



Curriculum Innovation, Instructional Strategy and School Governance on the Technical Competency of On-the-Job Trainees

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Abstract: The primary objective of the study was to identify the fundamental elements influencing the technical competency of trainees prior to the on-the-job training (OJT) program. These factors were examined in connection with innovations in curriculum innovations, instructional strategies and school governance. The study utilized a research design characterized as descriptive-correlation research. Pearson product-moment correlation was utilized to determine the extent of connection between curriculum innovation, instructional strategy, and school governance on trainees' technical competency. Moreover, a regression analysis was conducted to ascertain extent which specific variable most accurately predicted trainees' technical competency. The findings demonstrated that universities and colleges had fully integrated curriculum innovations to enhance the technical competency of trainees. They had also formulated effective instructional strategies, while school governance ensured the complete implementation of OJT program. As a result, trainees exhibited a significantly proficient technical competency even before commencing the OJT program. This suggests that stronger oversight and collaboration between higher education institutions and host training establishment lead to superior outcomes in terms of technically skilled graduates, thereby facilitating optimal job alignment and the cultivation of highly capable graduates in the future. The study underscored the direct relationship between collaborative efforts, evaluation processes, monitoring mechanisms, and the enhancement of trainee's technical competency.

Keywords: Curriculum Innovation, Instructional Strategy, On-the-Job Training, School Governance, Technical Competency, Trainee.

Introduction

In the Philippines, higher education institutions and colleges utilize on-the-job training programs as a method to acquire the skills and technical proficiencies that students possess. This approach serves as a means to cultivate specific competencies and ensure that the training is a fulfilling accomplishment (Ylagan, 2013). On-the-job-training (OJT) considers the type of practical tasks and hands-on activities commonly encountered in professional setting. Bernardo et al. (2014) emphasize that OJT elucidates the nature of the work environment and its associated duties and responsibilities involved, and that the student-trainees would greatly benefit from experiencing real-life scenarios and overcoming business-related obstacles.

The difficulty of educating the people who will make up the workforce is made more difficult by the severe competition in the global labor market. Educational institutions are now looking at

innovative methods of instruction to ensure that they are graduating students of excellent caliber. This is a result of inevitably growing academic standards and quickly strengthening socio-cultural transformations. Employers need graduates who are well-rounded, proficient in technology, and ready to operate in a fast-paced setting. Relon (2020) highlighted that in order to satisfy the demands of the shifting job market properly, the various educational institutions must keep up with these concerns.

Additionally, activities in the laboratory and the classroom will incorporate instructional methodologies to teach students and expose them to professions and future careers. Humans naturally develop a system for processing information, remembering knowledge, and acquiring new knowledge, according to Chamot and Harriz's book from 2019. Although children utilize strategies more frequently as they get older, it is not guaranteed that they will always discover and use all the methods they need. This is due to the possibility that it will depend on the assignment and method used. As Pressley & Harris (2009) said, the strategy of instruction is one method that works better than any other for guaranteeing that students really learn because it enables them to establish connections between concepts they have studied in class and actual situations, which helps them achieve their learning goals. Indeed, a curriculum that is fit for the substantial changes in economic, social, and even political circumstances of the 20th century may be used for several teaching and educational initiatives, according to Kelly (2009).

In light of the aforementioned facts, the researcher believes that there is a problem with the availability of high-caliber students who are informed and skilled enough to be regarded as technically competent in their field of endeavor. According to Ylagan (2013), higher education institutions provide courses that are in line with TESDA competencies, and on-the-job training (OJT) programs are one of the ways the higher education sector makes sure its graduates have the requisite skills.

Statement of the Problem

The study aimed to determine the essential factors that affects the technical competency of the trainee's prior to on-the-job training program.

Specifically, it seeks to responds the following query;

1. To what extent is the trainer's innovation on curriculum implementation to develop the trainee's technical competency?
2. What is the level of instructional strategy does trainers have to develop trainee's technical competency?
3. What is the level of the school governance do in implementing the On-the-Job Training program?
4. What is the adequacy level of technical competency do trainees have prior to On-the-job Training program implementation?
5. Is there a significant relationship between the trainee's technical competency to curriculum innovation, instructional strategy, and school governance prior to internship program, and
6. What variable that best predicts the trainee's technical competency?

Methodology

Research Design

The research study employs a descriptive-correlational research design. It is descriptive, hence, it focuses on gathering data to learn more about the current state of affairs (Fraenkel and Wallen, 2012), such as describing the curriculum innovation undertaken, the level of instructional strategy trainers has, the school's governance, and the trainee's technical competency. The correlation research design was used to discover the relationships that exist between variables so that you may understand how one variable affects another (Calderon & Gonzales, 2008).

Specifically, on the significance relationship between innovative approaches in curriculum, instructional strategies, school governance, and technical competency possessed prior to the On-the-Job Training program. While a comparative approach employs problem analysis to identify areas of difference and similarity, a new perspective reveals flaws in prior research or regulatory frameworks (Shahrok & Miri, 2019). This pertains to the variable that predicts the trainee's technical competency prior to the On-the-Job Training program.

Respondents and Locale of the Study

The respondents of the study were the students of the state universities and colleges (SUC), as the delivering higher education institution (HEI) has an On-the-Job training program in their curriculum. Researchers treated them as respondents, considering that they were the students that undergo an on-the-job training program and observe the innovative curriculum approach, teaching strategy, school governance implementation, and technical competency that must be possessed by the students after they graduate. It was conducted at one of the state universities and colleges in Cotabato Province specifically with the intention of offering a program that will have supervised industrial training and on-the-job training (SIT and OJT) courses as part of their mechanism to produce high-caliber graduates in the future.

Research Instrument and Procedure

The research instrument that was used in gathering the data was composed of four (4) parts. The first part of the instrument was the curriculum innovation that the instructor and professor made to have technically competent graduates prior to the on-the-Job Training program. The indicators were adapted from the accrediting agency of chartered colleges and universities (AACUP) instrument that was usually used in the survey of the different programs in a technical-vocational school. Specifically, it refers to Area III (Curriculum and Instruction) for the Level III preliminary survey. The second part focused on the instructional strategy, which was adapted from Persaud, C. (2022b) "Instructional Strategies: The Ultimate Guide for Professors", while the third part concentrated on the school governance in implementing the On-the-Job Training (OJT) program, of which one method was monitoring done by the higher education institution (HEI), student internship program in the Philippines (SIPP) coordinator, Host Training Establishment (HTE), and the Commission on Higher Education (CHED). The indicators were adapted from CHED CMO No. 104. 2017 is also known as the "Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs," and finally, the last part of the instrument was the technical competency of the trainee prior to the on-the-Job training program that the trainee must possess to complete all the degree programs. The indicators were adapted from the Training Regulation of the TESDA (Technical Education and Skills Development Authority), more specifically the basic competencies, which were common to all programs as an assessment tool to have a National Certificate (NC) based on the competency standards for a national qualification.

The researcher then approached the college research coordinator or the dean's office to request approval before the study was carried out. The schools' approval must first be sought in conformity with protocol and ethics before the instrument is given to the respondents. The respondents are then given the questionnaire by the researcher, who asks them to answer each of the listed indicators. In-person collection of the completed surveys is the best choice. But rather than utilizing a straightforward Google Form, the researcher will post it to Google Form Creator and invite respondents to respond.

Statistical Analysis

The researcher used descriptive statistics like frequency counts, weighted means, and arithmetic means to calculate the data that had been collected. Alicay (2014) explains that a value was obtained by dividing the total number of observations by the number of observations. Detailing the information from curricular innovation, instructional strategy, school governance, and technical competency prior to the on-the-Job Training program. The Pearson Product Moment

correlation coefficient was used to determine if there is a significant linear relationship between variables. Whereas a regression analysis was employed to identify predictors of the technical competency of trainees prior to the on-the-job training program.

Results and Discussion

The innovative curriculum was successful in developing trainees' technical ability, as evidenced by the thorough analysis presented in Table 1. The table categorizes the various aspects of the innovation and assigns them mean scores, which are then evaluated quantitatively. All categories have mean scores ranging from 4.51 to 4.59, with an overall mean of 4.55, which is surprisingly high. The institution's endeavors in curriculum and program studies, instructional procedures, teaching strategies, assessing student performance, and classroom management appear to have been completely achieved based on these outcomes.

It implies that, in classroom management, the keeping of student records such as daily attendance, student performance with quizzes and unit tests, summative tests like midterm and final examinations, and other tests administered were returned to students after results were checked. As to curriculum and program studies, the policies and guidelines as stipulated on Commission Memorandum Order (CMO) 5, series of 2005, were fully implemented. Added to this are the teaching methods and techniques, such as the incorporation of instructional strategies into the curriculum, that support the development of a trainee in a more inclusive, effective, and engaging learning environment. While in the instructional process, keeping the curricula up-to-date and educating students on the recommended readings and references should be incorporated to promote independent learning.

Table 1. Curriculum Innovation Implementation to Develop Trainees' Technical Competency

	CATEGORY	MEAN	QUANTITATIVE INTERPRETATION
1	Curriculum and program studies	4.55	Fully Implemented
2	Instructional process	4.51	Fully Implemented
3	Teaching methods and techniques	4.53	Fully Implemented
4	Assessment of academic performance	4.55	Fully Implemented
5	Classroom management	4.59	Fully Implemented
	Overall Mean	4.55	Fully Implemented

Findings show that the universities and colleges fully implemented the assessment and measures to achieve quality education, which is an essential component of the Philippines' higher education system, through a consistent program of internal and external assessment, notably among chartered state universities and colleges. Bernardo et al. (2014) said that on-the-job training as part of the college curriculum aims to educate and prepare students for future employment by making them aware of the nature of the workplace and the duties that are involved. Meeting real-world obstacles and dealing with real-life events will greatly benefit the student-trainees and produce graduates that are of the highest level.

A thorough review of the instructional techniques used to develop trainees' technical ability is provided in Table 2. A numerical interpretation of the implementation status is provided together with the matching mean score for each unique category of instructional methodology. A noteworthy achievement is the category of Active Learning, which has a mean score of 4.31, indicating a "Developed" stage of integration. This demonstrates the institution's commitment to include students in interactive, thought-provoking activities that help them develop their technical skills. The institution's dedication to integrating instructional techniques with assessment practices and resulting in a unified learning and evaluation ecosystem is highlighted by the fact that the Assessment-based strategies, with a mean score of 4.38, also fall into the "Developed" bracket. The institution's dedication to integrating instructional techniques with assessment practices and resulting in a unified learning and evaluation environment is highlighted by the fact that the Assessment-based strategies, with a mean score of 4.38, also fall

into the "Developed" bracket. The Group Instructional Strategies category earns a mean score of 4.36 as well, supporting the "Developed" description even more. This demonstrates how the institution effectively fosters trainee technical capability through collaborative and group-oriented techniques. The institution has been successful in putting into practice well-rounded educational methodologies, as seen by the overall mean score of 4.35 across all areas. This all-encompassing strategy highlights the institution's commitment to developing a stimulating and efficient learning environment, which improves trainees' technical proficiency.

Table 2. Instructional Strategy to Develop Trainees' Technical Competency

	CATEGORY	MEAN	QUANTITATIVE INTERPRETATION
1	Active learning	4.31	Developed
2	Assessment-based	4.38	Developed
3	Group instructional strategies	4.36	Developed
	Overall	4.35	Developed

According to Nugroho (2020), the utilization of formal and informal assessment will gauge the student's learning, while Jacobs (2004) said that encouraging students to become more independent and motivated learners through group activities may help students develop the skills they need to thrive in school, and real-world experience, practical skills, and contacts with experts in the industry are crucial for on-the-job trainees (On-the-Job Training Manual, 2015).

Table 3 offers a clear picture of how successfully the On-the-Job Training (OJT) program is integrated into the governance of the institution. Many aspects of governance are broken down in this table, given mean ratings, and their present implementation levels are explicitly explained. The mean score for the "Higher Education Institution (H.E.I)" category is 4.58, which essentially suggests that this feature has been fully implemented and that the institution has successfully placed the foundational elements for the OJT program in place. The "Student Internship Program Coordinator (SIPC)" category also receives a better mean score, 4.61, indicating that the program's coordination is complete. The "Host Training Establishment (H.T.E.)" category, with a mean score of 4.60, demonstrates how the external locations where students receive hands-on training are also effortlessly included in the program's governance. The "Commission on Higher Education (CHED)" element receives a mean score of 4.57, demonstrating that the regulatory body's role in the program's governance is likewise fully implemented. With a mean score of 4.59, it is conclusive that the school has successfully implemented the governance structure of the OJT program. All necessary components have been effectively organized and set up, ensuring the smooth operation of the program.

Table 3. School Governance Implementation on On-the-Job Training Program

	CATEGORY	MEAN	QUANTITATIVE INTERPRETATION
1	Higher Education Institution (H.E.I)	4.58	Fully Implemented
2	Student Internship Program Coordinator (SIPC)	4.61	Fully Implemented
3	Host Training Establishment (H.T.E.)	4.60	Fully Implemented
4	Commission on Higher Education (CHED)	4.57	Fully Implemented
	Overall	4.59	Fully Implemented

The student internship/On-the-job training program coordinator plays an important role in the success of the training. The findings were supported by Finkel (2014), which suggests a method of organizing and managing academic on-the-job training programs, clarifies the roles and functions of the various actors involved, seeks suitable host training institutions and businesses to sign OJT agreements, and designs suitable protocols for monitoring and evaluation. More so, the completion of CMO 104, s. 2017 insinuates harmonious collaboration and linkages between

HEI, HTE, and the CHED. As De Guzman (2012) states, the degree of internship program implementation within the industry partner is related to the feedback from students on industry partners, and the monitoring approach is reflected in Article 14.2.3 of CMO No. 14 s. 2017 that require HEIs, the following documents must be submitted by the HEIs to CHED through the CHED Regional Office (CHEDRO): a copy of the duly notarized MOA or training agreement; a list of the partner HTEs and HTE partners; and an annual report on the implementation of SIPP every school year.

The technical competence of trainees before beginning the On-the-Job Training program is thoroughly evaluated in Table 4. The table depicts particular competency domains, assigns average scores, and provides clear interpretations to evaluate trainees' readiness. The mean score of 4.51 in workplace communication indicates proficient engagement with communication protocols crucial for integration into professional settings, resulting in a "Highly Adequate" level. The mean score of 4.55 in the team environment category demonstrates strong collaboration skills that are "Highly Adequate" and essential for today's work environments. The trainees possess essential professional traits, as demonstrated by the highly adequate mean score of 4.59 in career professionalism practice. The practice of occupational health and safety procedures earns a mean score of 4.58, indicating a "Highly Adequate" standing and revealing a comprehensive understanding of safety protocols, essential for practical work scenarios. The trainees' comprehensive mean score of 4.56 across all competencies reaffirms their "Highly Adequate" interpretation, indicating a strong technical skill and professional behavior foundation, which positions them well for their upcoming OJT.

Table 4. Adequacy of Trainees’ Technical Competency Prior to On-the-Job Training Implementation

	CATEGORY	MEAN	QUANTITATIVE INTERPRETATION
1	Participate in workplace communication	4.51	Highly Adequate
2	Work in a team environment	4.55	Highly Adequate
3	Practice career professionalism	4.59	Highly Adequate
4	Practice occupational health and safety procedures	4.58	Highly Adequate
	Overall	4.56	Highly Adequate

Thus, Ramilo (2014) explains that career professionalism was already practiced in the K–12 Basic Education Curriculum and that students could earn Certificates of Competency (COC) or National Certificate Level I (NC I) and National Certificate Level II (NC II) after completing a Technical-Vocational-Livelihood track in Grade 12. Along with it, Kaynak et al. (2016) study found that the majority of governments and populations have safety as a top priority and emphasized that students undergoing on-the-job training should be familiar with occupational health and safety procedures. To amplify, work in a team or teamwork is one of the obvious and crucial work arrangements of the twenty-first century (Khawam, Didona, and Hernandez, 2017).

In Table 5, you can find a detailed examination of the relationship between trainees' technical competency and important educational factors like curriculum innovation, instructional strategy, and school governance. The table offers quantitative insights into the strength and statistical significance of the relationships by presenting correlation coefficients (r) and accompanying p-values. The variable Instructional Strategy shows a correlation coefficient of .644. The remarkably higher correlation coefficient of .778 associated with Curriculum Innovation signifies a stronger bond between trainees' technical competency and innovative curriculum approaches. Additionally, the school governance variable has the highest coefficient, which is .794, highlighting the strong relationship between effective governance and trainees' technical proficiency. The substantial statistical significance of these connections at the 0.01 level is highlighted by the consistently low p-values of .000 across all variables. Together, Table 5 highlights the complex interactions between trainees' technical competency, curriculum

innovation, instructional approach, and school governance, illuminating their joint contribution to the creation of a comprehensive and successful educational environment.

Table 5. Relationship between trainee’s technical competency to curriculum innovation, instructional strategy, and school governance.

VARIABLE	CORRELATION COEFFICIENT (r)	P=VALUE
INSTRUCTIONAL STRATEGY	.644	.000**
CURRICULUM INNOVATION	.778	.000**
SCHOOL GOVERNANCE	.794	.000**

** Correlation is highly significant at 0.01 level

No one can dispute the importance of instructors or the impact that their abilities will have on students' academic progress, according to Moore (2014). Teachers must have a solid comprehension of the powerful principles of teaching as they apply to effective teaching, as well as a clear understanding of how these concepts could be implemented in the classroom, in order for that influence to be useful. Kolb (2000) continued by saying that the cycle of experiential learning theory is visible as the student progresses through the learning process.

A thorough examination of the most significant predicted factors affecting trainees' technical proficiency is provided in Table 6. Notably, the variable School Governance (SGOV) emerges as a strong predictor, highlighting its importance with a high standardized coefficient (Beta) of 0.825 and a p-value of .000. The model's effectiveness in describing the variation in technical competency is supported by its performance measures, such as the Multiple Correlation Coefficient (R) of 0.835 and the Coefficient of Determination (R²) of 0.698. In essence, Table 6 provides insightful information on the variables influencing technical competency, emphasizing the crucial function of School Governance in this context.

Table 6. Variable that best predict the trainee’ technical competency

MODEL	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	t	SIG.
	B	Std. Error	Beta		
Constant	1.034	.163		6.34	.000
School Governance (SGOV)	.726	.150	.825	4.85	.000
	R= .835	R ² = .698	F= 119.42	P-Value= .000	

The facts were in congruence with the CMO 104, 2017 with the primary goal of enhancing the execution of the neighborhood internship via the cooperative work of the participating parties' links between academia and industry (HEIS) and a joint or affiliated establishment, creating harmonies in cooperation and connections between institutes of higher education and the Host Training Establishments (HTEs) to ensure that the on-the-job training program is implemented successfully. Furthermore, the capabilities and technical competency of a trainee were anchored to the principles of scientific management; according to Taylor (2004), competent employees were individuals who had the abilities and knowledge required to carry out their duties effectively. As Finkel (2014) suggests, the method of organizing and managing academic internship programs must clarify the roles and functions of the various actors involved, seek suitable host training institutions and businesses to sign OJT agreements, and design suitable protocols for monitoring and evaluation. In addition, Halili (2004) noted that monitoring is crucial for the program to transfer students from school to work to be effective, significant, and connected.

Conclusion

Based on the findings and results, universities and colleges developed instructional strategies, fully implemented the on-the-job training program, and provided highly adequate technical competency beforehand the OJT program. This was done to develop the technical competency of the trainees. The technical competencies of the trainees are very positively correlated with curriculum innovation, instructional strategy, and school governance. These imply that an improvement in the trainee's technical competency is connected to improvements in instructional strategy, curricular innovation, and school governance. To demonstrate that school governance, as part of the trifocal education system required by the Philippines Qualification Framework (PQF), is the best predictor of the technical competency of the trainees and is crucial in strengthening the technical competencies the trainees already possess.

Recommendations

The finding highlights the significance of allocating a whole academic year to carefully review, track, and assess the faculty's involvement in curricular innovation, with a special emphasis on the syllabus. This entails preserving its relevancy, enhancing its substance, and amending it as necessary to keep up with the changing standards of the sector and the nature of the job market. In-depth classroom observations are also advised to make sure the right knowledge and skills are being imparted. The Commission on Higher Education (CHED), Higher Education Institutions (HEIs), and Hospitality and Tourism Enterprises (HTEs) must also forge a strong collaborative partnership in order to administer the on-the-job training program successfully. By ensuring both job alignment and the future accomplishment of high-quality graduate outcomes, such partnership strengthens the link between educational objectives and market demands.

Acknowledgement

Dr. Virgencita B. Caro, Dr. James P. Palinawan, and the faculty of the graduate studies of the College of Education at Central Mindanao University have provided the researcher with the knowledge and skills in educational administration necessary to become a future leader in his or her field, are all people the researcher would like to express his or her sincere respect and admiration for.

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