

Work Readiness of BSBA OJT Students in a Private Catholic Institution: A Student-Supervisor Comparative-Correlational Assessment

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ABSTRACT

Work readiness is essential in helping business students transition from academic learning to employment because it reflects their ability to apply knowledge, technical competencies, communication skills, professionalism, interpersonal abilities, self-management, and ethical responsibility in actual workplace settings. This study aimed to assess the work readiness of Bachelor of Science in Business Administration On-the-Job Training students based on their self-assessments and the evaluations of Host Training Establishment supervisors as a basis for enhancing the On-the-Job Training manual. A quantitative descriptive-comparative design was employed among 94 Bachelor of Science in Business Administration On-the-Job Training students selected through total enumeration and 50 Host Training Establishment supervisors selected through purposive sampling. Data were gathered using validated questionnaires with content validity indices of 0.93 and 0.94 and a Cronbach's alpha coefficient of 0.979. For descriptive statistics, frequency, percentage, mean, and standard deviation were used. For inferential statistics, the t-test and analysis of variance were employed to determine significant differences, while Pearson's correlation coefficient was used to examine the relationship between the variables. Findings revealed that the students demonstrated a generally very high level of work readiness across the seven dimensions. Most differences based on the profiles of the students and supervisors were not statistically significant. However, knowledge competency varied significantly across industry categories, while work attitude and professionalism differed significantly according to the position of the Host Training Establishment Supervisor. The assessments of the students and supervisors showed a moderate positive but statistically non-significant relationship. The study concluded that Bachelor of Science in Business Administration On-the-Job Training students were generally prepared for workplace demands. However, student self-assessments and supervisor evaluations represented distinct yet complementary perspectives that should both be considered in evaluating work readiness. The institution should enhance the On-the-Job Training manual by providing clearer competency standards, structured orientation, industry-aligned tasks, regular monitoring, consistent evaluation tools, and scheduled feedback sessions involving students, On-the-Job Training coordinators, and Host Training Establishment supervisors. Based on the findings, the Integrated Work Readiness Enhancement and Industry Bridging Program was proposed.

Keywords: Work Readiness, BSBA Students, On-the-Job Training (OJT), Employability Skills, Professional Competencies, Host Training Establishment (HTE), Work Attitude and Professionalism, Communication Skills, descriptive-comparative, Philippines

INTRODUCTION

The transition from academic life to professional employment is a critical stage in a student's career development, as it determines their ability to perform effectively in workplace environments (Jackson et al., 2025). Globally, many graduates struggle to translate theoretical knowledge into practical workplace skills, resulting in gaps in problem-solving, communication, and technical competencies (Su et al., 2026). In the Asian and local contexts, students often lack hands-on experience and exposure to real workplace scenarios, which affects their confidence, professional effectiveness, and development of key competencies during On-the-Job Training (Agustina & Suryatni, 2026). Work readiness, which includes knowledge competency (cognitive

skills), technical skills, communication skills, work attitude and professionalism, interpersonal skills, personal attributes (self-management), and ethical and social responsibility, serves as a crucial predictor of employability, emphasizing the importance of strengthening both academic instruction and experiential learning programs (Su et al., 2026).

On-the-Job Training (OJT) allows students to apply their academic knowledge in real organizational settings and develop competencies relevant to business practice (Pineda, 2026). It enhances key areas such as knowledge competency, technical and practical skills, communication skills, work attitude and professionalism, interpersonal skills, personal attributes, and ethical and social responsibility (Rodríguez-Pérez et al., 2022). Knowledge Competency (Cognitive Skills) refers to students' understanding of core business concepts and their ability to apply theory to workplace situations (M. Yang et al., 2025). However, gaps exist as graduates globally struggle with application, Asian students lack industry-specific knowledge, and Filipino students have limited workplace exposure during OJT (Melendres et al., 2022). Technical and Practical Skills involve performing tasks efficiently using tools and technologies in the workplace (Torres et al., 2025). Disparities are evident globally due to rapid technological changes, in Asia due to insufficient hands-on experience, and locally due to limited access to updated tools (Elliott & Kim, 2025). Communication Skills refer to expressing ideas clearly and interacting professionally with others (Vázquez et al., 2025). Challenges are evident globally in communication effectiveness, in Asia due to limited practice, and locally in formal writing and presentations during OJT (Hernández-Jorge et al., 2022). Work Attitude and Professionalism involve punctuality, discipline, responsibility, and ethical behavior (Islam, 2026). Globally, graduates show weak accountability, Asian students lack proactivity, and Filipino students demonstrate inconsistent professionalism due to limited exposure to workplace norms (Kulal et al., 2026). Interpersonal Skills focus on teamwork, leadership, and collaboration (Jolls, 2024). Globally, graduates demonstrate insufficient teamwork skills, Asian cultures may limit participation, and locally students encounter restricted opportunities to practice collaboration during OJT (D. Lee et al., 2024). Personal Attributes (Self-Management) include resilience, initiative, and time management (Linh et al., 2026). Globally, students lack self-direction, Asian students depend on instructors, and Filipino students struggle to balance academic and OJT demands (Chaliawala, 2026). Ethical and Social Responsibility involves adherence to professional ethics and organizational standards (Rodríguez-Gómez et al., 2022).

Host Training Establishment (HTE) supervisors play a vital role in evaluating the work readiness of BSBA On-the-Job Training (OJT) students by providing guidance, mentorship, and professional assessment in real workplace settings (Labitad, 2025). In Knowledge Competency, students generally understand core business concepts but struggle to apply them in actual work situations (Yu et al., 2026). For Technical and Practical Skills, students are familiar with basic tools but often face challenges in efficiency, adapting to new technologies, and independent task management (Mhlongo et al., 2023). In Communication Skills, they can interact effectively but lack confidence in professional writing, presentations, and team or client communication (Haque et al., 2025). Regarding Work Attitude and Professionalism, students are motivated and punctual but show gaps in accountability and consistent adherence to workplace norms (Nuñez, 2025). In Interpersonal Skills, they collaborate well but struggle with leadership, conflict resolution, and team dynamics (Ngoc Tuong Nguyen & Thi Kim Oanh, 2025). For Personal Attributes, students demonstrate initiative yet face difficulties in stress management, prioritization, and focus (Alvarez, 2026). In Ethical and Social Responsibility, students understand workplace ethics but sometimes fail to apply them consistently (Nguyen et al., 2025). Including HTE supervisors' perspectives complements student self-assessments, offering a comprehensive view of work readiness and identifying areas for improvement in real organizational contexts.

There remains a limited number of local studies that comprehensively examine the work readiness of Bachelor of Science in Business Administration students across multiple competency areas during their actual On-the-Job Training (OJT) experiences. This study aimed to determine the level of work readiness of BSBA OJT students in terms of knowledge competency, technical and practical skills, communication skills, work attitude and professionalism, interpersonal skills, self-management, and ethical and social responsibility. It also incorporated the assessments of Host Training Establishment (HTE) supervisors to provide a more objective and workplace-based evaluation of the students' preparedness. The findings of the study served as a basis for enhancing the OJT manual to ensure its alignment with the students' training needs, workplace expectations, required competencies, and the educational objectives of the institution.

Statement of the Problem

This study aims to determine the level of work readiness among the BSBA On-the-Job Training students.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the OJT students in terms of age, sex, and industry categories?
2. What is the demographic profile of HTE Supervisors in terms of position in the company, employment status, and length of handling OJT students?
3. What is the level of work readiness of BSBA On-the-Job Training students in terms of Knowledge Competency (Cognitive Skills), Technical and Practical Skills, Communication Skills, Work Attitude and Professionalism, Interpersonal Skills, Personal Attributes (Self-Management), and Ethical and Social Responsibility, when they are taken collectively and grouped according to age, sex, and industry categories?
4. What is the level of work readiness of BSBA OJT students as evaluated by HTE Supervisors in terms of Knowledge Competency (Cognitive Skills), Technical and Practical Skills, Communication Skills, Work Attitude and Professionalism, Interpersonal Skills, Personal Attributes (Self-Management), and Ethical and Social Responsibility, when taken collectively and when grouped according to the supervisors' demographic profile?
5. Is there a significant difference in the level of work readiness of BSBA On-the-Job Training students when grouped according to the aforementioned profile variables?
6. Is there a significant difference in the work readiness of BSBA OJT students based on HTE evaluations when grouped according to the demographic profile variables of Host Training Establishment Supervisor when grouped according to the aforementioned profile variables?
7. Is there a significant relationship between the self-assessed work readiness of BSBA OJT students and the work readiness evaluations provided by Host Training Establishment Supervisor?

Hypotheses

Based on the inferential problem, the researchers hypothesized that:

1. Is there no significant difference in the level of work readiness of BSBA On-the-Job Training students when grouped according to the aforementioned profile variables.
2. Is there no significant difference in the work readiness of BSBA OJT students based on HTE evaluations when grouped according to the demographic profile variables of Host Training Establishment Supervisor when grouped according to the aforementioned profile variables.
3. Is there no significant relationship between the self-assessed work readiness of BSBA OJT students and the work readiness evaluations provided by Host Training Establishment Supervisor.

THEORETICAL FRAMEWORK

This study is anchored on Work Readiness Theory, as proposed by Garcia (2006), which explains how individuals develop the skills, attitudes, and behaviors needed to function effectively in the workplace (Wang, 2026). Work readiness goes beyond academic knowledge to include communication, teamwork, professionalism, and self-management. The theory emphasizes that employability is shaped through both education and practical experience. In this study, it is embedded by using these competencies to assess the work readiness of BSBA OJT students (Mestre, 2024). This ensures that the research focuses on both the theoretical and practical dimensions of student preparedness.

Globally, the theory highlights the importance of aligning education with labor market demands and ensuring graduates possess relevant skills (Chhoeung, 2023). Applying knowledge in real-world situations is essential for developing work readiness. This study incorporates this idea by examining how students use both their theoretical understanding and practical skills during their On-the-Job Training (OJT) experience. By doing so, it determines whether students' learning outcomes align with actual workplace demands and helps identify any gaps between their academic preparation and the expectations of the industry.

In the Asian context, work readiness is not only about technical skills but also about important values such as teamwork, respect for authority, and adaptability (Luong et al., 2025). This means that students are also expected to show good interpersonal behavior and cultural sensitivity in the workplace. In this study, this idea is reflected in how students interact with others, handle workplace challenges, and demonstrate professionalism during their training. It helps assess whether they can meet both work expectations and cultural norms in real work settings.

In the Philippine context, work readiness focuses more on preparing students for the transition from school to employment (Salindo & Salindo, 2023). It emphasizes building confidence, clarifying career goals, and developing skills needed by employers. In this study, this is applied through On-the-Job Training (OJT), where students gain real workplace exposure. This experience helps strengthen their practical skills and improve their employability in the local job market.

Overall, Work Readiness Theory provides a framework for understanding employability from global, Asian, and local perspectives. The theory highlights the importance of integrating knowledge, skills, and attitudes gained through both academic learning and practical experience. In this study, it serves as the foundation for assessing and improving the work readiness of BSBA students during their On-the-Job Training (OJT). Through this approach, the study aims to ensure that students are well-prepared to succeed in various professional settings and adapt to the demands of the workplace.

Conceptual Framework

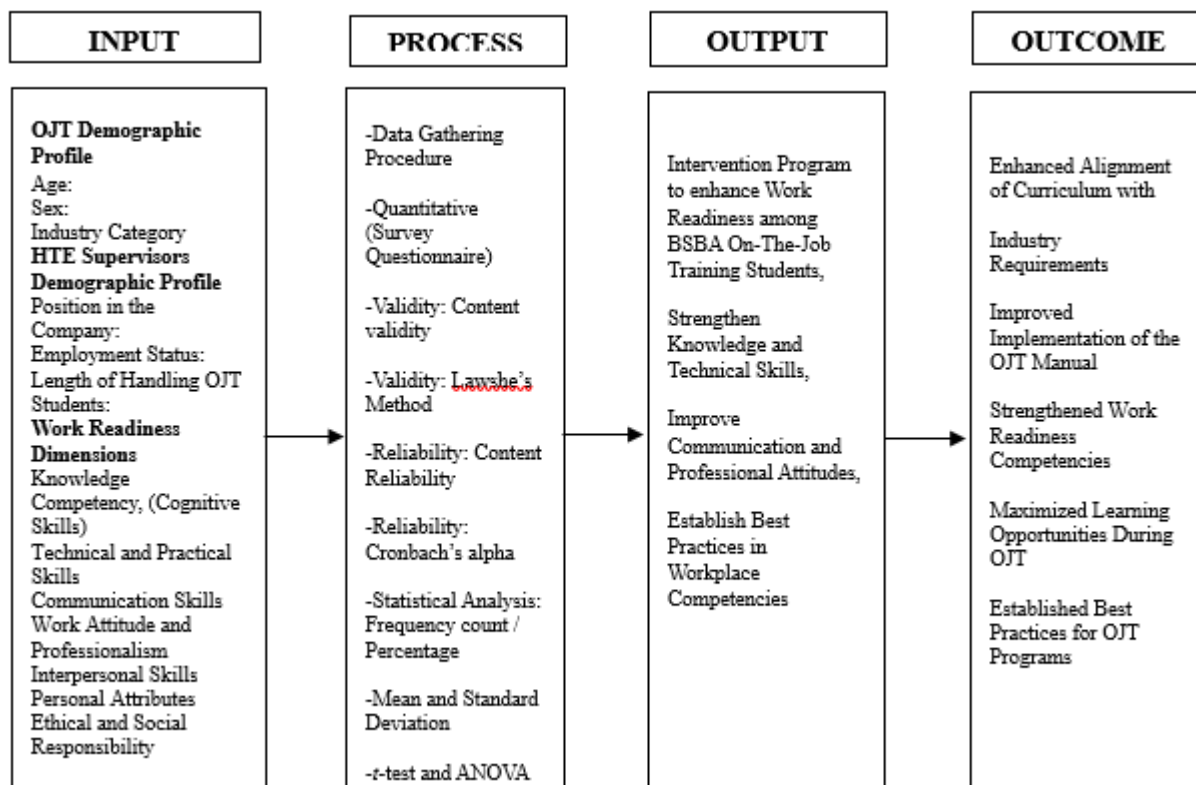


Figure 1: IPOO Framework

The study is anchored on an Input-Process-Output-Outcome (IPOO) model designed to evaluate the work readiness of BSBA students during their On-The-Job Training. The Input phase focuses on identifying the demographic profile of the respondents specifically their age, sex, and industry category alongside seven key dimensions of work readiness, ranging from cognitive and technical skills to ethical and social responsibility. These inputs are then subjected to a rigorous Process involving quantitative data collection via survey questionnaires, validated through content reliability and Cronbach's alpha. The methodology employs descriptive statistics, such as frequency counts and mean scores, alongside inferential tools like t-tests and ANOVA to determine if significant differences in readiness exist based on student demographics. The direct Output of this analysis is the development of a comprehensive Intervention Program intended to enhance workplace competencies, strengthen professional attitudes, and establish best practices among OJT students. Ultimately, the Outcome of the study aims for the long-term improvement of the BSBA program through the enhanced alignment of the curriculum with industry requirements, the refined implementation of the OJT manual, and the maximization of learning opportunities to produce graduates with strengthened, industry-ready competencies.

Scope and Limitation

This study focused on assessing the level of work readiness of BSBA On-the-Job Training (OJT) students within their respective organizations where they were deployed. The research covered key competencies, including knowledge competency (cognitive skills), technical and practical skills, communication skills, work attitude and professionalism, interpersonal skills, personal attributes (self-management), and ethical and social responsibility. The respondents of this study included BSBA students of Mount Carmel of Escalante Incorporated who were undergoing OJT at selected companies or organizations within and outside Escalante City during the second semester of the school year 2025–2026 (January–May 2026), as well as HTE supervisors responsible for overseeing and evaluating their performance. The study also considered the demographic profiles of both students and supervisors, including age, sex, and industry category for students, and position in the company, employment status, and length of handling OJT students for supervisors, to determine significant differences in students' work readiness. However, the study was limited only to BSBA OJT students and HTE supervisors of Mount Carmel of Escalante Incorporated during the specified period and did not include students from other academic programs or institutions. In this study, all officially enrolled BSBA OJT students and their assigned HTE supervisors during the Academic Year 2025-2026 will be included as respondents. Including all qualified participants will ensure complete representation of the population and provide reliable data in assessing the work readiness of BSBA students across the identified dimensions of competency, workplace behavior, and professional performance. Moreover, the findings relied mainly on the responses and evaluations of the respondents, which may have been influenced by personal perceptions and experiences.

Significance of the Study

The results of this study will benefit several groups:

BSBA OJT Students. This study will help On-the-Job Training (OJT) students understand the importance of developing essential work readiness competencies such as knowledge, technical skills, communication, teamwork, professionalism, and ethical responsibility

Host-Training Establishment Supervisors. The results may help supervisors and employers assess the level of preparedness of BSBA trainees and guide them in designing more effective training experiences and meaningful work exposure.

School Administrators. The findings of this study may assist school administrators in enhancing curricula and improving On-the-Job Training (OJT) programs to better align with industry demands and workforce expectations.

Faculty Members and OJT Coordinators. The study may provide insights that can assist instructors and coordinators in strengthening training supervision, mentoring, and skill development activities for students.

Researcher. This study may contribute to the existing body of knowledge on work readiness and serve as a useful reference for academic and professional purposes.

Future Researchers. The study may serve as a reference for future studies related to work readiness, employability skills, and internship programs among business students.

Definition of Terms

The following terms are defined conceptually and operationally for the purpose of this study:

Adaptability. The ability of students to adjust to different tasks, work environments, and organizational cultures during their On-the-Job Training (OJT) experience (Lam et al., 2025).

Measured by students' self-reported ability to adjust to workplace changes in tasks, roles, and schedules during OJT.

BSBA Students. Individuals enrolled in the Bachelor of Science in Business Administration program who are required to complete On-the-Job Training as part of their academic curriculum (Jackson & O'Connor, 2026).

Identified through academic records and confirmed by active participation in the OJT program.

Communication Skills. The ability of students to effectively express ideas, share information, and interact professionally with supervisors, coworkers, and clients in the workplace (Rodríguez et al., 2025).

Measured through survey items assessing oral and written communication, report writing, presentations, and workplace interactions during OJT.

Ethical and Social Responsibility. Adherence to professional ethics, respect for organizational policies, and awareness of social responsibilities in workplace conduct (Khushk et al., 2024).

Measured by students' demonstration of integrity, honesty, adherence to policies, and socially responsible behavior during their OJT.

Interpersonal Skills. The ability to build positive relationships, collaborate with team members, and manage workplace interactions effectively (Gonzales Jr, 2026).

Assessed by students' teamwork, cooperative behavior, leadership in group tasks, and ability to maintain harmonious relationships with colleagues and clients.

Knowledge Competency (Cognitive Skills). Understanding and application of business concepts, principles, and theories relevant to workplace tasks (Marquardt et al., 2022).

Measured by students' ability to apply academic knowledge in areas such as marketing, finance, management, and industry-specific tasks during OJT.

On-the-Job Training (OJT). A practical training program where students are placed in companies or organizations to gain hands-on experience and apply academic learning in real workplace settings (Siddique et al., 2022).

Measured by the type of organization, duration of training, and specific workplace tasks performed by students.

Personal Attributes (Self-Management). Students' confidence, initiative, motivation, and ability to regulate emotions, manage time, and handle stress effectively (Carpintero-Martin et al., 2025).

Measured by students' self-discipline, proactive involvement in tasks, effective time management, and stress-handling during OJT.

Problem-Solving Skills. The capability of students to identify workplace challenges and develop appropriate solutions during their training experience (Le et al., 2026).

Assessed by students' ability to analyze workplace problems and propose practical solutions while performing OJT tasks.

Professionalism. The demonstration of responsible behavior, work ethics, punctuality, and respect in the workplace (Ricaplaaza & Quines, 2022).

Measured by students' compliance with workplace rules and policies, punctuality, responsibility, and ethical conduct during training.

Teamwork. The ability of students to collaborate and work cooperatively with others to achieve common organizational goals (S. Lee et al., 2024).

Measured by students' participation in group activities, cooperation with colleagues, and contribution to team objectives.

Technical and Practical Skills. The ability to perform assigned tasks efficiently using tools, office systems, and workplace technologies (Fernandez, 2025).

Assessed by students' proficiency in completing tasks, utilizing appropriate technologies, and adapting to workplace systems during OJT.

Work Attitude and Professionalism. Work attitude and professionalism refer to the extent to which students demonstrate discipline, responsibility, accountability, and ethical behavior in the workplace (Bhattacharya et al., 2026).

These qualities are assessed through their adherence to workplace policies, positive approach to assigned tasks, and professional conduct during training.

Work Readiness. Work readiness refers to the extent to which students are prepared to enter the workforce, encompassing the knowledge, skills, attitudes, and competencies needed to perform effectively in a professional environment (Peersia et al., 2024).

It is evaluated across seven dimensions: knowledge competency, technical and practical skills, communication skills, work attitude and professionalism, interpersonal skills, personal attributes, and ethical and social responsibility, providing a comprehensive measure of students' preparedness for employment.

METHODOLOGY

This chapter presents the research design, research environment, population, data gathering instrument, validity and reliability, data analysis, data gathering procedure, then ethical considerations. It provides a clear foundation for the study and enhances understanding of the methodology employed.

Research Design

A descriptive-comparative research design is a non-experimental method used to identify and quantify the differences between two or more pre-existing groups regarding a specific variable (Rodenias, 2025). The study uses a descriptive-comparative research design to assess the work readiness of BSBA On-the-Job Training (OJT) students. A descriptive-comparative research design is a quantitative approach that describes the current characteristics of a population and compares differences between groups without manipulating variables (Green, 2025).

This type of design was appropriate because it allowed the researcher to assess the current level of work readiness among BSBA OJT students and the evaluations of Host Training Establishment (HTE) Supervisors regarding

student performance. It also enabled the researcher to describe the work readiness of students based on demographic variables such as age, sex, industry category, and HTE supervisor profile. The design captured both students' experiences and supervisors' assessments as they naturally occurred, ensuring an accurate reflection of students' competencies and workplace performance. This made it suitable for generating reliable and practical insights to inform improvements in OJT programs, supervision practices, and overall student preparedness for employment.

Research Environment

The research was conducted at Mount Carmel College of Escalante Incorporated, Brgy. Balintawak, Escalante City, specifically within the BSBA classrooms, guidance offices, and designated seminar or meeting rooms for survey administration, as well as at the partner companies or organizations where the OJT students were deployed. This institution and its partner organizations were chosen for their accessibility to the researchers and the population of BSBA students undergoing On-the-Job Training, making them suitable respondents for the study. In addition, HTE supervisors from these partner organizations were also included as respondents to provide evaluations of the students' work readiness. These environments were selected to ensure convenience, comfort, and a professional setting, which promoted accurate, thoughtful, and reliable responses from both students and supervisors.

Population

The population of this study consisted of ninety-four (94) Bachelor of Science in Business Administration (BSBA) students who were undergoing their On-the-Job Training (OJT) at Mount Carmel College of Escalante Incorporated, as well as fifty (50) HTE supervisors who oversaw and evaluated their performance within their respective organizations. The students were selected as respondents because they were actively engaged in internship programs that provided actual workplace exposure, while the supervisors were included because they provided professional insights into the students' competencies and work readiness. Participation of both groups was essential to the study since students were in the process of developing key work readiness competencies, including cognitive abilities, technical skills, communication skills, teamwork, professionalism, self-management, and ethical responsibility, and supervisors could validate and assess these competencies in real work settings.

Sample Size

The sample size for this study was determined using total enumeration sampling for the BSBA On-the-Job Training (OJT) students, which ensured that all respondents from the target population were included in the study to obtain reliable results. On the other hand, purposive sampling was utilized in selecting the Host Training Establishment (HTE) supervisors, since only supervisors directly assigned to oversee and evaluate the BSBA OJT students were considered qualified respondents.

These sampling techniques were applied to the population of BSBA On-the-Job Training (OJT) students and their corresponding HTE supervisors from Mount Carmel College of Escalante Incorporated. All qualified respondents were included to ensure proper representation and to accurately assess the work readiness of BSBA students during their OJT experience.

Respondents	Population	Sampling Technique	Sample Size
BSBA OJT Students	94	Total Enumeration	94
HTE Supervisors	50	Purposive Sampling	50
Total	144		144

Sampling Technique

Total enumeration was used for the BSBA OJT students because all 94 students enrolled in the OJT course were included in the study.

Purposive sampling was used for the HTE supervisors because only supervisors who directly supervised and evaluated the OJT students were selected. Thus, the final sample size was 144 respondents.

Data Gathering Instrument

The primary data-gathering instrument for this study was a survey questionnaire designed to assess the work readiness of BSBA On-the-Job Training (OJT) students at Mount Carmel College of Escalante Incorporated. The questionnaire measured seven key dimensions of work readiness: knowledge competency, technical and practical skills, communication skills, work attitude and professionalism, interpersonal skills, personal attributes (self-management), and ethical and social responsibility. Both OJT students and their Host Training Establishment (HTE) supervisors responded to the instrument, with students providing self-assessments and supervisors evaluating the students' workplace performance and professional behavior.

The instrument began with a participant consent form to ensure voluntary participation and confidentiality of responses. The first part of the questionnaire gathered the demographic profile of respondents. For students, this included age, sex, and industry category of OJT assignment, while for HTE supervisors, it included position in the company, employment status, and length of experience in handling OJT students. These profile variables allowed the researcher to describe students' work readiness across different respondent classifications and workplace settings.

The second part of the questionnaire consisted of sixty-three (63) statements covering the seven dimensions of work readiness and used a 4-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree. Students were asked to rate how well each statement reflected their abilities and experiences during their OJT, while supervisors evaluated the students based on their observed competencies and workplace behaviors. The questionnaire was considered suitable for this study because it allowed for a systematic, objective, and comprehensive assessment of students' work readiness from both the students' and supervisors' perspectives, while also ensuring consistency and reliability in data collection.

Validity and Reliability

Validity

To ensure the validity of the research instrument, the questionnaire was evaluated by nine (9) experts in business administration and research methodology. Their evaluation will help determine whether the items in the questionnaire are clear, relevant, and appropriate for measuring the work readiness of BSBA On-the-Job Training (OJT) students. Expert validation is commonly used in research to ensure that the questionnaire accurately measures the intended variables and improves the overall quality of the research instrument (Calumpong & Menes, 2026). In addition, this study was applying Lawshe's Method, specifically the Content Validity Ratio (CVR), where experts will rate each item as essential, useful but not essential, or not necessary to statistically determine which items should be retained or revised (Samad et al., 2023).

Results showed that both instruments obtained very high content validity. The OJT students' questionnaire achieved a Content Validity Index (CVI) of 0.93, while the HTE supervisors' questionnaire obtained a CVI of 0.94. These results indicate strong expert agreement that the instruments are valid, appropriate, and suitable for measuring work readiness across both respondent groups.

Reliability

To check the reliability of the quantitative instrument, the study used Cronbach's Alpha, which measures the internal consistency of questionnaire items (Rodenias & Menes, 2026). To establish the reliability of the

instrument, a 30, pilot test was conducted among a small group of BSBA students are not included in the actual respondents of the study. The responses gathered from the pilot test will be analyzed to determine the consistency and stability of the questionnaire items using Cronbach's Alpha reliability test. Cronbach's Alpha is widely used in survey research to evaluate internal consistency and ensure that the items in the questionnaire measure the same concept reliably (Zakariya, 2022). Ensuring both validity and reliability is essential because it guarantees that the research instrument measures what it is intended to measure and produces consistent results when administered to respondents. Studies have shown that a questionnaire with strong validity and reliability can increase the credibility and accuracy of research findings.

The results of the reliability test showed a Cronbach's Alpha value of 0.979, indicating an excellent level of internal consistency. This implies that the instrument is highly reliable and produces consistent results across student. Ensuring both validity and reliability is essential because it confirms that the research instrument accurately measures the intended variables and yields stable and dependable findings for the study.

Data Analysis

The data collected will be analyzed to determine the level of work readiness of BSBA On-the-Job Training (OJT) students. Responses will be quantified using a 4-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The results will be interpreted based on their corresponding verbal descriptions, from Very Low to Very High level of work readiness across the identified competencies.

The table below will be presented to provide a clear and organized interpretation of the findings.

Number Code	Work Readiness Interpretation	Scale	Verbal Interpretation
4	Strongly Agree	3.25-4.00	Very High Level of Work Readiness
3	Agree	2.50-3.24	High Level of Work Readiness
2	Disagree	1.75-2.49	Low Level of Work Readiness
1	Strongly Disagree	1.00-1.74	Very Low Level of Work Readiness

Data Gathering Procedure

The researchers first obtained formal permission from the school administration to conduct the study. After approval, coordination with the program coordinator or faculty identified OJT students who had completed or were currently undergoing their On-the-Job Training, as well as their HTE supervisors, ensuring appropriate and qualified respondents for both groups. The structured questionnaires were then distributed, with the purpose of the study clearly explained to all participants. Respondents were assured of confidentiality and anonymity, and sufficient time was provided for them to answer honestly and thoroughly. Completed questionnaires were collected, organized, and checked for completeness before data analysis. The gathered data from both students and supervisors were then tabulated and interpreted using appropriate statistical tools to determine the level of work readiness and describe the results based on demographic profiles and respondent type.

Statistical tools

For Problems 1 and 2, frequency counts and percentages were used to describe the profile of the respondents, including OJT students in terms of age, sex, and industry category, and HTE supervisors in terms of position in the company, employment status, and length of handling OJT students.

For Problems 3 and 4, mean and standard deviation were used to determine the level of work readiness of BSBA OJT students across the seven dimensions: knowledge competency (cognitive skills), technical and practical skills, communication skills, work attitude and professionalism, interpersonal skills, personal attributes (self-management), and ethical and social responsibility. Analyses were conducted both collectively and when grouped according to the demographic profiles of students and HTE supervisors.

For Problems 5 and 6, t-tests and Analysis of Variance (ANOVA) were used to determine whether there were significant differences in the level of work readiness of BSBA OJT students when grouped according to the demographic profiles of both students and supervisors. The t-test was applied for two-group comparisons, while ANOVA was used for variables with more than two groups.

For Problems 7, persons-r were used to determine whether their significant relationship between the self-assessed work readiness of BSBA OJT students and the work readiness evaluations provided by Host Training Establishment Supervisor.

Ethical Considerations

This study adheres to established ethical standards to ensure the protection of participants' rights, dignity, and well-being throughout the research process. Ethical principles are integrated into all phases of the study to maintain integrity, transparency, and accountability while exploring the work readiness competencies of BSBA students undergoing On-the-Job Training (OJT) at Mount Carmel College of Escalante Incorporated and the evaluations of their HTE supervisors within their respective organizations.

Protection of Participants' Rights and Welfare

The study strictly observes ethical principles to safeguard participants' rights, dignity, and welfare. It complies with the Data Privacy Act of 2012, ensuring that all personal, demographic, and professional data collected are handled securely, responsibly, and exclusively for research purposes (Aguilar, 2024). Participants' autonomy is respected at all times, and they have the right to decline or withdraw from the study without any consequences. This applies to both students and supervisors, who are assured that their honest responses will be treated confidentially

Adequacy of Facilities

Data collection will be conducted in safe, quiet, and comfortable areas within the institution for students or within their respective organizations for supervisors. Secure online platforms may also be used to facilitate participation when necessary. Digital tools employed for surveys and data storage will be secured with passwords and encryption to prevent unauthorized access and ensure confidentiality.

Community Involvement

The study actively involves ninety-four (94) BSBA students enrolled in the OJT program and fifty (50) HTE supervisors who oversee and evaluate the students. Their participation ensures that findings authentically reflect both the students' experiences in real workplace settings and supervisors' professional evaluations of work readiness competencies. Their involvement contributes to the credibility, validity, and practical relevance of the study.

Informed Consent

All participants will be fully informed about the study's objectives, procedures, and potential use of the findings. Participation is voluntary, and individuals have the right to withdraw at any stage without penalty. Written informed consent will be obtained from both students and supervisors prior to data collection, including explicit permission for the use of their responses for research purposes.

Justice and Fairness

The study upholds fairness by ensuring that all OJT students and HTE supervisors are included as respondents, giving each participant equal opportunity to contribute. All participants are treated equitably, and their responses are valued equally. Modest tokens of appreciation may be provided to acknowledge voluntary participation.

Privacy and Confidentiality

The privacy and confidentiality of all participants will be protected throughout the conduct of the study. Participants' identities will remain anonymous, and all collected data will be securely stored and accessed only by the researcher in accordance with the Data Privacy Act of 2012 (Pitogo & Ching, 2018).

Researcher Qualifications

The researcher has the necessary knowledge and training to conduct educational research, particularly in the areas of work readiness and professional competencies. This expertise ensures that the collection, analysis, and interpretation of data are carried out accurately, systematically, and ethically.

Risks and Benefits

This study involves minimal risk, although some participants may experience slight discomfort when reflecting on their workplace experiences or performance. Despite this, the study is expected to provide valuable information that can help improve OJT programs and enhance students' preparedness for future employment.

Social Value

The study is socially and academically significant because it provides evidence on the work readiness of BSBA students and the supervisory practices of Host Training Establishment (HTE) professionals. The findings may serve as a basis for improving educational programs and developing strategies that better prepare students for the demands of the workplace.

Transparency

The researcher will clearly explain the objectives, procedures, and expected outcomes of the study to all participants before data collection begins. Maintaining open communication throughout the research process will encourage trust and promote honest and meaningful participation.

Vulnerability of Participants

The study involves adult participants capable of providing informed consent. Although no highly vulnerable populations are included, all participants will be treated with respect, free from coercion or undue influence, ensuring ethical integrity throughout the research process.

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the quantitative results through tables, table discussions, implications, and related studies that supported the statistical outcomes of the investigation.

Table 1. Demographic Profile of On-the-Job Training Students		
Category	n	%
18–20	1	1.10
21–23	93	98.90
Total	100	100.00
Male	50	53.20
Female	44	46.80
Total	100	100.00

Government Sector	34	36.20
Healthcare Industry	12	12.80
Banking Industry	7	7.40
Lending and Financing Industry	11	11.70
Cooperative Sector	10	10.60
Education Industry	20	21.30
Total	100	100.00

Table 1 showed that the demographic profile of the BSBA On-the-Job Training (OJT) student respondents in terms of age, sex, and industry category, which directly addresses Problem No. 1 of the study. The findings revealed that the majority of the respondents were aged 21–23 years old (98.90%), indicating that most students were within the expected age range for internship and pre-employment preparation. In terms of sex, there was a slightly higher number of male respondents (53.20%) compared to female respondents (46.80%), reflecting a relatively balanced participation of both sexes in OJT programs.

The results implied that the respondents were exposed to workplace environments that enhanced their work readiness competencies during their On-the-Job Training (OJT). Based on the questionnaire, the students demonstrated competencies in knowledge, technical and practical skills, communication, professionalism, interpersonal relations, self-management, and ethical responsibility. These findings suggested that the OJT program enabled students to integrate academic learning with practical workplace experience, which is essential in developing employability skills and professional competence. The findings further indicated that experiential learning environments provided students with opportunities to improve decision-making, adaptability, problem-solving, and collaboration skills that are necessary in modern organizations. In relation to the standards established by the Commission on Higher Education (CHED) Memorandum Order (CMO) Series of 2017, the findings indicate that the students' On-the-Job Training (OJT) experiences generally supported the intended outcomes of business education programs. Their workplace experiences helped them develop the competencies and practical skills needed to meet industry expectations and prepare for professional careers.

The findings of this study are supported by several related studies, which highlight that internships play an important role in enhancing students' employability and professional readiness (Kapareliotis et al., 2019). By exposing students to real workplace environments and professional expectations, internships help them develop the knowledge, skills, and attitudes needed to succeed in their future careers, (Nasaruddin et al., 2024). Similarly, (Catherine et al., 2025) explained that diverse organizational settings enhanced students' adaptability, confidence, and competence in performing workplace responsibilities. (Prabowo et al., 2025), further highlighted that structured institutions strengthened communication and interpersonal skills, while explained that OJT served as a bridge between academic learning and actual workplace practice. In addition, Simplilearn (Notsi & Mzini, 2025), affirmed that experiential learning significantly contributed to career readiness and workplace competence. However, some studies presented contrasting views regarding the effectiveness of internship programs. (Musa et al., 2025) argued that not all internship experiences guarantee the development of work readiness competencies, particularly when training tasks are repetitive or lack meaningful engagement. Likewise, (Rumini et al., 2026), noted that the quality of supervision, organizational support, and relevance of assigned tasks greatly influenced the effectiveness of OJT experiences, suggesting that workplace exposure alone may not fully ensure employability development.

Table 2. Demographic Profile of Host Training Establishment Supervisors			
Variable	Category	n	%
Position	Team Leader/Supervisor	3	6.00
	Staff/Officer	47	94.00

	Total	100	100.00
Employment Status	Permanent/Regular	11	22.00
	Contractual/Temporary	31	62.00
	Part-time	6	12.00
	Others	2	4.00
	Total	100	100.00
Length of Handling OJT Students	Less than 1 year	12	24.00
	1–3 years	18	36.00
	4–6 years	11	22.00
	7 years and above	9	18.00
	Total	100	100.00

Table 2 showed that the demographic profile of the HTE respondents in terms of position, employment status, and length of handling OJT students. The findings showed that most respondents were Staff/Officers (94.00%), while Team Leaders/Supervisors had the lowest percentage (6.00%). In terms of employment status, Contractual/Temporary employees comprised the highest percentage (62.00%), whereas Others had the lowest (4.00%). For length of handling OJT students, respondents with 1–3 years of experience had the highest percentage (36.00%), while those with 7 years and above had the lowest (18.00%).

The results implied that BSBA OJT students were mainly supervised by staff-level personnel who were directly involved in workplace operations. This suggested that students received practical and hands-on guidance that contributed to the development of competencies measured in the questionnaire, particularly in technical and practical skills, communication skills, work attitude and professionalism, and interpersonal skills. Since staff-level supervisors are commonly engaged in day-to-day organizational activities, students were likely exposed to actual workplace procedures, operational tasks, and professional interactions that enhanced their understanding of workplace expectations and responsibilities. Such exposure may have strengthened the students' ability to apply theoretical knowledge in real work situations and improve their adaptability in professional environments.

However, the high number of contractual or temporary supervisors may indicate differences in the consistency of mentoring, monitoring, and evaluation provided to students. Because of their employment status, some supervisors may have varied in their availability, level of commitment, and familiarity with the organization's training standards, which could have affected the quality of guidance given to OJT students.

The findings were supported by related literature and studies. Experiential Learning Theory emphasized that effective workplace learning depends on active supervision and meaningful engagement in real-world tasks, which aligns with the role of staff and officers in mentoring OJT students (FONG, 2025). Similarly, (Essel-Okyeahene, 2025) explained that differences in employment status and supervisory experience could affect the consistency of mentoring and training delivery. (Marjani et al., 2025) further emphasized that frontline staff members often provided practical and operational guidance to trainees, while (Sikwela & Diedericks, 2026) noted that more experienced supervisors tended to apply stricter and more structured performance evaluation standards. However, some studies contradicted these findings. (Jackson & Cook, 2025) argued that supervisory position alone did not guarantee effective workplace learning, as the quality of interaction and feedback remained more important than rank or status. Likewise, (Gjini, 2023) explained that inconsistencies in supervision and limited mentor engagement could reduce the effectiveness of internship experiences, regardless of supervisors' years of experience or employment classification.

Table 3.

Work Readiness of Business Administration On-the-Job Training Students when taken collectively and grouped according to age

Variables	Age Group	Mean	SD	Level
Knowledge Competency (Cognitive Skills)	18–20 years old	3.78	0.00	Very High Level
	21–23 years old	3.38	0.49	Very High Level
Technical and Practical Skills	18–20 years old	3.67	0.00	Very High Level
	21–23 years old	3.33	0.37	Very High Level
Communication Skills	18–20 years old	4.00	0.00	Very High Level
	21–23 years old	3.35	0.39	Very High Level
Work Attitude and Professionalism	18–20 years old	3.89	0.00	Very High Level
	21–23 years old	3.51	0.42	Very High Level
Interpersonal Skills	18–20 years old	3.89	0.00	Very High Level
	21–23 years old	3.51	0.63	Very High Level
Personal Attributes (Self-management)	18–20 years old	3.90	0.00	Very High Level
	21–23 years old	3.47	0.36	Very High Level
Ethical and Social Responsibility	18–20 years old	3.78	0.00	Very High Level
	21–23 years old	3.64	0.53	Very High Level
Overall	18–20 years old	3.84	0.00	Very High Level
	21–23 years old	3.46	0.35	Very High Level

Table 3 presented the work readiness of BSBA students grouped according to age, which addressed Problem No. 3 of the study. The findings showed that students aged 18–20 obtained the highest mean scores across all indicators, ranging from 3.67 to 4.00, while students aged 21–23 recorded slightly lower mean scores ranging from 3.33 to 3.64. Despite these differences, both age groups were rated at a very high level of work readiness, indicating strong preparedness for workplace demands.

The results implied that BSBA students demonstrated high levels of work readiness regardless of age. Students aged 18–20 showed slightly higher confidence and stronger application of academic knowledge, while students aged 21–23 also demonstrated preparedness in terms of technical skills, communication skills, professionalism, interpersonal relationships, and ethical responsibility during OJT. The findings indicate that the OJT program was effective in helping students develop essential employability skills, regardless of their age. Both younger

and older students appeared to gain similar benefits from their workplace experiences, suggesting that the program provided equal opportunities for developing the competencies needed in professional settings.

The small differences observed among the age groups further suggest that age was not a major factor influencing students' work readiness. Instead, factors such as the quality of workplace exposure, academic preparation, and meaningful OJT experiences seemed to have a greater impact on students' competence development. These findings imply that well-designed training programs and effective supervision play a more important role in preparing students for employment than age-related differences. Therefore, enhancing the quality and consistency of OJT placements may be more beneficial in improving students' work readiness and professional competence.

The findings of this study are consistent with previous research, which highlights the important role of internship experiences in improving students' employability and preparing them for professional careers. By providing hands-on experience and exposure to real workplace situations, internships help students develop the skills, knowledge, and professional attitudes needed to succeed in their future careers, (Weifeng, n.d.).

(Ohene Afriyie et al., 2024) noted that structured training environments improve adaptability and workplace competence, while (Asmaradhani & Fauzi, 2025) highlighted that experiential learning enhances communication and interpersonal skills. (Akinbo & Owioye, 2025) explained that OJT bridges academic knowledge and workplace application, while (McGee, 2025) supported that experiential learning significantly improves career preparedness. However, some studies contradicted these findings.

(Held et al., 2025) argued that age and maturity levels could still influence confidence, adaptability, and workplace behavior, particularly in early-stage interns. Likewise, (Mkhize & Reddy, 2025) emphasized that differences in maturity and prior exposure to work environments may affect learning outcomes, suggesting that age-related factors can still play a moderating role in internship effectiveness.

Table 4.

Work Readiness of Business Administration On-the-Job Training Students when taken collectively and grouped according to sex

Variables	Sex	Mean	SD	Level
Knowledge Competency (Cognitive Skills)	Male	3.38	0.55	Very High Level
	Female	3.39	0.41	Very High Level
Technical and Practical Skills	Male	3.29	0.34	Very High Level
	Female	3.37	0.40	Very High Level
Communication Skills	Male	3.34	0.36	Very High Level
	Female	3.38	0.43	Very High Level
Work Attitude and Professionalism	Male	3.52	0.43	Very High Level
	Female	3.52	0.41	Very High Level
Interpersonal Skills	Male	3.55	0.76	Very High Level
	Female	3.47	0.42	Very High Level
Personal Attributes (Self-management)	Male	3.47	0.36	Very High Level
	Female	3.49	0.38	Very High Level
Ethical and Social Responsibility	Male	3.70	0.61	Very High Level

	Female	3.58	0.43	Very High Level
Overall	Male	3.46	0.34	Very High Level
	Female	3.46	0.36	Very High Level

Table 4 presented the work readiness of BSBA students grouped according to sex, which addressed Problem No. 3 of the study. The findings showed that female students obtained the highest mean scores in Knowledge Competency (3.39), Technical and Practical Skills (3.37), Communication Skills (3.38), and Personal Attributes (3.49), while male students recorded the highest mean scores in Interpersonal Skills (3.55) and Ethical and Social Responsibility (3.70). Both male and female respondents obtained the same mean score in Work Attitude and Professionalism (3.52) and overall work readiness (3.46), indicating a very high level of work readiness for both groups.

The results implied that both male and female BSBA students demonstrated a very high level of work readiness across all dimensions measured in the questionnaire. This suggested that sex did not serve as a limiting factor in the development of employability skills during OJT. Female students obtained slightly higher scores in knowledge competency, technical and practical skills, communication skills, and personal attributes. This suggests that they performed better in applying what they learned academically, completing work-related tasks, communicating effectively, and managing themselves in the workplace. These results may indicate greater attentiveness to responsibilities and a stronger ability to connect classroom learning with practical experiences during their internship.

Male students scored slightly higher in interpersonal skills and ethical and social responsibility, suggesting greater involvement in teamwork, workplace relationships, and adherence to organizational standards. However, both male and female students obtained the same score in work attitude and professionalism, indicating similar levels of discipline and preparedness for the workplace.

The findings were closely aligned with experiential learning theory, which emphasizes that practical workplace experiences help students develop the knowledge, skills, and attitudes necessary for employment and career success (Mthethwa et al., 2025). Recent studies reinforced these results, showing that internship and work-integrated learning programs enhance both technical and soft skills and contribute significantly to students' professional readiness regardless of sex (Wahyuningsih et al., 2025). However, the findings partly diverged from studies that suggested gender socialization may influence communication styles, confidence, and leadership behaviors among interns (Ohlmann, 2024). Although these differences were minimally evident in the present study, the contrasting findings highlight the importance of providing inclusive and equitable OJT experiences to ensure that all students have equal opportunities to develop their workplace competencies and readiness for employment (Nalumansi, 2024).

Table 5.

Work Readiness of Business Administration On-the-Job Training Students when taken collectively and grouped according to Industry Category

Variables	Industry Category	Mean	SD	Level
Knowledge Competency (Cognitive Skills)	Government Sector	3.35	0.36	Very High Level
	Healthcare Industry	3.46	0.36	Very High Level
	Banking Industry	3.27	0.24	Very High Level
	Lending and Financing Industry	3.15	0.23	High Level
	Cooperative Sector	3.18	0.34	High Level
	Education Industry	3.67	0.78	Very High Level

Technical and Practical Skills	Government Sector	3.34	0.40	Very High Level
	Healthcare Industry	3.35	0.35	Very High Level
	Banking Industry	3.24	0.23	High Level
	Lending and Financing Industry	3.21	0.30	High Level
	Cooperative Sector	3.16	0.29	High Level
	Education Industry	3.49	0.41	Very High Level
Communication Skills	Government Sector	3.41	0.45	Very High Level
	Healthcare Industry	3.42	0.40	Very High Level
	Banking Industry	3.39	0.35	Very High Level
	Lending and Financing Industry	3.20	0.24	High Level
	Cooperative Sector	3.15	0.31	High Level
	Education Industry	3.40	0.40	Very High Level
Work Attitude and Professionalism	Government Sector	3.49	0.41	Very High Level
	Healthcare Industry	3.50	0.47	Very High Level
	Banking Industry	3.51	0.45	Very High Level
	Lending and Financing Industry	3.56	0.43	Very High Level
	Cooperative Sector	3.33	0.40	Very High Level
	Education Industry	3.64	0.41	Very High Level
Interpersonal Skills	Government Sector	3.50	0.41	Very High Level
	Healthcare Industry	3.79	1.39	Very High Level
	Banking Industry	3.43	0.44	Very High Level
	Lending and Financing Industry	3.55	0.38	Very High Level
	Cooperative Sector	3.27	0.38	Very High Level
	Education Industry	3.51	0.45	Very High Level
Personal Attributes (Self-management)	Government Sector	3.49	0.37	Very High Level
	Healthcare Industry	3.45	0.42	Very High Level
	Banking Industry	3.46	0.29	Very High Level
	Lending and Financing Industry	3.50	0.37	Very High Level
	Cooperative Sector	3.33	0.29	Very High Level
	Education Industry	3.55	0.39	Very High Level
Ethical and Social Responsibility	Government Sector	3.69	0.69	Very High Level
	Healthcare Industry	3.51	0.47	Very High Level
	Banking Industry	3.60	0.41	Very High Level

	Lending and Financing Industry	3.72	0.41	Very High Level
	Cooperative Sector	3.53	0.44	Very High Level
	Education Industry	3.68	0.42	Very High Level
Overall	Government Sector	3.47	0.35	Very High Level
	Healthcare Industry	3.50	0.45	Very High Level
	Banking Industry	3.41	0.29	Very High Level
	Lending and Financing Industry	3.41	0.27	Very High Level
	Cooperative Sector	3.28	0.31	Very High Level
	Education Industry	3.56	0.34	Very High Level

The results in Table 5 showed that BSBA students demonstrated a very high level of work readiness across all industry placements, indicating that they were generally well-prepared to meet workplace expectations. Among the different sectors, students assigned to the Education Industry obtained the highest mean scores in Knowledge Competency and overall work readiness, while those in the Healthcare Industry recorded the highest mean in Interpersonal Skills. In contrast, students assigned to the Lending and Financing Industry and the Cooperative Sector posted relatively lower mean scores in Knowledge Competency and Communication Skills, although these ratings still fell within the high to very high range.

The findings suggest that the students' OJT experiences effectively developed essential employability skills regardless of industry placement. However, the differences in mean scores indicate that certain industries may provide more opportunities for students to apply business knowledge, communicate effectively, and work collaboratively. The Education and Healthcare sectors, in particular, appeared to offer more structured and interactive environments that supported the development of professional competencies and interpersonal skills.

The results further imply that the type of industry may influence specific aspects of work readiness, particularly knowledge competency, communication skills, and interpersonal abilities. Despite these differences, the consistently high ratings across all sectors indicate that the OJT program successfully prepared students for workplace demands and professional responsibilities.

The findings were supported by related studies. (Yupelmi & Yulastri, 2026) emphasized that workplace immersion across diverse industries enhances employability by exposing students to varied tasks and professional environments, strengthening both technical and soft skills. However, contrasting findings were reported by (Safri et al., 2026), who argued that differences in industry structure, supervision quality, and task relevance may result in uneven skill development, particularly in communication and technical competencies, depending on the nature of the OJT placement.

Table 6.

Supervisor-Evaluated Work Readiness of Business Administration On-the-Job Training Students when they are taken collectively and group according to position

Variables	Position	Mean	SD	Level
Knowledge Competency (Cognitive Skills)	Team Leader/Supervisor	3.11	0.19	High Level
	Staff/Officer	3.34	0.40	Very High Level
Technical and Practical Skills	Team Leader/Supervisor	2.89	0.40	High Level
	Staff/Officer	3.40	0.40	Very High Level

Communication Skills	Team Leader/Supervisor	3.17	0.52	High Level
	Staff/Officer	3.34	0.41	Very High Level
Work Attitude and Professionalism	Team Leader/Supervisor	3.19	0.32	High Level
	Staff/Officer	3.38	0.44	Very High Level
Interpersonal Skills	Team Leader/Supervisor	3.22	0.39	High Level
	Staff/Officer	3.42	0.43	Very High Level
Personal Attributes (Self-management)	Team Leader/Supervisor	3.23	0.40	High Level
	Staff/Officer	3.41	0.47	Very High Level
Ethical and Social Responsibility	Team Leader/Supervisor	3.37	0.39	Very High Level
	Staff/Officer	3.42	0.45	Very High Level
Overall	Team Leader/Supervisor	3.17	0.35	High Level
	Staff/Officer	3.38	0.37	Very High Level

Table 6 presented the work readiness of BSBA students grouped according to the position of Host Training Establishment (HTE) personnel. The findings showed that Staff/Officers consistently obtained higher mean scores across all indicators, with Knowledge Competency (3.34), Technical and Practical Skills (3.40), and Communication Skills (3.34) all rated at a very high level. In contrast, Team Leaders/Supervisors recorded lower mean scores ranging from 2.89 to 3.37, with an overall rating of 3.17 (high level), while Staff/Officers obtained an overall mean of 3.38, interpreted as very high level.

The results implied that BSBA students demonstrated generally high to very high levels of work readiness regardless of the position of HTE personnel supervising them. The higher ratings among students supervised by Staff/Officers implied that closer involvement in daily operations and more direct mentoring may have provided richer learning experiences, allowing students to better apply theoretical knowledge in actual workplace tasks. This suggests that hands-on supervision plays an important role in strengthening competencies such as technical skills, communication, and problem-solving.

On the other hand, the slightly lower ratings among students supervised by Team Leaders/Supervisors may imply more task delegation and less direct engagement in training, which could limit opportunities for consistent guidance and feedback. This may affect the depth of experiential learning in certain competency areas, particularly those requiring frequent supervision and correction. Despite this, the results still indicated that students under both types of supervision were exposed to meaningful workplace learning experiences that contributed to their employability development.

The findings further imply that the position of supervisors influences the quality and intensity of workplace mentoring, but not necessarily the overall preparedness of students for employment. This suggests that while supervisory role affects learning experiences, BSBA OJT students were still able to achieve acceptable to strong levels of work readiness due to the structured nature of the internship program. It also implies that institutions and partner organizations should ensure that supervision is not only hierarchical but also developmental, with consistent mentoring regardless of position.

The findings were closely aligned with experiential learning theory, which emphasizes the importance of guided workplace experiences in developing students' professional competencies and preparing them for employment (Rylance-Graham & Ismail, 2026). Recent studies reinforced these results, showing that effective supervision and structured OJT experiences help bridge the gap between academic learning and workplace practice by

enhancing students' communication and technical skills (Rosario et al., 2025). Furthermore, experiential learning was found to strengthen career readiness by providing students with meaningful exposure to real work environments and constructive feedback that supports their professional growth (Schnobrich-Davis et al., 2026).

However, the findings partly diverged from studies suggesting that a supervisor's position alone does not automatically lead to positive learning outcomes (Bernerth et al., 2026). Although this concern was minimally evident in the present study, the contrasting findings highlight the importance of providing meaningful tasks, consistent feedback, and well-designed training programs to maximize the effectiveness of OJT experiences and further enhance students' work readiness (Manginsay, 2026).

Table 7. Supervisor-Evaluated Work Readiness of Business Administration On-the-Job Training Students when they are taken collectively and group according to Employment Status

Variables	Employment Status	Mean	SD	Level
Knowledge Competency (Cognitive Skills)	Permanent/Regular	3.24	0.43	High Level
	Contractual/Temporary	3.30	0.39	Very High Level
	Part-time	3.57	0.38	Very High Level
	Others	3.28	0.08	Very High Level
Technical and Practical Skills	Permanent/Regular	3.32	0.39	Very High Level
	Contractual/Temporary	3.32	0.43	Very High Level
	Part-time	3.74	0.23	Very High Level
	Others	3.39	0.24	Very High Level
Communication Skills	Permanent/Regular	3.22	0.47	High Level
	Contractual/Temporary	3.31	0.41	Very High Level
	Part-time	3.58	0.38	Very High Level
	Others	3.31	0.09	Very High Level
Work Attitude and Professionalism	Permanent/Regular	3.22	0.50	High Level
	Contractual/Temporary	3.34	0.43	Very High Level
	Part-time	3.70	0.19	Very High Level
	Others	3.50	0.08	Very High Level
Interpersonal Skills	Permanent/Regular	3.38	0.50	Very High Level
	Contractual/Temporary	3.38	0.44	Very High Level
	Part-time	3.54	0.33	Very High Level
	Others	3.50	0.24	Very High Level
Personal Attributes (Self- management)	Permanent/Regular	3.27	0.54	Very High Level
	Contractual/Temporary	3.35	0.45	Very High Level
	Part-time	3.79	0.23	Very High Level
	Others	3.60	0.14	Very High Level

Ethical and Social Responsibility	Permanent/Regular	3.36	0.48	Very High Level
	Contractual/Temporary	3.39	0.44	Very High Level
	Part-time	3.63	0.38	Very High Level
	Others	3.39	0.55	Very High Level
Overall	Permanent/Regular	3.29	0.43	Very High Level
	Contractual/Temporary	3.34	0.36	Very High Level
	Part-time	3.65	0.20	Very High Level
	Others	3.42	0.09	Very High Level

Table 7 presents the work readiness of BSBA students based on the employment status of their Host Training Establishment (HTE) personnel and addresses Problem No. 4 of the study. The results showed that students supervised by part-time employees achieved the highest overall mean score (3.65). They also obtained the highest ratings in Technical and Practical Skills (3.74), Work Attitude and Professionalism (3.70), and Personal Attributes (3.79), all of which were interpreted as very high.

The findings showed that students demonstrated high to very high levels of work readiness regardless of the employment status of their Host Training Establishment (HTE) supervisors. Students supervised by part-time personnel obtained slightly higher ratings in several dimensions, suggesting that they may have been given more hands-on tasks and opportunities to participate actively in workplace activities. These results indicate that differences in employment arrangements may influence mentoring styles, task assignments, and the level of student engagement during OJT.

Despite these variations, the consistently high ratings across all groups suggest that supervisors, whether full-time or part-time, were able to provide meaningful learning experiences that contributed to students' professional development. The findings imply that the OJT program provides a structured learning environment that supports the development of essential workplace competencies regardless of supervisory conditions.

The findings were closely aligned with experiential learning theory, which emphasizes that meaningful workplace experiences and effective supervision are essential in developing students' professional competencies and work readiness (Singh et al., 2026). Recent studies reinforced these results, showing that active participation and practical exposure contribute more to successful OJT experiences than employment arrangements alone (Mavhengere, 2025). Furthermore, experiential learning has been found to remain effective across different organizational settings and supervisory structures, enabling students to acquire the skills and competencies needed in the workplace (Moriels, 2026)

However, the findings partly diverged from those of ((Van Gool, 2025)), who argued that employment status alone is not a reliable indicator of training quality. Although this concern was minimally evident in the present study, the contrasting findings highlight the importance of quality supervision, meaningful task assignments, and strong organizational support in maximizing the effectiveness of OJT programs and enhancing students' work readiness (Singh, 2026).

Table 8. Supervisor-Evaluated Work Readiness of Business Administration On-the-Job Training Students when they are taken collectively and group according to length of handling OJT students

Variables	Length of Handling OJT Students	Mean	SD	Level
Knowledge Competency (Cognitive Skills)	Less than 1 year	3.19	0.3	High Level
	1–3 years	3.52	0.4	Very High Level

	4–6 years	3.12	0.41	High Level
	7 years and above	3.33	0.36	Very High Level
Technical and Practical Skills	Less than 1 year	3.33	0.36	Very High Level
	1–3 years	3.48	0.36	Very High Level
	4–6 years	3.25	0.5	Very High Level
	7 years and above	3.36	0.46	Very High Level
Communication Skills	Less than 1 year	3.46	0.4	Very High Level
	1–3 years	3.34	0.37	Very High Level
	4–6 years	3.18	0.43	High Level
	7 years and above	3.29	0.51	Very High Level
Work Attitude and Professionalism	Less than 1 year	3.38	0.37	Very High Level
	1–3 years	3.49	0.42	Very High Level
	4–6 years	3.17	0.35	High Level
	7 years and above	3.35	0.59	Very High Level
Interpersonal Skills	Less than 1 year	3.43	0.42	Very High Level
	1–3 years	3.55	0.42	Very High Level
	4–6 years	3.2	0.36	High Level
	7 years and above	3.33	0.48	Very High Level
Personal Attributes (Self-management)	Less than 1 year	3.27	0.38	Very High Level
	1–3 years	3.64	0.43	Very High Level
	4–6 years	3.19	0.35	High Level
	7 years and above	3.33	0.59	Very High Level
Ethical and Social Responsibility	Less than 1 year	3.25	0.36	Very High Level
	1–3 years	3.55	0.45	Very High Level
	4–6 years	3.23	0.36	High Level
	7 years and above	3.58	0.49	Very High Level
Overall	Less than 1 year	3.33	0.28	Very High Level
	1–3 years	3.51	0.34	Very High Level
	4–6 years	3.19	0.37	High Level
	7 years and above	3.37	0.45	Very High Level

The results in Table 8 showed that BSBA students demonstrated high to very high levels of work readiness across all groupings based on the length of experience of their HTE supervisors in handling OJT students. This indicates that students generally developed the competencies needed for the workplace regardless of their supervisors' years of experience. In terms of supervisory experience, students under supervisors with 1–3 years of experience obtained the highest mean scores in Knowledge Competency, Interpersonal Skills, Personal Attributes, Ethical and Social Responsibility, and overall work readiness, all of which were interpreted as very high. In contrast, students supervised by personnel with 4–6 years of experience recorded relatively lower mean

scores in Knowledge Competency, Communication Skills, and Work Attitude and Professionalism, although these ratings still fell within the high to very high range.

The findings further showed that students demonstrated high to very high levels of work readiness across all groupings based on the length of their supervisors' experience in handling OJT students. Supervisors with 1–3 years of experience obtained the highest mean scores in several dimensions, suggesting that they may have been more actively involved in mentoring, monitoring, and providing feedback to student interns. In contrast, supervisors with longer experience registered relatively lower mean scores in some competency areas, although the ratings remained within the high to very high range.

Across all experience categories, the consistent ratings suggest that supervisors were able to provide meaningful learning opportunities that contributed to students' professional development. These findings imply that while supervisory experience may influence mentoring and evaluation approaches, it does not substantially affect students' overall work readiness. The results also highlight the importance of establishing standardized evaluation guidelines and strengthening mentor training programs to promote fairness, consistency, and effective supervision across different workplace settings.

The findings were closely aligned with Experiential Learning Theory, which emphasizes that students develop competencies more effectively through active participation, workplace exposure, and continuous feedback during training (Rocha & Meléndez, 2025). Recent studies reinforced these results, showing that differences in supervisory experience may influence mentoring approaches and assessment patterns among trainees (NALLOS et al., 2026). Workplace interactions were also found to strengthen both technical and interpersonal competencies (Richards, 2025). In addition, guided internship experiences helped students connect academic learning with industry expectations (Rian, 2025)

However, the findings partly diverged from studies that argued that supervisory experience is not the primary determinant of assessment quality (Bouzar & El Idrissi, 2025). Although this concern was minimally evident in the present study, the contrasting findings highlighted the importance of minimizing evaluation bias, strengthening training structures, and establishing clear assessment guidelines to ensure fair and consistent evaluation of student performance across different supervisory contexts (Kreitzer & Sweet-Cushman, 2022).

Table 9. Significant Difference in the Level of Work Readiness of BSBA On-the-Job Training (OJT) Students According to Age

Variables	p-value	Verbal Interpretation
Knowledge Competency (Cognitive Skills)	0.270	Not Significant
Technical and Practical Skills	0.361	Not Significant
Communication Skills	0.145	Not Significant
Work Attitude and Professionalism	0.522	Not Significant
Interpersonal Skills	0.444	Not Significant
Personal Attributes (Self-management)	0.290	Not Significant
Ethical and Social Responsibility	0.894	Not Significant
Overall	0.269	Not Significant

Table 9 presented the significant difference in the level of work readiness of BSBA OJT students when grouped according to age, which addressed Problem No. 5 of the study. The findings showed that all computed p-values for Knowledge Competency (0.270), Technical and Practical Skills (0.361), Communication Skills (0.145), Work Attitude and Professionalism (0.522), Interpersonal Skills (0.444), Personal Attributes (0.290), Ethical and Social Responsibility (0.894), and overall Work Readiness (0.269) were all greater than the 0.05 level of significance and were verbally interpreted as not significant. Thus, the null hypothesis was accepted, indicating that there was no significant difference in the work readiness of BSBA students when grouped according to age.

The results implied that age did not significantly influence the work readiness of BSBA OJT students. Regardless of age group, students demonstrated relatively similar levels of competence across cognitive, technical, behavioral, interpersonal, and ethical dimensions. The findings further showed that students across all age groups demonstrated high to very high levels of work readiness during their OJT experiences. Both younger and older students were able to meet workplace expectations, suggesting that age alone did not determine the development of employability skills. The consistent ratings across age groups indicate that students were provided with similar opportunities to apply their knowledge, develop professional competencies, and gain meaningful workplace experiences.

These findings imply that the quality and structure of the OJT program play a more important role in developing work readiness than age differences. Internship exposure, effective supervision, and active participation in workplace activities enabled students to build essential skills regardless of their level of maturity. The results also suggest that well-designed OJT programs promote equal opportunities for learning and professional growth among students.

The findings are supported by related literature and studies. Experiential Learning Theory highlights that learning is primarily developed through direct workplace experience, where students actively engage in real tasks and situations rather than being influenced by demographic factors such as age (Eckhardt, 2024). Furthermore, internship exposure has been found to strengthen professional readiness and competency development among students (Wu et al., 2024). (Adusei, 2025) noted that structured internships provide equal opportunities for skill development among learners, while (Fauzi, 2025) highlighted that workplace immersion improves communication and practical skills regardless of demographic differences. (Richards & Spanjaard, 2025) explained that internships bridge theory and practice through experiential learning, while (Melhem & Richani, 2025) supported that experiential learning enhances employability and work readiness regardless of age.

However, contrasting findings were presented by (Dalrymple et al., 2021), who argued that age and maturity may still indirectly influence workplace behavior, confidence, and adaptability, particularly in early-career interns, suggesting that demographic factors can sometimes play a moderating role in learning outcomes depending on workplace context and training quality.

Table 10. Significant Difference in the Level of Work Readiness of BSBA On-the-Job Training (OJT) Students According to Sex

Variables	p-value	Verbal Interpretation
Knowledge Competency (Cognitive Skills)	0.681	Not Significant
Technical and Practical Skills	0.407	Not Significant
Communication Skills	0.681	Not Significant
Work Attitude and Professionalism	0.985	Not Significant
Interpersonal Skills	0.821	Not Significant
Personal Attributes (Self-management)	0.754	Not Significant
Ethical and Social Responsibility	0.344	Not Significant
Overall	0.985	Not Significant

Table 10 presented the significant difference in the level of work readiness of BSBA OJT students when grouped according to sex, which addressed Problem No. 5 of the study. The findings showed that the highest p-values were observed in Work Attitude and Professionalism (0.985) and overall Work Readiness (0.985), while the lowest p-value was recorded in Ethical and Social Responsibility (0.344). However, all computed p-values were greater than the 0.05 level of significance and were verbally interpreted as not significant, indicating that there was no significant difference in the work readiness of BSBA students when grouped according to sex.

The findings indicated that both male and female students received similar workplace exposure, supervision, and training during their OJT, resulting in comparable levels of work readiness. This suggests that the internship program provided equal opportunities for all students to develop the competencies needed in professional settings.

The results further imply that sex is not a major factor in determining students' work readiness. Instead, the development of competencies appears to be influenced more by the quality of OJT experiences, effective supervision, and active participation in workplace activities. These findings highlight the importance of maintaining consistent supervision, fair task assignments, and standardized internship guidelines to ensure meaningful and equitable learning experiences for all students.

The findings are supported by related studies, which show that internship programs enhance students' employability by giving them equal exposure to workplace environments and meaningful experiential learning opportunities that support skill development regardless of individual differences (Kayyali, 2026)). (Ngobi & Sangwa, 2025) noted that structured training environments promote fairness in skill development regardless of gender differences. (Syarif et al., 2026) highlighted that workplace immersion strengthens both technical and interpersonal skills for all learners.

However, contrasting findings were presented by (Pickering, 2022), who argued that gender may still indirectly influence workplace experiences through social expectations, communication styles, and task allocation patterns in some organizational settings, suggesting that equal outcomes may depend heavily on the quality and structure of internship implementation.

Table 11. Significant Difference in the Level of Work Readiness of BSBA On-the-Job Training (OJT) Students According to Industry Category		
Variables	p-value	Verbal Interpretation
Knowledge Competency (Cognitive Skills)	0.031	Significant
Technical and Practical Skills	0.167	Not Significant
Communication Skills	0.388	Not Significant
Work Attitude and Professionalism	0.48	Not Significant
Interpersonal Skills	0.57	Not Significant
Personal Attributes (Self-management)	0.786	Not Significant
Ethical and Social Responsibility	0.939	Not Significant
Overall	0.411	Not Significant

Table 11 presented the significant difference in the level of work readiness of BSBA OJT students when grouped according to industry category, which addressed Problem No. 5 of the study. The findings showed that Knowledge Competency obtained the lowest p-value (0.031), interpreted as significant, while Ethical and Social Responsibility recorded the highest p-value (0.939), interpreted as not significant. All other indicators and overall Work Readiness (0.411) were also interpreted as not significant, indicating no significant difference in the overall work readiness of students across industry categories except for Knowledge Competency.

The results implied that students' cognitive knowledge varied depending on the industry category where they were assigned. This suggests that some industries provided stronger opportunities for knowledge-based learning, particularly those that involved more structured tasks, observation of professional procedures, and exposure to technical processes. This indicates that the nature of industry placement plays a role in shaping cognitive development during OJT.

However, since all other indicators and overall work readiness were found not significant, the findings implied that BSBA students generally developed similar levels of practical, behavioral, interpersonal, and ethical competencies regardless of industry placement.

The findings were supported by related studies and literature. Experiential Learning Theory emphasizes learning through workplace experience regardless of placement context. (Schaerer et al., 2023) emphasized that industry exposure strengthens competency development through real-world engagement. (Dzidzornu et al., 2026) noted that industry differences may influence specific competencies such as knowledge acquisition but not overall employability readiness. (Salleh & Ismail, 2025) highlighted that workplace immersion develops transferable competencies applicable across sectors. (Khan et al., 2025) further explained that internships across different industries generally produce similar employability outcomes and levels of workplace preparedness.

Table 12. Significant Difference in the HTE Evaluation on the Level of Work Readiness of BSBA On-the-Job Training (OJT) Students According to Position

Variables	p-value	Verbal Interpretation
Knowledge Competency (Cognitive Skills)	0.312	Not Significant
Technical and Practical Skills	0.083	Not Significant
Communication Skills	0.379	Not Significant
Work Attitude and Professionalism	0.411	Not Significant
Interpersonal Skills	0.409	Not Significant
Personal Attributes (Self-management)	0.456	Not Significant
Ethical and Social Responsibility	0.864	Not Significant
Overall	0.276	Not Significant

Table 12 presented the significant difference in the HTE evaluation on the level of work readiness of BSBA OJT students when grouped according to position. The findings showed that all indicators—Knowledge Competency (0.312), Technical and Practical Skills (0.083), Communication Skills (0.379), Work Attitude and Professionalism (0.411), Interpersonal Skills (0.409), Personal Attributes (0.456), Ethical and Social Responsibility (0.864), and overall Work Readiness (0.276)—were all not significant. Overall, the results indicated that there was no significant difference in the evaluation of students' work readiness when grouped according to HTE position.

The results implied that both staff/officers and team leaders/supervisors provided similar evaluations of BSBA OJT students' work readiness across all competency areas. This suggests that the position of the evaluator did not significantly influence how student performance was assessed, indicating a generally consistent evaluation standard within host training establishments. It also implies that workplace expectations for interns were uniform, allowing students to be assessed based on performance rather than organizational hierarchy.

Furthermore, the findings suggest that the assessment of work readiness was influenced more by students' actual performance than by the position of the evaluator within the Host Training Establishment (HTE). This indicates that both supervisors applied similar standards when assessing key competencies such as communication, technical skills, professionalism, and ethical behavior. As a result, students were evaluated in a relatively consistent manner regardless of who conducted the assessment.

The findings are supported by related studies. Kolb's Experiential Learning Theory emphasizes that learning is strengthened through direct workplace experiences, which help students develop competencies in a consistent manner regardless of who evaluates them (Wardana, 2025). Similarly, well-structured supervision systems have been found to promote more uniform and reliable assessment outcomes across different evaluators (Talukder, 2025). (Arifin et al., 2025) highlighted that workplace immersion strengthens competencies in a way that can be

consistently observed by different supervisors. (Van Iddekinge et al., 2024) further explained that internships promote standardized assessment of student performance across organizations.

(Alqaraini, 2025) argued that workplace immersion does not always produce uniformly observable competencies, as performance may be influenced by organizational context and individual learning opportunities. (Richardson, 2024) further emphasized that internship assessments often differ across organizations due to variations in evaluation criteria, workplace culture, and supervisor judgment, making standardized assessment difficult to achieve.

Table 13. Significant Difference in the HTE Evaluation on the Level of Work Readiness of BSBA On-the-Job Training (OJT) Students According to Employment Status

Variables	p-value	Verbal Interpretation
Knowledge Competency (Cognitive Skills)	0.426	Not Significant
Technical and Practical Skills	0.097	Not Significant
Communication Skills	0.429	Not Significant
Work Attitude and Professionalism	0.039	Significant
Interpersonal Skills	0.798	Not Significant
Personal Attributes (Self-management)	0.054	Not Significant
Ethical and Social Responsibility	0.684	Not Significant
Overall	0.094	Not Significant

Table 14 presented the significant difference in the HTE evaluation of BSBA OJT students' work readiness when grouped according to employment status. The findings showed that Work Attitude and Professionalism ($p = 0.039$) was significant, while Knowledge Competency (0.426), Technical and Practical Skills (0.097), Communication Skills (0.429), Interpersonal Skills (0.798), Personal Attributes (0.054), Ethical and Social Responsibility (0.684), and overall Work Readiness (0.094) were not significant. Overall, the results indicated that there was no significant difference in the overall work readiness of students across employment status groups, except for Work Attitude and Professionalism.

The results implied that the employment status of HTE supervisors may influence how students' professional behavior, discipline, and workplace conduct were assessed. The findings suggest that differences in employment arrangements, such as regular, contractual, or part-time status, may slightly influence how certain workplace behaviors like punctuality, responsibility, and rule compliance are assessed. However, students' performance in knowledge, technical skills, communication, and interpersonal competencies remained generally consistent across groups.

The findings also suggest that workplace evaluations are largely based on students' actual performance rather than the evaluator's employment status. This reflects a generally standardized assessment process across different organizational settings, ensuring fair and consistent evaluation of student interns.

The findings are supported by related studies, which show that workplace exposure and structured training have a stronger influence on student readiness than employment conditions (Okolie, 2022). In addition, supervision structure may affect learning outcomes, but employment status has minimal impact on competency development (Mekarsari & Sudana, 2025). (Norbert et al., 2026) also highlighted that workplace immersion enhances professionalism and technical skills regardless of the type of employment arrangement.

However, contrasting findings were presented by (Kim & Jung, 2022), who argued that employment conditions and organizational structure may indirectly influence evaluation outcomes, particularly in behavioral competencies such as professionalism, where workplace expectations and cultural norms may vary across employment types.

Table 14. Significant Difference in the HTE Evaluation on the Level of Work Readiness of BSBA On-the-Job Training (OJT) Students According to Position

Variables	p-value	Verbal Interpretation
Knowledge Competency (Cognitive Skills)	0.426	Not Significant
Technical and Practical Skills	0.097	Not Significant
Communication Skills	0.429	Not Significant
Work Attitude and Professionalism	0.039	Significant
Interpersonal Skills	0.798	Not Significant
Personal Attributes (Self-management)	0.054	Not Significant
Ethical and Social Responsibility	0.684	Not Significant
Work Readiness	0.094	Not Significant

Table 15 presented the significant difference in the HTE evaluation of BSBA OJT students' work readiness when grouped according to position. The findings showed that Work Attitude and Professionalism ($p = 0.039$) was significant, while Knowledge Competency (0.426), Technical and Practical Skills (0.097), Communication Skills (0.429), Interpersonal Skills (0.798), Personal Attributes (0.054), Ethical and Social Responsibility (0.684), and overall Work Readiness (0.094) were not significant. Overall, the results indicated that there was no significant difference in the evaluation of students' work readiness across HTE position groups, except for Work Attitude and Professionalism.

The results implied that the position of HTE personnel does not significantly influence the overall assessment of BSBA OJT students' work readiness. This suggests that both staff/officers and team leaders/supervisors generally apply similar standards when evaluating students across cognitive, technical, interpersonal, and ethical domains. The significant result in Work Attitude and Professionalism implies that evaluators in different positions may vary slightly in their expectations regarding discipline, punctuality, and workplace behavior, but these differences do not extend to other competency areas.

The findings indicate that assessment practices within Host Training Establishments (HTEs) are generally uniform across different organizational roles. Student performance is primarily evaluated based on observable actions and actual work outputs rather than the evaluator's position, resulting in comparable ratings regardless of who conducts the assessment.

The findings were generally supported by related literature, which emphasizes that structured workplace learning plays a stronger role in developing student readiness than the evaluator's position (Jaya et al., 2026). Consistent training environments have been found to lead to more reliable competency development among interns (Hundt, 2024). In addition, internships provide more uniform learning experiences that contribute to comparable assessment outcomes regardless of supervisor differences (Lemena, 2023). Workplace immersion has also been shown to strengthen competencies that can be observed and evaluated consistently by various assessors (Kogan et al., 2023).

However, contrasting evidence suggests that evaluator position and organizational hierarchy may still influence assessment outcomes. Differences in authority level, professional experience, and workplace expectations can affect how supervisors rate behavioral competencies such as professionalism and work attitude (H. Yang et al., 2025).

Table 15. Significant Relationship in the HTE Evaluation on the Level of Work Readiness of BSBA On-the-Job Training (OJT)

	Work Students	Readiness—	Work Supervisor	Readiness—OJT	Interpretation
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Work Readiness—Students	-		Not Significant
Work Readiness—OJT Supervisor	0.593	-	

Table 15 presented the significant relationship in the HTE evaluation on the level of work readiness of BSBA On-the-Job Training (OJT) students as assessed by the students and their OJT supervisors. The results showed a correlation coefficient of $r = 0.593$, indicating a moderate positive relationship between the two assessments. However, the relationship was found to be not statistically significant, suggesting that the association between the students' self-ratings and the supervisors' evaluations was insufficient to establish a statistically significant relationship.

The findings suggest that although students and OJT supervisors generally had similar perceptions of work readiness, their evaluations were not significantly related. This indicates that students and supervisors may have viewed work readiness from different perspectives. Students may have assessed themselves based on their confidence, learning experiences, and perceived competencies, while supervisors likely focused more on actual job performance, work behavior, and observable skills demonstrated during the internship.

The results also imply that self-assessment and supervisor evaluation offer different but complementary views of student readiness for employment. Since no significant relationship was found, relying on only one source of evaluation may not fully capture students' overall preparedness for the workplace. Combining both perspectives could therefore provide a more complete and balanced assessment of work readiness.

The findings are supported by related studies, which found that students' self-perceptions of employability and work readiness often differ from employer evaluations because both groups assess competencies from different perspectives (Hoffman, 2025). Similarly, work readiness and employability involve subjective judgments that may lead to differences between how students evaluate themselves and how supervisors assess their performance (Mohammad, 2025).

However, contrasting findings show that there can also be strong alignment between student self-assessments and supervisor evaluations, particularly when internships include structured feedback and consistent performance monitoring (Brands, 2025). In the same way, regular supervision and clearly defined competency standards have been found to improve the agreement between student and supervisor evaluations of work readiness (Lasrado et al., 2024).

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The descriptive findings for the On-the-Job Training students showed that they generally demonstrated a very high level of work readiness across the seven dimensions of knowledge competency, technical and practical skills, communication skills, work attitude and professionalism, interpersonal skills, personal attributes or self-management, and ethical and social responsibility. Both male and female students obtained the same overall mean of 3.46, while students across age groups were also rated at a very high level. When grouped according to industry category, the education industry obtained the highest results in knowledge competency and overall work readiness, while the healthcare industry recorded the highest mean in interpersonal skills. Lower mean scores were observed in knowledge and communication skills among students assigned to the lending and financing and cooperative sectors. The inferential findings revealed no significant differences in students' work readiness when grouped according to age and sex. Similarly, no significant differences were found across industry categories in most dimensions and in overall work readiness. However, a significant difference was found in knowledge competency, indicating that the students' cognitive learning varied according to their assigned industry.

The descriptive findings based on the evaluations of Host Training Establishment supervisors likewise indicated that the students generally possessed high to very high levels of work readiness across all seven dimensions.

Students supervised by staff or officers obtained higher overall ratings than those supervised by team leaders or supervisors, particularly in technical, practical, and communication competencies. Higher ratings were also generally given by part-time supervisors and those with one to three years of experience in handling On-the-Job Training students, while relatively lower ratings were observed among permanent supervisors and those with four to six years of experience. Nevertheless, the ratings remained within the high to very high levels. The inferential findings showed no significant differences in most supervisor evaluations when grouped according to position, employment status, and length of experience in handling trainees. The only significant difference was found in work attitude and professionalism according to the supervisor's position. Moreover, the relationship between the students' self-assessments and the supervisors' evaluations was moderately positive but statistically non-significant, indicating that the two assessments reflected related yet distinct and complementary perspectives of work readiness.

Conclusion

The study concluded that the Bachelor of Science in Business Administration On-the-Job Training students generally possessed a very high level of work readiness across the seven dimensions assessed. Their strong performance in work attitude and professionalism, interpersonal skills, self-management, and ethical and social responsibility indicated that they were generally prepared to adjust to workplace expectations and perform their assigned responsibilities. Although most differences according to age, sex, and industry category were not statistically significant, the significant variation in knowledge competency across industries suggested that the nature and quality of workplace exposure influenced the students' application of academic knowledge. This finding emphasized the need to provide comparable, relevant, and competency-based learning opportunities across all Host Training Establishments.

The evaluations of the Host Training Establishment supervisors further confirmed that the students demonstrated high to very high levels of workplace preparedness. Differences in the supervisors' position, employment status, and experience generally did not significantly affect their evaluations, except in work attitude and professionalism according to position. The moderate positive but statistically non-significant relationship between the students' self-assessments and the supervisors' evaluations indicated that both groups viewed work readiness from related but distinct perspectives. Therefore, student self-assessments and supervisor evaluations should be considered together to provide a more balanced and comprehensive assessment of work readiness. Overall, the findings supported the enhancement of the On-the-Job Training manual through clearer competency standards, industry-aligned tasks, standardized evaluation procedures, regular monitoring, and structured feedback mechanisms.

Recommendations

Based on the findings and conclusions of the study, the institution should enhance the On-the-Job Training manual by strengthening the areas in which students obtained relatively lower ratings, particularly knowledge competency, communication skills, and technical and practical skills. The manual should include clearer competency standards, industry-specific learning outcomes, structured pre-deployment orientation, practical exercises, workplace simulations, and guided activities that help students apply business concepts in actual work situations. Greater attention should be given to students assigned to the lending and financing and cooperative sectors, where lower mean scores in knowledge and communication competencies were observed. Host Training Establishments should provide students with meaningful, varied, and competency-based tasks rather than limiting them to routine or repetitive assignments.

The institution should also establish standardized monitoring and evaluation procedures to ensure consistency across different industries and Host Training Establishments. A common evaluation tool, regular supervisory visits, scheduled feedback conferences, and progress monitoring should be included in the enhanced manual. Host Training Establishment supervisors should be oriented on the expected competencies, rating standards, and proper procedures for evaluating students to minimize differences caused by the supervisors' positions, employment status, or experience. Student self-assessments should be compared with supervisor evaluations

during feedback sessions so that students can recognize their strengths, address competency gaps, and develop realistic perceptions of their workplace performance.

To address the identified weaknesses and strengthen the connection between academic preparation and industry expectations, the study recommends the implementation of the Integrated Work Readiness Enhancement and Industry Bridging Program (IWREIBP). The program should include pre-deployment competency training, industry-based simulations, communication and professional writing workshops, technical skills enhancement, workplace ethics and professionalism sessions, mentoring, regular performance feedback, and post-training evaluation. It should also strengthen partnerships between the institution and Host Training Establishments to ensure that assigned tasks are aligned with the students' program, required competencies, and intended learning outcomes. The results of the program should be regularly assessed and used as a basis for the continuous improvement of the On-the-Job Training manual and the overall work readiness of Bachelor of Science in Business Administration students.

Integrated work Readiness Enhancement and Industry Bridging Program

The "Integrated Work Readiness Enhancement and Industry Bridging Program (IWREIBP)" is a structured intervention designed to strengthen the alignment between academic learning and workplace practice among BSBA OJT students. It focuses on enhancing students' employability skills through integrated training, industry simulation, and strengthened collaboration between the academic institution and Host Training Establishments. The program is intended to provide a systematic approach to developing essential competencies required in real work environments.

This intervention is considered necessary because it addresses the inconsistencies in students' workplace exposure and learning experiences during OJT. By providing structured activities and standardized skill development opportunities, the program ensures that all students receive equal chances to enhance their competencies regardless of industry placement. It also promotes continuous guidance and feedback from both academic supervisors and industry mentors, improving the quality of experiential learning.

The study found gaps in knowledge competency, communication skills, and technical-practical skills, where students performed lower compared to other areas. These gaps suggest challenges in applying classroom knowledge to actual work, limited communication proficiency, and uneven exposure to hands-on tasks.

To address this, the IWREIBP focuses on improving students' work readiness through structured training, stronger industry exposure, and competency-based mentoring. The program aims to develop balanced skills that meet industry standards and produce more confident, competent, and job-ready graduates.

General Objective

The general objective of the Integrated Work Readiness Enhancement and Industry Bridging Program (IWREIBP) is to enhance the overall work readiness of BSBA OJT students by addressing identified gaps in Knowledge Competency, Communication Skills, and Technical and Practical Skills through structured training, industry exposure, and competency-based development activities.

Specific Objectives

1. To improve students' Knowledge Competency by strengthening their ability to apply theoretical business concepts in actual workplace situations.
2. To enhance students' Communication Skills by developing their proficiency in oral, written, and professional workplace communication.
3. To strengthen students' Technical and Practical Skills by providing hands-on training and industry-based simulations aligned with real workplace tasks.

Program Design: IWREIBP Activities

Areas of Intervention	Activities	Persons Involved	Time Frame	Budget (Estimated)
Knowledge Competency Enhancement	Business case analysis workshops, industry lectures, problem-solving sessions	Faculty, Industry Experts, Students	Pre-OJT & Mid-OJT	₱8,000
Communication Skills Development	Business writing training, mock interviews, oral presentations	English/Communication Instructors, HR Practitioners	Pre-OJT & Ongoing	₱6,000
Technical & Practical Skills Training	Simulation exercises (finance, office systems, cooperative operations), software training	IT Instructors, Industry Supervisors	Pre-OJT & Mid-OJT	₱10,000
Industry Exposure Enhancement	Rotational exposure tasks across departments (where applicable)	HTE Supervisors, Students	During OJT	₱5,000
Supervision Standardization Program	Supervisor orientation, evaluation rubric training, feedback system implementation	Program Coordinator, HTE Supervisors	Pre-OJT & Ongoing	₱4,000
Monitoring and Feedback System	Monthly evaluation reports, competency tracking sheets	Faculty Supervisors, HTE Supervisors	Monthly during OJT	₱3,000

Evaluation Tools and Forms (IWREIBP)

Purpose: These tools are designed to evaluate the effectiveness of the Integrated Work Readiness Enhancement and Industry Bridging Program (IWREIBP) in improving students' Knowledge Competency, Communication Skills, Technical and Practical Skills, and overall work readiness through structured training, industry exposure, supervision, and monitoring activities.

Tool 1. Knowledge Competency Pre-Test and Post-Test Form

Purpose: To measure students' ability to apply business concepts before and after the program.

Instruction: Read each statement and rate your level of competency.

No.	Item	4 (Very Competent)	3 (Competent)	2 (Less Competent)	1 (Not Competent)
1	I can analyze business cases effectively.				
2	I can apply theories learned in class to workplace situations.				
3	I can solve basic business-related problems.				
4	I understand financial and operational processes in an organization.				

5	I can make logical decisions based on available data.				
6	I can interpret workplace instructions correctly.				
7	I can connect academic lessons to real workplace tasks.				
8	I demonstrate critical thinking in workplace situations.				
9	I can identify problems and suggest solutions in the workplace.				
10	I can perform assigned tasks with understanding and accuracy.				

Scoring:

8–10 = High Competency | 5–7 = Moderate Competency | 1–4 = Low Competency

Tool 2. Communication Skills Evaluation Form (Rubric-Based Assessment)

Purpose: To assess improvement in oral, written, and professional communication.

Scale: 4 - Excellent; 3 - Good; 2 - Fair; 1 - Poor

No.	Statement	4	3	2	1
1	Communicates ideas clearly during presentations.				
2	Writes business documents properly and accurately.				
3	Demonstrates confidence in speaking with supervisors and staff.				
4	Uses appropriate professional language in workplace communication.				
5	Listens actively and responds appropriately.				
6	Participates effectively in meetings and discussions.				
7	Can explain ideas in a clear and organized manner.				
8	Shows improvement in communication during OJT.				

Open-ended Questions:

1. What communication skill did you improve the most during the program?
2. What communication difficulty did you experience during OJT?
3. How can communication training be improved further?

Tool 3. Technical and Practical Skills Performance Checklist

Purpose: To evaluate students' ability to perform workplace tasks and use tools/systems.

Name of Student	Task/Activity	Performance Rating (4–1)	Remarks	Evaluator
	Business Simulation Task			

	Office Software Operation			
	Financial/Data Encoding			
	Report Preparation			
	Cooperative/Industry Task			

Scoring

Interpretation:

4 = Highly Skilled | 3 = Skilled | 2 = Developing Skill | 1 = Needs Improvement

Tool 4. Supervisor Evaluation and Monitoring Form

Purpose: To assess consistency of supervision and student performance during OJT.

No.	Indicator	4	3	2	1
1	Provides clear instructions to students				
2	Gives regular feedback and guidance				
3	Assigns meaningful tasks for learning				
4	Supports student skill development				
5	Maintains fair and consistent evaluation				
6	Encourages student participation in tasks				
7	Monitors student progress effectively				
8	Demonstrates professional mentoring behavior				

Tool 5. OJT Participation and Progress Monitoring Form

Purpose: To track student engagement in IWREIBP activities.

Name	Activity Attended	Date	Type of Activity (Training/Simulation/Workshop)	Participation Level	Remarks
	Knowledge Workshop		Pre-OJT	High/Moderate/Low	
	Communication Training		Pre-OJT		
	Simulation Activity		Mid-OJT		
	Industry Exposure		During OJT		

Summary:

- Total Activities Completed: _____
- Participation Rate: _____%
- Target KPI: At least **85% active participation**

These evaluation tools ensure that each component of the IWREIBP is systematically measured, allowing accurate assessment of improvements in Knowledge Competency, Communication Skills, and Technical and Practical Skills among BSBA OJT students.

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