

ON – THE - JOB TRAINING (OJT) APPROACH IN MARKETING EDUCATION IN SELECTED SCHOOLS: PROFILE, PROBLEMS AND PROSPECTS

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ABSTRACT

Education is the process of facilitating directed learning. Organ and Bateman define education as " some change within the person that makes behavior change possible." We use this definition for several reasons. First, the change brought about by education enhances the person's potential to perform. It does not necessarily mean that the individual will perform better. Better performance is not only a function of education but also a function of other factors such as motivation and compensation. Organ and Bateman further stated that education generally takes place through experience. People learn through reinforced practice or the opportunity to apply material in a lab or actual setting with feedback from the trainer.

The On-the-job training has been part of the curriculum in almost all educational institutions the Philippines. The practice of putting the students in actual workplace has been the core of Spanish education which greatly influenced Philippine education system. Under the Spanish regime, on-the-job training was bar practice before one can be awarded a certificate, licensure or a degree.

During the American period, Philippine educational system improved by leaps and bound with the coming of American educators popularly known as the Thomasites. These educators innovated the Philippine educational system by mandating that all would be professionals should undergo practical exposures – On-the-job exposures for one term.

Today, most of educational institutions in the Philippines incorporated in their curriculum the on-the-job/practical training/internship/office practice/fieldwork, etc., component of their courses. The Commission on Higher Learning (CHED) issued guidelines to colleges and universities on how this program should be implemented with end-view of protecting students from eventualities or problems while they are outside the institution.

According Ralph W. Jackson and Robert D. Hisrich (1996), for a training to be effective, several principles must be taken into consideration when designing the learning program. Generally, when a

training program is found to be less than effective, one or more of these principles have been violated. The principles that are particularly pertinent to marketing education are purpose, motivation, reinforcement, participation, practice, repetition, plateaus, productivity, realism, and customization.

OBJECTIVES OF THE STUDY

The study aims to determine the effect of On-the-Job training method of educating marketing students in selected educational institutions in the Philippines. Specifically, the study seeks to find answers on the following factors:

To assess the strengths and weaknesses of the present implementation of On-the-job method of educating marketing students; To identify the critical factors that will ensure the success of the On-the-job method of marketing education in selected schools in the Philippines; 3. To strengthen On-the-job marketing curriculum in selected institutions in the Philippines;

SUMMARY OF FINDINGS

Profile of OJT Participants

This study presented a demographic profile of current student participants in the OJT program whose average age is 21.5 years old. . Of the 330 respondents surveyed, majority (179) were students of whom 115 were female and 64 were male. The alumni (46), faculty (54) and company/coordinators (51) were likewise represented in the study.

These students spend a total of 240 hours in a company to complete their OJT course in the second semester. After such number of hours had been served, students undergo a performance evaluation process.

Hence, on top of this survey, the researchers gathered the student trainees' most recent overall performance rating of 87.42 mean score or Very Satisfactory. This was based from their performance evaluation (2nd semester 2004) which the researchers gathered from the 69 employers/companies from where the students completed their OJT program.

Problems

The top three problems experienced in the OJT program which concerns the students were: The students are too shy and their personality does not fit their profession Poor communication skills Lack of typing and computer skills

From faculty's opinion, the following were their top three concerns in OJT: Students tend to be grade conscious Students' absenteeism due to school activities Inadequate supervision

Lastly, from company OJT coordinators' point of view, the common problems perceived were: OJT period is too short for the students to learn the business, Grading system does not accurately give credence to student achievement. Students need thorough supervision, Prospects.

Perception of OJT Program

Of the four (4) groups surveyed, it is the groups of faculty and company coordinators which received the highest mean scores as compared with students and faculty. This means that these sector have better perception of the OJT program.

In terms of students' perception of the OJT program per se, the following factors got the highest mean scores: With OJT, students can be able to apply marketing theories learned in classroom (4.33) Practicumers are encouraged to learn new skills in OJT (3.72) OJT provides a clearer understanding of students' responsibility in the workplace (3.67) But overall, the perception of the OJT program by the four groups is significant because of the following reasons: With OJT, students can be able to apply marketing theories learned in classroom. Practicumers are encouraged to learn new skills in OJT. OJT helps develop students proper behavior in workplace and self-confidence in the practice of marketing profession because it provides lessons not given or explained in the classroom instruction. OJT likewise gives students a chance to develop new and better ways of performing task assigned.

It is noteworthy to mention that all four groups showed disagreement to two factors, namely: That OJT only tends to subject students to risk and abusive behaviors of superiors. And that OJT does not in anyway benefit the students and should be deleted from the curriculum.

OJT Curriculum Appreciation

Again, of the four (4) groups surveyed, the faculty and company coordinators got the highest mean scores which signifies that they have a better appreciation and find significance for the OJT program curriculum as compared with students and the alumni.

In terms of students' appreciation of the OJT curriculum, the following received the highest

mean scores: The OJT curriculum considers the growth potentials of students (4.50) OJT curriculum is vital link of the marketing course to the industry (3.60) The OJT curriculum provides several levels of involvement by students (3.50) On the overall OJT curriculum appreciation by the four groups, the following factors garnered the highest mean scores:

The OJT curriculum considers the growth potentials of students. That, the OJT program must be evaluated periodically to determine its relevance and effectiveness. Likewise, the OJT program is important for the organization and student-trainees. It is a vital link of the marketing course to the industry.

Likewise, it can be noted from the results of the survey that the four groups moderately agreed on the following factors:

That each subject in the curriculum shows coherent development from year to year. The OJT curriculum as moderately significant in serving the most important values of the marketing profession. They find the content and methods of OJT curriculum as moderately consistent with the principles of teaching.

CONCLUSION AND RECOMMENDATIONS

Based from the findings derived from the study, the following conclusions can be drawn:

That the On-the-job approach is still proven to be a vital tool in marketing education and in enhancing the skills of students in the field of marketing. However, there are important factors which must be taken into consideration to improve the quality of the OJT program in a school.

Gauging from the profiles and problems encountered in OJT program, students would need to acquire the proper preparations before they can be immersed in corporate office environments. And these are some of the measures schools may adopt to better improve the quality of performance of OJT student trainees.

1. Before students can be deployed in a company, the OJT curriculum must first provide for an orientation about the rationale behind the OJT program so that students will not pursue OJT as mere course and grade compliance.
2. The OJT program must provide for role play situations prior deployment of students to familiarize them with proper office manners and decorum. Furthermore, it can be concluded that of the four groups surveyed, the faculty and company coordinators have a better appreciation and

perception of the OJT program seconded only by marketing alumni and students. This is within expectations considering that the first two sectors are the policy makers or implementers of the OJT program.

In terms of ways to further firm up the OJT curriculum in schools, the following pointers are being recommended:

1. The OJT program can be further improved by undergoing a yearly review not only of performance rating of student trainees but also the accreditation process of employers/companies for OJT practicum.
2. Students perceive OJT as their link to future jobs, hence, they expect that the OJT curriculum must provide for the latest trends in job placements that will require marketing graduates.
3. OJT curriculum must provide marketing students with leads as to growing industries or service sectors which has crucial need for marketing professionals.