

OJT Performance and Competencies of BSA Students in the City College of Calamba: Basis for OJT Training Manual

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Abstract. In today's dynamic and ever-evolving educational landscape, one of the most effective and well-recognized methods for educating students in the information and abilities required to operate in a professional setting is on-the-job training (OJT). A lack of OJT frequently diminishes the likelihood of a seamless transition from college to the workforce. Many businesses, therefore, provide OJT to students before hiring them for full-time jobs, hence this study enabled us to determine the OJT performance of the Bachelor of Science in Accountancy (BSA) students in six areas namely: Attendance; Communication skills; Collaboration, and teamwork; Problem-Solving; Work Ethics; and Time Management. Also, the study described the level of competencies the interns have in terms of Training Skills, adaptability, Critical thinking, and Attitude. The sixty-six (66) employers of the interns evaluated the areas after they finished their OJT work hours. Employers evaluated a very satisfactory overall OJT performance and an outstanding BSA Competency. Strong Correlations existed between the BSA competencies and how they perform in the six areas of OJT performance, from attendance to time management. It only implies that the college has to continue developing the competencies so that they will be reflected in their internship performance in the field. By investing in these techniques and programs, the institution can help BSA students grow academically and succeed in their future employment. When they graduate, they will have good cooperation abilities, be more capable of negotiating complicated work situations, inspire creativity, and create collective success in their chosen professions. Hence, all strong areas for sustainability were included in the draft of the institution's OJT Manual as it has proven to have a strong capacity to increase employability once the OJT graduates.

Keywords: On-the-job training; Bachelor of Science in Accountancy; Work immersion.

1.0 Introduction

In today's dynamic and ever-evolving educational landscape, one of the most effective methods for equipping students with the knowledge and skills required for professional settings is on-the-job training (OJT). However, the lack of structured and effective OJT programs often hampers a seamless transition from academic institutions to the workforce. This gap in preparing students for real-world challenges contributes to skill mismatches and underemployment. Many businesses address this by providing OJT opportunities to students before offering them full-time roles. Despite the recognized importance of OJT, there remains a lack of comprehensive guidelines and consistency in its implementation across institutions, industries, and government agencies.

The study by Na (2021) investigated the impact of on-the-job training and employee education on innovation in emerging economies. It highlights that OJT and staff education significantly enhance innovation, suggesting that enterprises in these regions can benefit from offering more training programs or hiring well-educated employees. This demonstrates OJT's role in fostering innovation and competitive growth. Similarly, González-Velosa et al. (2016) examined the role of OJT in boosting labor productivity. They advocate for refining OJT subsidies and designing programs aligned with skill development needs to enhance technological innovation. Plaza et al. (2017) emphasized the importance of dynamic, skill-centered OJT programs in the Philippines. The People Management Association of the Philippines (PMAP, 2006) highlighted that effective OJT programs should incorporate soft and technical skill development. However, the study identified significant gaps, including the lack of clear guidelines regarding training objectives among academia, government, and industry partners. Issues such as malpractices in government and private institutions further undermine the value of OJT programs, contributing to youth unemployment and skill mismatches.

Addressing these gaps, the Department of Labor and Employment (DOLE), alongside the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED), collaborated to develop an OJT manual. The manual outlines OJT programs' specific objectives, responsibilities, and monitoring mechanisms to ensure consistency and quality. It also establishes agreements between partners and higher education institutions (HEIs) to address skill mismatches and improve workforce readiness. Despite these efforts, there remains a lack of context-specific OJT guidelines tailored to address the needs of local institutions like the City College of Calamba. Existing literature highlights the potential of OJT to enhance employability and innovation. However, it lacks a focused exploration of how such programs can be adapted to local conditions to maximize their impact. The City College of Calamba's Department of Business and Accountancy (DBA) program can address this gap by developing an OJT manual that bridges academic training and workforce expectations.

This study aims to establish an OJT training manual for the City College of Calamba DBA program, aligning with industry standards and academic goals. Such an initiative can significantly enhance students' educational experience, boost their employability, and ensure they have the competencies required for their careers. By offering structured and adaptable OJT programs, the study reduces skill mismatches and fosters workforce readiness, benefiting students, institutions, and partner organizations.

2.0 Methodology

2.1 Research Design

This study utilized quantitative research, specifically the descriptive correlational research design. According to Bhandari (2020), quantitative research is the process of gathering and interpreting numerical data. It can discover patterns and averages, make predictions, evaluate causal linkages, and generalize results to larger populations. Additionally, Bhandari (2020) explained a correlational research design that examined the relationship between the level of on-the-job training performance and the level of competencies of CCC BSA students. The design required determining whether both variables exist or whether or not there is a relationship between them, but it did not expect to find a significant relationship between them.

2.2 Research Participants

The researchers used the total enumeration sampling as the sample for the study. According to Canonizado (2021), total population sampling is a sampling strategy that entails surveying the entire population for individuals with specific characteristics. Most researchers utilize this as their sampling strategy because the entire population is so small and well-defined, and a fraction may not measure what is necessary. It can eliminate any potential bias introduced by the sampling technique, but it is not justified in terms of consuming additional resources and time. The total respondents was 66 immediate superiors from different sectors of accounting, chosen by the BSA students of Batch 2022-2023 as their OJT host companies. The study's respondents were the immediate superiors of OJT BSA students in Batch 2022 of CCC. There were thirty-eight (38) immediate superiors from commerce and industry, thirteen (13) from public practice, twelve (12) from government, and three (3) from cooperative. The total number of respondents utilized in this study was 66.

2.3 Research Instrument

The study utilized a researcher-made questionnaire as an instrument. The first part included the respondents' assessment of the level of On-the-Job training performance of BSA students in CCC as assessed by the training host companies in terms of attendance, communication skills, collaboration and teamwork, time management, problem-solving, and work ethics. The second part deals with the competencies of BSA students of CCC as assessed by the training host companies in terms of training skills, adaptability, attitude, and critical thinking. To determine between the level of On-the-Job training performance and the level of competencies of BSA students in CCC as assessed by the training host companies, the 5-point Likert Scale was used: Outstanding (1), Very Satisfactory (2), Satisfactory (3), Unsatisfactory (4), Poor (5). To validate the questionnaire, the researcher sought the assistance of three (3) research experts and a statistician for construct validity. The researcher also consulted the managers and department heads to check the clarity and validity of the questions. When the consequent corrections and suggestions were incorporated, the final draft of the questionnaires was administered to the study respondents.

2.4 Data Gathering Procedure

The researcher gave a letter of request to the company for permission to survey regarding OJT performance based on their interactions with the OJT. Consequently, letters of request were individually sent to their email addresses provided by the immediate supervisors. Upon approval, the researcher commenced the data gathering. The questionnaires were created in Google Forms, and the link was forwarded through their social media accounts and email addresses. Then, the data were tallied, tabulated, processed, and analyzed with the statistician's help.

2.5 Data Analysis

The following statistical treatments were applied using Statistical Package for Social Sciences (SPSS), the mean and the four-point Likert Scale were used to describe the level of On-the-Job training performance and the level of competencies of BSA students in CCC, as assessed by the training host companies. Pearson R (correlation coefficient) was utilized to analyze the significant relationship between the level of On-the-Job training performance and the competencies of BSA students in CCC, as assessed by the training host companies. Regression Analysis was used to test if the On-the-Job training performance singly or in combination significantly impacts the level of competencies of BSA students in CCC, as assessed by the training host companies.

2.6 Ethical Considerations

The ethical protocols were followed and considered throughout this paper. Permission to conduct the study was requested with the institution's authorization and the host company's authorized employee. Individual consent was requested, and the confidentiality of personal data was assured. All the necessary details were explained so they could understand their role upon completing the study.

3.0 Results and Discussion

3.1 OJT Performance of BSA Students as Assessed by Supervisor

Attendance

Table 1 describes the level of On-the-Job training performance of BSA students in CCC regarding attendance.

Table 1. *OJT Performance of BSA Students as Assessed by Supervisor Regarding Attendance*

	Indicators	Mean	Interpretation
1	Always on time, never leave early, and adhere to all company break times.	4.42	Outstanding
2	On the rare occasion that they have missed work, he/she provided ample notice and made arrangements to ensure responsibilities were covered.	4.42	Outstanding
3	Have proven to be a reliable employee by arriving each day prepared to tackle work with a positive attitude.	4.45	Outstanding
4	They have frequently returned late from lunch breaks and often report to work late.	2.08	Unsatisfactory
5	I have demonstrated a pattern of tardiness by consistently arriving 15 minutes or more late for work.	1.94	Unsatisfactory
Grand Mean		3.46	Very Satisfactory

Table 1 shows that the grand mean was 3.46, interpreted as Very Satisfactory. Among the indicators, "Have proven to be a reliable employee by arriving each day prepared to tackle work with a positive attitude" had the highest mean of 4.45, categorized as Outstanding. In contrast, the indicator "Have demonstrated a pattern of tardiness by consistently arriving 15 minutes later or more for work" had the lowest mean of 1.94, which was interpreted as

Unsatisfactory. The results highlight the reliability of the OJT trainees, who consistently arrived prepared and with a positive attitude. This behavior fosters productivity, supports effective operations, and reflects a strong commitment to the training process, contributing to a collaborative and engaged learning environment. However, frequent tardiness signals potential challenges with time management or misalignment between trainee expectations and program requirements. These issues may stem from external factors such as transportation difficulties, financial hardships, or personal and family responsibilities. Corroborating these results, Emenike et al. (2022) demonstrated a significant connection between time management and employee performance. Their findings revealed that adherence to schedules and minimizing distractions are strongly associated with enhanced performance. The study emphasized encouraging employees to adhere to organizational schedules and actively address distractions to boost productivity.

Communication Skills

Table 2 describes the level of on-the-job training performance of BSA students in CCC in terms of communication skills.

Table 2. *OJT Performance of BSA Students as Assessed by Supervisor Regarding Communication Skills*

	Indicators	Mean	Interpretation
1	Build great relationships, which is reflected by how the team speaks of him/her.	4.42	Outstanding
2	Practice active listening skills by waiting until others have finished speaking before asking questions and offering insight.	4.52	Outstanding
3	Provide clear insights, expectations, and feedback to the team.	4.33	Outstanding
4	He/She considers trying to explain the point of view using less technical terms when speaking with stakeholders.	4.27	Outstanding
5	Lack of communication causes much misunderstanding among team members.	1.94	Unsatisfactory
	Grand Mean	3.90	Very Satisfactory

Table 2 shows that the grand mean was 3.90, interpreted as Very Satisfactory. Among the indicators, "Practice active listening skills by waiting until others have finished speaking before asking questions and offering insight" had the highest mean of 4.52, interpreted as Outstanding. In contrast, the indicator "Lack of communication causes much misunderstanding among team members" had the lowest mean of 1.94, interpreted as Unsatisfactory. OJT trainees demonstrated active listening skills by waiting for others to finish speaking before asking questions or sharing insights. This behavior resulted in more effective engagement and comprehension, showcasing respect for coworkers and superiors and an ability to process information and make sensible decisions. Active listening prevents misunderstandings, fosters cooperation, and promotes the sharing of diverse perspectives, leading to a more productive and harmonious workplace. Conversely, poor communication can lead to misunderstandings among team members, causing confusion, mistakes, and fragmented efforts. Such miscommunication may result in disagreements and hinder creativity and innovation.

Similarly, Lee et al. (2021) emphasize that transparent communication with employees reduces discriminatory perceptions, improves perceived organizational fairness, and strengthens the employee-organization relationship (EOR). Their study underscores the importance of strategic communication in fostering supportive workplace cultures to address and mitigate race-based discrimination. On the other hand, Raappana and Horila (2019) explored the critical role of team communication in the workplace. It highlights that effective communication improves team performance and facilitates goal attainment. This research aligns with the current study, reinforcing that enhanced communication practices improve individual and team dynamics and contribute to overall organizational success.

Collaboration and Teamwork

Table 3 describes the level of collaboration and teamwork in the On-the-Job training performance of BSA students in CCC. Table 3 presents the grand mean of 3.36, which is interpreted as Satisfactory. Among the indicators, "Communicate with coworkers respectfully, and adapt easily to many situations" had the highest mean of 4.65, interpreted as Outstanding. Conversely, the indicator "Working well with others has caused the team to fall behind" registered the lowest mean of 1.83, interpreted as Unsatisfactory.

Table 3. *OJT Performance of BSA Students as Assessed by Supervisor Regarding Collaboration and Teamwork*

	Indicators	Mean	Interpretation
1	Communicate with coworkers respectfully, and adapt easily to many situations.	4.65	Outstanding
2	Act as an employee go-to member by offering feedback and sharing ideas and techniques for improvement.	4.29	Outstanding
3	The team has succeeded because of his/her ability to build strong relationships by asking for and incorporating feedback from others.	4.11	Very Satisfactory
4	Have shown a pattern of interrupting others when they are speaking in meetings. While this may be unintentional, showing respect for colleagues by waiting until they have finished speaking can be helpful before adding to the conversation.	1.91	Unsatisfactory
5	Inability to work well with others has caused the team to fall behind.	1.83	Unsatisfactory
	Grand Mean	3.36	Satisfactory

These findings highlight the importance of respectful communication and adaptability in fostering positive workplace dynamics. Interns exhibit strong capabilities in maintaining harmonious relationships and efficiently navigating varied scenarios. Such skills are fundamental to building trust, transparency, and team collaboration, and they are crucial for leadership development and proactive problem-solving. However, the results indicate significant teamwork challenges, possibly linked to inefficient consensus-building and decision-making processes. For example, the reliance on immediate superiors for task approval and delegation suggests a need for more distributed decision-making. This centralization might hinder team performance by delaying processes and limiting individual initiative.

These observations are consistent with the findings of Levari et al. (2022), who described collaboration as a structured, team-based relationship emphasizing problem-solving techniques. The study also explored collaborative models, communication barriers, and practical strategies to overcome them. Similarly, Bisbey and Salas (2019) discussed how teamwork, as a dynamic and complex workplace structure, directly correlates with performance enhancements. Driskell et al. (2018) also emphasized teamwork as a coordinated effort to achieve shared goals. Moreover, Geada (2023) identified collaboration as a driver of workplace efficiency, innovation, and relationship-building.

Problem-Solving Skills

Table 4 describes the on-the-job training performance of BSA students in CCC regarding problem-solving skills.

Table 4. *OJT Performance of BSA Students as Assessed by Supervisor Regarding Problem-Solving Skills*

	Indicators	Mean	Interpretation
1	Always gather all of the information and facts to make a decision that benefits the entire team and resolves the task.	4.18	Very Satisfactory
2	Shown a practical approach to solving problems by breaking down significant concepts into smaller, more manageable tasks.	4.00	Very Satisfactory
3	A knack for working with others to find solutions to problems.	3.98	Very Satisfactory
4	Have the opportunity to strengthen problem-solving skills by considering potential solutions before taking action.	4.05	Very Satisfactory
5	Initiate help to complete simple tasks and problem-solving skills.	4.29	Outstanding
	Grand Mean	4.10	Very Satisfactory

Table 4 reveals a weighted mean of 4.10, which is interpreted as Very Satisfactory. Among the indicators, “Initiate help to complete simple tasks and problem-solving skills” scored the highest mean of 4.29, which is also interpreted as Very Satisfactory. Meanwhile, the indicator “Knack for working with others to find solutions to problems” had the lowest mean of 3.98, but it was still interpreted as Very Satisfactory. These results suggest that interns are adept at taking initiative and addressing work-related challenges, showcasing strong problem-solving abilities and a proactive attitude. This demonstrates their ability to make sound decisions by carefully analyzing relevant information. By prioritizing team outcomes, they ensure well-informed decisions that support practical job completion. Furthermore, their methodical approach to problem-solving – breaking down complex issues into manageable tasks – illustrates their ability to address challenges systematically and efficiently.

Despite being the lowest-scoring indicator, the results still point to a high level of teamwork and collaborative problem-solving expertise. Interns can integrate diverse perspectives and knowledge, reflecting advanced teamwork skills. They actively seek opportunities to enhance their problem-solving capabilities by requesting

guidance and participating in tasks that foster personal and team growth. This proactive engagement highlights their commitment to continuous improvement and effective collaboration.

These findings align with the study by Karlsson et al. (2024), which emphasizes the importance of workplace problem-solving strategies in improving employee outcomes, such as reducing sickness absence and increasing self-efficacy. The intervention described aims to teach employees problem-solving skills to boost their confidence and productivity. Karla et al. (2022) also investigate workplace challenges and strategies for developing problem-solving abilities. They argue that cultivating these skills is vital for successful collaboration and workplace efficiency.

Work Ethics

Table 5 describes the level of On-the-Job training performance of BSA students in CCC regarding work ethics.

Table 5.*OJT Performance of BSA Students as Assessed by Supervisor Regarding Work Ethics*

	Indicators	Mean	Interpretation
1	Very punctual and have shown excellent work behaviors in every aspect of the job.	4.41	Outstanding
2	Shows a strong work ethic by consistently staying until all daily tasks are completed.	4.41	Outstanding
3	Consistently go above and beyond by exceeding goals.	4.27	Outstanding
4	Noticed opportunities where, in between helping customers or colleagues, it could take the initiative to clean up the workstation.	4.18	Very Satisfactory
5	Often late to work and have been found wasting time rather than completing work assignments.	1.95	Unsatisfactory
	Grand Mean	3.85	Very Satisfactory

Table 5 shows a weighted mean of 3.85, interpreted as Very Satisfactory. Two indicators, “Very punctual and has shown excellent work behaviors in every aspect of the job” and “Shows a strong work ethic by consistently staying until all daily tasks are completed”, achieved the highest mean of 4.41, interpreted as Outstanding. In contrast, the indicator “Often late to work and have been found wasting time rather than completing work assignments” recorded the lowest mean of 1.95, interpreted as Unsatisfactory. These results highlight the interns' strengths in punctuality, positive work attitudes, and a strong work ethic. Their commitment to meeting goals and proactively seeking ways to enhance efficiency, such as maintaining a clean and organized workstation, contributes to team productivity and fosters a positive work environment. This dedication supports organizational success and sets a high standard for job performance.

However, the findings also reveal significant challenges related to tardiness and unproductive behaviors. Frequent lateness disrupts workflow, lowers workplace morale, and can create friction among coworkers. Similarly, wasting time instead of completing assigned tasks suggests a lack of engagement or motivation, which may lead to missed deadlines, reduced work quality, and negative repercussions for the intern and the organization. Addressing these issues requires targeted interventions to instill better time management, accountability, and engagement. These findings are consistent with the research by Tanjung et al. (2023), which highlights the positive effects of work ethics and motivation on employee performance. Similarly, Ichsan et al. (2022) emphasize that work ethics and professionalism strongly influence job performance, suggesting that fostering these traits leads to improved outcomes. Furthermore, De Zoysa (2022) underscores the importance of professional ethics in establishing an ethical workplace culture. The study advocates for managers to focus on promoting ethical behavior alongside achieving organizational goals and building meaningful workplace relationships. Employee attitudes, as noted, play a pivotal role in shaping workplace ethics and overall performance.

Time Management

Table 6 shows a weighted mean of 4.30, which was interpreted as Outstanding. The indicator “Observed sense of urgency and meet deadlines on time” achieved the highest mean of 4.39, which was also interpreted as Outstanding. Meanwhile, the indicator “Demonstrated ability to take on new projects while also meeting day-to-day goals” received the lowest mean of 4.23, which was still interpreted as Outstanding. These findings underscore the interns' exceptional ability to work with a sense of urgency and consistently meet deadlines, reflecting their strong time management skills and efficiency. Their proactive approach to completing projects ahead of schedule with thorough attention to detail demonstrates reliability and a high degree of responsibility. This performance level meets

organizational standards and instills confidence among colleagues and supervisors in their competence and dedication.

Table 6. *OJT Performance of BSA Students as Assessed by Supervisor Regarding Time Management*

	Indicators	Mean	Interpretation
1	Consistently deliver work ahead of schedule and never forget any details.	4.26	Outstanding
2	Ability to manage multiple responsibilities.	4.27	Outstanding
3	Demonstrated ability to take on new projects while also meeting day-to-day goals.	4.23	Outstanding
4	Initiate and stay on track, and take full advantage of the time with colleagues and supervisors for the task given.	4.36	Outstanding
5	Observed sense of urgency and met deadlines on time.	4.39	Outstanding
	Grand Mean	4.30	Outstanding

Additionally, the results suggest that interns are adept at balancing new initiatives with routine responsibilities while maintaining outstanding performance across multiple tasks. Their eagerness to embrace new challenges and expand their skill sets indicates a commitment to personal and professional growth. The combination of urgency and consistent adherence to deadlines highlights their professionalism, responsibility, and alignment with organizational goals. Such traits contribute significantly to fostering a positive and efficient workplace culture, where timely task completion and exceptional output are highly valued and rewarded. These findings align with Panchenko and Pika (2023), who describe time management as a structured approach to organizing work schedules and environments. Effective time management systems enhance workplace efficiency by optimizing task coordination, prioritizing goals, and solving problems more rapidly. Furthermore, Ratushnyak et al. (2022) emphasize the benefits of implementing a structural-logical model for improving enterprise time management. Key advantages include enhancing planning processes, solving problems more effectively, prioritizing tasks, and increasing productivity across various activities.

Overall OJT Performance of BSA

Table 7 describes the overall on-the-job training performance of BSA students in CCC.

Table 7. *OJT Performance of BSA Students as Assessed by Supervisor*

	OJT Performance	Mean	Interpretation
Attendance		3.46	Very Satisfactory
Communication Skills		3.90	Very Satisfactory
Collaboration and teamwork		3.36	Satisfactory
Problem-solving		4.10	Very Satisfactory
Work Ethics		3.85	Very Satisfactory
Time management		4.30	Outstanding
Overall		3.83	Very Satisfactory

Table 7 presents a composite mean of 3.83, interpreted as Very Satisfactory. Among the indicators, “Time Management” had the highest mean of 4.30, interpreted as Outstanding. On the other hand, the “Collaboration and Teamwork” indicator received the lowest mean of 3.36, interpreted as Unsatisfactory. These findings highlight key areas of performance for the interns. While time management stands out as an area of strength, with interns effectively prioritizing tasks, meeting deadlines, and managing resources, the lower score in collaboration and teamwork suggests room for improvement. Strong communication skills, essential for team cohesion and effective knowledge transfer, are critical in fostering collaboration, especially in accounting, where teamwork is often central to completing complex projects. Interns should focus on enhancing their collaborative efforts to align with the expectations of the workplace, which frequently demands joint input to solve problems and achieve goals.

In addition, interns' ability to manage their time effectively plays a crucial role in their overall success. Proper time management ensures interns meet deadlines, produce high-quality work, and efficiently contribute to the organization's objectives. This, in turn, accelerates their professional development, especially in a demanding field like accounting. However, their struggle with collaboration may hinder their ability to fully integrate into teams and contribute to group problem-solving, an essential skill in the workplace. The importance of teamwork and communication in internships is supported by Hebron (2020), who found that collaborative training exercises helped students build critical social skills, self-esteem, leadership, and financial management abilities. However, some challenges were identified, including a lack of expertise in content preparation and inconsistent delivery. Similarly, Rosario (2022) emphasized that communication between departments fosters cooperation, which leads

to better operational efficiency and customer satisfaction. By encouraging diverse perspectives, effective communication supports decision-making and process optimization.

Callo et al. (2021) also found that industry partners contributed significantly to interns' development in work ethics, collaboration, decision-making, and autonomy. However, challenges such as insufficient time from trainers and unclear instructions were noted. This aligns with the findings of Cadiang et al. (2024), who reported that successful cross-departmental collaboration is essential for creating comprehensive policies that meet organizational needs. However, a lack of communication remains a significant issue that affects interns' overall experience and learning outcomes. Furthermore, Segismundo and Cortez (2020) highlighted the importance of work attitude as a strong predictor of workplace efficiency, with interns demonstrating varying dependability and diligence levels directly influencing their overall job performance.

3.2 Competencies of BSA Students as Assessed by Supervisors

Adaptability

Table 8 describes the level of competencies of BSA students in CCC in terms of training skills and adaptability.

Table 8. *Competencies of BSA Students as Assessed by Supervisors Regarding Adaptability*

	Indicators	Mean	Interpretation
1	Able to learn concepts quickly and apply them to the assigned task.	4.38	Outstanding
2	Enthusiastically helps fellow trainees learn complicated lessons in the training sessions with a “can-do” attitude.	4.27	Outstanding
3	Willing to help co-trainees find suitable solutions that will help resolve the assigned task and finish on time.	4.42	Outstanding
4	Always follow the instructions given by the immediate superior.	4.56	Outstanding
5	Encourages all the team members to join the necessary training sessions for growth and career improvement.	4.17	Very Satisfactory
Grand Mean		4.36	Outstanding

Table 8 shows a weighted mean of 4.36, interpreted as Outstanding. The indicator “Always follow the instructions given by the immediate superior” received the highest mean of 4.56, interpreted as Outstanding. In contrast, the indicator “Encourages all the team members to join in the necessary training sessions for growth and career improvement” had the lowest mean of 4.17, interpreted as Very Satisfactory. These results highlight the interns' firm adherence to instructions from their immediate supervisors, demonstrating reliability and a high commitment to following guidelines. Such dependability is essential in maintaining an organized and efficient workflow, ensuring that tasks are completed correctly and minimizing the likelihood of mistakes. Their respect for authority and structured approach to their duties contribute to overall workplace productivity and success.

Although interns demonstrated competence in encouraging their team members to participate in training sessions, this behavior was slightly less consistent than their ability to follow instructions. This suggests that while interns understand the importance of team development through training, they may benefit from further developing their enthusiasm and proactive engagement in promoting team growth and career advancement. Strengthening this aspect could enhance team dynamics and improve participation in professional development opportunities. The findings are consistent with Talukder (2019), who explored how enjoyment and motivation significantly influence attitudes toward innovation. The study found that positive attitudes, stemming from intrinsic motivation, directly impacted employees' willingness to engage with new ideas and practices. This emphasizes the role of motivation and engagement in encouraging employees to adopt innovative strategies and behaviors. Similarly, Ludwig et al. (2022) examined factors influencing the use of newly acquired skills, identifying confidence and self-perceived competence as key drivers. This aligns with the observation that encouraging training participation requires external motivation and fostering self-confidence in team members.

Critical Thinking

Table 9 describes the critical thinking competencies of BSA students in CCC. It shows a weighted mean of 4.09, interpreted as Very Satisfactory. The indicator “Has strong reasoning and critical-thinking skills that help to handle problems well” achieved the highest mean of 4.17, interpreted as Very Satisfactory. Meanwhile, the indicator “Quickly analyzes the pros and cons of any solution before deciding what the most effective way to resolve a problem” had the lowest mean of 4.03, also interpreted as Very Satisfactory.

Table 9. *Competencies of BSA Students as Assessed by Supervisors Regarding Critical Thinking*

	Indicators	Mean	Interpretation
1	Uses sharp ideas and critical thinking ability to solve issues quickly.	4.12	Very Satisfactory
2	Decide the most appropriate solution to an issue by cautiously considering its pros and cons.	4.08	Very Satisfactory
3	Responds to any issue quickly and always finds solutions for problems on time.	4.09	Very Satisfactory
4	Focuses on solutions to problems, not the symptoms.	4.06	Very Satisfactory
5	Quickly analyzes any solution's pros and cons before deciding the most effective way to resolve a problem.	4.03	Very Satisfactory
6	Has strong reasoning and critical-thinking skills that help to handle problems well.	4.17	Very Satisfactory
Grand Mean		4.09	Very Satisfactory

These results indicate that interns are particularly skilled in utilizing their reasoning and critical-thinking abilities to navigate challenges effectively. This suggests that interns can tackle complex issues efficiently and precisely, applying a methodical approach to weigh the benefits and drawbacks of various options. Their ability to make educated, strategic decisions enhances long-term problem-solving and can contribute to greater organizational efficiency. Strong critical-thinking skills are essential in modern workplaces, as they help identify the most effective solutions, ensuring informed decision-making that fosters both confidence and accuracy. Sound judgment and analytical thinking are key to navigating ambiguity, driving innovation, and maintaining a resilient and creative organizational culture.

These findings resonate with the study by Mihail (2022), which examined efforts to introduce critical thinking skills into professional training in Romania. The study highlights the importance of fostering critical thinking in training programs, recognizing it as a valuable skill in business and organizational settings. Similarly, Oner and Aggul (2022) proposed that critical thinking can be understood in two complementary ways: as the development of cognitive skills and as part of identity formation. They argue that critical thinking is not only for students and teachers but also for supervisors in guiding decision-making processes, underscoring its broad relevance across roles.

Attitude

Table 10 describes the competencies of BSA students in CCC in terms of attitude.

Table 10. *Competencies of BSA Students as Assessed by Supervisors Regarding Attitude*

	Indicators	Mean	Interpretation
1	Adept at maneuvering around any obstacles that are thrown at him/her.	4.15	Very Satisfactory
2	Finishes work on time and with accuracy.	4.29	Outstanding
3	Always smiles when he goes to work and does not mind showing off a positive attitude to the team.	4.45	Outstanding
4	Never complained about my job or colleagues.	4.39	Outstanding
5	Can deal with internal pressure excellently and maintains the right attitude towards external relationships.	4.24	Outstanding
6	Has a positive attitude and is willing to share thoughts about relevant matters.	4.36	Outstanding
Grand Mean		4.32	Outstanding

Table 10 shows a weighted mean of 4.32, interpreted as Outstanding. The indicator "Never complained about job or colleagues" had the highest mean of 4.39, interpreted as Outstanding. Meanwhile, the indicator "Adept at maneuvering around any obstacles thrown at him/her" had the lowest mean of 4.15, interpreted as Very Satisfactory. These results highlight the interns' remarkable ability to maintain a positive attitude and professionalism, as reflected in their avoidance of complaints about their job or colleagues. This resilience demonstrates their capacity to manage internal stresses effectively and enhances team morale by setting an example of constructive engagement. Their behavior fosters a supportive and productive work environment, contributing positively to the organization's reputation.

While interns displayed strong problem-solving skills in overcoming obstacles, their performance in this area was slightly less pronounced than their attitude toward work and colleagues. Nonetheless, their ability to handle challenges with determination and adaptability underscores their emotional intelligence and commitment to success. Such resilience and interpersonal skills make interns valuable assets to any team, enhancing collaboration and productivity. Furthermore, a cheerful attitude, open communication, and a commitment to improvement promote a culture of transparency and continuous learning within the organization. These findings align with

Encarnacion et al. (2023), who found that competent and positive employees drive higher productivity, innovation, and adaptability, enhancing work quality, customer satisfaction, and profitability. This emphasizes the critical role of attitude and competence in achieving corporate success. Similarly, Ati (2020) investigated the impact of training on improving employee competencies, including knowledge, skills, and attitudes. The study revealed that while short-term training can develop attitudes to some extent, a longer-term educational process is more effective in fostering sustained improvement. This underscores the importance of ongoing development programs to nurture resilience, professionalism, and a positive work ethic.

Overall Competency Level

Table 11 describes the overall level of competencies of BSA students in CCC.

Table 11. *Competencies of BSA Students as Assessed by Supervisors*

Competencies	Mean	Verbal Interpretation
Training Skills Adaptability	4.36	Outstanding
Attitude	4.32	Outstanding
Critical Thinking	4.09	Very Satisfactory
Overall	4.26	Outstanding

Table 11 shows a composite mean of 4.26, interpreted as Outstanding. The indicator “Training Skills and Adaptability” had the highest mean of 4.36, interpreted as Outstanding. Meanwhile, the indicator “Critical Thinking” received the lowest mean of 4.09, which was interpreted as Very Satisfactory. These findings emphasize the significance of adaptability and training skills in on-the-job programs, underscoring their role in cultivating a workforce capable of responding effectively to workplace changes. Adaptability enables interns to overcome challenges, acquire new skills, and maintain productivity even in uncertain circumstances. A positive attitude fosters a conducive learning environment, encouraging teamwork and dedication to personal and organizational objectives. Such attitudes enhance the intern's learning potential and contribute positively to team dynamics and overall workplace morale.

While critical thinking performs slightly lower than adaptability, it remains a key competency in the workplace. It equips individuals to analyze situations, make informed decisions, and solve problems independently. Those with strong critical thinking skills can assess information, recognize patterns, and employ logical reasoning to address challenges effectively. Moreover, this competency supports innovation by enabling employees to evaluate multiple perspectives, challenge assumptions, and propose creative solutions for process improvement.

These findings align with the study by Wangchuk (2023), which demonstrated that on-the-job training (OJT) enhances skills, knowledge, confidence, and problem-solving abilities. Similarly, Mamaqi (2023) highlights OJT as an active learning strategy that improves employee performance and skills, emphasizing its strategic value in workforce development. Furthermore, Hebron (2020) assessed OJT practices in colleges and universities in Quezon City, Philippines, identifying key competencies such as attitudes, personal characteristics, job performance, and adherence to company policies as determinants of OJT success. This underscores the role of adaptability and critical thinking in intern performance. San Jose et al. (2024) also emphasized applying critical thinking in business operations, focusing on areas such as maintaining product quality, refining pricing strategies, optimizing shop layouts, and enhancing online advertising efforts. Their study highlights how critical thinking allows businesses to identify shortcomings and implement targeted improvements, a skill that is equally vital for interns contributing to organizational goals.

3.3 Relationship between OJT Performance and Competencies of BSA Students

Table 12 presents the correlation between the level of On-the-Job training performance and the level of competencies of CCC BSA students. The table displays the results of research that investigated the correlation between the performance of business and accountancy students during on-the-job training and their abilities in six areas at a college. The study uncovered significant relationships between on-the-job training performance and competencies in all six domains analyzed: attendance, communication skills, teamwork, time management, problem-solving, and work ethics. Significant positive relationships were found between students' job performance and their proficiencies in time management ($r = 0.874$, $p < .001$), problem-solving ($r = 0.859$, $p < .001$), and work ethics ($r = 0.901$, $p < .001$). Furthermore, there were moderate connections seen for communication skills

($r = 0.676$, $p < .001$) and teamwork ($r = 0.444$, $p < .001$). The correlation between attendance and the variable in question was somewhat modest, but statistically significant ($r = 0.374$, $p = .002$), indicating the presence of a link.

Table 12. *Correlation between OJT Performance and Competencies of BSA Students*

Areas	Mean	Level	r	Strength	p	Decision	Remarks
Attendance	3.43	Very Satisfactory	.37**	Weak	.002	Reject the Null Hypothesis	Significant
Communication Skills	3.90	Very Satisfactory	.67**	Strong	<.001	Reject the Null Hypothesis	Significant
Collaboration	3.36	Satisfactory	.44**	Moderate	<.001	Reject the Null Hypothesis	Significant
Time Management	4.29	Outstanding	.87**	Very Strong	<.001	Reject the Null Hypothesis	Significant
Problem-solving	4.31	Outstanding	.85**	Very Strong	<.001	Reject the Null Hypothesis	Significant
Work Ethics	4.36	Outstanding	.90**	Very Strong	<.001	Reject the Null Hypothesis	Significant
Overall	3.82	Very Satisfactory	.78**	Very Strong	<.001	Reject the Null Hypothesis	Significant

The results suggest that higher competencies, such as time management, problem-solving, work ethics, and communication skills, are strongly associated with successful on-the-job training for business students. Effective time management, including job prioritization, workload management, and avoiding procrastination, emerges as a critical factor for professional success. These findings align with Lanuza (2017), who emphasized that aligning specialization with a specific job's required skills and attributes enhances outcomes and fosters success. Employers highly value time management skills due to their direct impact on productivity, efficiency, and meeting deadlines (Alvarez Sainz et al., 2019). Furthermore, Kalemi (2023) identified problem-solving abilities as essential, encompassing the capacity to identify challenges, analyze information, and devise practical solutions. Such skills enable business and accounting students to navigate obstacles in their professional roles effectively.

Employers also prioritize work ethic, which is characterized by dependability, accountability, and dedication to high-quality work. Developing a strong professional work ethic is critical for students to excel in their careers. Additionally, Demirdag (2021) highlighted the importance of communication skills – including written, verbal, and interpersonal abilities – as among the most vital competencies for professional success. These skills empower business and accounting students to collaborate effectively with colleagues, negotiate with clients, and deliver exceptional customer service. The findings reinforce the importance of cultivating these key competencies in business and accounting education to better prepare students for professional positions. Superior proficiency in time management, problem-solving, work ethics, and communication skills directly correlates with enhanced performance in on-the-job training, underscoring the need for a focused approach in academic programs. Educational institutions should prioritize experiential learning opportunities and incorporate training modules to develop these essential skills. By aligning academic outcomes with professional requirements, students can better adapt to workplace demands, contributing to their success and the broader goals of their organizations.

4.0 Conclusion

Based on the study's aforementioned findings, CCC's BSA training program should place a greater emphasis on collaboration and teamwork. Addressing this gap will require concerted efforts to develop and strengthen collaborative abilities among BSA students. This could entail adopting targeted interventions such as workshops, seminars, or team-building exercises that promote effective communication, conflict resolution, and mutual respect between peers. Integrating collaborative projects or group assignments into the curriculum can provide students realistic opportunities to build and perfect their cooperation skills in real-world situations.

Additionally, mentorship programs that connect students with experienced professionals can provide important insights and advice on succeeding in collaborative contexts in their particular areas. Encouraging involvement in extracurricular activities, organizations, or volunteer initiatives that foster teamwork can supplement formal training efforts and provide alternative channels for skill development. By investing in these strategies, CCC can help BSA students grow academically while succeeding in their future employment. Graduates with strong cooperation abilities will be more capable of negotiating complicated work situations, inspiring creativity, and creating collective success in their chosen professions. Developing a collaborative culture within the BSA program improves OJT performance and nurtures well-rounded individuals capable of thriving in the rapidly changing world of business and finance.

Developing critical thinking abilities is equally important in preparing BSA students to succeed academically and professionally. Targeted coursework, case studies, and experiential learning experiences can help strengthen

analytical thinking, problem-solving, and decision-making skills. Furthermore, creating an environment that rewards intellectual curiosity and encourages students to question assumptions and explore diverse perspectives can foster strong critical thinking skills. Interdisciplinary approaches and collaborative projects can further enhance these abilities, enabling students to apply critical thinking in real-world situations, reinforcing their comprehension and competency. By emphasizing critical thinking alongside other competencies, CCC can ensure that BSA students are well-prepared to address challenges, adapt to evolving market demands, and contribute significantly to their professional lives.

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7.0 Conflict of Interests

There are no conflicts of interest to declare, as the research was conducted impartially. The findings and interpretations were based on objective analysis, ensuring that no personal, financial, or institutional biases influenced the results.

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