

Factors Affecting the On-the-Job (OJT) Performance of Hospitality Management Interns

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Abstract

This study explored the on-the-job training (OJT) experiences of Bachelor of Science in Hospitality Management (BSHM) interns at DMCCFI, focusing on their performance and the factors influencing their success. The interns, primarily young and single females, mirrored the typical demographic profile of hospitality students in the Philippines. Throughout their OJT, the interns exhibited exemplary performance across various dimensions, including personal characteristics, job attitude, adherence to policies, and overall competence. Particularly noteworthy were their neat appearance, pride in their tasks, and punctuality. While they excelled in many areas, managing high-pressure situations emerged as a relative challenge, though their performance remained commendable. The interns attributed their success to a combination of personal initiative, supportive academic structures, and a conducive organizational environment. They highlighted the importance of faculty availability, structured processes, and comprehensive orientation sessions in preparing them for real-world challenges. Although timely feedback was identified as an area for improvement, the overall support system was deemed effective. Statistical analyses indicated no significant differences in performance based on age, gender, or civil status, suggesting a consistent level of competence across diverse demographic groups. Moreover, a strong positive correlation was found between the interns' performance and the support they received, underscoring the pivotal role of institutional and organizational backing in shaping successful OJT experiences. The study affirmed that the integration of academic knowledge with practical application, bolstered by robust support systems, is instrumental in cultivating competent and adaptable hospitality professionals.

Keywords: Bachelor of Science in Hospitality Management, Interns, Feedback, Performance, On-the-Job Training

Introduction

On-the-Job Training (OJT) programs prepare students for life beyond college or university by exposing them to employment in the field they have chosen (An & Mauhay, 2016). OJT is a required part of an academic program in colleges and universities like DMC College Foundation, Inc., because they allow undergraduate students to participate in organized, supervised work in a real-world professional setting, allowing them to incorporate workplace knowledge and experience into their formal education (Sumathi et al, 2012). According to O'Connor (2021) the tourism sector is an applied topic field, hence studies in this area must integrate academic knowledge with practical exercises.

The Commission on Higher Education requires internships for all programs because they will enable students to explore the connections between the knowledge and skills they have learned in college and those needed in the workplace. Continuously, the department is updating its guidelines and policies for student internship programs in the Philippines (Mina et al, 2019).

The Bachelor of Science in Hospitality Management is one of the many options that DMC College Foundation, Inc. provides, ranging from paramedical to non-medical degrees. The goal of this degree is to better prepare graduates for the working world before they enter it. Thus, the internship—also referred to as the on-the-job training and community immersion requirement—is a component of the updated curriculum for the Bachelor of Science in Hospitality Management degree in accordance with CHED Memorandum Order No. 21 Series of 2005. This training program is intended to provide hospitality management students real-world experience working in the tourism and hospitality industries, specifically in hotels, restaurants, resorts and other leisure and amusement establishments (Pajarillo–Guadamor, 2016).

Anoyo et al (2015) suggests that On-the-job training is one of the best types of training since it is planned, organized, and conducted at the employee's place of employment. Usually, this is the primary method for developing one's skill set. In particular, it is appropriate for encouraging the development of job-specific knowledge, especially for professions that are easy to comprehend and require locally owned facilities and equipment. It is also known as "direct instruction." In a one-on-one training session at work, a competent employee shows a trainee how to complete a task. While undergoing on-the-job training, the majority of the employees carried out unskilled or semiskilled duties that did not require specialized expertise. It consists of observation, practical practice, imitation, and written and verbal instruction.

There are several advantages to using on-the-job training. The learner will receive immediate feedback and instruction from teammates who can assist them integrate into the team, making this the ideal time to offer training. There are disadvantages whenever there are advantages. Instead of being planned during the optimal learning periods, on-the-job training is usually jammed into hectic work schedules. Furthermore, trainees may become exhausted if too much material is packed into one session, and the trainer may lack the necessary training or expertise in instructional strategies.

Furthermore, regardless of the complexity and predictive validity of the selection process, newly hired employees will almost always require some kind of training before they can function to the best of their abilities in a new role, even if they have prior experience operating machinery or equipment, according to Anoyo et al. (2015). Students that get on-the-job training are extremely lucky because they are usually the ones who enjoy learning new skills. They also gain the respect of their peers and establish enduring relationships by facilitating learning. Their employability rose as a result, and they acquired new skills for their future professions.

This research has conducted by a group of Hospitality Management students from DMC College Foundation, Inc. in Dipolog City, Philippines. The scope and limitation section of this chapter will provide a detailed description of the research's intended objectives, which include identifying the factors that significantly influence respondents' on-the-job training and performance efficiency as well as establishing a significant relationship between internship factors and performance. The data gathered will frame the recommendation to the BS Hospitality Management Interns. Thus, this study aimed to determine the performance of Hospitality Management interns on their on-the-job training.

This study aimed to determine the On-the-Job Performance of the BS Hospitality Management Interns in DMC College Foundation, Inc. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of
 - 1.1 gender;
 - 1.2 age; and
 - 1.3 civil status?
2. What are the performances of Hospitality Management Interns on their on-the-job training in terms of:
 - 2.1 personal characteristics;
 - 2.2 attitude towards the job;
 - 2.3 job performance;
 - 2.4 adherence of office policies; and
 - 2.5 competence?
3. What is the level of contributing factors of the Hospitality Management Interns in terms of:
 - 3.1 individual factor;
 - 3.2 school support; and
 - 3.3 organizational environment?
4. Is there a significant difference between the performances of hospitality management Interns and their profile when grouped according to:
 - 4.1 gender;
 - 4.2 age; and
 - 4.3 civil status?
5. Is there a significant difference between the contributing factors and the respondents' profile when grouped according to:
 - 5.1 gender;
 - 5.2 age; and
 - 5.3 civil status?
6. Is there a significant relationship between the performances of hospitality management interns on their on-the-job training and the contributing factors that affect their performance?

Literature Review

Personal Characteristics

People's distinctive thoughts, feelings, and behavior patterns are reflected in their personality traits. A person with a high extraversion score is predicted to be gregarious in a variety of contexts and throughout time. Personality traits reflect consistency and stability (Diener & Lucas, 2024). Competent interns possess confidence in their abilities and are competent. During the internship, students will be working with other interns and employees of the organization, and they will not feel inferior to them. A supervisor may add more tasks to an effective intern's work list, and the intern feels competent enough to take on these responsibilities. They try to move forward with confidence and take the required measures to succeed, rather than allowing their uneasiness to dictate their actions. Proficiency in writing and speaking will come in handy as you will likely be interacting with staff, fellow interns, and supervisors on a regular basis throughout your On-the-Job Training.

Additionally, you must be able to communicate your demands to supervisors and fellow employees. Outstanding presenting and listening skills are also very beneficial. Developing your presenting skills can help you communicate ideas that are powerful and relevant to a variety of audiences. It can also help you understand your colleagues better and react to them with empathy. Being a great intern is a continuous process requiring a variety of abilities, traits, and a dedication to both professional and personal development. The full potential of an internship experience can be realized by exhibiting qualities like a strong work ethic, good communication, professionalism, teamwork, and a voracious appetite for knowledge.

Internship can develop personal aspects of students, undergoing internship training is valuable for students, it helps them to apply their skills into practical field, it teaches them how to be productive and recognize their strengths, avoid their weakness and give them the belief in making difference (Alnajjar and Kaplan, 2020).

Attitude towards the Job

Any feelings that employees have about various elements of the workplace are known as their attitude towards the job. Personality, person-environment fit, job qualities, psychological contract, organizational justice, work connection, and stress are some of the factors that affect how people feel about their jobs (Carpenter et al., 2009). The term "attitude work" describes a someone in the evaluation profession who has feelings, beliefs, and attachments to those they deal with. This frequently depends on how someone feels about being there, as awareness of attitude work affects how individuals act.

Attitude is a psychological state that arises from the mind. This is how someone considers the circumstances and ultimately decides how to act while working on the spot. (Juwita, et al 2023). The driving factor for changing behavior is attitude. It is the propensity to view and interpret processes in accordance with particular dispositions or to respond to a situation in a particular way. Mentality is made clear by the interns' feelings and mental state in the library. The application of guidelines and knowledge that result in action is called practice or behavior. Developing abilities through the use of instruments to carry out tasks linked to a topic of study is known as practical or behavioral knowledge (Ugwuanyi & Ezema, 2010).

To make sure these OJTs' training needs are satisfied, assessments of their knowledge, attitude, and practice skill set should be conducted at the start and conclusion of the internship. This is due to the ongoing skepticism over the OJTs' ability to grasp the practice and their propensity to respond or understand its protocols appropriately (Simisaye, 2014; Saleh, 2012; Ugwu, 2010). In his study, Khoo (2005) made the case that library interns should have abilities including research, soft skills, IT, subject knowledge, values, acceptable attitudes, and personal attributes in addition to learning about cataloging, acquisition, and reference.

Working in teams, communicating, time management, self-confidence, self-motivation, flexibility, and willingness to handle a wide range of tasks are among the skills mentioned by other scholars like Gill and Lashine (2003) and Mason, Williams, and Crammer (2006). Other skills include the ability to handle change, continuous learning, IT knowledge, and a mindset that encourages innovation.

Job Performance

Job performance is indirectly affected by cultural learning, professional learning, and mentorship learning through the complete mediation of on-the-job training performance as mentioned by FLin & Tsai (2020). The results of the study show that students studying automotive have the knowledge and abilities required to complete tasks. "A well-designed internship expands the knowledge and skills of candidates while also gauging their ability to apply new learning in authentic settings as they contend with problems that have real- world consequences. Built right, the internship becomes a sturdy vessel upon which new practitioners can navigate the swift, unpredictable currents that separate classroom theory and on-the-job reality" (Shoho et al., 2012).

According to Kasmir (2016:182), OJT performance is the result of work that has been achieved by a particular trainee after fulfilling the duties and responsibilities given within a defined time range. Work knowledge is the capacity to understand a set of duties associated with a job and the adaptability to changes in job responsibilities throughout time. A key component of industrial and organizational psychology is job performance, which is defined by how employee behaviors support organizational objectives and reflects scalable actions, behaviors, and outcomes that employees engage with or contribute to within organizations (Pavalache-Ilie, M. 2014).

According to Wang, Yao-Fen & Chiang, Min-Huei & Lee, Yi-Ju (2014) interns are expected to interact with people, get information from various departments, and handle a variety of situations throughout their internship. Interns who receive industrial training gain a deeper comprehension of the actual industry. Supervisors occasionally give the interns recognition, which increases the possibility that they will be recruited by the same hotel after graduation. Through learning, skill development, working under pressure, and applying theoretical understanding, the internship may help the candidate.

Individual traits (skill and experience), results (such as job stability and feedback), the work environment (Waldman & Spangler 1989), and education (Feldman, 2009) all have an impact on how well an employee performs on the job.

Declarative knowledge, procedural knowledge and skills, and motivation are the main individual predictors of job success. An organization that consistently performs performance reviews is one that is good. Conducting performance appraisals is necessary to determine the extent to which the company's objectives are met.

According to Yeswa et al. (2012: 4), having an internship program can help staff members fulfill their responsibilities and lighten their workload. High intern performance leads to an elevated employer-perceived value of the internship program, according to research by Gault, Leach, and Duey (2010:76). According to Al-Aufa (2018:1071), interns from the University of Indonesia's hospital administration and vocational programs do their jobs well and assist business personnel. With an impact effect of 75.4%, Susanti et al. (2022:579) report that the Internship Program has a considerable impact on the performance of Universitas 17 Agustus 1945 Surabaya. According to Kaswan and Akhyadi (2015: 460), internships are professional development opportunities for seasoned workers. Internship programs, according to Kaswan and Akhyadi (2015:50), are systems intended to prepare young people to become skilled workers.

Adherence to Office Policies

Tyler (2004) believes that ensuring OJT compliance with workplace legislation and corporate policies is a critical prerequisite for efficient coordination and operation inside enterprises. Companies need to be able to successfully persuade their employees and OJTs to follow the rules. Adherence to organizational policies includes, among other things, timely reporting, conflicts of interest, product or service quality, environmental safety, sexual harassment, and discrimination based on race, gender, and/or sexual orientation. It is essential in a wide variety of professional contexts. Conformity to organizational norms governing normal employee behavior is critical for efficient organizational functioning in these and other ways. Being a trustworthy employee entails arriving on time for work.

According to the Indeed Editorial Team (2023), you can help guarantee that you get at work on time by setting an alarm to wake up promptly, organizing your commute in advance, and taking further preparations for the day. Being on time every time can also demonstrate that you uphold professional standards, which can boost your value as a worker and help you progress in your career. These principles make it easy for employees to collaborate and ensure that the company works effectively. Conforming to company regulations is an important component of rule-following since it motivates employees to align their behavior with business norms (2004).

According to Adam Wyatt (2023), a workplace policy is ineffective unless it is well communicated to both new and existing employees. If all workplace policies were properly presented to employees and followed uniformly, it is unlikely that any terminations for breaching them would be upheld if you were ever called before a court or tribunal to defend yourself against an employee lawsuit. The key to success is to schedule frequent training sessions with your employees to educate and remind them of relevant workplace policies after updating and evaluating them on a regular basis. By doing so, you may ensure that your organization is "pulling in the same direction."

Additionally, arriving on time for crucial meetings can demonstrate to your coworkers that you care about the team's success, which can improve relationships and team spirit. On the one hand, companies expect their workers to follow company rules. Desired employee conduct is outlined in organizational rules and regulations, and the organization gains when such policies are adhered to. Organizational regulations, for instance, frequently outline expectations for how work should be done, when employees should report to work, etc.

Competence

The term "competence" can be understood as a cluster of knowledge, skills, and abilities possessed by an individual for performing duties in an organization (Arteche et al, 2020; Wang et al, 2021). According to research, internships help students become more professional, making them more proactive, self-sufficient, and successful in problem-solving and enhancing career prospects. Internships are an excellent opportunity for students to obtain real-world experience and develop their teamwork abilities. Despite the numerous benefits of internship programs, research has revealed that interns experience a variety of challenges, including a lack of learning opportunities, rigid regulations, unfavorable attitudes from managers, hostile environments, work slaves, and workplace stress (Azila-Gbetteor et al.,

2022). Programs employ internships and cooperative workplace competence assessment (WCA) as a helpful tool to assess whether students are gaining the skills, knowledge, and abilities needed to transfer into the workforce.

Busulwa, Pickering, and Mao (2022) analyzed studies on management workforce competency requirements and found diverse perspectives from recruiters, hospitality management students, and academics. Competencies can be broadly classified into two groups, according to consensus. Soft competencies refer to "skills" and "attributes and abilities," whereas hard competencies refer to "specific knowledge". The level of demand and development for each ability varies by organization and role. Tourism and hospitality personnel must continuously improve their skills to succeed in a competitive labor market (Ren & Chadee, 2020).

According to the Indeed Editorial Team 2024, we define coordination skills, give examples of these kinds of skills, explain how to effectively improve them, and go over how to emphasize them while applying for a new job or promotion. Additionally, having coordination abilities might demonstrate to a potential employer that you are qualified for a leadership role, such as a managerial one, or a workload increase that could lead to a larger salary. Competencies let companies assess graduates' ability to apply information beyond their studies in constantly evolving and technologically advanced workplaces (Laingen, 2014). Success frequently hinges on how well their work responsibilities are designed and executed. Coordination skills can help a professional perform their job more easily, ensuring job success. Learning more about coordination skills may be advantageous if you want to develop new skills that will help you advance in your career.

Knowing how to showcase your problem-solving abilities during your internship is critical if you want to stand out. Before you can demonstrate your ability to solve problems, you must first master the ability to recognize them. Observe the procedures and workflows in your immediate surroundings. When you see anything is wrong, take the initiative to investigate the root cause. Inquire about how objects relate to one another. According to LinkedIn, this proactive attitude will not only help you understand the big picture, but it will also show your bosses that you are involved and willing to contribute to solutions. One of the most important abilities you can exhibit as an intern is the ability to solve problems. This ability demonstrates to prospective employers your capacity for critical thought and effective problem-solving.

Individual Factor

Another characteristic that distinguishes a competent intern is the capacity to accept guidance and criticism from supervisors during the internship period. You will not be as successful in your future career until you learn to listen to advise. Your supervisors have been successful on the job for a reason. As a result, successful interns have the ability to listen attentively, take direction, and deal with constructive criticism.

According to various studies, training transfer is the major way that training can influence organizational results and outcomes, which remains a significant issue in enterprises (Saks & Belcourt, 2006). The majority of workers in firms throughout the world have had difficulty incorporating training into their occupations, and academics have largely agreed that training transfer can only occur when OJTs are motivated and able to learn and apply new information and skills (Noe R. A., 2000). OJTs are likely to waste both the organizations and their own time and effort if they are unable to transfer training abilities, regardless of the training standard. Individual qualities influence one's self-perception and interest in internships.

The key to a successful internship is self-motivation and a desire to learn. Because each individual has distinct factors influencing their internship, internship satisfaction varies from person to person. Similarly, each intern learns differently (Kukreti & Dani, 2020). Despite the fact that internships themselves benefit the industry, Husein & Lopa (2018) noted that students always encounter difficulties. According to Eurico et al. (2015), recognizing and meeting students' requirements improves their employability abilities. Numerous empirical research has investigated students' internship satisfaction, which is not related to internal satisfaction (Seyitoglu & Yirik, et al., 2014).

Students gain from industrial training because it gives them a taste of what it's like to work professionally, helps them build their future careers, and connects them to new networks, contacts, and resources. It is critical that students recognize the benefits of industrial training. There is minimal emphasis on examining the relationship between

students' views and levels of satisfaction. Since then, researchers have paid close attention to the learning outcomes that students gained, as well as the impact that industrial training participation had on students' career ambitions.

School Support

Internships, according to Bawica (2021), allow academic students to apply their theoretical knowledge. Internships allow students to apply what they've learned in the classroom to real-world situations. Schools must participate in student OJT, which is closely monitored and tailored to their long-term goals. Such internship programs provide students with hands-on experience that broadens their awareness of the challenges associated with a specific job and makes them more employable.

Bukaliya (2012) did a study on internship challenges in Zimbabwe's Open and Distance Learning (ODL) programs. All of these studies found that university internship programs boost students' employability preparation in a variety of topic areas. Researchers from throughout the world have conducted research on various aspects of internship programs in a variety of fields of study. Alpert, Heaney, and Kuhn (2009) looked into the aims, structure, and evaluation of undergraduate marketing internships in Australia. Batool, Ellahi, and Masood (2012) conducted a study in Pakistan's Punjab province on the effects of the National Internship Programme (NIP) for graduates from 2006 to 2010.

Phoebe (2010) investigated the factors that influence internship effectiveness for university students in Hong Kong. Chen, Hu, Wang, and Chen (2011) conducted a study in Taiwan on the effects of internship experience on the behavioral intentions of college students majoring in recreation management.

Recent studies underscore the pivotal role of school support in enhancing student outcomes across various educational levels. A systematic literature review by Conradi et al. (2022) delves into school-wide positive behavioral interventions and supports, particularly for students with extensive support needs. The review synthesizes existing research, offering insights into effective practices and future research directions.

It was critical that administrators demonstrate their commitment to education by providing students with an exceptional educational experience. According to Tinto (1999), "students who actively participate in learning activities and spend more time on task, especially with others, are more likely to learn and to stay" (p. 6); thus, according to Tinto (2017), educational institutions must clearly communicate how their courses relate to subsequent courses and potential employment. Extracurricular activities are also beneficial. According to Morrison and Silverman (2012), interactions with faculty and staff outside of the classroom helped students align their beliefs and perspectives with those of the college or university, lowering the risk that they would drop out.

Tinto (2017) recommends that schools and institutions ensure informal contacts, including guidance, are relevant to the current and future job market. Colleges that do not promote a feeling of campus community are more likely to lose students. Formal and informal interactions with academics, staff, students, and alumni were both effective.

Organizational Environment

The purpose of internships is to expose students to circumstances that they may encounter in the job. According to Delelis (2019), students who plan to enter the employment must be prepared for the ever-changing nature of the profession. They also stated that employers want graduates who are prepared for the workforce and have employability skills, which are assumed to be developed through internships. The ever-changing employment market forces universities and colleges to provide internship training to their students in order to prepare them for the workforce and take them beyond the classroom.

According to OJTs and field supervisors, "internships enhanced the OJTs' knowledge of the content, allowing them to contribute to the welfare of the community and achieve their career goals" (Delelis 2019). Internships allow OJTs to advance their careers and acquire employable skills. Professional training increased OJTs' work beliefs and values (Delelis, 2019). OJTs who are unsure about their career choice should participate in an internship to help them make a decision. Additionally, these events give students the opportunity to network with potential employers. As mentioned by Oyeniyi (2023) organizational environment antecedents impacts performance management of interns. Their study

provides insights into how various environmental factors contribute to effective performance management within organizations.

Furthermore, job features and an organization's work environment influence internship satisfaction (Dabate et al., 2017). A supportive work culture and open communication can greatly improve interns' overall experience and learning possibilities. The interaction between the organizational element and internship fulfillment is critical. Supervisors are vital because their support influences task clarity and intern self-initiative. According to Yaakob and Arifin (2019), internship outcomes are positively influenced by workplace culture and organizational involvement. This good learning outcome has a beneficial impact on the OJT's performance after they complete their course.

According to Samar et al. (2016), businesses should implement a thorough training program and limit the number of trainees assigned to supervisors to avoid overwork. According to Farmaki (2018), while individual characteristics influence how satisfied they are with their internship, organizational factors have a significant impact on how they perceive it after the internship and are important when making career selections. The desire to stay in the sector stems from the complex interaction of organizational and individual components.

This study is anchored on Albert Bandura's Self-Efficacy Theory (1977). Bandura's theory is all about how people's belief in their ability to control their functioning and events that affect their lives. The theory states that one's self-efficacy can serve as the foundation for a person's motivation, well-being, and personal accomplishment. People's beliefs in their efficacy are developed by four primary sources of influence, including (i) mastery experiences, (ii) vicarious experiences, (iii) social persuasion, and (iv) emotional states.

High self-efficacy has numerous benefits to daily life, such as resilience to adversity and stress, healthy lifestyle habits, improved employee performance, and educational achievement (Lopez-Garrido, 2023).

This theory is deemed suitable for the current study because it describes the mechanisms by which an individual gains sufficient confidence in the ideas and presumptions they have learned whenever they become proficient in them or when the approach and way in which the concepts are presented is sufficiently beneficial to the individual.

Methodology

In order to identify the level of performance of hospitality management interns throughout their on-the-job training, the researchers employed the descriptive technique of research. Any comprehensive method utilized in a study with the main objective of characterizing the phenomenon under study is referred to as a descriptive approach (Calderon, 2011). Usually, a survey questionnaire, an interview, or an observation are used to gather data for descriptive methods.

A survey questionnaire instrument was used by the researchers. According to Creswell and Guetterman (2019), a survey is a research technique used to collect data from a specific group of respondents in order to get knowledge and insight on a number of relevant topics. Through the survey questionnaire, this study investigated data on the various elements influencing the intern's performance.

The study covered the hospitality management interns of DMC College Foundation, Inc., Dipolog City, Zamboanga del Norte. Nestled in the pristine environment of Sta. Filomena, Dipolog City, DMC College Foundation has been the leading institution in healthcare, information technology, service industry, and the social sciences in the province. The campus covers 22,500 square meters of land which includes school and office buildings, outdoor fields, and small parks.

DMC College Foundation is now a solid, successful landmark of the province of Zamboanga del Norte. Superior in work ethic and skills, the thousands of graduates DMC College Foundation has produced over the years made remarkable contributions to the health care workforce and to other fields in the locality, in other regions, and even in other parts of the globe. DMC College Foundation sees an opportunity to grow amidst challenges, the very attitude it inculcates among its students.

The study's respondents are the hospitality management interns of DMC College Foundation, Inc. who officially enrolled during the academic year of 2022-2025. Table 1 shows the breakdown of the number hospitality management interns who were chosen as respondents.

Table 1. Distribution of Respondents by Gender

Academic Year	Respondent's Gender		Total Number of Respondents	Percentage
	Male	Female		
2022-2023	4	4	8	40.91%
2023-2024	2	4	6	27.27%
2024-2025	3	4	7	31.82%
Total	9	12	21	100%

Research Instrument

This study utilized an adapted questionnaire from the study of Anoyo et al., 2015 entitled "Factors Affecting Work Performance of Criminology Interns in an Asian University" to determine the factors that affects the performance of hospitality management interns in their on-the-job training. Items of this instrument will be altered and modified to contextualized to the current scope of the study.

There are three (3) sections to the questionnaire. Finding out the respondent's profile in terms of gender, age, and civil status is the first part. The second part is to assess how well the hospitality management interns performed during their on-the-job training in terms of personal characteristics, job performance, attitude toward the job, office policy adherence items, and competence. Finding the level of the contributing elements, such as the organizational environment, university/school support, and individual aspects, is the third part. The study employed a checklist questionnaire with a 5- point Likert scale, two opposed opinions can range from five (5) which is "Strongly Agree" to one (1) which is "Strongly Disagree".

Table 2. Scoring Procedure

Score	Mean Range	Verbal Description	Interpretation
5	4.21 – 5.00	Strongly Agree	Excellent
4	3.41 – 4.20	Agree	Very Good
3	2.61 – 3.40	Neither Agree nor Disagree	Good
2	1.81 – 2.60	Disagree	Fair
1	1.00 – 1.80	Strongly Disagree	Poor

In order to gather the data necessary for this study the following steps will be observed.

1. The researchers requested permission from the research instructor, adviser, and College Director to perform the study. The study's respondents will be interns from DMC College Foundation's Hospitality Management Department. Inc. These respondents were chosen using the research inclusion and exclusion criteria.
2. The researchers submitted a letter to the Department Director informing them of the study's objectives and advantages, which will take place from the fourth week of February to the second week of March 2025.
3. The researchers submitted a copy of the manuscript to the Ethics Review Committee (ERC). After the clearance is sought, the data collection can now commence.
4. After all data was collected, the data was then interpreted and analyzed.
5. After data analysis, questionnaires containing respondents' information are properly disposed of by deleting online documents and imprints as soon as the data has been analyzed and interpreted.

Ethical Consideration

The researchers followed ethical guidelines during the course of the investigation. Prior to doing this study, the researchers ensure that they send a letter to the Department Deans and advisor. Following approval, the researchers collected data through a survey.

For the adapted questionnaires, the researchers ensure to give credits and provide proper citation to its authors and references.

Most importantly, the researchers guarantee that strict confidentiality are maintained. Data and information acquired from respondents are treated with privacy, and the gathered data were properly disposed by deleting online documents and imprints following data analysis and interpretation.

Results

Table 3

Profile of the Respondents in Terms of Age, Gender, and Civil Status

Characteristic	Frequency Count (n=21)	Percent
Age	19 years old and below	0
	20 - 23 years old	10
	24 - 27 years old	10
	30 years old and above	1
Gender	Male	8
	Female	13
Civil Status	Single	17
	In a relationship	4
	Married	0

Table 3 displays the characteristics of the 21 respondents in terms of age, gender, and civil status, comprising the interns of BS Hospitality Management in DMCCFI who participated in the on-the-job training (OJT) assessment. Considering respondents' profiles is essential for shaping their perspectives and experiences within an academic and training context.

Illustratively, age distribution reveals that nearly all respondents (95.2%) fall within the 20–27 age range, with 47.6% each in the 20–23 and 24–27 age groups. Only 4.3% are aged 30 and above, and none are under 19. This representation highlights a concentration of young adult learners in the internship phase. Gender-wise, females dominate the sample at 61.9%, while males comprise 38.1%. For civil status, 81% are single, and the remaining 19% are in a relationship; no married individuals were reported. These demographics reflect a predominantly young, single, and female student body, typical of hospitality programs.

Consistently, with the average population participating in hospitality programs, according to research by Cadungog (2023) hospitality management programs in the Philippines often recorded female students aged 20–25, aligning with industry preferences for youthful, dynamic workers. The age and civil status findings also correspond with similar studies, indicating that early-career students are most likely to seek professional experience through OJT and maturity levels when managing academic resources and professional goals. Similarly, Simangca (2021) in terms of the gender of the students who underwent the OJT program, 62 % were females and only 38 % were males, which indicates the dominance of females.

Furthermore, findings reported in Table 3 confirm that most of the interns are young and single, with a slightly higher representation of females. Educational institutions should tailor internship support to meet this demographic's developmental and career needs, including communication, adaptability, and resilience training.

Table 4

Performance of Hospitality Management Interns in DMCCFI in Their On-The-Job Training in terms of Personal Characteristics, Attitude Towards the Job, Job Performance, Adherence to Office Policies, and Competence

	Indicators	Weighted Mean	SD	Description
A. Personal Characteristics				
1	Dresses neatly and appropriately for office work.	4.81	0.51	Excellent
2	Has a pleasing personality, cheerful and good-humored.	4.52	0.60	Excellent
3	Projects self-confidence and enthusiasm.	4.62	0.59	Excellent
4	Demonstrate leadership potential.	4.52	0.60	Excellent
5	Possesses above-average oral and written communication skills.	4.38	0.59	Excellent
		4.57	0.49	Excellent
B. Attitude Towards the Job				
1	Cooperates willingly and fits easily with the group.	4.71	0.56	Excellent
2	Shows interest and pride in his/her tasks.	4.71	0.56	Excellent
3	Has an exceptional sense of duty and can be depended upon to do a good job.	4.57	0.60	Excellent
4	Recognizes the authority and responsibilities of his/her superiors and provide support services.	4.67	0.58	Excellent
5	Takes initiative to update one's technical and non-technical knowledge and skills.	4.57	0.68	Excellent
		4.65	0.51	Excellent
C. Job Performance				
1	Delivers promptly assigned tasks/responsibilities.	4.76	0.54	Excellent
2	Performs assigned tasks with minimum supervision.	4.57	0.60	Excellent
3	Willingly accepts work assignments/responsibilities.	4.62	0.59	Excellent
4	Delivers assigned tasks within acceptable quality.	4.52	0.60	Excellent
5	Exhibits the ability to function well under pressure.	4.33	0.66	Excellent
		4.56	0.50	Excellent
D. Adherence to Office Policies				
1	Present at the workplace most of the time	4.71	0.56	Excellent
2	Comes to work on time.	4.62	0.59	Excellent
3	Adheres to office rules and regulations.	4.62	0.59	Excellent
		4.65	0.54	Excellent
E. Competence				
1	Shows ability to perform routine office procedures.	4.62	0.59	Excellent
2	Demonstrates receptivity to different approaches to problem solving.	4.62	0.59	Excellent
3	Shows adequate knowledge in law enforcement operating procedure and techniques.	4.52	0.60	Excellent
4	Demonstrates ability to protect and observe the confidentiality of important office documents.	4.62	0.59	Excellent
5	Manifests good qualities as a subordinate and a future leader.	4.76	0.54	Excellent
		4.63	0.52	Excellent
OVERALL ASSESSMENT		4.61	0.47	Excellent

Scoring Description: 4.21-5.00=Excellent, 3.41-4.20=Very Good, 2.61-3.40=Good, 1.81-2.60=Fair, 1.00-1.81=Poor

****SD= Standard Deviation**

Table 4 evaluates the OJT performance of interns across five core areas: personal characteristics, attitude toward the job, job performance, adherence to office policies, and competence. Performance of BSHM Interns in DMCCFI in their on-the-job training was assessed across the five indicators, with five statements each, while three statements for adherence to office policies and their weighted mean, standard deviation (SD), and the equivalent description.

Findings display that all five domains received excellent performance ratings, with overall means of 4.61 with a standard deviation of 0.47. For Personal Characteristics, respondents rated highest in dressing appropriately (mean = 4.81; SD=0.51) and lowest in communication skills (mean = 4.38; SD=0.59), yielding a domain mean of 4.57 with a standard deviation of 0.49. Secondly, the Attitude Towards the Job domain scored a 4.65 average and standard deviation of 0.51, with interns demonstrating strong cooperation and pride in work (mean= 4.71; SD= 0.56), while lowest in both having an exceptional sense of duty and initiative to update one's technical and non-technical knowledge and skills (mean = 4.57; SD=0.60;0.68). In terms of Job Performance, interns excelled in prompt task delivery (mean=4.76; SD=0.54) and functioned well under pressure (mean=4.33; SD=0.66), being the lowest among the indicators, achieving a mean of 4.56 with a standard deviation of 0.50. On the other hand, the domain of Adherence to Office Policies scored 4.65 and standard deviation of 0.54, with high marks for the attendance (mean=4.76; SD=0.54), with both punctuality and rule compliance obtaining both the mean of 4.62 and standard deviation of 0.59. Finally, Competence received an overall mean of 4.63 and a standard deviation of 0.52, with standout scores in leadership potential (mean=4.76; SD=0.54) and lowest in showing adequate knowledge in law enforcement operating procedure and techniques. (mean=4.52; SD=0.60).

According to the report by Walo (2001), the internship program has been beneficial in helping this cohort of students gain management competencies. The study provides useful insight into the relationship between internships and the development of students' management knowledge and skills. Similarly, in the study by Bafaneli (2015), it is reported that the purpose of on-the-job training is to provide employees with task-specific information and skills in their workplace. As such, the knowledge and abilities taught during on-the-job training are directly relevant to employment requirements. As a result, on-the-job training is beneficial to the workplace since it improves trainees' knowledge, giving them confidence in their ability to fulfill their jobs.

Interns demonstrated exceptional performance across all domains. This suggests that the program successfully integrates theoretical learning with practical training. Schools should continue enhancing soft skills, especially communication, as it received the lowest relative score.

Table 5

Level of Contributing Factors of the Hospitality Management Interns in terms of Individual Factor, School Support, and Organizational Environment

	Indicators	Weighted Mean	SD	Description
A. Individual Factor				
1	Volunteering on tasks.	4.38	0.74	Excellent
2	Positive attitude towards work and colleagues.	4.67	0.58	Excellent
3	Initiative to get acquainted with other employees.	4.57	0.60	Excellent
4	Accept constructive criticism and advice positively.	4.57	0.68	Excellent
5	Adjustment to the working environment.	4.52	0.60	Excellent
6	Performance of tasks to the best of the ability.	4.67	0.58	Excellent
		4.56	0.49	Excellent
B. School Support				

1	The hospitality management faculty and staff were always available at critical times	4.29	0.85	Excellent
2	The hospitality management faculty and staff provided immediate feedback when I had concerns.	4.19	0.87	Very Good
3	The hospitality management faculty and staff visited me at my internship site.	4.43	0.75	Excellent
4	The Hospitality Management Department conducted the internship process in an organized, timely manner.	4.29	0.85	Excellent
5	The Hospitality Management Department provided students with an adequate number of agencies from which to select an appropriate one.	4.33	0.86	Excellent
6	My school provided students with adequate internship orientation.	4.43	0.87	Excellent
		4.33	0.71	Excellent
C. Organizational Environment				
1	My site supervisor and other employees in the organization were a good professional model for me.	4.57	0.60	Excellent
2	My site supervisor and other employees in the organization were approachable and accommodating to my concerns.	4.57	0.68	Excellent
3	My site supervisor and other employees in the organization made me feel like I was part of the team.	4.67	0.66	Excellent
4	My internship taught me a lot of things I would never have been able to learn in the classroom.	4.86	0.48	Excellent
5	I had learned a lot about the field profession hospitality management through my internship experience.	4.86	0.48	Excellent
6	As a result of this internship, I am better prepared to enter the working world.	4.71	0.56	Excellent
		4.71	0.49	Excellent
OVERALL ASSESSMENT		4.53	0.49	Excellent

Scoring Description: 4.21-5.00=Excellent, 3.41-4.20=Very Good, 2.61-3.40=Good, 1.81-2.60=Fair, 1.00-1.81=Poor

**SD- Standard Deviation

Table 5 presents interns' ratings of various contributing factors, such as individual characteristics, school support, and organizational environment, that influenced the OJT performance of DMCCFI BSHM interns. Contributing factors were perceived across the three indicators, with six statements each and their weighted mean, standard deviation (SD), and the equivalent description.

As reflected in the table, contributing factors were evaluated as Excellent across the domains, such as Individual Characteristics (mean = 4.56; SD=0.49), School Support (mean = 4.33; SD=0.71), and Organizational Environment (mean = 4.71; SD=0.49), garnering an overall mean of 4.53 and standard deviation of 0.49. In terms of Individual Characteristics, the highest-rated items were both "I have a positive attitude towards work" and "Performance of tasks to the best of my ability" (mean =4.67; SD = 0.58), reflecting interns' strong intrinsic motivation and commitment. Secondly, BSHM interns scored both the initiative to get acquainted with other employees (mean=4.57; SD=0.60) and accepting constructive criticism and advice positively (mean=4.57; SD=0.68). The ability to adjust to a new working environment also scored well (mean=4.52; SD=0.60), indicating interns' adaptability. Meanwhile, interns rated themselves lowest in volunteering for tasks (mean 4.38; SD 0.74). This set of indicators confirms that students enter their internships with strong personal attributes that support their success.

Additionally, under School Support, BSHM interns gave the highest rating to both "My school provided students with adequate internship orientation" (mean=4.43; SD= 0.87) and "The hospitality management faculty and staffs visited me on my internship site." (mean=4.43; SD= 0.75), affirming the effectiveness of the institution's pre-internship programs. However, the lowest-rated indicator in this domain was "The hospitality management faculty and staff

provided immediate feedback when I had concerns" (mean=4.19; SD= 0.87), described as "Very Good", suggesting a potential gap in communication during the internship period. Other items, such as the availability of assistance in addressing concerns (4.29) and the adequate number of agencies to select during the pre-internship provided by the school (mean=4.33; SD=0.86), were rated positively but not exceptionally, pointing to areas where institutional support can still be improved.

Furthermore, in the Organizational Environment, BSHM interns strongly agreed that their assigned establishments provided a setting for real-world learning, specifically the two indicators: "My internship taught me a lot of things I would never have been able to learn in the classroom." and "I had learned a lot about the field profession hospitality management through my internship experience." (mean=4.86; SD= 0.48), which was the highest score across all indicators in this table. This suggests that most of the partner institutions offer rich, practical experiences. Additionally, respondents felt that their workplace environment prepared them for future employment (mean=4.71; SD= 0.56), followed by "My site supervisor and other employees in the organization made me feel like I'm part of the team." (mean=4.67; SD= 0.66) and both two statements such as "My site supervisor and other employees in the organization were a good professional model for me" (mean=4.57; SD= 0.60) and "My site supervisor and other employees in the organization were approachable and accommodating to my concerns." (mean=4.57; SD= 0.60), garnered the lowest among the six statements. These findings emphasize the essential role of quality workplace environments in shaping the performance of interns.

Consistently, the researchers mainly observed in the findings that during the internship among the BSHM students, which garnered the lowest score in school support, aligns with the study of Felicen (2014) states that an educational training program is a major factor that contributes to developing the competencies needed by the industry. It is so critical that the purpose of industry and academe must be merged and harmonized to have a consistent output and outcome during the internship of the students.

Overall, the data indicate that while personal and environmental factors are strong enablers of intern success, school-related feedback and monitoring present opportunities for improvement. BSHM interns are influenced most by their work environments, followed by individual drive and school support. Institutions should enhance faculty feedback systems and structured check-ins during internship periods.

Table 6

Test of Difference Between the Performance of Hospitality Management Interns in Their On-The-Job Training When Analyzed According to Profile

Variable	Statistic	p-value	Interpretation	Decision of Ho
Age	0.251	0.882	Not Significant	Fail to Reject
Gender	47.5	0.770	Not Significant	Fail to Reject
Civil Status	33.5	1.0	Not Significant	Fail to Reject

Significance level=0.05

Table 6 examines the significant difference in the performance of hospitality management interns across demographic characteristics such as age, gender, and civil status.

As reflected in the above table, reveal that there was no significant difference in the performance of hospitality management interns when data were disaggregated by age ($p = 0.882$), gender ($p = 0.770$), or civil status ($p = 1.0$) utilizing the Kruskal-Wallis Test and T-test. All p-values were greater than the significance level of 0.05, indicating that respondents' performance in their on-the-job training does not change statistically depending on these demographic characteristics. As a result, the null hypothesis (H_0), which states that there is no significant difference in performance in their on-the-job training across demographic profiles, is retained in all circumstances.

The absence of significant differences among demographic groupings shows that BSHM interns' performance is consistent, independent of age, gender, or civil status, as observed in the findings. This supports a merit-based approach to internship evaluation and emphasizes the need to focus on skill-building rather than personal background.

Table 7

Test of Difference Between the Contributing Factors and the Respondents When Analyzed According to Profile

Variable	Statistic	p-value	Interpretation	Decision of Ho
Age	0.0891	0.956	Not Significant	Fail to Reject
Gender	52.0	1.0	Not Significant	Fail to Reject
Civil Status	31.5	0.857	Not Significant	Fail to Reject

Significance level=0.05

Table 7 examines the significant difference in the level of contributing factors across demographic characteristics such as age, gender, and civil status.

Illustrated in Table 7, it revealed that there was no significant difference in contributing factors when data were assessed by age ($p = 0.956$), gender ($p = 1.0$), or civil status ($p = 0.857$) utilizing the Kruskal-Wallis Test and T-test. All p-values were greater than the significance level of 0.05, indicating that the respondents' contributing factors level does not change statistically depending on these demographic characteristics. As a result, the null hypothesis (H_0), which states that there is no significant difference in the contributing factors across demographic profiles, is retained in all conditions.

Lastly, an absence of significant differences among demographic groupings shows that BSHM interns' level of contributing factors in DMCCFI suggests that interns, regardless of their background, experience, and evaluation of contributing influences, such as their personal motivation, school engagement, and organizational conditions, contribute in similar ways. This consistency across diverse respondent profiles emphasizes the overall effectiveness and uniform delivery of internship preparation and support.

The findings are consistent with those in Table 4, where demographic variables were also shown to have no significant effect on performance. Together, these results reinforce the idea that well-structured academic and workplace systems create equal learning experiences for students regardless of age, gender, or relationship status.

Table 8

Test of the Relationship Between the Performance of Hospitality Management Interns in their On-the-job Training and the Contributing Factors that Affect their Performance

Variables	Statistic	p-value	Interpretation	Decision of Ho
Performance of Hospitality Management Interns in their On-the-job Training Vs Contributing Factors that Affect Their Performance	0.862	< 0.001	Significant	Reject

Significance level=0.05

Table 8 explores the correlation between internship performance and contributing factors, assessing whether elements like individual traits, school support, and organizational environment predict intern success.

Illustrated in Table 8, a statistically significant positive relationship between internship performance and contributing factors, with a correlation coefficient of 0.862 and a p-value of < 0.001 , which is significantly lower than the 0.05 significance level, utilizing the Pearson r as a statistical tool. The null hypothesis is rejected, confirming that contributing factors have a direct effect on performance outcomes.

The high correlation coefficient reveals that as the level of contributing factors increases, so does the interns' performance. Specifically, interns who reported greater motivation, better adaptability, and strong self-confidence (personal characteristics), as shown in Table 2, also tended to receive higher ratings in performance areas such as initiative, leadership, and task completion. Similarly, where school support was perceived as more effective, especially in terms of pre-internship orientation, supervisory follow-ups, and feedback mechanisms, interns showed higher performance ratings.

Moreover, the organizational environment had a particularly notable impact. Interns who felt adequately supervised, given real-world responsibilities, and allowed to apply their classroom learning in practical settings, as evident in Table 3, were more likely to excel in various aspects of their internship, including cooperation, compliance with rules, and job execution under pressure. These findings underscore the interdependence between context and competence.

The significant and strong correlation between contributing factors and performance demonstrates that institutions must prioritize the quality of partner organizations, enhance feedback systems, and prepare students holistically to ensure internship success.

Discussion

The purpose of this study is to determine the performance of Bachelor of Science in Hospitality Management (BSHM) interns in DMCCFI on their on-the-job training. The findings revealed that the respondents were composed of 21 BSHM student interns, predominantly female (61.9%), within the 20–27 age group (95.2%), and single (81.0%). These characteristics reflect the typical demographic makeup of hospitality students in the Philippines, as supported by prior studies (Cadungog, 2023; Simangca, 2021), highlighting a youthful, predominantly female population engaged in practical training. The interns' OJT performance was rated "Excellent" across five key dimensions: personal characteristics (mean=4.57), attitude towards the job (mean=4.65), job performance (mean=4.56), adherence to office policies (mean=4.65), and competence (mean=4.63), yielding an overall weighted mean of 4.61. Highest individual scores were observed in dressing neatly (mean=4.81), pride in tasks (mean=4.71), and punctual attendance (mean=4.71), while the lowest score, though still excellent, was noted in functioning under pressure (mean=4.33). These results affirm that the internship program effectively facilitates the translation of academic theories into workplace competencies, consistent with the findings of Walo (2001) and Bafaneli (2015).

Furthermore, the assessment of contributing factors indicated that the interns perceived strong support across individual (mean=4.56), school support (mean=4.33), and organizational environment (mean=4.71) domains. Interns demonstrated positive attitudes, high initiative, and adaptability as individual traits. School support was perceived favorably, especially in terms of faculty availability, organized processes, and internship orientation, although timely feedback scored slightly lower (mean=4.19). Statistically, demographic factors, including age ($p = 0.882$), gender ($p = 0.770$), or civil status ($p = 1.0$), were examined, and no significant difference in the performance of BSHM interns was found, suggesting consistent performance with a conventional threshold of 0.05 utilizing Kruskal-Wallis Test and T-test. Similarly, when a significant difference was tested between the contributing factors and the respondents' profile, such as age ($p = 0.956$), gender ($p = 1.0$), or civil status ($p = 0.857$), it was found consistent across the characteristics. Thus, leading to retaining the hypothesis in any circumstances. Performance of the interns in their OJT and the contributing factors ($r = 0.862$, $p < 0.001$), were found to be significantly positively correlated. Hence, with the same significant level of 0.05, utilizing the Pearson r , the null hypothesis was rejected. The organizational environment, based on preliminary data, also indicated an affirming professional setting for the interns. The researcher suggests, based on the findings, that the success of the interns' OJT experience was driven not only by their competencies but also by institutional and organizational support systems that fostered a conducive learning and working environment.

Conclusion

The findings of this study reveal a compelling and optimistic picture of the On-the-Job Training (OJT) experiences of Bachelor of Science in Hospitality Management (BSHM) interns at DMCCFI. The demographic profile of the respondents shows a majority of young, single female students, reflecting the prevailing characteristics of hospitality education enrollees in the Philippines. These demographics are consistent with previous research, affirming the youthful and dynamic nature of the workforce sought by the industry.

The performance assessment of the interns yielded an overall "Excellent" rating across all evaluated domains—personal characteristics, attitude towards the job, job performance, adherence to office policies, and competence. This suggests that the internship program has been effective in reinforcing both the hard and soft skills needed in the professional world. It also highlights the success of the BSHM program in translating theoretical knowledge into real-world applications. While the lowest relative scores were noted in communication and stress management under pressure, the ratings still fell within the "Excellent" range, indicating only marginal areas for improvement rather than significant weaknesses.

Contributing factors to successful OJT performance were also rated highly. The individual factors—such as initiative, adaptability, and positive attitude—emerged as strong internal assets among interns. Support from the school, while rated "Excellent" overall, indicated slightly lower satisfaction in immediate faculty feedback and on-site visits, which may signal opportunities for enhanced institutional engagement. Meanwhile, the organizational environment received high marks, affirming that partner institutions provided a conducive and professional atmosphere for learning.

Collectively, these findings underscore that the OJT program is a vital component in preparing students for the hospitality industry. The high performance across dimensions not only reflects the readiness of the interns but also validates the collaborative effort between educational institutions and industry partners in shaping competent future professionals. However, the current data also hint at areas where continuous improvement, such as enhanced faculty feedback mechanisms and more strategic school support, can strengthen the OJT experience even further. Lastly, therefore, the researcher affirms that the OJT program is both effective and beneficial, while also recognizing that deliberate, incremental improvements can drive even greater impact on student readiness and industry alignment.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1. Strengthen communication skills training, as it received the lowest relative score.
2. Enhance the feedback and monitoring systems between schools and partner organizations to improve school support.
3. Continue partnering with organizations that provide real-world, hands-on training to maximize experiential learning.
4. Incorporate leadership and responsibility-building modules in pre-internship preparation to reinforce existing strengths.
5. Conduct follow-up studies using qualitative data, such as interviews, to understand deeper challenges and successes in OJT experiences.

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