**ON-THE-JOB TRAINING AT THE ABIC REALTY CORPORATION, PIO DEL PILAR MAKATI CITY, 1230 PHILIPPINES**

A Technical Report

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College of Computer Studies

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In Partial Fulfillment

of the Requirements for the Degree

**BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY**

by

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**APPROVAL SHEET**

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**J.M.D.**

**G.M.E.**

**DEDICATION**

This accomplished on-the-job training is wholeheartedly dedicated to our beloved and ever supporting parents,

who have been our source of

inspiration and have given us the strength and motivation to always keep going,

who have continually provided their moral,

spiritual, and financial support.

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**Chapter I**

**INTRODUCTION**

**Nature and Importance of OJT**

One of the most essential requirements of an institution for undergraduates is training in an actual workplace, known as on-the-job training. It allows undergraduates to gain experiential learning by enhancing their acquired skills and competencies. Attending on-the-job training allows undergraduates to gain new skills and experience to take on new organizational roles and responsibilities. On-the-job training shapes an undergraduate's ability to work professionally and experience what an actual workplace offers.

Based on the study of Karunaratne et al. (2019), incorporating an industrial internship program into the degree curriculum has been a vital requirement for ensuring a holistic education system. Most educational scientists have emphasized the importance of allowing undergraduates to gain industrial exposure to secure employability soon after graduation. Internships or practicums are programs that allow student-learners to enhance their formal education, which is full of concepts and theories, with applied knowledge, skills, and desired attitudes, eventually leading to

practical experience in recognized industries. This training is widely used for increasing student-learner productivity and improving job performance (Garcia et al., 2020).

In industries, on-the-job training is essential for trainees and employees. OJT is essential in industries as it facilitates practical skill development, industry-specific training, workplace adaptation, and continuous learning. It also improves trainees' performance, safety, and organizational success. It is an efficient method of preparing people for their desired careers and improving their long-term prospects. According to Kapoor and Gardner-McCune (2019), internships have become an integral part of employers' recruitment processes because they allow them to evaluate potential candidates over an extended time in a working environment. Studies have shown that pursuing an internship correlates with a higher starting salary and an improved chance of getting a full-time job offer.

In a world where IT knowledge and skills are prioritized, on-the-job training ensures that IT graduates have sufficient knowledge, skills, attitudes, and values to meet the demands of the industries. These programs also exposed IT students to work on realities that ideally hone their skills and prepare them once they leave the university or college. According to Patacsil et al. (2019), the skills gap is a significant issue

in the Philippines. The main reason for the skills gap is that many IT graduates need to be equipped with industry-relevant skills, especially in industries related to science and technology. To assess this issue, the Commission on Higher Education implemented an On-the-Job Training (OJT) or internship program to fill in the gap between academically acquired skills and practical knowledge needed by the industry. In the policies and standards, an internship is included and expanded as a requirement for the BSIT and BSIS programs which aims to give students the chance and opportunity to immerse in the IT industries.

ABIC Realty Corporation is one of the organizations where IT students are eligible for on-the-job training. A group of BSIT students was deployed at the ABIC Realty Corporation as a start up to form their IT department to undertake OJT. The interns are expected to enhance their technical and soft skills during the training.

**Objectives of the On-Job-Training**

On-the-job training aims to help trainees develop the skills and abilities required to perform the job in a real-life environment in Information Technology.

Specifically, the internship on two department aims to perform the following task and activities:

apply the skills and knowledge acquired during university studies within the agency;

boost competence and professionalism through the utilization of university-learned skills;

embrace and learn new relevant skills while acquiring knowledge from hands-on experience in the field;

create and put into practice a system that supports the agency’s processes and operations;

adapt to the evolving workplace environment and forge strong relationships within the organization; and

achieve proficiency in the Information Technology sector.

**Outcomes**

OJT programs are intended to provide higher education students with real-world work experience. It helps learners to enhance skills from college to actual work setting, imparting professionalism before beginning their journey towards employment after having college diplomas or degrees. After undergoing On-the-Job Training, the following are the competencies that the students have acquired in the program:

1. **Personal Computer (PC) Operation**
2. Each trainee developed a website focused on real estate, showcasing properties for sale, or rent with detailed descriptions and images.
3. The trainees were divided into two groups, each tasked with creating a unique project, one focusing on a clinic appointment scheduling system and the other on a website for estate agents.
4. As part of their assignment, the trainees are responsible for developing a sophisticated biometric system for the company, incorporating fingerprint and facial recognition technologies to track attendance, calculate salaries, and determine overtime pay.
5. **Software Hardware Services and Maintenance**
   1. In addition to their technical assignments, the trainees gained practical experience by performing formatting tasks on PCs, ensuring they were optimized for use.
   2. The interns could assist the employees in installing the software needed on their computers, such as installing WAMP for the developed system and other software they needed for their work.
6. **Computer Hardware Services and Maintenance**
   1. The trainees helped their superiors to resolve the technical problem with the printer they were using in their office.
7. **Multimedia Skills**
   1. The trainees were given the creative task of using Photoshop to design various office necessities, including employee IDs and promotional event posters.
8. Programming Skills
   1. mm
   2. mm
9. Communication Skills
   1. mm
   2. mm
10. IT Related Skills
    1. mm
    2. mm
11. Non-IT Related Skills
    1. mm
    2. mm

**Chapter II**

**REVIEW OF RELATED LITERATURE**

This chapter presents the related literature and studies of previous research regarding on-the-job training. It introduced the framework of the case study that comprises the main focus of the students doing their OJT.

**Foreign Literature/Studies**

According to Sekiguchi, T., Mitate, Y., & Yang, Y. (2023), although job seekers often rely on indirect or inaccurate information to assess the attractiveness of potential employers, internship experience provides more realistic and accurate information, which may influence organizational attractiveness. Through the pre-internship and post-internship, the researchers found that although organizational attractiveness on average declined after the internship, skill variety and feedback from employees in the internship job were positively related to perceived needs-supplies (NS) fit beyond the effect of its pre- internship level. The NS fit, in turn, was related to organizational attractiveness beyond the effect of its pre- internship level.

Moreover, some of the above mediating effects were stronger for interns with high social skills and/or high self-esteem. Our findings highlight the importance of the effect of internships on college students’ school-to-work transition.

Based on Trianasari et al., (2021, July), one of the important components of the vocational education curriculum is the “on-the-job training program” which provides both opportunities and challenges for students in a workplace- based setting. This study aimed at understanding the types of job-related stress experienced by students during on- the-job training programs and how they cope with their problems. This was conducted by employing a qualitative approach. Participants were recruited using a purposive sampling technique with the criteria of having completed a minimum of 6 months on-the-job training program.

Hoang, N. T., & Huy, D. T. N. (2021), stated that teaching our children in emerging nations like Vietnam is becoming increasingly important. So, first and foremost, the purpose of this research is to uncover characteristics that influence students’ decision to work for a foreign firm while studying the social sciences and humanities. The findings of linear regression analysis based on 508 responses demonstrate that self-interests, self-outcome expectations (internal variables), university gains, and references (external factors) are factors that influence student job choice. Meanwhile, there is no statistical association between the aspect of capability (“Self- efficacy”) to do the task (“Working environment”). This finding implies that school administrators, business managers in general, and international firms, in particular, coordinate students’ vocational education.

Chen et al. (2021) explored the positive and negative effects of the internship experience on the behavioral intentions of college students in Taiwan. The results of the study show that trainees have the willingness to return to the original internship organization, willing to work and undergo an internship program.

The study by Anjum, S. (2020) aims to evaluate the impact of internship programs on the professional as well as on the personal development and skills of business students in Pakistan. The data of the study consisted of 800 undergraduate business students in 4-year degree programs from 15 universities in Pakistan. The study used a structured questionnaire (35 close-ended questions assessed using a 5-point Likert scale) comprised of six parts: Part I: Demographic information, Part II: Reasons for participation in an internship, and Part III to VI: Assessment of information related to professional and personal growth and skills.

The study employed descriptive analysis to evaluate demographic information and central tendencies of the responses. Furthermore, scale measurement analysis is used to check the distribution normality of study data and the reliability of the questionnaire. The results of the study depict the impact of internship programs on the professional and personal growth and skills of the business students of Pakistan.

As mentioned by Akash Gupta (2020), internship during college studies can help to enhance the quality of higher education and to improve skills & competencies among students. It helps to fill the gap between theoretical learning in the classroom and practical application in the workplace. It is also seen that the student undergoing internships while their 3 years degree course is not able to perform better in their regular exams because of time constraints. On the other hand, Internships also help them to achieve higher professional competencies and excellence in their field of interest so that they can perform better in their future job with full potential knowledge.

The researchers analyzed the positive as well as negative aspects of internships on regular studies of undergraduate students of self-financing courses with the help of data collected from 319 students by random selection of sample size.

As stated by Diane Galbraith et al. (2020), the educational community is tasked with preparing students for career-ready positions. Aligned with skill development and curriculum content, experiential learning has often proven beneficial for students to reinforce concepts and provide a transfer of learning and application. Internships before graduation seem to provide a win-win opportunity for the student in the form of real-world, experiential learning. The organization benefits by receiving additional resources at a reduced rate and an opportunity to determine whether the individual will be a good fit for the culture and the position. This paper will seek to explore this relationship to determine whether the outcomes are positive and may lead to increased job offers and quicker employability. In addition, this will include some research on the attributes of students who pursue internships.

Damelang et al. (2020), confirmed that a large body of empirical research has demonstrated that foreign education is a major cause of ethnic disadvantages in the labor market. In this study, the researchers examine the extent to which having recognized foreign credentials improves immigrants’ chances of being hired. To identify the causal effect of foreign credential recognition on immigrants’ chances of accessing adequate jobs, the researchers focus on employers’ hiring decisions. Using vignettes, the researchers simulate a hiring process and show randomized profiles of applicants to employers who then rate how likely they are to invite the applicants to a job interview.

The central finding is that having recognized foreign credentials considerably narrows but does not completely close the gap in the hiring chances between foreign- and native-trained applicants. Moreover, the researchers find that the extent to which applicants benefit from foreign credential recognition varies with their occupational experience but not with the quality of the educational system in which they were trained. The researchers conclude that whereas foreign credential recognition is a promising tool to highlight immigrants’ skill potential and reduce the disadvantages of the foreign-trained in the labor market, it hardly harmonizes the hiring chances of native- and foreign-trained applicants.

In accordance with Tsymbal et al. (2020), the goal of the study was to find out how and to what extent an internship program may benefit students’ learning and professional development, as well as how students viewed the internship program. Internships in the media greatly strengthen the vocational training system of journalism students, according to the study. Student’s academic performance and job drive improved as a result of their participation in this program, as did their journalistic abilities and the quality of their education. Working in a team and in a fast-paced workplace, time management, editing and publishing, communication, and social networking, as well as using tools to generate digital and printed content, are all skills that this internship program encourages. The study mentioned that university- based journalism education is expected to become a secondary procedure soon. This research suggests and empirically verifies that university-based journalism education will soon become obsolete as deinstitutionalized education emerges, providing the groundwork for “entrepreneurial journalism”.

During the coverage, the trainees are expected to capture and gather pictures, videos, or even recorded sounds. Some of the clips and photos were edited before it is released to the public. It is a must to produce presentable and realistic outputs with seamless audio and/or visual flow.

Matliwala (2019) stated that the internship program is critical in teacher education and that we should work hard to make it more productive. It should not only be done to complete the teacher education program but also to ensure successful and effective teaching. It is critical to use quality improvement measures in an internship program.

According to Lei, S. A., & Yin, D. (2019), internships are three-way partnerships between an institution of higher education, an employment (internship) site, and a student intern. Internships offer students an opportunity to apply classroom learning to a practical setting while engaging actively in a professional capacity. At the beginning of an internship, students are likely to be confronted with several challenges until they become familiar with various required tasks. This hands-on learning opportunity allows students to collaborate closely with a college faculty advisor and an intern employer, thus promoting partnerships between the college and the community. To receive internship credit hours at the end of an academic term, students are often required to complete periodic learning journals, a final written report, as well as a final oral presentation.

As mentioned in the study of Schamback et al. (2019), work-related learning and practical training in the form of internship programs are vital for business students for their personal and professional development and to build their strong connections with leading business organizations. However, most of the research work until recently has focused on the advancement of students’ knowledge and the advantages of an internship program after its completion.

As mentioned by Kraft et al. (2019), employers embracing new e-HR developments may be particularly well situated to adopt virtual internships and combine these effectively with existing diversity initiatives, many of which already include mentoring and learning opportunities. A closer dialogue with career, access, and inclusion services may further support a fruitful knowledge exchange and reduce the concerns of educational representatives about virtual internships and their usefulness to increase the employment prospects of people with disabilities.

At present, virtual internship programs remain the exception, and are often not connected with diversity initiatives, nor are virtual internships well known among student services. However, virtual internships represent a promising opportunity for employers who wish to access untapped national (or even international) talent pools and thus candidates that would benefit from and contribute to their diversity initiatives.

The trainees are assigned to and deployed in the agency’s primary job, which is media coverage. The news media has an important role in providing the public with accurate, clear, complete, and unbiased information. It is hardly unexpected, then, that the news media has attracted scholarly scrutiny. This gives sufficient proof for media coverage to transmit critical assets that truly affect the trainees’ successes and excellence. (Rogers, Skinner, & Zechman, 2019).

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**Local Literature/Studies**

Dawaton (2021) conducted research on trainees’ perceptions of the efficacy of on-the-job training (OJT) at Kalinga State University in terms of personal and academic abilities. The University should develop rules for choosing host agencies where trainees will be deployed to ensure that the best, relevant, and aligned quality training are offered based on their field of interest. The findings of this study may be used to improve the OJT program while also assuring the students’ competitiveness.

Catacutan, & Tuliao (2020) stated that the OJT program prepares students to be more prepared and equipped for their future employment by providing pleasant experiences that expose them to a real-world working environment. Off-campus training allows trainees to gain real-world experience while interacting with a diverse range of individuals. As a result, the trainees have experienced what it is like to work in their chosen field or factor for the increasing number of virtual internships.

Moreover, Alcantara et al. (2020), stated that the OJT contributions of males and females revealed that there is no gender bias in the training environment. Everyone is given the opportunity to work depending on the allotted work rather than the difficulty of the assignment. They have also said that the OJT program is constant in imparting information, skills, and personal traits to trainees as they completed the needed training hours and utilized them for personal growth and fulfillment.

The sudden change from traditional internships to virtual internships does not seem to be able to completely replace all traditional internship positions, such as in the medical field and although some can be directly applied, such as virtual financial and business internship positions (Gregor, 2020).

However, Davis & Nelson’s (2020), stated that virtual internships have challenges, especially communication, as intern candidates may come from other countries (international) with different cultures, and research. There is even a need for training for company supervisors so that they can work effectively and efficiently with different communication approaches so that extra measures are needed to ensure that intern members can feel supported and connected while communicating through the online platform.

In addition, virtual internships as a modern approach have a different pattern from traditional internships starting from the recruitment, leadership and management processes (Kraft et al. 2019). The Covid-19 pandemic has forced education systems such as schools and universities to shut down and switch to total virtual mode starting from March 2020, third-party media video conferencing such as Zoom, Google Meet, and others have become an accepted way for the teaching and learning process whereas time goes by there are more and more practitioners. which predicts that the education learning landscape will change to a virtual mode permanently (Kim, 2020).

From the point of view of Jeske & Axtell, (2019), Virtual internships have many advantages, particularly in terms of accessibility; for example, with some applicable regulations, disability is not an impediment; and, without the need for relocation, it certainly opens up a wide range of opportunities for students to participate in international-scale internships that will add to their skill set. Specifically, their communication and critical thinking abilities. Virtual internships will expand and evolve as a result of this.

As mentioned in the study of Akplu et.al (2019), an internship is job training for students that have been prepared by schools and institutions to apply formal education to the field. The internship program has a component that allows students to experience real situations in the industry that help them practice the theories.

According to Wynn, et al. (2019), through the internship program, students do not only apply theory in the field, but they will also gain experience, norms and ethics, and networking. It means internships are the activities that are useful for students. They will get new experience and knowledge that has not been obtained in the classroom. Internship is a job training that is prepared by the institution within a predetermined period of time.

In line with the study conducted by Abeysekera et al. (2019), internships are vital activities that prepare students to work professionally after graduation. The internship includes learning goals that will cultivate and improve student abilities in their respective disciplines. On the study conducted by Javier (2019), it is stated that the goal of on-the-job training is to further develop the knowledge and abilities students have learned in the classroom in a real-world setting. The approach for on-the- job training gave pupils a comprehensive opportunity to advance the future information technology professionals’ abilities and employment requirements.

Diana (2019) mentioned in her study that the internships of students within a program in order to understand what criteria contribute to the most useful internship experience. The results indicated several aspects that contribute to a greater degree of perceived internship effectiveness in line with work position and gender based on the features of the experiential education method.

Michael et al. (2019) clarifies that internships are an essential component of the business school curriculum. It is critical in assisting students in making links between their regular courses and their job. According to the findings of the survey, students place high importance on internship experiences. This is especially true when their internship is directly related to their long-term professional ambitions. Students like the benefits of internship programs, especially when they fit their specific requirements.

According to Duyen et al., 2019, internship was developed as an integral component of many higher education programs, internships provide a multitude of benefits for participating students. However, there is a lack of tools designed to measure internship-related learning outcomes. Therefore, this article will present the process of constructing and validating a scale that can be used to evaluate students’ internship-related learning outcomes. Content validity of the scale was established with an extensive review of relevant literature, interviews with current interns along with checking the adequacy of the scale content with interns and academics. Construct validity was established with exploratory and confirmatory factor analyses. Through that process, the resulting scale was proven to have achieved construct reliability as well as convergent and discriminant validity. The article discusses the use of the scale, its weaknesses, and implications for organizing internships so that the effectiveness of this form of work-integrated learning can be continuously improved.

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**Synthesis**

These studies demonstrate the benefits of on-the-job training for students. The educational community is tasked with preparing students for career-ready positions. To assess this task, the internship program was implemented that can help to enhance the quality of higher education and to improve skills & competencies among students. It helps to fill the gap between theoretical learning in the classroom and practical application in the workplace.

Internships offer students an opportunity to apply classroom learning to a practical setting while engaging actively in a professional capacity. At the beginning of an internship, students are likely to be confronted with several challenges until they become familiar with various required tasks. This hands-on learning opportunity allows students to collaborate closely with a college faculty advisor and an intern employer, thus promoting partnerships between the college and the community. The studies also revealed that there is no gender bias in the training environment. Everyone is given the opportunity to work depending on the allotted work rather than the difficulty of the assignment. They have also said that the OJT program is constant in imparting information, skills, and personal traits to trainees as they completed the needed training hours and utilized them for personal growth and fulfillment.

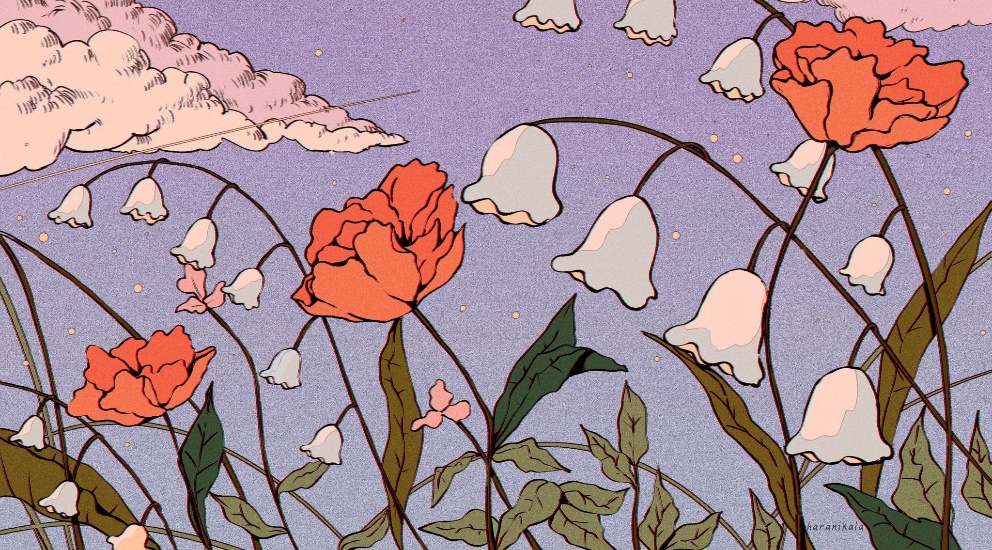
**Chapter III**

**DESCRIPTION AND SCHEDULE OF ACTIVITIES**

This chapter discusses the training agency’s description, location, time duration, and the trainees’ work.

**Location and Duration of the On-The-Job Training**

To complete the Bachelor of Science in Information Technology degree, the interns enrolled in the On-the-Job Training course, which required them to complete and submit all requirements beforehand. This course allows trainees to choose an agency to work for and improve their skills.



**Figure 1. ABIC Realty & Consultancy Corporation**

The interns were recruited by the ABIC Realty as their first ever trainees in vision of starting an IT Department for their agency. Located at Unit 202, Campos Rueda, Urban Ave, Makati City. The interns completed the required four hundred eighty-six (486) hours of training, which began on February 19, 2024, and ended on May 00, 2024.

**Description of the Training Agency**

A drawing of flowers and leaves

Description automatically generated

**Figure 2. ABIC Realty & Consultancy**

**Corporation Official Logo**

ABIC Realty is a jnfjsad supervised by