpersonal concerns; and university-related policy/procedural problems. Implications are discussed for practicum leaders interested in considering these data to help inform the enhancement-process of their information technology program.

Introduction

Senior CCIS students are tasked to look for a specific ICT company where they can work for five hundred hours during the

second semester before they graduate. This study specifically aimed to evaluate the effectiveness of on-the-job Training

Program of College of Computer and Information Sciences (CCIS). The researcher presents the study to answer the following:

- a) Ability to plan;
- b) Ability to negotiate;
- c) Ability to document
- d) Ability to communicate Creativity
- e) Other Items for Consideration:
 - a. Attendance: Report for work on time
 - b. Works on time
 - c. Present during scheduled dates
 - d. Jobs done by Practicum Student
 - e. On-the-job Students' strengths and areas for professional growth.

2. What is the student's evaluation to the training-partner in terms of?

- a) Work experience
- b) Recognition of the importance of the On-the-job training Program;
- c) Conducive climate to learning and facilitated the use of resources of the company to meet learner needs;
- d) Varied learning experiences for student trainees;
- e) Inclusion of ethical practice in all student dealings;
- f) Competent training supervisor;
- g) Effectiveness of the Training supervisor in improving students' skills;
- h) Development of professional treatment;

The proponent used Descriptive Method because it involves collection of data in order to test hypothesis or to answer questions concerning the current status of the subject of the study (Baird, 2002). The proponent administered data collection

through interviews and survey questionnaires (Cashin, 2002). Reliability test was done over the survey before it was distributed to the sample size. Total population used at the time of research is 255 which is the total number of students enrolled in the apprenticeship subject of the college. In identifying the sample size, Slovin's formula random sampling was utilized.

Analysis and interpretation of data

Evaluation of training-partners as to basic ability of the on the job CCIS students assigned to them during the five hundred hours required by the college for them to finish were rated. Majority of the training partners rated the practicum students from 91% to 96%. This proves that the students sent for practicum are equipped with the basic abilities an ICT professional should possess.

The lowest item given to students is sociability. This is so because CCIS students are fairly shy in dealing with co-workers in the industry. This could show that they are not used to being with professionals yet since they are about to graduate in a year's time still. Overall, the college has prepared the students to be individually ready for competencies such as stated above

Similar to the evaluation of the first item; students have shown exemplary abilities on business processing like planning, negotiating, documenting and communicating. Their ability to be creative is evident in the rating given by their training partners. The ratings given to the students illustrate that training partners believed in the capabilities our CCIS students.

Other Items for Consideration

Attendance serves as a very important factor in order for the students to show how interested they are in working harmoniously with their co-workers in the department where they are currently assigned for duty (Carnegie Foundation for the Advancement of Teaching, 2006). Attendance evaluation includes reporting for work on time tagged as level A, works on time tagged as level B and present during scheduled dates tagged as level C. Rating of 3 refers to always, 2 refer to most of the time and 1 refers to seldom.

An illustration of the rating given to CCIS students' attendance during the five hundred hours of the practicum program is also acknowledged. Majority of the training partners rated the CCIS on-the-job students as very satisfactory on perfect attendance. The highest frequency as rated is that of item level C, which means present during scheduled dates. Students are conscious of dates since they are trained to be submitting requirements on time or ahead of time.

From the interview data gathered by the researcher, some students do not inform their training supervisors of future absences especially to the project-based tasks in the department. Some training supervisors emphasized on requiring students to inform them in advance as regards absences.

d. Jobs done by On-the-job Students

Different types of IT related-work were performed by the students while they are finishing the required number of hours is also significant (Dewey, 2001). One hundred eighteen students have done software installation or seventy one percent which means that training partners gave them opportunity to install software

programs to the computers assigned to them. The lowest frequency that the students have done is that of encoding. Other students have done varied rank and file tasks.

e. On-the-job Student's strengths and areas for professional growth.

The kind of strengths and areas for professional growth the CCIS students acquire through the years of training and hard earned subjects in the college are well-thought-out by the researcher as dynamic.

Evidence of the type of work values CCIS students possess are revealed while they are in the department where they have been consigned. Twenty five percent of the training partners said that the CCIS students have commitment to the job and to the ICT Company as a whole. The lowest item in the table is on data being analyzed which shows ten of the training partners evaluated the CCIS students.

Areas that need improvement among CCIS on-the-job students were also looked into careful valuation. The highest area that needs improvement is the skill in system development, which elucidates twenty seven percent as evaluated by the training partners (Kolb, 2004). Eight percent shows the skill of LAN/WAN configuration as needs improvement. This is true since the college has not given so much exposure about local area network configuration among units of computers due to unavailability of facilities in the college. As of the time of writing, CCIS students are providing themselves equipment of the like since the college cannot provide.

Different evaluation of the CCIS students are also indicators of their performance

which includes: the agency provided a favorable work experience in accordance with the objectives set for the On-the-job Training Program, the agency recognizes the importance of the On-the-job training Program, the agency created a climate conducive to learning and facilitated the use of resources to help meet my learning needs, the agency provides varied learning experiences for me, the agency usually incorporates ethical practice in all their dealings, I was assigned a competent training supervisor, my training supervisor was effective in helping me improve my skills, I was treated like a professional and I would recommend this training agency to others (McMillan, and Schumacher, 2005).

CCIS students rated eighty percent for favorable work experience in accordance with the objectives set for the practicum program. This is fairly present for students who were assigned accordingly (Pearcey, and Elliott, 2004). While other students were not fortunate enough to be assigned to information technology departments or related work experience. Some of the companies do not really need practicum in this area, just to accommodate the students, they were given clerical work to encode, file and photocopy materials in the whole duration of their five hundred hours.

The students rated their training companies in terms of climate conducive to learning and facilitated the use of resources to help meet my learning needs as sixty five percent. This demonstrates that the companies gave them a learning environment as expected (Ralph, 2004).

Students rated their training supervisors in terms of incorporates ethical practice in all their dealings as seventy two percent. This illustrates the ambiance of following principled characteristics as learned in the

classrooms (Woods 2004). Students liked their training supervisors' ability to train them in improving their technical skills, treating them as professionals already, since these people possess competent traits in carrying out the training given to the students since their evaluation is ninety percent.

As per interview by the proponent to the training supervisors if student trainees can be recommended for workforce in the company, these supervisors have highly acclaimed the CCIS students specifically to programming tasks in the company.

What are the strengths and weaknesses of student's on-the-job placement program of the college?

Several strengths were identified in the course of evaluating the practicum program of the college. Three of these positive themes were: (a) the supportive relationships that students developed with various participants in the practicum program; (b) students perceptions of their own successful technical and/or professional achievements; and (c) their feelings of self-efficacy in being able to positively contribute to the welfare of those clients or students they were serving.

Similarly, three common themes reflected students' conceptions of negative elements of their practicum experiences: individual personal/professional challenges; site-based interpersonal concerns; and university-related policy/procedural problems.

Implications are discussed for practicum leaders interested in considering these data to help inform the enhancement-process of their information technology program (Stark et al., 2006).

Conclusion and future works

It is clear that student practical experience is vital to the preparation of qualified professional practitioners. The effectiveness of professional education programs is closely linked to the quality of this practicum component. It is also clear that the practicum experience must be supportive of students, and be perceived as such. In this light, the researcher in this study concurs with what Pearcey and Elliott asserted: Student views are necessary but more importantly these views need to be acted upon (Woods, 2004).

The research suggests the following recommendation in lieu of the investigation point to several areas calling for further study, such as:

1. To what extent should the CCIS educational planners care the student voice in their program decisions? Are students knowledgeable or experienced enough to see the big representation as the College Dean/ IT / CS Chairpersons are able to perceive it?
2. If the mentoring process is indeed as important as the students claim, what mentorship/guiding prototypes have proven most effective in practicum program of the college?
3. How can the IT/CS Chairperson planners in the college learn from their cross-disciplinary colleagues to maintain the strengths and reduce the weaknesses of the practicum students' own quantifiable creativities?
4. What are current best practices and promising innovations in the various types of experiential learning efforts across the

IT/CS professions? In working out for the so called semi-professions?

Recommendations

It is clear that student practical experience is vital to the preparation of qualified professional practitioners. The effectiveness of professional education programs is closely linked to the quality of this practicum component. It is also clear that the practicum experience must be supportive of students, and be perceived as such. In this light, the researcher in this study concurs with what Pearcey and Elliott asserted: Student views are necessary but more importantly these views need to be acted upon (Woods, 2004)

The research suggests the following recommendation in lieu of the investigation point to several areas calling for further study, such as:

1. To what extent should the CCIS educational planners care the student voice in their program decisions? Are students knowledgeable or experienced enough to see the big representation as the College Dean/ IT / CS Chairpersons are able to perceive it?
2. If the mentoring process is indeed as important as the students claim, what mentorship/guiding prototypes have proven most effective in practicum program of the college?
3. How can the IT/CS Chairperson planners in the college learn from their cross-disciplinary colleagues to maintain the strengths and reduce the weaknesses of the practicum students' own quantifiable creativities?

4. What are current best practices and promising innovations in the various types of experiential learning efforts across the IT/CS professions? In working out for the so called semi-professions?

Acknowledgments

This paper would not have been possible without the guidance and the help of those people who in one way or another contributed and extended their valuable assistance in the preparation and completion of the study.

References

- Angelo, T. 2004, October. Improving teaching evaluation results: Simple, ethical, research-based, educationally effective strategies. Presentation to the university community at the University of Saskatchewan, Saskatoon, Saskatchewan, Canada.
- Ardalan, A., Ardalan, R., Coppage, S., & Crouch, W. 2007. A comparison of student feedback obtained through paper-based and web-based surveys of faculty teaching. *British Journal of Educational Technology*, 38 6, 1085–1101.
- Baird, B. 2002. *The internship, practicum, and field placement: A guide for the helping professions 3rd.ed.*. Upper Saddle River, NJ: Prentice Hall.
- Cashin, W. 2002. Student ratings: The need for comparative data. *Instructional Evaluation and Faculty Development*, 122, 1-6.
- Carnegie Foundation for the Advancement of Teaching. 2006. *Undergraduate education: Preparation for the professions* Clergy study, Engineering study, Law.
- Dewey, J. 2001. *Experience and Education*. New York: Macmillan.
- Kolb, D. 2004. *Experiential learning: Experience as the source of learning and development*. Columbus, OH: Prentice Hall.
- McMillan, J., & Schumacher, S. 2005. *Research in education: Evidence-based inquiry 6th ed.*. Boston, MA: Allyn & Bacon.
- Pearcey, P., & Elliott, B. 2004. Student impressions of information Technology. *Technology Education Today*, 24, 382-387.
- Ralph, E. 2004. Developing managers effectiveness: A model with potential. *Journal of Management Inquiry*, 132, 152-163.
- Stark, J., Lowther, M., Hagerty, B., & Orczyk, C. 2006. A conceptual framework for the study of pre-service professional programs in colleges and universities. *The Journal of Higher Education*, 573, 231-258.
- Woods, D. 2004. *Problem-based learning: How to gain the most from PBL*. Hamilton, ON, Canada: McMaster University Bookstore.