

On-the-job Training and Employment Preparedness of Bachelor of Library and Information Science Students from City College of Calapan (CCC)

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ABSTRACT

This study was conducted to determine the relationship between on-the-job training and employment preparedness of Bachelor of Library and Information Science (BLIS) students at the City College of Calapan. The respondents were composed of thirty-five BLIS students who participated in on-the-job training during A.Y. 2025-2026. The study utilized a descriptive-correlational research design and a researcher-made questionnaire served as the primary instrument for data collection. Data were collected through google form focusing on three primary instruments: a Demographic Profile, an OJT Performance Evaluation, and an Employment Preparedness. The statistical methods used for data analysis included frequency and percentage distribution, weighted mean, Mann-Whitney test, Kruskal-Wallis test, and Pearson's r moment correlation coefficient.

The findings revealed that BLIS students demonstrated a very high level of OJT performance (weighted mean = 3.46) and employment preparedness (weighted mean = 3.43). Age was found to be a significant factor, with younger respondents showing better OJT performance and higher employment preparedness. While gender and socio-economic status did not significantly influence either OJT performance or employment preparedness. A strong, positive, and statistically significant relationship ($r = 0.760$, $p < 0.001$) was established between OJT performance and employment preparedness. Based on these findings, the study concludes that the OJT program effectively equips BLIS students with essential technical competence, work attitude, professional behavior, and communication skills, thereby significantly contributing to their employment preparedness. Age emerged as a key demographic factor influencing these outcomes.

The study recommends improving graduate preparedness, advocates for enhanced OJT integration, targeted skills workshops, and continuous feedback mechanisms. Further research should focus on the factors influencing OJT outcomes to optimize program design and ensure graduates are well-equipped for Library and Information Science careers.

Keywords: On-the-job Training, Employment Preparedness, LIS Students, Library and Information Science (LIS)

INTRODUCTION

In an era characterized by rapid technological advancements and evolving workforce demands, higher education institutions play a crucial role in preparing graduates who are equipped with relevant skills and competencies for professional practice (NEA, 2019). Employment preparedness has become a key concern across academic disciplines, particularly in fields that are directly affected by digital transformation and changing user needs. The library and information science profession exemplifies this challenge, as information environments continue to expand beyond traditional libraries to include digital repositories, archives, and information systems (Chowdhury & Chowdhury, 2020). Consequently, academic programs must ensure that graduates possess not only theoretical knowledge but also practical competencies aligned with industry expectations.

In the Philippines, the Commission on Higher Education (CHED) underscores the importance of aligning academic curricula with industry needs to enhance graduate employability, as outlined in CMO No. 104, series of 2017 (CHED, 2017). The Bachelor of Library and Information Science (BLIS) program is designed to prepare students for diverse roles within the information sector; however, the rapidly changing information landscape necessitates continuous evaluation of curricular components to ensure their relevance and effectiveness (Julien et al., 2018). While On-the-Job Training (OJT) is widely recognized as a critical mechanism for bridging theory and practice, limited empirical attention has been given to examining how OJT experiences specifically influence the employment preparedness of BLIS students, particularly within local higher education institutions.

City College of Calapan, like many higher education institutions in the Philippines, integrates On-the-Job Training into its BLIS program to prepare students for the professional demands of the library and information science field. OJT provides students with hands-on experience, enabling them to develop technical skills, professional attitudes, and workplace competencies essential for employment preparedness. Employment preparedness encompasses a range of attributes, including technical expertise, problem-solving skills, communication abilities, adaptability, and a strong work ethic (Rothwell & Kazanas, 2008; Johnson, 2019). Given the projected growth in demand for librarians and information professionals (BLS, 2022), assessing the effectiveness of OJT in cultivating these competencies is increasingly important. Thus, this study investigated the relationship between OJT experiences and employment preparedness among BLIS students at City College of Calapan, with the aim of contributing to the enhancement of library and information science education and supporting CHED's goal of producing industry-ready graduates.

LITERATURE REVIEW

On- the- Job Training of BLIS

On-the-job training (OJT) is workplace-centered learning that develops job-specific knowledge, skills and competencies through real work tasks, enabling faster professional growth than classroom learning (Wahocho, 2023). In Library and Information Science (LIS) education, practical training such as internships and service-based learning connects theory and practice, preparing graduates for modern digital library environments (Shlenova, 2025; Sharath, 2024).

In the Philippines, research shows BLIS graduates with OJT experience found employment quickly and performed well in core library tasks, though more hands-on activities in the curriculum are suggested (Sadueste et al., 2025). Similarly, Calvo et al. (2023) found that while online training was used during the pandemic, students preferred on-site immersion for more meaningful learning. Internships improve

technical and personal skills, making students more competitive for work (Yesmin, 2024), and specialized practicums help build confidence and secure professional positions (Raszewski & Peterson, 2020). However, challenges exist such as technical issues in virtual internships (Daniel et al., 2023) and lack of clear ethical guidelines in training settings (Rathnayaka & Weerasooriya, 2023). Overall, literature confirms that OJT effectively bridges academic preparation and professional practice, strengthening competence and career readiness among LIS graduates locally and internationally.

Employment Preparedness of BLIS

Studies show BLIS graduates have positive employability outcomes though gaps remain. Most graduates obtained employment quickly and felt prepared, crediting OJT and seminars, but recommended more hands-on and IT-related courses (Sadueste et al., 2025). Graduates were also employed in aligned positions but needed stronger technical skills and language proficiency (Buarki & Al-Omar, 2020), while curricula were found to only partially meet current demands (Kavishe & Shauri, 2022). Employers expect a balance of technical expertise and soft skills such as adaptability, teamwork, and leadership (Trembach, 2024). Emerging non-library roles also require curricula to adapt to new opportunities (Malik & Ameen, 2020). Psychological capital is linked to better perceived employability, smoother transitions, and career satisfaction (Baluku et al., 2020), reduces employment anxiety (Belle et al., 2021), and shapes readiness and expectations among students (Huang et al., 2025).

Experiential learning through OJT, internships, and practicums allows application of knowledge, skill development, and confidence building, supporting career success even in nontraditional roles (Raszewski & Peterson, 2020). Information-based ventures remain viable alternatives with proper training and resources (Sulyman et al., 2024). Overall, employment preparedness is shaped by curriculum alignment, psychological capital, experiential learning, and entrepreneurship. While outcomes are generally favorable, gaps in digital and entrepreneurial skills call for continuous curriculum improvement and stronger industry linkages.

METHODOLOGY

Research Design

This study utilized a descriptive-correlation method of research. A descriptive-correlational study described variables and tested the statistical relationship between and among the variables (Bhat, 2023).

Sources of Data

The researcher used primary data from the respondents of the study who were the BLIS students of City College of Calapan who participated in on-the-job training (OJT) and who will honestly answer the questionnaires in the study.

Population of the Study

The primary sources of data were the 35 Bachelor or Library and Information Science (BLIS) students from the City College of Calapan (CCC) who participated in on-the-job training (OJT) during the A.Y. 2025 - 2026, who answered the research questionnaires using Google Forms. This study focused on describing the experiences and characteristics of these specific individuals ensuring that the findings accurately reflect the conditions and perspectives of the OJT students. Only the empirical data generated from the responses were statistically treated and interpreted.

Instrumentation and Validation

The study employed a self-made questionnaire to data collection, utilizing three primary parts: a Demographic Profile such as age, gender, and socioeconomic status, an OJT Performance which includes

sections on technical competence, work attitude and professional behaviour, and communication and interpersonal skills with specific and measurable items rated on a Likert scale, and an Employment Preparedness covering areas such as knowledge and skills readiness, career readiness and adaptability, and professional confidence and work readiness, also utilizing a Likert scale format that allows respondents to provide quantitative feedback.

To ensure content validity, the questionnaire was reviewed by experts in library science, research, and statistics based on relevance, clarity, and appropriateness. After necessary revisions, it was approved by the research adviser for distribution. Reliability testing using Cronbach’s Alpha yielded excellent internal consistency: 0.947 for OJT Performance and 0.963 for Employment Preparedness.

Data Gathering Procedure

The researcher asked permission from the College administrator to conduct the study involving graduating BLIS students as respondents. Upon approval, a modified Google Forms survey questionnaire was sent via email and FB Messenger. Retrieval of the questionnaires was automatically done through Google Spreadsheet. All data gathered were tabulated and submitted to the statistician for statistical treatment of data.

Statistical Treatment of Data

The following statistical tests were used in the study:

1. Frequency and percentage distribution were used to describe the respondents’ profile in terms of age, gender and socio-economic status.
2. Weighted mean was used to describe the respondents’ a) on-the-job training performance in terms of technical competence, work attitude and professional behavior, and communication and interpersonal skills and b) level of employment preparedness in terms of knowledge and skills readiness, career readiness and adaptability and professional confidence and work readiness.
3. Mann-Whitney test was used to determine the difference in the on-the-job training performance and level of employment preparedness of the respondents when grouped according to their gender.
4. Kruskal-Wallis test was used to determine the difference in the on-the-job training performance and level of employment preparedness of the respondents when grouped according to their age and socio-economic status.
5. Pearson’s r moment correlation coefficient was used to determine the relationship between the respondents’ on-the-job training performance and level of employment preparedness

RESULTS AND DISCUSSION

1. Profile of the Respondents

Table 1
Profile of the Respondents

Profile	Group	Frequency	Percentage (%)
Age	21 years and below	12	36.4
	22-24 years old	15	45.5
	25 years old and above	6	18.2
Gender	Male	8	24.2
	Female	25	75.8
Socio-economic Status	Below 15,000	15	45.5
	15,001-30,000	16	48.5
	30,001-60,000	1	3.0
	60,001-100,000	1	3.0

Table 1 presents the demographic profile of the 33 Bachelor of Library and Information Science (BLIS) students from the City College of Calapan who participated in the On-the-Job Training (OJT). The majority of respondents were young adults aged 22-24 years, constituting 45.5% of the total sample. This was followed by those aged 21 years and below (36.4%), while 18.2% were 25 years old and above. This distribution indicates that the study primarily involved participants in their early twenties. Regarding gender, female respondents dominated the study population, with 25 participants (75.8%), while male respondents accounted for 8 participants (24.4%). In terms of socio-economic status, most respondents reported a monthly income between ₱15,001 - ₱30,000 (48.5%), closely followed by those earning below ₱15,000 (45.5%). Only one respondent each reported incomes in the ₱30,001 - ₱60,000 and ₱60,001 - ₱100,000 ranges. This implies that the majority of the respondents belong to the low to middle-income bracket.

Overall, the data revealed that the respondents were predominantly young adults, mostly female and largely are from low to middle income households. These characteristics suggest that the students are at the stage of professional development where practical exposure through OJT is crucial in enhancing their workplace skills and employment preparedness.

2. On-the-Job Training Performance of the Respondents

Table 2
Level of On-the-Job Training Performance of the Respondents

Scale	Domains	Weighted Mean	Interpretation	Rank
Training Performance	Technical competence	3.39	Very High	3
	Work attitude and professional behavior	3.53	Very High	1
	Communication and interpersonal skills	3.46	Very High	2
OVERALL		3.46	Very High	

Table 2 summarizes the overall On-the-Job Training (OJT) performance of the respondents across the three domains: technical competence, work attitude and professional behavior, and communication and interpersonal skills. The results indicate that the overall performance of the students during their training was generally very high, with an overall mean of 3.46. Among the three areas assessed, work attitude and professional behavior obtained the highest rating, followed by communication skills and technical competence. This signifies that the students displayed strong responsibility, ethical standards, and the ability to interact well with others, while also possessing the necessary technical knowledge to perform library tasks. Evidently, the OJT program successfully equipped the respondents with the combination of skills, attitude, and knowledge required for professional practice.

Overall, the results indicate that the OJT program successfully prepared the respondents for professional practice by strengthening their technical abilities, work attitude, and interpersonal skills, all of which are vital for future careers in Library and Information Science. Yesmin (2024), indicated that internships significantly improved both technical competencies and essential personal attributes associated with career

readiness. The study concluded that well-designed internship programs are vital for preparing LIS students for competitive employment environments and recommended the creation of specialized, employment-focused training modules. Azizi and Kaur (2023) modernize internship programs through clearly articulated objectives, outcome-based assessments, collaborative partnerships, service learning approaches, and structured program evaluation to strengthen employability outcomes.

3. Respondents’ Level of Employment Preparedness

Table 3
Level of Employment Preparedness of the Respondents

Scale	Domains	Weighted Mean	Interpretation	Rank
Employment Preparedness	Knowledge and skills readiness	3.32	Very High	3
	Career readiness and adaptability	3.49	Very High	2
	Professional confidence and work readiness	3.50	Very High	1
OVERALL		3.43	Very High	

The findings presented in Table 3 indicate that the overall level of employment preparedness of the respondents is very high, as reflected in the overall weighted mean of 3.43. Among the dimensions measured, professional confidence and work readiness ranked highest, followed closely by career readiness and adaptability. Knowledge and skills readiness also obtained a very high interpretation. This pattern suggests that while students are confident in their technical abilities, they excel particularly in their attitude, behavior, and self-assurance. Evidently, the respondents perceive themselves as fully equipped, competent, and ready to transition into the professional workforce.

These observations are strongly supported by various studies. Saduete et al. (2025) found that BLIS graduates generally feel adequately prepared for professional work after graduation. The high ranking of professional confidence and work readiness aligns with the findings of Baluku et al. (2020) and Belle et al. (2021), who demonstrated the significant role of psychological capital in enhancing perceived employability and reducing employment anxiety. Furthermore, the consistent emphasis on practical experience in the results reinforces the value of structured, practice-based learning as highlighted by Raszewski & Peterson (2020), which significantly contributes to the students' overall sense of preparedness for the profession.

4. Difference in the Respondents’ On-the-Job Training Performance When Grouped According to their Profile Variables

Table 4 Difference in the Respondents’ On-the-Job Training Performance When Grouped According to their Profile Variables

Variables	Profile Groups	Mean Rank	Inferential	P-value	Decision	Interpretation
Age	21 years old and below	19.08	X ² =9.546	.008	Reject H ₀	Significant
	22-24 years old	19.73				
	25 years old and above	6.00				
Gender	Male	18.44	U=88.500	.629	Fail to reject H ₀	Not Significant
	Female	16.54	Z=-.484			
Socio-economic Status	Below 15,000	17.47	X ² =.401	.940	Fail to reject H ₀	Not Significant
	15,001-30,000	16.34				
	30,001-60,000	22.00				
	60,001-100,000	15.50				

The analysis of difference reveals that age is a significant factor that influences the performance of students during their training. Specifically, younger students aged 21 years and below obtained the highest mean ranks, indicating superior performance compared to those in older age groups. The statistical values confirm that this difference is significant, meaning that age plays a role in how students perform their duties. However, the data clearly shows that gender and socio-economic status do not create a significant difference. Both male and female respondents performed at comparable levels, and variations in family income or background did not significantly affect their training outcomes. Therefore, the findings concluded that among the profile variables, only age has a significant impact on the On-the-Job Training performance of the respondents.

5. Difference in the Respondents’ Level of Employment Preparedness When Grouped According to their Profile Variables

Table 5 Difference in the Respondents’ Level of Employment Preparedness When Grouped According to their Profile Variables

Variables	Profile Groups	Mean Rank	Inferential	P-value	Decision	Interpretation
Age	21 years old and below	19.58	X ² =6.620	.037	Reject H ₀	Significant
	22-24 years old	18.57				
	25 years old and above	7.92				

Gender	Male	18.25	U=90.000	.673	Fail to reject H ₀	Not Significant
	Female	16.60	Z=-.422			
Socio-economic Status	Below 15,000	16.97	X ² =.074	.995	Fail to reject H ₀	Not Significant
	15,001-30,000	17.19				
	30,001-60,000	14.50				
	60,001-100,000	17.00				

The data in Table 5 explores the differences in respondents' level of employment preparedness based on profile variables such as age, gender, and socio-economic status. Similar to the previous findings, the results indicate that age significantly affects the level of employment preparedness. Students belonging to the younger age bracket of 21 years and below demonstrated higher levels of readiness compared to other age groups. This implies that younger respondents perceive themselves as more equipped or motivated to enter the workforce. On the contrary, gender and socio-economic status showed no significant influence. Male and female students expressed comparable levels of confidence and readiness, and the financial background of the students did not determine how prepared they feel for employment. These results suggest that while age is a differentiating factor, the training and education provided ensure that readiness is consistent regardless of gender and economic status.

6. Relationship Between the Respondents' On-the-Job Training Performance and their Level of Employment Preparedness

Table 6
Relationship Between the Respondents' On-the-Job Training Performance and their Level of Employment Preparedness

Independent	Dependent	Pearson's <i>r</i> ^a	<i>p</i> -value	Decision	Interpretation ^b
OJT Performance	Employment preparedness	.760 (strong)	<.001	Reject H ₀	Significant

As displayed in Table 12, it presents the relationship between respondents on-the-job training (OJT) performance and the respondents level of employment preparedness. The computed Pearson's *r* value of 0.760 indicates a strong positive and significant relationship between the OJT performance of students during training and their level of employment preparedness. The computed correlation coefficient indicates that as the performance in On-the-Job Training increases, the level of readiness for employment also increases correspondingly. This means that students who perform well during their practicum tend to develop stronger professional confidence, adaptability, and work-related competencies. The findings confirm that practical workplace exposure plays a crucial role in bridging the gap between theoretical knowledge and actual application, thereby preparing graduates for real-world environments.

The strong positive correlation between on-the-job training (OJT) performance and employment preparedness directly supported the findings of Rosyada & Suratman (2025) and Gustiawan et al. (2025),

who found that internships and OJT significantly enhance work preparedness and employability. This aligns with the emphasis placed on experiential learning by Wahocho (2023) and Shlenova (2025), who highlight OJT's role in bridging theory and practice and developing essential skills. Furthermore, the study's conclusion that well-managed OJT programs enhance workplace preparedness resonates with Priyanto et al. (2023), who found a positive association between OJT satisfaction and work readiness in vocational education.

7. Proposed Action Plan

Table 7
Action Plan

Areas of Concern	Objectives	Initiatives	Person Involved	Time Frame	Budgetary Allocation	Indicator of Success
On-the-job Training	Institutionalize and disseminate proven strategies while optimizing support for diverse learners	1. Develop and disseminate a comprehensive "OJT Best Practices Guide" incorporating study findings and successful strategies. 2. Conduct focus groups to understand experiences across diverse age groups and implement supplementary resources or mentorship pairings to ensure equal opportunity for success.	<ul style="list-style-type: none"> • OJT Coordinator • BLIS Faculty & Department Head • OJT Supervisors • Curriculum Development Committee • Student Support Services 	9 Months	Php90,000	A 90% utilization rate of the Best Practices Guide student satisfaction rate with OJT support leading to a 10% reduction in performance disparities between groups.
Employment Preparedness	Implement Advanced Skill Development Programs while Ensuring Continuous Program Relevance	1. Launch the "LIS Career Accelerator Program" featuring workshops on industry trends and establishing an alumni mentorship network. 2. Establish an annual Program Review process to analyze industry trends and implement data-driven curriculum updates.	<ul style="list-style-type: none"> • BLIS Department & Faculty • OJT Coordinators • LIS Industry Partners & Alumni • Curriculum Development Committee • Quality Assurance Office 	Annually	Php145,000	85% of students report enhanced career readiness and at least one significant curriculum update implemented annually leading to a 15% increase in graduates securing employment within 3 months.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The respondents of the study were predominantly young adults aged 22–24 years, mostly female, and largely belonging to low to middle-income households. This shows that the majority of BLIS students involved in the study are at a young age and come from similar economic backgrounds.

2. The On-the-Job Training (OJT) program effectively equipped Bachelor of Library and Information Science students from City College of Calapan with a very high level of technical competence, work attitude, professional behavior, and communication/interpersonal skills.
3. The OJT program significantly contributed to a very high level of employment preparedness among the respondents, encompassing knowledge and skills readiness, career readiness and adaptability, and professional confidence and work readiness.
4. Age is a significant factor influencing both OJT performance and employment preparedness, with younger respondents generally demonstrating higher levels in both areas while gender and socio-economic status were not found to be significant factors influencing OJT performance or employment preparedness in this study.
5. Age significantly affects employment preparedness, as younger respondents reported higher readiness levels, while gender and socio-economic status showed no significant influence. The high overall employment preparedness indicates that the program is effective across different student profiles, with no notable differences observed when grouped by these characteristics.
6. A strong, positive relationship exists between OJT performance and employment preparedness, indicating that higher quality OJT experiences correlate with greater readiness for employment in the Library and Information Science field.
7. Implementing the action plan for the continuation and potential expansion of the OJT program is recommended to further improve and enhance the technical competence, work attitude, professional behavior, communication skills, and employment preparedness of BLIS students at City College of Calapan.

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