

EXAMINING THE INFLUENCE OF ON-JOB TRAINING (OJT) ON STUDENT LEARNING: A STUDY FOCUSING ON THE 6TH COHORT OF THE DIPLOMA IN MATERIALS AND PROCUREMENT MANAGEMENT PROGRAM AT JIGME NAMGYEL ENGINEERING COLLEGE IN DEWATHANG

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Abstract— *Embarking on a comprehensive exploration, this study delves into the captivating realm of On-Job Training (OJT) and its profound impact on student learning within the context of the 6th cohort of the Diploma in Materials and Procurement Management program at Jigme Namgyel Engineering College in Dewathang. Although many claimed that such supervised training within a particular time frame (45 days) carried out either in the private sector or in government organizations provides skills, knowledge and experience, however, no prior study has been conducted by the college so far to assess its impacts. To assess the impact of On-Job Training (OJT) on the acquisition of practical skills, knowledge, and competencies among students in the 6th cohorts with a specific focus on their ability to apply theoretical concepts in real-world work environments is the main objective of the study. The purposive sampling method was used as the method of the research. One set of questionnaires was used for this study to discover supervisors' perspectives of different organizations and students' perspectives. A total population size of 43 questionnaires (29 students and 14 workplace supervisors) were issued and all were returned. The data were analyzed using a Relative Index of Importance (RII) which provides a descriptive interpretation of the most important variables in this research. It was observed from the view of the organization that such training improved the student's skills in formal and informal communication, help to find a research area for their projects, ability to socialize, and sustained the relationship. In the view of the students, it has been observed that the training improved the students' confidence in tackling problems and provides the need for continuous learning. It has been concluded that industrial experience gained from the OJT help to improve the student's ability and knowledge gained which can provide the basis for a successful career after graduation from college. An inadequate duration and insufficient stipend were the major concerns students expressed during their training. It is recommended college management to enhance the OJT duration along with the stipend and continue the program to improve students' abilities.*

Keywords— *Industrial experience, On-Job Training, Purposive sampling method, Questionnaires, Workplace supervisor, Internship*

1. INTRODUCTION

The On-Job-Training(OJT) may be defined as an organized procedure by which students acquire knowledge or skill for a specific purpose which may be knowledge, skills, and abilities needed for a particular job or organization[1]. It is defined as a program that provides pre-work experience with specific duties and responsibilities[2].In addition, it is defined as a program which aims to gain the best practical experience and provide supervised training within a specific time frame, which can be conducted in the private sector or government organizations[3][4]. An industrial-related program is educational training that involves students exploring theoretical and practical knowledge[5]. It is a part of educational training that has been established to bridge the gap between theoretical experience and practically oriented courses at higher institutions[6][7]. Likewise, such a program has been adopted by many countries around the globe for academic advancement and development[8].In addition, it has been highlighted that such a program is known by different names like internship program, cooperative educational program, work program etc. which must be relevant to a student's career, interest and academic course. In other words, it helps to familiarize students with the real working environment[9].

In Bhutan, a few colleges under the Royal University of Bhutan encouraged students to take the on-job-training as a part of the course during the final semester. In JNEC, the OJT is mandatory for all courses irrespective of the duration of the courses offered at JNEC. It has been implemented since the 1980s with the mandate to produce skilled graduates. A program would complement the efforts of producing graduates that are sound in theoretical aspects, technology proven and practically oriented[10]. Further, it has been emphasized that such a program has a significant impact and importance on the development of students' career which includes preparing the students for a real working situation that they may encounter after graduation and handling equipment which are not available in the academic institutions. As a result, an OJT enables students to put their theoretical knowledge into practical practice, enables them to have enough confidence in returning to their institution and puts a balance between their practical experience gained and their theoretical knowledge.

The 57th PQC program review states the need for improvement in employment prospects for Diploma in Materials and Procurement Management students. It was observed during the evaluation process that despite students attending the OJT, there is still a low level of improvement in their skills and performance. Moreover, many issues have been raised by some students about the challenges encountered before a placement is secured and during the implementation of OJT. Numerous problems relating to the OJT include poor supervision, uncomfortable working conditions, safety, lack of accommodation, lack of training materials, transportation, distance, limited opportunity, and poor coordination between academia and industry. Similar challenges have been also shared by students during their OJT[10]. On the contrary, it has also been mentioned that when OJT is carried out well by the students, it improves their academic activities and helps them in clearing most of the doubts related to academic matters. He also coins that in the case of the construction industry, such an OJT program is extremely beneficial as it solves the experts' shortage issue because the students already have a pre-knowledge of what is to be done when is to be done and how to execute the project. As a result, it helps to eliminate quacks and promote professionalism in the sector.

OJT or industrial training is considered a valuable learning process and experience for which students should receive academic credit, financial compensation, and earn a grade for it. It is more worthwhile than formal teaching. Such training exposes students to real work experience and develops required employability skills and knowledge as well as the right mix of attitudes to be able to adjust to the job market after their graduation [11][12]. Bangladesh considers industry participation for TVET programmes and diploma holders as the top most national priority in which students are required to undergo apprenticeship training across public/private/non-government organizations[13][14].

The internship program becomes more effective for students in Malaysia if both polytechnic and organizations come together for promoting work ethics, knowledge transfer, organizational participation and reporting [15]. On the contrary, there have been numerous difficulties students encountered while trying to get an industrial training attachment place. Irrespective of gender the level of difficulties faced by them is the same[16]. In Uganda, to implement a competence-based education and training(CBET)curriculum, the financing, planning constraints, and technology have inhibited the success of student attachment programmes [17]. The attractiveness of industry training or OJT has shifted over time for young people. Though the skills required gained from the OJT can provide the basis for a successful career, the status of the programme with the academic institutions seems slowly fading away[18]. The role of TVET institutions, the students and the challenges associated with the hospitality industry in Zimbabwe which is related to the OJT program [19]. Contributions to a better understanding of the human development impact of vocational training for migrant youth in Siem Reap[20]. The effect of students' employability, social network, attitudes and expectations due to industrial training [21]. For measuring the effectiveness of OJT, the four criteria have been used such as reaction, learning, behaviour and result. The reaction is all about the feeling and assumptions of a trainee, learning is the skills and knowledge acquired, behaviour refers to the ability of employees to use the knowledge of a trainee and the result is increased productivity through minimizing the cost[22].

Motivated by the above studies, the researcher established an assessment of students' experience in OJT for the Diploma in Procurement and Management Program, JNEC for the 5th cohort(June 2022 batch). The study consists of other remaining sections such as the Methodology section, Finding section, Results and Discussion section and finally, the work is the conclusion and recommendation section.

2. METHODOLOGY

This study targeted both government and private organizations' workplace supervisors and 5th cohort students as respondents. The organizations were selected based on students' convenience. This method adopted is more of convenience sampling where every workplace supervisor in the respective organizations is the respondent. In this way, every organization has been encouraged to include in the study. The sample size (No. of respondents) for this study is 43 (29 students and 14 supervisors). The number of respondents is considered only those who worked in government and private organizations as interns and supervisors for 45 days between Dec and Jan months 2021.

2.1. Data Collection Tool

2.1.1. Diploma in Materials and Procurement Management Programme

The internship program helps the procurement students to ascertain vast knowledge in their different course of study and help them to know their roles, duties, and obligations of their profession after graduation. The various modules in Diploma in Materials and Procurement Management have different obligations relating to the OJT program which include preparation of tender, preparation of specifications, procurement plans, inventory management, negotiation, supplier relationships and customer services. On completion of the Diploma in Materials and Procurement Management in their relevant course of study, the program is designed to produce mid-level managers such as assistant warehouse managers, inventory managers, accounts assistants and assistant procurement officers with emphasis on their field of study. Their function includes:

Table 1: Internship program in Diploma in Materials and Procurement Management

Department/Division	Obligations relating to the On-Job-Training program
Warehouse	<ul style="list-style-type: none"> • To be able to supervise and manage efficiently the arrangement of all inventories from receiving to the dispatching stage • Understand and interpret all kinds of storage facilities e.g., conveyors, transportation, and space utilization and designs to be able to implement them in a warehouse. • Assist in designing and preparing the health and safety guidelines for the employees • Prepare realistic estimates in terms of cost, materials and labour for all warehouse programs including maintenance work.
Procurement	<ul style="list-style-type: none"> • Managing inventories and maintaining accurate purchase and pricing records. • Maintaining and updating supplier information such as qualifications, delivery times, product ranges, etc. • Maintaining good supplier relations and negotiating contracts. • Researching and evaluating prospective suppliers. • Assisting in preparing the tender document • Assisting in tender evaluation processes • Measure and prepare bills of quantity and contract documents for construction works
Accounts and finance	<ul style="list-style-type: none"> • Prepare final accounts for construction projects • Measured as constructed works • Interpret contract documents for all types of construction • Prepare an estimate for construction projects

- Store**
- Delivering excellent service to ensure high levels of customer satisfaction.
 - Motivating the sales team to meet sales objectives by training and mentoring staff.
 - Creating business strategies to attract new customers, expand store traffic, and enhance profitability.
 - Hiring, training, and overseeing new staff.
 - Responding to customer complaints and concerns in a professional manner.

For this study, a total number of 43 questionnaires were administered for the assessment of student experience in the job training program in Bhutan, all 43 questionnaires were filled and returned, representing a response rate of 100%.

Table 2: Category of the respondents [Source: Field Survey (2022)]

S/N	Category	Frequency	Participant(%)
1	Supervisor	14	32.6
2	Student	29	67.4
	Total	43	100.0

From Table 2 above, the category of the respondents presented that students have the highest percentage of 100% with 29 respondents, while workplace supervisors accounted for only 14 respondents with 100% participation.

1.2. Demographic Characteristics of the workplace supervisor

Table 3: Year of experience of the supervisor [Source: Field Survey (2022)]

S/N	Year Range	Frequency	Percentage
1	Less than 1 year	0	00.0
2	2 - 5 years	3	21.4
3	6 - 9 years	7	50.0
4	Above 10 years	4	28.6
	Total	14	100.0

In Table 3 above, the years of the supervisor’s experience are presented. The majority of the supervisors have work experience between 6-9 years and have the highest year of experience with a percentage of 50.0% with 7 respondents, respondents with 2-5 years account for 21.4% of the participant, less than 1 year is nil and above 10 years have 28.6% of respondents representative in the study.

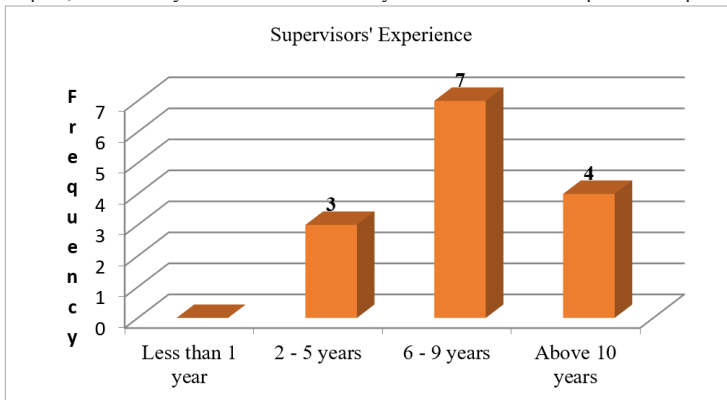


Figure 1: Year of experience of a workplace supervisor

Fig. 1: Year of experience of a workplace supervisor

Table 4: Demographic characteristics of the organization where students have worked [Source: Field Survey (2022)]

Organization's Department	Frequency	Percentage (%)
Warehouse	2	6.90
Store Section	4	13.8
Logistics Section	1	3.44
Procurement Section	18	62.0
Finance & Account section	1	3.44
Marketing	1	3.44
Others	0	00.0
Total	29	100.0
Gender		
Male	15	65.0
Female	14	35.0
Total	29	100.0

Place of On-Job-Training		
Public Corporation	4	32.5
Private Construction and Firms	3	27.0
Ministry & Government Agencies	6	38.0
Others	1	2.5
Total	14	100.0

In Table 4 above, the demographic characteristic of the organization where students have worked is presented. Students of the procurement section have the highest percentage of 62% of participants with 18 respondents, the store section has 13.8% of participants and the warehouse section has 6.9% while the logistics, finance and account sections have 1 respondent with 3.44% of the participant. Both genders were represented, 65% were male and females accounted for 35% of the respondents. According to the analysis, the procurement section has the highest number of students with 18 respondents. In terms of OJT placements, Ministry has the highest place of OJT percentage which is 38.0% of participants (5 respondents), the consultant has 32.5% (4 respondents), the contractor has 27% (3 respondents) while others accounted for 2.5% of the respondents.

Table 5: Age of the respondents [Source: Field Survey (2022)]

S/N	Year Range	Frequency	Percentage
1	Less than 20 year	1	3.44
2	21 - 25 years	27	93.10
3	26 - 30 years	1	3.44
4	Above 30 years	0	0.0
Total		29	100.0

In Table 5 above, 93.10% of the respondents were between ages 21-25 years that forming the highest age of the student, followed by students less than 20 years old accounting for 3.44% of the respondents. Similarly, ages between 26-30 years with one respondent (3.44%) of the participant while no students above 30 years.

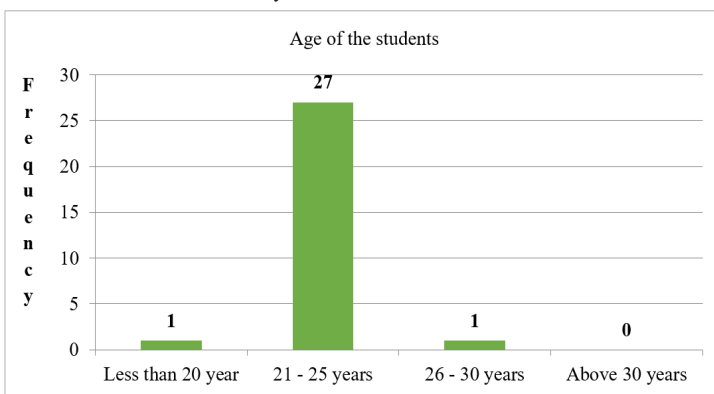


Fig. 2: Demographic characteristics of the students

3. FINDINGS

3.1. Impact of OJT on students (supervisor perspective)

In Table 6 below, the perception of supervisors on the impacts of OJT on the student is presented. OJT assisted students in finding a research area for their final year project and it exposed students to the idea of life after graduation has the highest ranking with a relative importance index (RII = 0.93). OJT exposed students to have an idea of life after graduation ranked 2nd (RII=0.92). While OJT exposed students to the changing industry culture and developments in technology and industrial training exposed students to the need for continuous learning and OJT improved students' knowledge and intellectual capability both ranked fifth with (RII = 0.84). Table 6 also indicates the view of staff on the skills gained during OJT by students which indicates that OJT improved students' self-confidence in tackling problems as it ranked 1st (RII=0.93). OJT improved students' skills in formal and informal written communication and OJT developed students' ability to plan and complete any assigned tasks having the 2nd highest ranking with RII 0.92. OJT developed students' ability to work effectively with different groups, and OJT improved students' skills in formal and informal written communication ranked third with an RII of 0.88 while OJT improved students' creativity ability and ranked fourth with an RII of 0.86.

Table 6: Impacts of OJT on the students (supervisors' perspective)

Statements	5	4	3	2	1	RII	Rank
1 OJT improved students' knowledge and intellectual capability	6	5	3	0	0	0.84	5th
2 OJT improved students' understanding of the course of study	8	3	3	0	0	0.90	3 rd
3 OJT assisted students in finding a research area for their final-year project	9	4	1	0	0	0.93	1 st
4 OJT exposed students to an idea of life after graduation	9	3	2	0	0	0.92	2 nd
5 OJT exposed students to the changing industry culture and developments in technology	6	5	3	0	0	0.84	5 th
6 OJT exposed students to the need for continuous learning	7	4	3	0	0	0.88	4 th

Skills	1	OJT improved students' creativity ability	5	6	3	0	0	0.86	4 th
	2	OJT developed students' ability to identify problems and proffer solution	4	6	4	0	0	0.88	3 rd
	3	OJT developed students' ability to plan and complete any assigned task	7	4	3	0	0	0.92	2 nd
	4	OJT developed students' ability to work effectively with different groups	4	6	4	0	0	0.88	3 rd
	5	OJT improved students' skills in formal and informal written communication	8	6	2	0	0	0.92	2 nd
	6	OJT improved students' self-confidence in tackling problems	9	3	2	0	0	0.93	1 st
Attitude	1	OJT developed students' ability to socialize and sustain the relationship	9	5	0	0	0	0.90	1 st
	2	OJT improved students' self-control and motivation	3	7	4	0	0	0.86	2 nd
	3	OJT improved students' success consciousness	5	2	3	0	0	0.90	1 st
	4	OJT increased students' confidence in employment prospects	7	5	2	0	0	0.90	1 st
	5	OJT improved students' perseverance in challenging situations	5	6	3	0	0	0.82	4 th
	6	OJT improved students' timekeeping ability	3	7	4	0	0	0.85	3 rd
	7	OJT improved students' ability to work independently	3	7	4	0	0	0.85	3 rd

Source: Field Survey (2022)

Furthermore, Table 6 indicates that OJT increased students' confidence in employment prospects, improved students' success consciousness and developed students' ability to socialize and sustain the relationship ranked first with RII=0.90. It improved students' self-control and motivation ranking second with RII=0.86. The improved students' time-keeping ability and their ability to work independently ranked third (RII = 0.85). Finally, improved students' perseverance in challenging situations ranked fourth (RII = 0.82). From the above findings, it has been observed that knowledge has a major impact on students as OJT helped students find an area of research for their final year project and provided students with insights into life after graduation. As indicated in the finding, such a program exposed the students to the project topics. Regarding the skills, it shows that students' ability to communicate with others in writing both formal and informal improved. In terms of attitude, OJT developed students' ability to socialize and sustain relationships was ranked 1st based on the view of the respondent because it has improved the students to develop and relate with the host workers, develop an interest in the organization, improve the students on how to socialize with employers and staff who are already in the working industry to know how to tackle challenges (Figure 3).

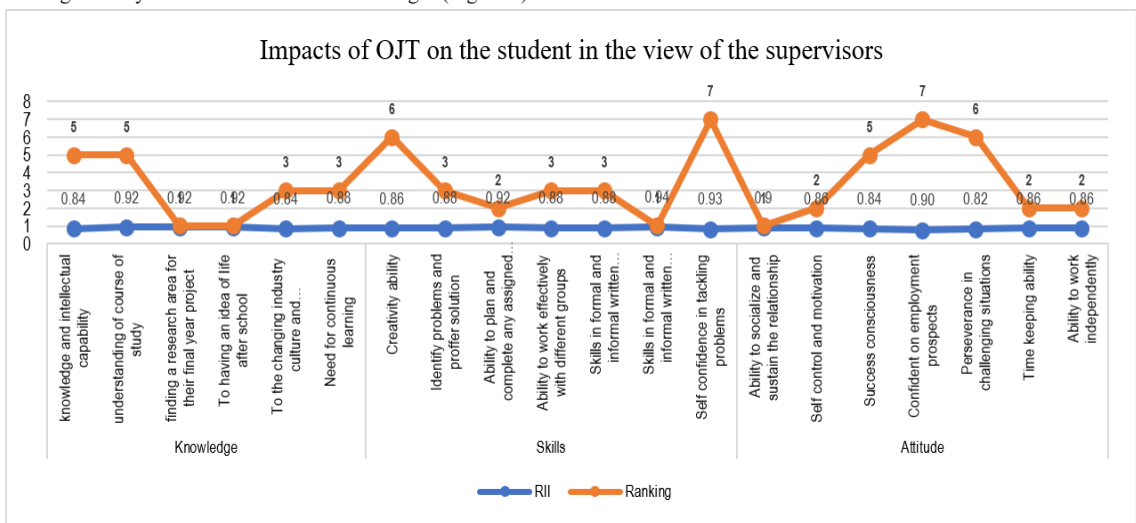


Fig. 3: Impacts of OJT (supervisor perspective)

3.2. Impacts of OJT on the students (students' perspective)

In Table 7 below, the perception of students is presented. Knowledge gained from OJT indicates that it exposed students to have an idea of life after graduation which has the highest ranking with RII=0.89. OJT improved my knowledge and intellectual capability and exposed me to the changing industry culture and developments in technology ranked second with RII=0.88 respectively. OJT exposed me to an idea of life after graduation ranked third with RII=0.87 while OJT assisted me in finding a research area for my project ranked fourth with RII=0.86. And finally, the statement "OJT exposed me to the need for continuous learning" ranked fifth with RII=0.84. Table 7 indicates students' skills gained from OJT. According to the analysis, OJT improved my self-confidence in tackling problems and developed my ability to work effectively with different groups ranked the highest with RII=0.87. OJT developed my ability to identify problems and proffer solutions and developed my ability to plan and complete any assigned task ranked with an RII of 0.86.

OJT improved my skills in formal and informal written communication and ranked third with an RII of 0.84. OJT is fourth with an RII of 0.82.

Finally, in Table 7 below, the view of student on the attitude gained from OJT indicate that OJT increased students' confidence in employment prospects and ranked first with RII=0.89. OJT developed my ability to socialize and sustain the relationship ranking second with an RII of 0.85. OJT improved my ability to work independently and improved my success consciousness ranking fourth with RII of 0.84 respectively. OJT improved my self-control and motivation ranking second with an RII of 0.82 while fifth while OJT improved my timekeeping ability and has the lowest ranking with an RII of 0.81.

Table 7: Impacts of OJT on students' (students' perspective)[Source: Field Survey (2022)]

Statements		5	4	3	2	1	RII	Rank
Knowledge	1 OJT improved my knowledge and intellectual capability	12	10	3	4	0	0.88	2 nd
	2 OJT improved the understanding of my course of study	13	11	1	4	0	0.88	2 nd
	3 OJT assisted me in finding a research area for my project	15	10	4	0	0	0.86	4 th
	4 OJT exposed me to an idea of life after graduation	17	12	0	0	0	0.89	1 st
	5 OJT exposed me to the changing industry culture and developments in technology	14	14	1	0	0	0.87	3 rd
	6 OJT exposed me to the need for continuous learning	9	14	6	0	0	0.84	5 th
Skills	1 OJT improved my creativity ability	7	10	10	2	0	0.82	4 th
	2 OJT developed my ability to identify problems and proffer solution	12	9	6	2	0	0.86	2 nd
	3 OJT developed my ability to plan and complete any assigned task	12	8	2	6	0	0.86	2 nd
	4 OJT developed my ability to work effectively with different groups	17	12	0	0	0	0.87	1 st
	5 OJT improved my skills in formal and informal written communication	13	11	4	1	0	0.84	3 rd
	6 OJT training improved my self-confidence in tackling problems	19	5	2	4	0	0.87	1 st
Attitude	1 OJT developed my ability to socialize and sustain the relationship	18	6	2	3	0	0.85	2 nd
	2 OJT improved my self-control and motivation	16	11	2	2	0	0.84	3 rd
	3 OJT improved my success consciousness	12	10	6	1	0	0.82	4 th
	4 OJT increased my confidence in employment prospects	19	4	5	0	0	0.89	1 st
	5 OJT improved my perseverance in challenging situations	15	11	2	1	0	0.81	5 th
	6 OJT improved my ability to work independently	16	12	2	1	0	0.84	3 rd

From indications on OJT's statements on knowledge, OJT exposed me to the need for continuous learning was ranked based on the respondent perception based on the view that OJT has widened their horizon and way of reasoning, it has helped them to develop more interest in their course of study and help understand clearly what academia is trying to impact them. From the variable of skills, it was observed that OJT improved students' self-confidence in tackling problems based on the view of the respondent, it was observed that participating in the OJT program, it has exposed the students to the likely challenges they will meet after graduation, what to expect when working, it has given them an overview of the industry will look like and how to improve the aspects the tends to fit in. From the variable of attitude, it was indicated that OJT improved their confidence in employment projects and was ranked 1st based on the perception of the respondents because OJT made them realise the benefits of employment opportunities after graduation. It enhances their employability skills and makes them fully understand what the program is all about and its importance.

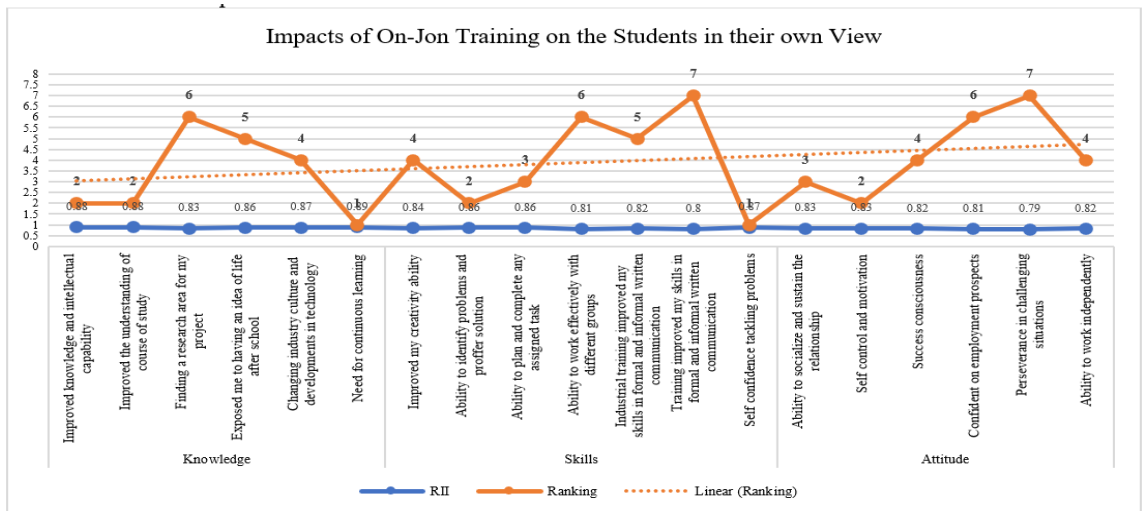


Fig. 6: Impacts of IT on students (Student perspectives)

3.3. Challenges during OJT

The perception of the respondent regarding the challenges during OJT is presented in Table 8. The top five ranked variables were insufficient OJT stipend ranked first with RII=0.93, duration of OJT ranked second with RII=0.92, transportation issue ranked third with RII=0.89, distance from residence to the place of OJT ranked fourth with RII=0.87 while interns are made to do menial jobs and commitment to supervisor ranked fifth with RII=0.86.

Based on the perception of the respondents, it was observed that insufficient OJT stipend was the major challenge encountered by the students related to their internship as presented in Table 8. It indicates that finance is an essential factor for them to enhance OJT effectively. The OJT duration seems inadequate for them to learn what exactly is required to learn in the field. Other challenges are transportation and distance from residence to the place of OJT which the researcher feels are personal issues. Transportation ranked as the 3rd challenge the students encountered during their internship makes the students feel difficulty. If little stipends are being given to the students for transportation, it will help to motivate the students from attending the program despite their location. When students are accepted by organizations for OJT, they are bound to face challenges such as finance, transportation, distance, menial jobs and poor commitment to supervisors which all ranked within the top five[20]. Besides, challenges such as the poor partnership between academia and industry, attitude of the host organization, poor supervision, lack of social activities, ambiguous program grading system, uncomfortable working environment, high job expectations from employers, limited opportunity and lack of responsibility are some of the challenges students encountered during the OJT

Table 8: Challenges students faced during OJT [Source: Field survey (2022)]

S/N	Variables	5	4	3	2	1	RII	Rank
1	Distance from residence to the place of OJT	20	1	3	5	0	0.87	4 th
2	Duration of OJT	24	1	4	0	0	0.92	2 nd
3	The attitude of the host organization	15	8	6	0	0	0.82	6 th
4	Insufficient OJT Stipend	26	3	0	0	0	0.93	1 st
5	Commitment of supervisor	23	5	1	0	0	0.86	5 th
6	Transportation	20	6	3	0	0	0.89	3 rd
7	Safety	6	4	8	10	1	0.63	10 th
8	Accommodation	26	2	1	0	0	0.91	2 nd
9	Lack of social activities	20	6	1	2	0	0.81	7 th
10	Ambiguous program grading system	2	15	5	3	2	0.78	9 th
11	Lack of communication	6	2	8	10	0	0.76	10 th
12	Uncomfortable working environment	4	2	17	2	4	0.79	8 th
13	Limited opportunity and lack of responsibility	4	15	5	3	2	0.75	11 th
14	Poor supervision by supervisors	10	6	10	3	0	0.81	8 th
15	Gender inequality	2	15	3	3	2	0.75	11 th
16	The poor partnership between academia and industry	16	7	6	0	0	0.82	6 th
17	Employees in host organizations feel endangered due to the presence of interns	4	2	5	12	6	0.73	13 th
18	College DRIL provides logbooks for assessment to interns	3	3	10	10	3	0.74	12 th
19	Interns are made to do menial jobs	23	5	1	0	0	0.86	5 th
20	High job expectations from employers	7	6	12	2	2	0.76	10 th

3.4. Ways to overcome challenges during OJT

The perception of the respondent regarding the ways to overcome challenges during OJT is presented in Table 9 below. The rank analysis was based on RII which shows that OJT time should be changed and the host should issue certificates/ recommendation letters to deserving students after completing training (RII = 0.92), students on training should be paid regularly (RII=90) and monitor regularly (RII = 0.90), supervisors in the industry should be given an adequate orientation regarding students' supervision (RII = 0.88), responses from outstanding students should be identified and monitor their progress ranked fifth (RII = 0.87). Meanwhile, the least ranked factors according to the analysis including the responses from students' hosts should be disclosed and discussed with students(RII=0.82). Generally, there is no wide gap based on RII rank on all the factors.

Table 9: Ways to overcome challenges during OJT [Source: Field Survey (2022)]

S/N	Statements	5	4	3	2	1	RII	Rank
1	Students should be well paid regularly and early	24	2	2	0	1	0.90	2 nd
2	Outstanding students should be identified, and their progress should be monitored	18	8	3	0	0	0.87	5 th
3	Adequate monitoring and supervision of students by the industry and academia	15	6	4	2	2	0.85	6 th
4	Supervisors in the industry should be given an adequate orientation regarding student supervision	17	9	3	0	0	0.88	4 th
5	Responses from the student's host should be disclosed and discussed with students	20	1	8	0	0	0.82	9 th
6	Supervisors in the industry should be monitored	19	2	4	4	0	0.84	8 th
7	Students should be monitored early and regularly	21	7	0	1	0	0.88	3 rd
8	There should be synergy and cooperation between industry and academia	11	8	10	0	0	0.86	7 th
9	OJT should be a major requirement for graduation	11	7	10	1	0	0.86	7 th
10	The duration of OJT should be adjusted	24	1	2	2	0	0.90	2 nd
11	The time of OJT should be changed	25	3	1	0	0	0.92	1 st
12	The host should issue certificates/ recommendation letters to deserving students after completing OJT	26	2	1	0	0	0.92	1 st

4. RESULTS AND DISCUSSION

The study seeks to provide a summary of the prominent issues which are the focus of this study. The study assesses the impact of OJT on students from the perspective of the workplace supervisor and the perspective of interns' experience based on three key areas: knowledge, skills, and attitude. The RII ranking for each area is done after the analysis. After that, the ranking of the challenges the students faced during the OJT are also focused and finally share the ways to overcome the identified challenges.

The results provided an interesting discussion from both supervisors' and students' perspectives. In terms of knowledge, supervisors in the workplace (Table 6) agreed that OJT introduces students to the idea of life after graduation and finds a research topic for their final-year research project. This somehow represented a contrasting opinion from the student's perspective (Table 7) but believed that the impact of OJT is being exposed to improve self-confidence in tackling problems and developed their ability to work effectively with different groups besides improving intellectual ability.

Interestingly, both supervisors and students have a common ground on culture and technological developments in the industry. Therefore, these findings are consistent with British Standard[23] that the labour market increasingly values field experience in addition to educational background when hiring new employees. As a result, OJT has become mandatory at academic institutions across the globe.

Concerning the knowledge required by students, it can be useful in the OJT because students connect it through OJT for real-world experience. What many degree programs have in common is that universities have come to offer students the opportunity to put the acquired knowledge into practice through their OJT, also known as an internship or internship[24]. In addition, JNEC kept the approximately 45-day OJT duration to develop the skills required by the industry, and this appears to play a key role in providing a quality, professional workforce in the country. Under these skills, supervisors believed OJT improves students' skills in formal and informal written communication in both expression and verbal means of communication in their course of study while students believed OJT improves self-confidence in tackling problems. However, the study sees a perfect match as the impact of OJT is not limited to academic activities but also social relationships, self-control, motivation, and the ability to plan and complete any assigned task within a specific timeframe.

Besides, the students responded to some challenges such as regular and early payment which indicates that inadequate finance makes the students difficulty to sustain themselves during their OJT. Lack of remuneration also leads to low motivation among the students. Regular and early stipend tends to motivate students. Moreover, adequate monitoring will also give the students full confidence and maximum guarantee of what they learn during their OJT. Apart from that, adequate monitoring and supervision by the industry and academia may be put in place to serve as a check for the improvement of the students. The supervisor from the college should often visit the students to know about their improvement and participation of students. All of these are consistent with many studies and have been cited as a path to improving students' participation in government policies[25].

5. CONCLUSION

The study was carried out to assess the student's experience in the OJT program for Diploma in Materials and Procurement Management students of the fifth cohort(2022 graduates) to know their level of experience after the internship since the aim of the OJT is to bridge the gap between theoretical experience and practical inclined course offered at JNEC and to expose the students to the real working situation. From the view of an industrial-based supervisor, it was indicated that OJT assists the student in finding a research area for their final year project, expose them to real-life challenges, and develop students' ability, to identify problems and proffer solution to problems. From the view of the students, it was indicated that industrial training exposed the students to continuous learning, improved knowledge, intellectual capability and understanding of their course of study. From this indication, it was observed that industrial training is very beneficial to students and should major criterion and part of the curriculum for students before graduation. It was also observed that lack of funds was the challenge student faced during their internship, the commitment of supervisors, distance, transportation, and accommodation was also part of their challenges.

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