

Trainers' Feedback on the Performance of Bachelor of Science in Criminology during their On-The-Job Training in the Tri-Bureau in the Province of Nueva Ecija

Jennilyn C. Mina, Ph.D. and Januaryn Jose B. Aydinan, RC, MSCJE

zedka_jen27@yahoo.com and noneaydi@yahoo.com

Abstract— This study was conducted to identify the feedback of the trainers from the Philippine National Police (PNP), Bureau of Jail Management and Penology (BJMP) and the Bureau of Fire Protection (BFP) where the student-trainees who were enrolled in the Internship Program of the College of Criminology undertook their On-the-Job Training. A total of one hundred thirteen (113) students were evaluated based on their performance in terms of their personal characteristics, attitude towards the job, job performance and job competence. Feedback from their trainers indicated that they exceptionally exhibited skills during their On-the-Job Training which resulted in a very satisfactory response from their trainers. The trainers noticed that the students were well-equipped and trained to the jobs related to the different areas in the field of Criminology. It was also recognized by their supervisors that the students were very enthusiastic to learn new skills. However, some recommendations were also proposed by the researchers and that include the revisiting of the existing curriculum of the program to ensure that it is aligned with the skills needed in the industry.

Keywords— *criminology, jail, on-the-job training, Philippine National Police, trainers.*

I. INTRODUCTION

The Nueva Ecija University of Science and Technology (NEUST) requires all students enrolled in various programs with different fields of specialization to undergo an On-the-Job Training (OJT) or Internship Program. On-The-Job Training (OJT) programs expose the students to work in the field they have chosen and prepare them once they get out of the university or college they have attended [1]. Moreover, an internship is a vital part of an academic curriculum in higher education institutions just like the NEUST for the reason that it is an opportunity for undergraduate students to incorporate work-related experience and knowledge into their formal education in a university by taking part in supervised and planned work in real-world professional environment [2]. Due to the fact that the internship programs will help the students to explore the relationships between the knowledge and skills acquired in college with those required in the working situations, the Commission on Higher Education mandates the different programs to undergo their internship. In fact, the department is

continuously updating its guidelines and policies for a student internship program in the Philippines [3].

The NEUST, as an academic institution offers different programs, which includes Bachelor of Science in Criminology aims to provide its graduates better training before they face the real battlefield. Thus, the Internship or the On-the-Job Training and Community Immersion requirement for Bachelor of Science in Criminology students is a component of the new curriculum for the Criminology program as contained under the CHED Memorandum Order No. 21 Series of 2005. This is a training course designed to provide practical experiences to BS in Criminology students in police works especially in the conduct of investigation, office duties and the whole operations of the police organization, operations of the jail and penal institutions and operations of the fire departments, security and investigation that are the agencies of the Philippine Criminal Justice System [4]. The trainees on the other hand also expect to acquire much practical knowledge, gain experiences, job skills from the training; the institution expects the organization to provide training opportunities

and also hopes that trainees acquire as many skills and knowledge in the training. The internship program provides the activities, the context and culture of the organization for practical learning in real situations [5] & [6]. Thus, it strengthens the knowledge the students have acquired in the four corners of the room into the real application of the different sciences in crime detection and investigation and criminalistics.

Since the practicum training involves three main parties; firstly, the trainee undergoing the practicum, secondly, the facilitator from the host organization, and thirdly, the institution that requires practicum requirements [8], it is necessary to understand the performance of the students during their training from the host organization through their facilitators so that areas to be improved by the institution would be clearly identified. In order to identify whether the BS in Criminology pool of experts of the said State University in the province of Nueva Ecija has been bringing to the students the quality of education they deserve and that if the students are already well-equipped with the right knowledge and training in the said field, it is important that the university listens to the feedback of some of their stakeholders in the above-mentioned field. One of the stakeholders of the institution is the Host Training Establishment where Criminology students are being sent for training. Because there is a concern for the institution to improve on their roles and managing the training program of the course, as well as strengthen the said program from the academic and learning perspectives [9] of the university, this research is found to be significant.

This study aimed to describe the assessment of the Host Training Establishments on the On-the-Job Training performances of the student-trainees in the Bachelor of Science in Criminology at NEUST for the 2nd Semester of the A.Y. 2018–2019. Specifically, it attempted to describe the On-the-Job Training Performance of the BS in Criminology students in terms of personal characteristics; attitudes towards job; job performance; and job competencies.

II. METHODOLOGY

The researchers used the descriptive design to describe the condition of the Bachelor of Science in Criminology

students during their internship by finding out the trainers' feedback on their performance during their practicum. According to [10], descriptive research is “aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method.” This study employed a survey questionnaire, interview guide and by means of observation as data-gathering procedures to collect the accurate data needed for the study.

The respondents of the study were the trainers of the one hundred and thirteen (113) Bachelor of Science in Criminology students who were enrolled with Practicum or the OJT and Community Immersion subject during the 2nd semester for the A.Y. 2018–2019 corresponding to a 100% utilizing total sampling of the population. Each trainer of the students from the Philippine National Police, Bureau of Fire Protection and Bureau of Jail and Management Penology was asked about their feedback on the performance of the student-trainees during their training.

A modified Likert-type questionnaire was used by the researchers answerable by (4)–exceptional (3)–exceeds expectation (2)–improvement needed (1)–unsatisfactory. This is composed of two parts. The study deals with the trainers' feedback on the performance of the student-trainees in terms of their personal characteristics; attitudes towards the job; job performance; and job competencies.

Scoring: Each response to every item was evaluated based on the following scale and verbal description:

Scale of Values	Scale of Range	Verbal Description
4.00	3.26–4.00	Exceptional
3.00	2.51–3.25	Exceeds Expectation
2.00	1.76–2.50	Improvement Needed
1.00	1.00–1.75	Unsatisfactory

Weighted Mean was the statistical tool used to interpret the result of the survey.

III. RESULTS AND DISCUSSION

1. Personal Characteristics

Table.1: Trainers' Feedback on the Student-Trainees of BS in Criminology in terms of Personal Characteristics

Personal Characteristics	Weighted Mean	Verbal Interpretation
1. Makes use of the prescribed uniform	3.93	Exceptional
2. Typically shows a sense of compliance in the performance of duty	3.25	Exceeds Expectation
3. Demonstrates respect in the workplace by the way he interacts with the management and co-trainees	3.26	Exceptional
4. Has a pleasing personality, is cheerful and good-humored	3.43	Exceptional
5. Exhibits strong work ethics through completion of an assigned task	3.59	Exceptional
6. Enjoys learning their jobs and participating in any assigned task	3.56	Exceptional
7. Renders willingness in doing any assigned task	3.59	Exceptional
8. Possesses above average oral and written communication skills	3.13	Exceeds Expectation
9. Projects self-confidence and enthusiasm	3.31	Exceptional
10. Demonstrates leadership potential in the workplace	3.23	Exceeds Expectation
11. Passionate about their work and their training ground	3.38	Exceptional
Average Weighted Mean	3.42	Exceptional

The table above shows the rating of the BS in Criminology students from their trainers on their personal characteristics. It can be noticed that the student-trainees were rated exceptional in terms of using their prescribed uniform regularly during their training. Students of this course were oriented by their instructors in the university on what specific uniform is to be worn during their scheduled training. Also, the students were rated exceptional for the reason that they exhibited strong work ethics through the completion of their tasks and their willingness in doing any assigned tasks to them by their trainers. Since trainers also noticed that their student-trainees found enjoyment in learning their jobs and participating in any assigned tasks plus having a pleasing personality, always cheerful at work and were good-humored, they also gave an exceptional rating to their trainees in these areas. Likewise, students were rated exceptional in terms of demonstrating respect in the workplace by the way they interact with the management and co-trainees, projecting self-confidence and enthusiasm and being passionate about their work and their training ground. On the other hand, these students were

observed to exceed expectations in terms of typically showing a sense of compliance in the performance of duty, possessing above average oral and written communication skills and demonstrating leadership potential in the workplace. In totality, the students exhibited exceptional performance in terms of their personal characteristics with an average weighted mean of 3.42.

Students were given proper orientation before they were allowed to undergo on their On-the-Job Training. In fact, the On-the-Job Training and Career Development Center is mandated that the students should undergo a Pre-Deployment Orientation Seminar (CHED Memo No. 104 Series 2017). One of the reminders provided to them is the proper wearing of corporate or business attire most appropriate to their respective field [11].

The previous study [12] done on practicum students' acquisition of job knowledge, skills and attitudes that indicated that these trainees had the desire and motivation to learn and they had obtained much knowledge about their host organizations.

2. Attitudes towards the Job

Table.2: Trainers' Feedback on the Student-Trainees of BS in Criminology in terms of Attitudes towards the Job

Attitude towards the Job	Weighted Mean	Verbal Interpretation
1. Shows interest in performing his/her responsibilities	3.59	Exceptional
2. Arrives at work on time and shows reliability	3.52	Exceptional

3. He/she can be trusted in a satisfactory complying assigned task	3.43	Exceptional
4. Collaborates voluntarily and fits easily to the group	3.23	Exceeds Expectation
5. Is familiar with command responsibility and offer necessary support to accomplish the assigned task	3.20	Exceeds Expectation
6. Helps in updating one's technical and/or non-technical knowledge and skills	3.15	Exceeds Expectation
7. Demonstrates respectful attitude when interacting with clients and customers as well as co-workers and superiors	3.64	Exceptional
8. Radiates positive energy that rubs off on everyone around her	3.15	Exceeds Expectation
9. Dives into every project with interest eagerly learns new skills and ideas and quickly applies them to his work	3.18	Exceeds Expectation
10. Projects a committed attitude by showing a willingness to do whatever it takes to fulfill the duties of their positions	3.16	Exceeds Expectation
11. Portrays a helpful attitude at work	3.30	Exceptional
Average Weighted Mean	3.32	Exceptional

The table above shows the rating of the BS in Criminology students from their trainers in terms of their attitude towards the job. The students received an average weighted mean of 3.32 which is exceptional. Students were also rated exceptional due to showing interest in performing their responsibilities, arriving at work on time and by showing reliability, being trustworthy especially in complying their assigned task satisfactory and through portraying a helpful attitude at work. Obedience of the students to their professors helped them build a strong character of complying with the requirements and demands of their immediate superiors during their training [13].

On the other hand, trainers rated the students as exceeding their expectations to attitudes related to collaborating voluntarily and fitting easily to the group, being familiar with command responsibility and offering necessary support to accomplish assigned task, helping them in updating one's technical and/or non-technical knowledge and skills, diving

into every project with interest, eagerly learning new skills and ideas and quickly applying them to their work. The host organization must recognize that the student-trainees are capable of accomplishing and achieving what may be beyond their capabilities [14].

On the part of the university, it is essential that they are committed to their students in order to shape them to possess vibrant attitudes needed when they graduate. These are being taught and practiced through conducting institutional and college-based activities and programs wherein they were assigned in a certain task and duty in the committee to accomplish [11].

Therefore, allowing the graduating students to apply what they have learned from books in a work environment through On-the-Job Training would develop their work values and attitude necessary to achieve the ultimate goal of producing efficient and effective leaders and professionals in cross-cultural and multidisciplinary undertakings [14].

3. Job Performance

Table.3: Trainers' Feedback on the Student-Trainees of BS in Criminology in terms of Job Performance

Job Performance	Weighted Mean	Verbal Interpretation
1. Delivers promptly the assigned task or responsibility	3.41	Exceptional
2. Performs assigned task with minimum supervision by the Trainor	3.13	Exceeds Expectation
3. Willingly accepts work assignments or responsibility without complains	3.56	Exceptional
4. Delivers assigned task within an acceptable level of quality	3.36	Exceptional
5. Performed assigned tasks in an organized and orderly manner	3.52	Exceptional
6. Able to finish the assigned task even under pressure	3.70	Exceptional
7. Participates in group activities by sharing the workload, contributing ideas and meeting established performance parameters	3.46	Exceptional
8. Can innovate new ways to accomplish existing tasks	3.39	Exceptional

Average Weighted Mean	3.44	Exceptional
-----------------------	------	-------------

The table above shows the rating of the BS in Criminology students from their trainers in terms of their job performance. Job performance is defined as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time in their work [16]. It can be observed that the students were ranked exceptional in all of the parameters especially on their performance on being able to finish their assigned task even under pressure. In totality, it has an average weighted mean of 3.44 which is rated as exceptional.

Similarly, they were able to perform exceptionally in delivering promptly the assigned task or responsibility, willingly accepting work assignments or responsibility without complains, delivering assigned task within acceptable level of quality, performing assigned tasks in an organized and orderly manner, participating in group activities by sharing the workload, contributing ideas and meeting established performance parameters and by being

able to innovate new ways to accomplish existing tasks. Unity of their ideas to keep their team working is another mind-setting which let the students of BS in Criminology prove that they are really formed to be qualified students while their creativity and innovativeness brought them up to stand out among the other trainees who have the necessary skills but never discovered their talents, ingenuity and resourcefulness [13].

Then again, the students were perceived to exceed expectation in performing their assigned task with minimum supervision by the trainers. On-the-Job Training is indeed one of the mechanics of the Higher Education industries in developing the needed competencies of its graduates. Its goals and objectives served as a guide in developing the needed competencies for a particular job, and translating the training into a gainful working experience [17] that's why the supervision of the trainers during training is found necessary.

4. Job Competence in the PNP

Table.4: Trainers' Feedback on the Student-Trainees of BS in Criminology in terms of Job Competence in the Philippine National Police (PNP)

Job Competence in the Philippine National Police (PNP)	Weighted Mean	Verbal Interpretation
1. Able to write blotter entry without errors	3.00	Exceeds Expectation
2. Efficient and effective in issuing Police Clearance	3.23	Exceeds Expectation
3. Knowledgeable in taking fingerprints of an arrested person	3.23	Exceeds Expectation
4. Familiar with the Standard Operating Procedures on effecting an arrest	3.13	Exceeds Expectation
5. Has the ability to direct the flow of traffic correctly	3.17	Exceeds Expectation
6. Able to issue traffic citation ticket in appropriate manner	3.33	Exceptional
7. Deals with clients in a polite manner	3.67	Exceptional
8. Able to compose him/herself in the performance of duty	3.67	Exceptional
9. Is physically fit in the performance of duty	3.33	Exceptional
10. Exhibits good observational skills while in the performance of duty	3.43	Exceptional
Average Weighted Mean	3.32	Exceptional

Among the one hundred thirteen (113) student-trainees, there were fifty-five (55) who have undergone their On-the-Job Training at the Philippine National Police (PNP). The PNP shall enforce the law, prevents and controls crimes, maintains peace and order, and ensures public safety and internal security with the active support of the community, prevents and investigates crimes and bring offenders to justice and exercises the vested powers from the Philippine

Constitution and pertinent laws [18]. The trainers from this agency in Cabanatuan City and Gapan City rated the students exceptional and very much competent on being able to issue traffic citation ticket in appropriate manner, in dealing with clients in a polite manner, on being able to compose themselves in the performance of duty, on being physically fit in the performance of duty and in exhibiting good observational skills while they are in the performance

of duty. It is important that the university and the specific college understands the nature of the internship where the students would be sent [11]. Contacts and supervisors within the host organization also need to understand student abilities and competencies. Whereas students likely have some valuable capabilities, they typically lack experience, which is the primary reason they are completing the internship [14]. These findings denote that the facilitators of the university were capable enough to prepare their students on the jobs awaiting them during their training that's why the trainers were exceptionally satisfied on the performance of their student-trainees.

Correspondingly, the trainers remarked the students exceeding their expectations on the tasks including their

ability to write blotter entry without errors, being efficient and effective in issuing Police Clearance, being knowledgeable in taking fingerprints of arrested person, being familiar with the Standard Operating Procedures on effecting arrest and having the ability to direct the flow of traffic correctly. The students who had their training at the Philippine National Police got an average weighted mean of 3.32 which is exceptional. The author in [19] moreover asserted that the most effective method to develop the competence and skills of students is through hands-on training, the On-the-Job Training wherein productivity, and professionalism will normally be high in those individuals that employ a sound OJT program for the college.

5. Job Competence in the BJMP

Table.5: Trainers' Feedback on the Student-Trainees of BS in Criminology in terms of Job Competence in the Bureau of Jail Management and Penology (BJMP)

Job Competence in the Bureau of Jail Management and Penology (BJMP)	Weighted Mean	Verbal Interpretation
1. Knowledgeable in receiving and docketing inmates	3.00	Exceeds Expectation
2. Efficient and effective in searching contrabands	3.10	Exceeds Expectation
3. Knowledgeable in taking fingerprints of committed inmates	2.95	Exceeds Expectation
4. Familiar with the SOP on effecting greyhound	3.10	Exceeds Expectation
5. Knowledgeable on the SOP on Escort Duty	3.10	Exceeds Expectation
6. Effective in handcuffing of inmates	3.67	Exceptional
7. Deals with visitors in a polite manner	3.67	Exceptional
8. Able to compose himself/herself in the performance of duty	3.48	Exceptional
9. Is physically fit in the performance of duty	3.62	Exceptional
10. Exhibits good observational skills while in the performance of duty	3.38	Exceptional
Average Weighted Mean	3.30	Exceptional

Among the one hundred thirteen (113) student-trainees, there were thirty-eight (38) who have undergone their On-the-Job Training at the Bureau of Jail Management and Penology (BJMP). The BJMP is mandated to direct, supervise and control the administration and operation of all district, city and municipal jails nationwide with pronged tasks of safekeeping and development of inmates [20]. The trainers from the agency rated the students exceptional and very much competent in being effective in handcuffing of inmates, in dealing with visitors in a polite manner, on being composed in the performance of duty, on being physically fit in the performance of duty and in exhibiting good observational skills while in the performance of duty. Both the Host Training Establishments and the University can work together to develop a comprehensive internship

program that would provide relevant practical experience and knowledge to the students [2] so that they can prepare the trainees in the real battlefield.

Moreover, the student-trainees were seen to perform exceeding expectation of the trainers in being knowledgeable in receiving and docketing inmates, in showing efficiency and effectiveness in searching contrabands, displaying knowledgeable in taking fingerprints of committed inmates, demonstrating familiarity with the Standard Operating Procedure on effecting greyhound and portraying knowledgeable on the Standard Operating Procedure on Escort Duty. Employers or host organizations should ensure that these students or trainees are adequately trained and progressively developed [21].

6. Job Competence in the BFP

Table.6: Trainers' Feedback on the Student–Trainees of BS in Criminology in terms of Job Competence in the Bureau of Fire Protection (BFP)

Job Competence in the Bureau of Fire Protection (BFP)	Weighted Mean	Verbal Interpretation
1. Capable of raising rescue ladders	3.00	Exceeds Expectation
2. Capable of applying a bandage to injured persons	3.00	Exceeds Expectation
3. Capable in hose laying	3.09	Exceeds Expectation
4. Capable of performing the different rescue carries	3.00	Exceeds Expectation
5. Capable of water rescue and survival	2.64	Exceeds Expectation
6. Knowledgeable in using the spine board	3.00	Exceeds Expectation
7. Knowledgeable in cardiopulmonary resuscitation	3.00	Exceeds Expectation
8. Knowledgeable in fire extinguisher operation	3.00	Exceeds Expectation
9. Knowledgeable in fire safety inspection	3.00	Exceeds Expectation
10. Knowledgeable in the issuance of a fire safety certificate	3.09	Exceeds Expectation
Average Weighted Mean	2.98	Exceeds Expectation

Among the one hundred thirteen (113) student–trainees, there were twenty–one (21) who have undergone their On–the–Job Training at the Bureau of Fire Protection (BFP). The BFP is responsible for the prevention and suppression of all destructive fires on buildings, houses and other structures; land transportation vehicles and equipment; ships or vessels docked at piers or wharves anchored in major seaports; petroleum industry installations; plane crashes and other similar incidents [22]. The trainers from the agency rated the students exceeding expectation and considered as competent in all the necessary skills needed in the BFP. It is very apparent that nothing from the parameters was evaluated exceptional from the trainers in the BFP but they still found their trainers competent.

Ensuring a successful internship requires a marriage of student abilities with appropriate supervision from the trainers and finding appropriate host organization for internships presents unique challenges [11]. Securing organizational project or assignments that can be completed within a relatedly short time frame given by the university and that provide suitable experiences for the student's level of training is serious. The internship must require meaningful responsibilities that would contribute to a true learning experience, not just menial tasks [14].

IV. CONCLUSION AND RECOMMENDATION

The student–trainees from the College of Criminology received an exceptional rating from their trainers in terms of their personal characteristics, attitude towards the job, job

performance and job competence both for those who had their training in the Philippine National Police (PNP) and Bureau of Jail Management and Penology (BJMP). The student–trainees from the Bureau of Fire Protection (BFP) were remarked as exceeding the expectation of the trainers in terms of their job competence. The trainers noticed that the students were well–equipped and trained to the jobs related to the different areas in the field of Criminology. It was also recognized by their supervisors that the students were very enthusiastic to learn new skills.

The university in general and the College of Criminology in specific must strengthen the functions of the existing student organizations to boost student's participation and cooperation in taking the lead to plan, organize, direct and implement programs that are indispensable for the growth and development of the students. Likewise, the faculty members should also instigate the students to join both curricular and extracurricular activities to shape and train them in increasing their analytical skills in situational settings [23] and become more competitive and confident of their given and acquired skills. Giving learning opportunities to students helps them to expand their knowledge, cultivate their abilities and discover new skills and talents [24] which can be found useful during their On–the–Job Training. Also, the university should ensure the implementation of the Outcomes–Based Education to continuously nourish their students' capability, reduce their difficulties [25], enhance their thinking skills [26] and prepare them to be locally responsive and globally

competitive as indicated in the University Vision. Moreover, the administrators must revisit the existing curriculum of the Bachelor of Science in Criminology to ensure that the skills that would be taught to the students are still aligned with the needs of their partnered agencies. Lastly, the On-the-Job Training and Career Development must coordinate to this Tri-Bureau to get updated on the skills needed to exceptionally perform in these agencies. Additionally, the OJT Manual should also be reconsidered for any revision to further improve the program that is being extended to the students.

REFERENCES

- [1] An, Imelda L. and Mauhay Romana Celeste A. (2016). Interns' Feedback on Industry Partners: Inputs for an Enhanced Internship Program. *Asia Pacific Journal of Education, Arts and Sciences* Vol. 3 No. 2, 74–81
- [2] Sumathi, Renganathan, Zainal Ambri Bin Abdul Karim, Chong Su Li, (2012) "Students' perception of industrial internship programme", *Education + Training*, Vol. 54 Issue: 2/3, pp.180–191
- [3] Commission on Higher Education. (2017). Retrieved from: <https://ched.gov.ph/wp-content/uploads/2018/03/CMO-NO.-104-S.-2017.pdf>
- [4] Pajarillo-Guadamor, Maita L. (2016). A Proposed Internship Manual for Criminology Students of Olivarez College, Paranaque City. *International Journal of Advanced Research Management and Social Sciences*, Vol. 5 No. 3, Page 204–229
- [5] Maistre, C.L., and Pare, A. (2004). Learning in two communities : the challenge for universities and workplaces. *Journal of Workplace Learning*, Vol. 16, no.1/2, pp.44–52.
- [6] Merriam S. B. (2001). *The New Update on Adult Learning Theory*. San Francisco: Jossey Bass Publishers.
- [7] Nowlen, P. M. (1988). *A new approach to continuing education for business and the professions: The performance model*. New York: ACE/Macmillan.
- [8] Shariff, S. et al (2008). *Industrial Practicum Training Among Operations Management Students: A Case Study in Malaysia*. An unpublished doctoral dissertation. Universiti PUTRA Malaysia.
- [9] Noe, R.A. (2003). *Employee Training and Development*. McGraw Hill International Ed.
- [10] Fox, W. & Bayat, M.S. (2007) "A Guide to Managing Research" Juta Publications, p.45
- [11] Bernardo, A., Landicho, A. and Laguardor, J. (2014). On-the-Job Training Performance of Students from AB Paralegal Studies for SY 2013–2014. *Studies in Social Sciences and Humanities*, Research Academy of Social Sciences, vol. 1(4), pages 122–129.
- [12] Shariff, S. (2007) et. al. *Guidelines for Effective Industrial Practicum Training and Project Paper*. UPENA, Universiti Teknologi MARA. Malaysia.
- [13] Laguardor, J.M., Dotong, C.I., (2013). Tracer Study of BS Computer Engineering Graduates of Lyceum of the Philippines University, *International Journal of Management, IT and Engineering*, 3(8): 387–401
- [14] Shoenfelt, E. L., Kottke, J. L., Stone, N. J., (2012). Master's and Undergraduate Industrial/Organizational Internships: Data-Based Recommendations for Successful Experiences, *Teaching of Psychology*, 39(2), 100–106.
- [15] Laguardor, J.M. (2013). Engineering Students' Academic and on-the-Job Training Performance Appraisal Analysis, *International Journal of e-Education, e-Business, e-Management and e-Learning*, 3(4): 301–305
- [16] Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71–83.
- [17] Ylagan, A. P. (2013). Intensifying the OJT Program of the College of Business Administration, Lyceum of the Philippines University–Batangas, *E-International Scientific Research Journal*, 5(1): 220–220
- [18] Philippine National Police Official Website. (2019). Retrieved from: <http://www.pnp.gov.ph/about-us>
- [19] Taladtad, Sunjay G., Bala, Maria Katrina R., Rodelas, Manilyn, and Teope, Rodolfo John. (2010). Factors that Affect the On-the-Job Training of BSBA Practicumers of the University of Manila: An Assessment.
- [20] Bureau of Jail Management and Penology Official Website. (2019). Retrieved from: <https://www.bjmp.gov.ph/about.html>
- [21] Shariff, S., Ahmad, N., Mohamed Esa, M. (2011). OBE–SCL Design in Business Management Programs: A Case Study. *Proceedings in ICBEIA*. June 2011. Malaysia.
- [22] Bureau of Fire Protection Official Website. (2019). Retrieved from: <https://www.bfp.gov.ph/about.html>
- [23] Subia, Gener S.(2018). Think Like My Teacher (TLMT): A New Method in Assessing Millennial Learners. *International Journal of Arts, Humanities and Social Sciences*. Volume 3. Issue 1. www.ijahss.com.
- [24] Britiller, M. C., Ramirez, L. Q., Ramos, F. M. C., Reyes, D. M. C., Salazar, K. D., Sandoval, J. A. M. (2014). Nurse Educator's Affective Teaching Strategies, *Asia Pacific Journal of Multidisciplinary Research*, 2(1), 6–13
- [25] Subia, G.(2018). Comprehensible Technique in Solving Consecutive Number Problems in Algebra. *Journal of Applied Mathematics and Physics*, 6,447-457. doi:10.4236/jamp.2018.63041.
- [26] Subia, G.,Amaranto, J., Amaranto, J., Bustamante, J. and Damaso, I. (2019). Chess and Mathematics Performance of College Players: An Exploratory Analysis. *Open Access Library Journal*, 6,1-7. doi:10.4236/oalib.1105195.