



The Journey of the On-The-Job Trainees on their Knowledge, Attitudes, and Skills Development under the New Normal

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Abstract: The study stood all about the journey of the on-the-job trainee under the new normal in relation to the model and module-based training program of the school. It describes the experiences encountered by the trainees in the development of knowledge, skills, and attitudes (KSA) as the course of internship. Structured and semi-structured questionnaires were utilized through interviews, focused-group discussions, and in-depth interviews to allow themes to flow organically rather than merely asking questions from a prepared question list in a precise order. Qualitative-narrative case study methods were used, utilizing inductive coding, in-vivo, categorizing, and theme analysis of the data that was transcribed from the respondents' responses. Results revealed that, the COVID-19 pandemic has had an impact on the trainees' learning skills, knowledge, and attitudes as well as on their performance, which contradict to high-quality customer service. Yet, individual enhanced performance immediately leads to profit, and a systematic strategy for measuring and evaluating training programs is essential for achieving consistent performance. It is, therefore, a structured program in place of on-the-job training, better strategies to address individual learning impairments to the development of the trainees that contrast with the goal and objectives of the on-the-job training course.

Keywords: On-the-Job Training, Pandemic, KSA (Knowledge, Skills, Attitude), New Norman, On-site training, Dual Training.

Introduction

On-the-job training is an excellent model of "investment in human capital." (Barron, Berger, Black, 1997). Like other investments, on-the-job training has an initial cost, which includes the time spent by the worker and coworkers studying productivity-enhancing skills, as well as the cost of gear besides the materials needed to instill these services. According to Alipour, Shanavaz (2009), a company that wants to thrive and continue to succeed must have a staff that is eager to learn and improve on a continual basis. Human capital development and training are critical to the efficient management and maintenance of a competent workforce. Further stated that training, like other human resource operations of recruiting, choosing, and paying employees are examples of human resource development.

The primary agenda of academic institutions in the Philippines throughout history has been to educate students based on notions of divinity, loveliness, and goodness. Its prime goal is to develop students' intellectual curiosity, sacred desires, and mystical fears through the provision of theories that are equally useful in real life and employment Campbell (2006), as cited by Plaza, Sual (2017). Academic training and industrial expectations must be well-matched as essential for nation building because schools ensure a nation's well-being on social, cultural, and economic levels (Watson, 2000). However, the institution needs to associate the disparity between what is imparted in school and what business requires. The institution produces

qualified graduates who are sought after by businesses. This situation results in a misalignment between academic education and the demand for skilled labor, which is often the dilemma of a job-skill mismatch (The On-the-Job Training Manual, 2015). Universities must also create graduates who can make a positive contribution to society (Watson, 2007).

In the present circumstances, education has taken on a new normal, with OJT and internship programs (both international and domestic) being stopped until the Enhanced Community Quarantine (ECQ), Modified Enhanced Community Quarantine (MECQ), General Community Quarantine (GCQ), and Modified General Community Quarantine (MGCQ) have been removed. Higher Education Institution in MGCQ regions can be approved for in-campus OJT and internship programs as long as proper physical distance and other health regulations are followed (CHED COVID Advisory No. 7, 2020). However, institutions must adapt to these developments in order to improve graduate employability (Velez, 2012). Workers must have 21st-century competencies in order to take part, contribute, and develop critical thinking, innovation, and communication skills in order to compete in the global market today (Velez, 2012). Thus, one of the issues faced by the SIPP (Student Internship Program in the Philippines), whose goal is to allow students to supplement or enhance their classroom experience or limited exposure with practical knowledge, skills, and desired attitudes, as well as get hands-on experience in a certified host training establishment.

Statement of the Problem

This research study attempts to find out the journey of the on-the-job trainees on their knowledge, attitudes, and skills development under the new normal.

Specifically, it seeks to answer the following questions:

1. What are the attributes of the on-the-job-trainees under new normal?
2. What are the experiences of the on-the-job trainees during their OJT program?
3. What are the key consideration made by College of Trades and Industries in managing the OJT programs in the new normal in terms of,
 - 3.1. Onsite training
 - 3.2. Module-based?
4. How does the impact of COVID-19 pandemic on on-the-job training of College of Trades and Industries affects the knowledge, attitudes, and skills (KAS)?

Literature Review

Effectiveness of on-the-job training

Effective training improves people's knowledge, skills, attitudes, and behavior, as well as their performance. Individually improved performance directly results in profit. A systematic strategy for measuring and evaluating training programs is essential for achieving consistent performance (Alipour and Shahnava, 2009).

The effectiveness of on-the-job training will be determined by TVET institutions' placing a better focus on choosing OJT locations that could have the services specified in the curriculum and competency criteria. This might be because numerous OJT curricula, even those that do not cover in other ways the curriculum in complexity, although additional study is necessary to back up these claims. Techniques for job teaching, as well as work rotation, mentoring, and apprenticeship training are all examples of OJT methodologies. On the other hand, OJT has now become a popular training method (Eranda, Kumarasinghe, 2021). Added to this, on-the-job training (OJT) gives the employee the skills he or she needs to be more readily qualified for a certain job. OJT will prepare the government to deal with the problems that low-skilled and unskilled workers might cause. The majority of trainees work in a shop or workshop for six months to a year to strengthen their practical skills.

Furthermore, the university will organize and promote academically motivated internships for private student businesses and other organizations to encourage job experience and equip students with the necessary skills to augment their theoretical learning. Internships may help students develop a core set of global market skills that are now considered requirements, including communication and time management skills, increased self-confidence, and increased self-motivation while they are still in university. (Gill and Lashine, 2003). Working experience gained through cooperative programs is a genuine approach to easing the reality shock of shifting from academia to the workforce. (Collin and Tynjalla, 2003; Garavan and Murphy, 2001). Internships help students enhance their employment prospects by allowing them to develop their job skills and beliefs, focus on their career choices, have direct access to job sources, and even impress future employers.

Student Internship Program of the Philippines (SIPP)

On the study of (Plaza, Sual, 2017) Colleges in the twenty-first century must deal with fast modernization, globalization, and demographic changes, which have an influence on job availability, employability, and new skills needed in the workplace, all of which are factors to consider. Cultural sensitivity and knowledge of other beliefs, cultures, and personalities are the top three most frequently applied competencies, followed by personal character. The outcome implies that there is a need to strengthen the element of offering incentives for intern training. The People Management Association of the Philippines (PMAP) underlined the value of on-the-job training as a mechanism for producing high-performing graduates. The Commission on Higher Education (CHED) designated on-the-job training (OJT) as the Philippines' Student Internship Program (SIP) (SIPP) to ensure that the learning and exposure are of high quality. The Memorandum requires the school to provide a system for evaluating student intern performance to the Host Training Institution (HTI). The Dean of the School additionally signs a training contract in addition to the MOA with the HTI. (CMO No. 23, 2009).

Employers emphasize communication skills in addition to technical proficiency in industrial training and experience. Universities must prepare graduates with appropriate communication skills to deal with a challenging and changing business environment (Idrus et al. 2010). The study looks at the verbal and transcribed communication abilities of trainees at a private engineering and technology university in Malaysia. Overall, the data shows that the interns have strong oral and written communication skills. Despite the fact that trainees rated their communication abilities higher than their industrial supervisors, the results indicated that the institution may have effectively trained and groomed its students to meet the demands of modern industry (DOLE On-the-Job Training Manual). Those are presented and explained in connection to the university's admissions standards, course syllabus, and university-industry cooperation activities (Idrus, et. al. 2010).

On the other hand, the educational establishment must link the knowledge, skills, and approaches provided in colleges to industrial requirements. Fast modernization, globalization, and demographic transitions all have an impact on the availability of jobs and employability and the development of new skills in the workplace. Furthermore, as a component of the courses, they provide an on-the-job training program to provide students with vital employment qualifications and competency. According to Verrecio (2014), education must prepare graduates for the obligations that await them after graduation, citing Barnard et al. Internships also provide students with the chance to enhance their learning.

On-the-job training bridges the educational and practical experience gaps. It gives students the opportunity to learn about a profession while being supervised and supported, as well as to develop real-life values and skills. This is why Kim et al. (2012) believe that internship courses should be required at universities. Students are assigned to different institutions over the summer before beginning their fourth year, which includes corporate and government agencies as well as non-governmental groups. Throughout history, the primary goal of academic institutions has been to teach students. The concepts of God, beauty, and morality have all been addressed. The

major goal was to stimulate students' intellectual appetites, religious needs, and spiritual concerns via the presentation of concepts that were useful in actual life and work (Campbell, 2006). Academic institutions, on the other hand, must bridge the gap between what students learn in school and what employers require today. Industries are looking for technical school graduates.

As a consequence of these circumstances, the demand for skilled jobs and the need for proficient workforces are not aligned, which is sometimes referred to as the job-skill mismatch issue (DOLE On-the-Job-Training Manual). Organizations can effectively reduce the unproductive break-in time of newcomers by improving on-the-job training and establishing and managing a comprehensive on-the-job training program. Novices need to develop and be fully productive in order to take their place as fully functional members of a team. This is sometimes the case in smaller firms when workers are asked to create more than initially planned, burdening others who may be stressed.

As a consequence, on-the-job training (OJT) is seen as a competitive weapon for rapidly preparing employees to be "performance-ready," helping them to keep up with dynamic changes in their fields. According to Rothwell and Kazanas (2004), the rising employment of this necessity is compounded by short-term, contingent, flexi-time, and flexi-place employees who must be productive as quickly as feasible. With planned OJT, employee worry may be decreased and turnover avoided. Employees who are permitted to learn by "sink or swim" (unplanned) ways may be concerned about not knowing what is expected of them. Managers strive to reduce turnover because it increases training costs and lowers productivity (Kovach & Cohen, 1992). OJT is not the sole method for identifying and correcting basic skill shortcomings. To link it with fundamental skills training, employ the functional job introduction context approach. As a consequence of OJT, employers may be more likely to develop better techniques for dealing with particular learning issues. According to the OJT program, internships are an academically motivated program that arranges and promotes the placement of students in private enterprises and other organizations to get work experience in order for students to receive the necessary skills to supplement their theoretical training (Mihail, 2006). A planned OJT may result in good customer service impressions since these are typically established during critical times when people contact corporate personnel (Rothwell and Kazana 2004).

Webinar

One prevalent technique for instruction and learning is through webinars and virtual conferencing in general. Webinars are web-based seminars in which participants and facilitators intermingle in actual period applying vocal sound while speaking live over the Internet from multiple geographical locations utilizing shared virtual platforms leveraging IP technology and web camera equipment (Gegenfurtner, Ebner, 2019). While Gegenfurtner et al., (2020).

Webinars are digital methods for delivering training and education via simultaneous video contact between training instructors and participants who are located away. A webinar is a type of web conferencing that is used for educational purposes such as learning and teaching. It is a technology that allows participants and lecturers to interact directly without having to be at the same physical area; the geographical flexibility and ubiquity of webinars are benefits.

Methodology

Research Design

The researcher employed descriptive-qualitative methodologies, notably the case study, in which a person or unit is studied over a long period of time. It was found and identified all of the factors that have influenced the history and development of the subject or subjects under investigation (Sevilla et al., 1992).

Sample and Data Collection

The study's respondents were the fourth-year BTVTEd (Bachelor of Technical-Vocational

Teacher Education with a subject in TTE 331) (Supervised Industrial Training I) and fourth-year BSIT (Bachelor of Science in Industrial Technology with a subject in ITM 231) (Supervised Industrial Training I). Furthermore, a non-probability sampling strategy in which the items chosen for the sample were selected at the discretion of the researcher (Black, 2010). Researchers ponder that by engaging sound judgment, they were able to produce a representative sample, saving time and money.

Data Analysis

The researcher transcribed all the acquired data before coding and categorizing it (Dey, 1993). According to Campbell (2006), the code is frequently a word or brief phrase that symbolically assigns a summative, conspicuous, essence-capturing, and/or emotive attribute to a portion of language-based or visual data. Furthermore, it is a method of organizing data that involves bracketing chunks (of text or image segments) and inserting a category-representing word in the margins (Rossman, Rallis, 2012). It also requires gathering text data, categorizing sentences (or paragraphs), and labeling those categories with terminology, often based on the participants' native language, as well as using descriptive coding. Furthermore, the researcher employed an inductive coding strategy, in which the coding, on the other hand, works in reverse, creating based on the data itself. Following that, the resulting coding was subjected to a category or theme analysis before being included in the qualitative narrative.

Results and Discussion

The purpose of the study was to learn about on-the-job trainees' experiences during their OJT and the impact of the COVID-19 pandemic on those on-the-job trainees' knowledge, attitudes, and skills. It was conducted in the second semester of 2021–2022 at the University of Southern Mindanao's College of Trades and Industries. Face-to-face interviews, focus group talks, and in-depth interviews with fifteen (15) respondents utilizing open-ended questionnaires such as structured and semi-structured questionnaires were used to collect data and information. The data was analyzed using inductive coding, in vivo coding, categorization, and theme analysis.

Seven (7) of the respondents were from Electrical Technology major, four (4) from Automotive Technology, and four (4) in Drafting Technology major. Despite the enormous number of potential participants, it appears that the replies were essentially comparable, indicating that they were have the same experiences encountered while on-the-job training during the pandemic, notably during the first semester of 2021–2022.

Experiences of OJT Trainees

The evidence shows that the students had experience of attending the webinar and becoming aware of the schedule to become proactive during the OJT training, yet no activity was given after the webinar. *Staying proactive during the OJT activity by attending all the webinars every Friday; attending online classes besides having other jobs; and being aware of the schedules, specifically during the webinar to prepare for a good ' .* While commenting that *"If possible, there should be an activity given to the student trainees to become active besides the OJT held in webinar, and make a program that can help students enhance their study habits for skills like making a project that students can do."*

Besides, trainees experience the development of knowledge by learning additional information, learning other majors, modern technology applications used and critical thinking. Although, a number of trainees couldn't understand the topics, hence resource person of the day is not there expertise and they were not talking in the same language. "Join with webinar session to gain additional information; I need to understand the basic information about thus majors; I learned about the cause of brownout and how power is distributed to the house; with this knowledge, it is considered no problem, thus we are in modern," they commented.

Moreover, the majority of them notice that there are "no actual jobs" and "no skills" experienced during OJT because it was held on a webinar. Indeed, an adjustment occurred to their attitude

besides destruction and being bored during the OJT program. They also experience the usual practice of *"waking up early in the morning", even though sometimes it results in a conflict of schedule, hard time coping, or hardship managing the time. "My OJT we have a very conflicted time management because of many reasons,"* they said, and *"I have a hard time coping, especially since it is on-line and webinar."*

The worst that they have experienced was the internet connection, such as losing connection, weak signal, and audio problems that will result in stress for the OJT trainee. They commented that, *"ineffective due to internet access, sometimes you lose connection," "Internet connection was the first problem that I encountered," "when the signal was weak."*

Although the OJT was held in a webinar, it was just compliance with CHED COVID Advisory No. 7 of May 24, 2020, which stated that "OJT and internship programs (international and local) remain suspended until ECQ, MECQ, GCQ, and MGCQ have been removed." In-campus OJT and internship programs can be permitted for HEIs in MGCQ zones, as long as stringent physical distance and other health norms are followed. The findings were consistent with the mission of the academic institution Campbell (2006), as described by Plaza, Sual, (2017), which was to educate students about God, beauty, and morality. The major goal was to improve the students' intellectual appetite, religious needs, and spiritual concerns by providing theories that were useful in actual life and work. Academic institutions, on the other hand, must bridge the gap between the information, skills, and attitudes taught in schools and the demands of today's industry.

Key Consideration in Managing the OJT Program in the New Normal

OJT program when it will be on-site training, participants commented that the trainee can acquire more knowledge, actual work experience, and the availability of the expert that guides the student-trainee in performing jobs and tasks. They said that *"we acquire more knowledge and skills; actual are more effective learning because of its experiences that can gain skills which can be used for those future work; and expert is available in the area that you might be going to ask."*

Those activity may not happen due to CHED COVID Advisory No. 7, (2020) and it contrast to Mihail (2006) which states that internships are an academically driven program that organizes and promotes placement of students in private firms and other organizations to develop work experience in order for students to obtain the required skills to augment their theoretical instruction.

On the other hand, there are numerous keys that would be considered when it comes to module-based training. The instructional videos, the design of activities, no opportunity, knowledge and skills were not enough, rely on internet access, self-motivation, social media utilization, self-improvement, and sometimes a one-day seminar may be applied. They said that *"it give instructional videos of specific specialization; teachers or instructors must make some effort to assess their students by designing some activities that are well explained; there is no training at all; no opportunity that I will perceive; the learning that we have is not enough; makes me rely on the internet and not make an effort; they need to study with themselves to enhance their skills and knowledge; address the challenges is/are coping mechanisms such as watching, searching on the web in line with the specialization course; make time for OJT and encouragement."*

As a result, the student's trainees can engage in on-site training under the new normal and attend webinars at the program's stipulated times. Although CMOs and directives prohibit face-to-face training, it is only relevant to trainees with the barangay in order to prevent mobility from one location to another, which is in violation of IATF regulations. Furthermore, when OJT has been properly prepared, companies may effectively decrease the wasteful COVID-19 epidemic break-in period (Rothwell, Kazanas, 2004). Employee anxiety is reported to be relieved by planned OJT, as well as preventable turnover. Employees may be worried about not understanding what

they are required to do, how they are expected to do it, or why they need to do it if they are left to learn occupations by "sink or swim" (unplanned) means.

In connection, the college set up some monitoring schemes in order to check the trainee's participation in on-the-job-training under the new normal. It is in the form of attendance, compilation, documents like screen shots, evaluation through Google form, and portfolio that were submitted after the webinar and others were at the end of the training, and the majority of those chose on-site training as their preference, though a number said that a combination may apply.

In this regard, the SIPP coordinator devised a technique for achieving the OJT program's purpose and objective. One of the ideas was to provide a webinar, a virtual or online event with several speakers and their areas of expertise. The topic was connected to industrial activities and their unique practices that students may encounter when working in the sector. Those augmentation activity keys were designed to supply useful thoughts that helped the trainee's knowledge improvement. A structured OJT may offer early warning about employee basic skills challenges, better strategies to address individual learning impairments, and lead to high-quality customer service, according to Rothwell and Kazanas (2004).

The Impact of the COVID-19 Pandemic on On-the-Job Training on Trainee Knowledge, Attitudes, and Skills (KAS)

The curriculum design of the OJT program was offered during the summer as approved by the BOR under resolution No. 118 in accordance with the CHED CMO's. Due to the outbreak of COVID-19, the president of the Philippines proclaimed a state of public health emergency in the Philippines in March 2020 under Proclamation No. 922. This is a national security emergency that necessitates a whole-of-government response in accordance with the Department of Health's Four-Door Framework for COVID-19. With that, the curriculum committee of the university formulated or revised a curriculum that would align with the proclamation and AITF protocols but still complies with all the necessary requirements of the program affected by the pandemic. In addition to this, the CHED COVID Advisory No. 7 of May 24, 2020 states that "Programs for on-the-job training and internships" (international and local) remain suspended until the ECQ, MECQ, GCQ, and MGCQ are eliminated." OFF-campus OJT and internship programs may be approved for HEIs in MGCQ zones, as long as stringent physical distance and other health norms are followed. "

In lieu of the CHED advisory, the curriculum committee opted to integrate the OJT program into a semester in order to comply with all course requirements before the student graduated. It seems that the CHED advisory was not lifted. The SIPP coordinator of the college is looking for a methodology to augment the objectives of the OJT program. Hence, the Faculty Practicum Coordinator is responsible for conducting an initial site inspection to verify that the training facility is safe and suitable for the student/trainee; reviewing, orienting, interpreting, and clarifying the objectives of the on-the-job training program for the student/trainee. (The On-the-Job Training Manual, 2015).

With the university memoranda declaring that all students that undergo OJT/Internship will not be allowed to have in-placed/face-to-face modality except those on medical courses that were approved by the CHED in accordance with the necessity of the course. The SIPP coordinator designs an online or virtual webinar allowing all students to participate as their OJT program modality. The methodology used was made in relation to the university policy and guidelines in order to avoid spreading viruses of COVID-19.

Indications revealed that the trainee under the new normal using a webinar as their mode of instruction in compliance with the CHED's COVID-19 advisory had numerous negative impacts. Towards the knowledge, they said that a less learning geared, limited and little knowledge, (*less learning geared towards knowledge; little knowledge and information were gained due to the pandemic; limited knowledge; it's just because of time duration that affected the discussion*);

while on the skills, they didn't improve much as to manipulative skills are concerned, lack of experience, hand-on, actual activity, as well as actual job in relation to their major of specialization, and lack of gadgets that will be used during training (*I didn't improve much because we couldn't do actual work or didn't deploy in our field of specialization; it is a lack of hands-on activities; we don't have much experience of an actual job; and a lack of gadgets and materials to be used to practice the skills as to CAD*). Also, it contributed to their attitude of becoming bored, decreasing interest in participating, and being lazy about undertaking activities. Those comments were as follows: "*contributed to my attitude of being lazy in attending; I became lazy because the OJT is a webinar and decreased the interest in listening or attending.*"

Furthermore, with the preference made by the trainee (on-site training), a contradiction resulted, such as critical thinking and knowledge enhancement. A dual training, (*I do some ways to help myself, like going to an electrician and joining them; we can still do training that is related to our field of specialization in different shops in our locality or barangays; allow the students to work on a shop by barangay's*), accept jobs to have a possible income (*On the other hand, even though there is a pandemic, the skills I have already practiced outside of school as part of my job*).

The results showed that there were effects on the trainees in terms of knowledge enhancement, such as critical thinking and absorbing ideas from other majors of specialization, which could not be understood by some, hence they were told "not the same language." Respondent comments contradicted Kim et al. (2012) belief that universities should require an internship course. During the summer before entering the fourth year, students are allocated to various institutions that include business and government departments as well as non-governmental organizations.

On the outset, a positive impact that could be learned and more improvement (*provide more improvement in both skills and knowledge, more specifically in installing building wiring*), proper techniques (*you can acquire more skills and techniques based on what you already performed; we learn good techniques to increase our income; improve my skills in different aspects of my specialization, which I hope will make me a better person*), perform the reality object (*it really helps the students cope with the reality of their field of specialization*), perform several tasks (*there are several tasks in which it helps a lot for you*), that measures skills development and capabilities when the training will be done in the workplace. It is said that in the on-line/virtual world through the webinar modality, there are positive effects on attitude development when providing some intervention and monitoring schemes to trainees when attending the webinar. The SIPP coordinator requires students to have an attendance record, evidence that shows they attended (screen shot), and an evaluation for every speaker at the end of the webinar using a Google form and assignment to answer. Those techniques were supported by Gegenfurtner and Ebner's (2019) that one common technique of teaching and learning is via webinars and online conferencing in general. Webinars are web-based seminars in which participants and facilitators interact in real time through the use of voice over IP technology and web camera equipment while speaking live over the Internet from multiple geographical locations via shared virtual platforms. Added to this is Gegenfurtner et al. (2020). Webinars are digital methods for delivering training and education via simultaneous video contact between training instructors and participants who are located far away. A webinar is a type of web conference that is used for educational purposes, such as learning and teaching. It is a technology that allows participants and lecturers to interact directly without being in the same physical location, geographical flexibility and ubiquity of webinars are advantages.

Further, they commented that the on-the-job training held in webinars will have an impact on the attitudes to have collaboration, confidence, control temper, eagerness to learn, explore and practice, interaction with the expert, scheduling and strategy to be employed. Those comments were;

"I go to an electrician and ask for knowledge and skills; there will be hands-on activities that will be guided properly by the professor/supervisors; improve my confidence and accept job

offers. It also helps me control my temper and be calm during stressful days; My mind, on the other hand, is eager to learn more and to have such an experience; you can hold, touch, and test it in reality; It is said that experience is the best teacher; more suitable for every trainee than module-based training because onsite training lets trainees experience the actual work, methods, and usage; learned in the real world or in life through various experiences; We don't have to imagine the problem or solution, but we can really experience it in its actuality; there are several tasks in which it helps a lot for u; more learning with their studies and not only differ from what a teacher teaches in school"

On the other hand, the primary goal and objectives of the OJT program are to give students real-world working experience, exposure to diverse management styles, industrial and procedural procedures of various vocations related to their particular fields of study (program (The On-the-Job Training Manual, 2015) and, in the same way, it is a course requirement that allows students to not only apply the theories, principles, and ideas gained in the classroom but also to improve their skills and talents. As a result, the COVID-19 pandemic has occurred. It had an impact on the trainees' learning skills, and they have stated that an OJT employing on-line/virtual through webinar modality resulted in a lack of teamwork, experience, and training, as well as inadequate manipulative skills. On-site training, they added, offers greater information and abilities with the appropriate correct manner of managing the shop, hands-on, actual practice; and acquires suitable procedures with the help of specialists.

The trainees learn technical skills such as accepting related jobs along with their specialization, and have the economic potential to conduct multi-tasking to supplement financial constraints as a result of the OJT held through webinar. Effective training improves people's knowledge, skills, attitudes, and behavior, as well as their performance. Individually improved performance directly results in profit. A systematic strategy for measuring and evaluating training programs is essential for achieving consistent performance (Alipour and Shahnava 2009)

Conclusions

Based on the findings and results, it is was concluded that experience in on-the-job training under the new normal impedes development by providing lesser opportunity to apply the theories, principles, and ideas learned in academe to enhance students' skills and abilities. Further, utilizing digital methods for delivering training constitutes a proactive attitude but in contrast to the primary goal of the on-the-job training.

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