

A Study on Students' Performance on OJT With Reference to Nizwa College of Technology

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Abstract

The objective of the study is to analyze the students' performance during the OJT and to find out the areas of improvement that can be incorporated in the OJT implementation. It is an exploratory study conducted to know the areas of improvement to be implemented in college's OJT program. A sample of 219 OJT supervisors from various public and private sector organizations have been drawn from two semesters. The research instrument is designed with the help of 5-point likert scale to elicit the information from the organizations' OJT supervisors. The study showed that the students have improved in the areas like gaining knowledge, discipline, communication and interpersonal skills. The areas like applying knowledge, critical thinking, and professional competence etc. needs improvement. Hence, this study recommends the concerned authorities to take necessary steps to incorporate various programs to enhance the skills of the students and prepare them to be ready to face the job market and become successful in their career.

Keywords: OJT (On-the-Job Tarining), 5-point likert scale, critical thinking, professional competence, interpersonal skills.

Introduction:

Oman's economy is mainly depends on oil and gas sector, hence the government is encouraging the diversification of economy through non-oil dependent economic activities. A dynamic execution of plan of action is framed by the government for the development of economy in multi facets. One of the important sectors is the human resource development in education, trade, industry and commerce. To clutch a productive, healthy, effective and efficient human resource, there should be a training and development from the grass root level.

Human resource management regards training and development as a function concerned with organizational activity aimed at bettering the job performance of individuals and groups in organizational settings. Training and development can be described as "an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees". Employee training at the place of work while he or she is doing the actual job. Usually a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training.

On the job training is the method in which someone is taught by watching an already trained professional. This is typically done on a one-to-one basis. This was originally used as the method of training, when people were not capable of being able to read and write. This is why this method dates back to many, many years ago. This method was used because it did not require many materials, just one person who knows how to do the job, and the necessary tools. This method of training does not require any training guides, etc. Over the years, as society has grown, on the job training has become less popular. Now that people are able to read and write, many companies have switched to doing training in simulation fields, and having employees read training guides. Many jobs that would use on the job training now prefer to hire employees who are already experienced and have the required skill set. However, there are still many companies who feel that on the job training is the best for their employees. This means that the new employee will be taught the necessary skills to complete the job while they are on the job site.

In Oman there are seven colleges of technology are functioning under the Ministry of Manpower. Ministry of Manpower has developed 'On the Job Training as part of the curriculum. The student

who wishes to complete the level of his or her course needs to undergo on the job training at the stage of completing level. Students will be allotted in private or public sector enterprises to take on the job training. The student trainee has to perform the job under an industry supervisor. This study was undertaken to analyze various factors influencing during the process of on the job training by the student. The factors were analyzed from the point of view of industrial supervisor and the opinion about the on the job training of the students were analyzed through five point scale.

Objectives of the study:

1. To study the effectiveness of the OJT program conducted by Nizwa College of Technology.
2. To find out the areas of improvement required in order to implement in the curriculum.
3. To know the difference in students' performance in OJT in two semesters.

Review of literature:

1. Cannell (1996) detected that "although a good deal of coaching happens on the duty, coaching specialists have very little involvement and on-the-job trainers receive little or no steering on however it ought to be done".
2. Huang and Jao (2016) have examined the influences of the structured on-the-job-training (S-OJT) and classroom-training approaches on trainees learning motivation and performance and found out that the trainees who received S-OJT achieved higher learning motivation and learning performance compared to those who received classroom training. Their study proved theoretical and practical implications and can serve as reference when choosing the training approach for a designed training program.
3. Jain & Priti (1999) revealed in their study that spot skilled on-the-job coaching wants in libraries. This identification of OJT needs could contribute to the initiation of an efficient training program. Most of the employees perceived OJT as very vital think about enhancing expertness and productivity, thence it is going to be seen as a tool for expertness and productivity. Professionals would like OJT to update their skills and enhance expertness, however on the premise of the study the author would really like to feature that they additionally must modification their attitudes towards their jobs, to

pledge to produce the simplest services to their customers, alternatively coaching is pointless. OJT is crucial to human resource development, however not associate degree absolute solution; correct attitudes must be there.

4. Jasmin (2017) has evaluated the OJT performance of the students through online and identified that the online OJT performance website has achieved its functional requirements in applying the modern way of conducting, efficient use of time of the students, adviser and supervisor. He suggests that the system is highly recommended to be and implemented in college of computer studies that call for effective and efficient assessment tool.
5. Knight et.al. (1999) stated that both formative and summative assessments are the essentials keys to successful transition experience for the students. They have also stated that the student employability is depend upon neither teachers nor students; everyone has to play their roles accordingly. Students must assess their own readiness for the employment and be prepared for improvement measures, teaching can identify the area needed to be improved by the students and employers can assess students entry-level job skills that are required to perform and monitor the degree of changed need during the employment.
6. Marcel and Jan (2002) investigated the effectiveness of OJT in call centers and post offices and revealed that OJT helps in realizing the training goals in the organization and can be successful only partially. They also mentioned in their study that the main predictors of OJT effectiveness are managerial support, self- efficacy, prior experience and workload. They opined that OJT is not completely and perfect method but more research is required to know the effectiveness of the employees.
7. Sahar and Ronald (2017) presented in their study that the current state of research on S-OJT and proposed a research agenda for the future activities on this form of workplace learning. They found out that for the last three decades S-OJT has emerged as an integral part of HDR practice. The study revealed overview of three dimensions of S-OJT, they are, audience, location and conclusion and developed the conceptual model on OJT.
8. Vainstein (1976) noted a "community walks" approach to supply services to community teams and located practitioners unwell equipped and in want of OJT for this

responsibility. Nowadays info technology appears to be the foremost necessary want. This demonstrates however, OJT wants have modified.

Methodology:

It is exploratory study conducted to know the effectiveness of the OJT program and the students’ performance in the training. A Non-probability sampling techniques is being used in which convenient sampling method has been considered for the collection of primary data. The targets respondents for the study are the OJT external supervisors of various public and private sector companies. A structured questionnaire has been developed and administered to 219 sample in order to elicit information on OJT. The questionnaire has been designed using 5-point likert scale with 18 statements ranging Excellent to Poor.

Statistical tool used for data analysis:

Since the data is related to two different semesters, they have been considered as two different independent samples. Since, the data is ordinal in nature; Mann Whitney U-test is used to compare the differences between two independent groups. The hypothesis is tested based on this test at the level of significance of 0.05.

H₀: There is no significance difference between the feedbacks given by the supervisors on OJT students in two semesters on various parameters.

Table 1.1

Test Statistics^a

	Discipline of Students	Knowledge gained in College	Ability in applying skills	Critical thniking	Analyzing and problem solving
Mann-Whitney U	4425.000	5037.000	5905.000	5978.000	5481.000
Wilcoxon W	9990.000	11592.000	11470.000	11543.000	12036.000
Z	-3.945	-2.200	-.189	-.017	-1.152
Asymp. Sig. (2-tailed)	.000	.028	.850	.987	.249

Test Statistics^a

	Frequency of visits by assessors	IT competency	Professional competence	Preparation of OJT report	Updating knowledge in specialization
Mann-Whitney U	4847.500	5323.000	5826.500	5559.000	5548.500
Wilcoxon W	11402.500	11878.000	12381.500	11124.000	12103.500
Z	-2.633	-1.504	-.369	-1.064	-1.082
Asymp. Sig. (2-tailed)	.008	.132	.712	.287	.279

Test Statistics^a

	Communication Skills	Interpersonal Skills	Recognizing learning and self-development	Entrepreneurial skills	Awareness on contemporary issues
Mann-Whitney U	3841.000	3303.000	4092.000	3743.000	4243.500
Wilcoxon W	9406.000	9858.000	10647.000	9308.000	10798.500
Z	-4.814	-6.284	-4.768	-5.211	-4.303
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000

Test Statistics^a

	Effectives of OJT in finding jobs	Training schedule of OJT	Overall satisfaction
Mann-Whitney U	5842.500	5683.500	5181.000
Wilcoxon W	11407.500	12238.500	11736.000
Z	-.351	-.762	-1.983
Asymp. Sig. (2-tailed)	.725	.446	.047

Table 1.2

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Discipline of Students is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
2	The distribution of Knowledge gained in College is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.028	Reject the null hypothesis.
3	The distribution of Ability in applying skills is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.850	Retain the null hypothesis.
4	The distribution of Critical thinking is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.987	Retain the null hypothesis.
5	The distribution of Analyzing and problem solving is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.249	Retain the null hypothesis.
6	The distribution of Frequency of visits by assessors is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.008	Reject the null hypothesis.
7	The distribution of IT competency is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.132	Retain the null hypothesis.
8	The distribution of Professional competence is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.712	Retain the null hypothesis.
9	The distribution of Preparation of OJT report is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.287	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of Updating knowledge in specialization is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.279	Retain the null hypothesis.
11	The distribution of Communication Skills is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
12	The distribution of Interpersonal Skills is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
13	The distribution of Recognizing learning and self-development is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
14	The distribution of Entrepreneurial skills is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
15	The distribution of Awareness on contemporary issues is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
16	The distribution of Effectives of OJ in finding jobs is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.725	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
17	The distribution of Training schedule of OJT is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.448	Retain the null hypothesis.
18	The distribution of Overall satisfaction is the same across categories of Semesters.	Independent-Samples Mann-Whitney U Test	.047	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Interpretation: The table 1.1 shows that the significance value of the discipline of the students, communication skills, interpersonal skills and leadership roles, lifelong learning and self-development, entrepreneurial skills, and responsible citizens and is 0.000. Visit by the assessors is 0.008, knowledge gained by the students before coming to college is 0.028 overall satisfaction of the supervisors on OJT is 0.047. Since all these are falling under the level of significance value i.e, 0.05, the null hypothesis is rejected and we can say that there is a significance difference between the performances of the students in two semesters.

The feedback given by the supervisors on various statements like applying knowledge and skills, critical thinking by the students, analyzing and problem solving skills, competency levels, professionalism, preparation of OJT report, updating the knowledge, Opinion on OJT providing the relevant skills & knowledge to the students and training schedule are falling above the level of significance value, Hence the null hypothesis has been retained and shows that students must be improved in all these areas.

Findings:

- It has been observed that the supervisors of the companies are satisfied with the knowledge gained by the students and there is continuous improvement in the students in acquiring knowledge.
- It is also found out that the companies are satisfied with the visits done by the college faculty members to the organizations.
- The companies are finding that there is improvement in the students from one semester to another and the students are improving in exhibiting entrepreneurial skills in the organizations.
- There are some areas need to be improved by the students like academic and professional competence, adapt to the changing global environment.

Suggestions:

- It is suggested to the teaching staff and college authorities that to incorporate more practical sessions in order to apply when students enter into job market.
- The students need to be trained on the professionalism aspect as some of them may have a casual approach even in the work environment.
- The training schedule can be made as per the convenience of the companies as some of them cannot accommodate students for 8 weeks as per the college requirement.
- The students may be given practical activities to have complete knowledge about the specializations they are pursuing; they can be encouraged to learn specialization related computer courses to enhance their competency levels.

Conclusion:

The study mainly focused on the students' performance during OJT, the opinion of the organizations on the OJT program conducted by the college. Through this study, the authors attempted to find the areas in which students have acquired the competencies and meeting the industry requirements and to find out the areas in which they need improvement.

Since students are involved in the actual work process, quick learning and immediate productivity will be obtained from the organizations. OJT as a practical approach, it develops multi-skill in students and can get quick feedback about the correctness of their performance. It will help the students to learn from their own mistakes as the teacher and organization supervisors are continuously monitoring their performance during training.

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