

## Students' and Supervisors' Perception on the On-the-Job Training at the Philippine National Police -Tuy

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**ABSTRACT:** The study examined the perception of students and supervisors on on-the-job training at the Philippine National Police - Tuy, aimed to improve the Bachelor of Science in Criminology Program's On-the-Job Training Plan. The researchers used a descriptive quantitative method to gather data from twentyone (21) OJT interns and ten (10) supervisors with direct experience in the program. The results showed that students believe the training plan is relevant for skill development, while supervisors believed it serves as a comprehensive guide for the agency's training objectives. Students favored orientations and briefings, while supervisors emphasized the importance of immediate supervisors monitoring and supporting interns' learning progress in terms of mentorship and guidance. The training facilities and resources provided a conducive environment for learning and development for students, with supervisors agreeing that sufficient training materials are provided. Effective communication was also emphasized, with instructions provided in a clear and understandable manner for the students and professional matter for supervisors. The on-the-job training provided valuable learning opportunities to the students, and the supervisors believed that the ability to assess and respond to diverse situations was a key outcome of the program. Finally, the students concluded that the overall outcome of the on-the-job training provided significant learning opportunities, and that the interns' personal and professional development was aided by the OJT, according to the supervisors. The Bachelor of Science in Criminology Program should provide inputs to create an updated, well-constructed, and detailed training plan aligned with the mission and objectives of the University and the Philippine National Police.

**KEYWORDS:** assessment, perception, training plan, student, supervisors

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### I. INTRODUCTION

On-the-job training (OJT) means training in the public or private sector engaging in productive work that provides knowledge and skills essential to adequate workplace performance. This training helps the criminology interns experience the demands of their future jobs and enhance their personality and confidence. It is an application of the things they have learned in the classroom. However, the OJT course does not apply in the same way in all countries worldwide. An intern is an undergraduate student, a recent graduate, or a young professional seeking an opportunity to strengthen their work experience [1]. By raising the standard of higher education, internships in India can assist students develop their skills and abilities. In order to assist students get greater professional capabilities and competence in their subject of interest, it also covers the workplace of an internship. Through the curriculum, the students will have all the information they need to perform better [2]. In the meantime, both the students and the Host Training Establishment (HTE), which offers these training opportunities, gain from accommodating OJT interns. Gaps in the On-the-Job Training Course's implementation, however, include the team of experts and practitioners' lack of involvement in creating the program's content [3].

In connection with this, Batangas State University – The National Engineering University offering Bachelor of Science in Criminology implements an internship program as a summer class during the second year and third year of the criminology students. Batangas State University's training plan implements a comprehensive training plan for its students, guided by provisions of RA 7722 or the Higher Education Act of 1994, together with the CHED Memorandum No. 104 (2017) and CHED Memorandum Order No. 05 series of 2018[4]. Bachelor of Science in Criminology and its partner agency provides a comprehensive program of instruction outlining the training objectives, activities, and duration. This includes orientation and assignments in different offices and operating units in PNP. The training plan is based on the Memorandum of Agreement signed and agreed by both parties. This is anchored with the 2030 Agenda for Sustainable Development, adopted by all United Nations members in 2015 to transform the world. Particularly, Goal No. 4 ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all to ensure that by

2030, all girls, boys, youths, adults, no matter their gender, and even persons with disabilities and Indigenous people can access free, complete, affordable, quality education and safe environment. Through this, all criminology students, the future law enforcers can acquire knowledge and skills that will contribute to promoting sustainable development goals [6].

With all that has been mentioned, assessing the students' and supervisors' perceptions of the on-the-job training at the Philippine National Police in Tuy, Batangas, is a necessary thing in providing inputs for the enhancement of the Bachelor of Science in Criminology Program's On-the-Job Training Plan to provide invaluable practical training that can shape the potential of aspiring criminologists.

## **II. METHODOLOGY**

The study utilized a descriptive quantitative research method to assess the perceptions of students and supervisors regarding the on-the-job training (OJT) program of the Philippine National Police (PNP) in Tuy. This quantitative approach involved collecting and analyzing numerical data to identify patterns and measure the impact of variables. The primary data collection instrument was a self-made, validated survey questionnaire, administered both face-to-face and via Google Forms to maximize reach. The study employed a purposive sampling technique to select respondents with direct OJT experience, specifically gathering data from 21 OJT interns and 10 assigned supervisors at PNP Tuy. After securing necessary permissions and participant consent, the data was collected and analyzed using the Statistical Package for Social Sciences Software (SPSS). The statistical tools employed included Frequency and Percentage (to determine profile occurrences), Weighted Mean and Standard Deviation (to determine averages and data dispersion), and the Independent T-test (to ascertain if a statistically significant difference existed between the assessments of the student and supervisor groups). This methodical process ensured reliable and unbiased conclusions to answer the study's problems.

## **III. DISCUSSION**

The efficacy of professional education in fields like Criminology is increasingly measured not merely by theoretical knowledge acquisition but by the practical competence of its graduates. The On-the-Job Training (OJT) program, therefore, stands as a non-negotiable cornerstone of the curriculum, serving as the essential bridge between the academic setting and the rigors of professional law enforcement. Globally, experiential learning is lauded for its ability to foster critical skills, build self-confidence, and instill the necessary professional discipline and etiquette required for career success [6].

This critical transition, however, is frequently hampered by inconsistent program implementation. Prior analyses have pointed to systemic vulnerabilities, including a discernible lack of participation from seasoned field experts in the actual design and continuous improvement of the training curricula, alongside failures to adhere to consistent delivery standards. These gaps in structure and execution compromise the quality of the exposure and threaten the achievement of desired learning outcomes. The stakes are particularly high given the necessity of aligning Criminology education with national mandates, such as those set by the Commission on Higher Education (CHED), and global benchmarks for quality education and effective institutional development, specifically UN Sustainable Development Goals (SDG) 4 and 16. Thus, a structured, empirical evaluation of the OJT environment is not merely a bureaucratic requirement but an imperative for continuous programmatic enhancement, ensuring the practicum actively prepares students for their future roles by uncovering both their capabilities and areas for development.

To robustly analyze and optimize the OJT process, this discussion is framed by Albert Bandura's Social Learning Theory (SLT). SLT posits that learning extends beyond direct, trial-and-error experience, arguing that much of an individual's behavioral repertoire is acquired through observational learning—watching, imitating, and modeling the conduct of others [7]. In the high-stakes environment of a Criminology practicum, this framework is exceptionally relevant.

The supervisor-intern relationship emerges as the most crucial mechanism of professional socialization. Interns' perceptions of their training, their understanding of ethical conduct, and their acquisition of practical skills are fundamentally shaped by the attitudes, actions, and interactions of their superiors. The supervisor acts as a model, whose behavior, whether in effective communication, ethical decision-making, or critical thinking, is internalized by the student. These dynamic highlights the power of vicarious reinforcement; students gain knowledge and skills not only from structured lessons but also from observing the consequences of their supervisors' actions. By using SLT, the study provides a robust lens to analyze how to deliberately cultivate a positive training environment and utilize mentorship to strengthen professional competencies, moving beyond rote learning to embed ethical practice through powerful social examples.

This research undertook a vital step in this direction by conducting a comparative analysis of the OJT program specifically at the Philippine National Police (PNP)-Tuy. The study's design focused on soliciting mutual perceptions from both student-interns and supervisor-respondents across six critical programmatic

constructs: training plan adequacy, mentorship and guidance effectiveness, sufficiency of facilities and resources, communication effectiveness, clarity of learning outcomes, and overall satisfaction.

This empirical, two-sided assessment is intended to precisely locate the structural and relational weaknesses that impede quality training. The findings derived from this dual-perspective analysis will not remain abstract; rather, they are designed to generate concrete, research-based inputs for the enhancement of the Bachelor of Science in Criminology's OJT Plan. The proposed revisions will ensure that the training experience is maximized for learning utility, effectively addresses the operational needs of the Host Training Establishment (HTE), and, most importantly, solidifies the internship as a vital tool for producing a new generation of competent, ethical, and fully prepared law enforcement professionals.

#### IV. FINDINGS

*Demographic information:* Of the 31 respondents, 67.74% of the population were students compared to 32.26% supervisor participants as can be seen in table 1 below.

Position	Frequency	Percentage
Student	21	67.74%
Supervisor	10	32.26%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table 1: Gender of respondents**

Table 1 presents the distribution of respondents according to their position. Twenty- one (21), or 67.74 percent of the samples, were students, while ten (10), or 32.26 percent, were supervisors. The result highlighted that most respondents were students.

*Assessment of the Students-Respondents relative to their Perception of the On-the-Job Training at the Philippine National Police-Tuy relative to the Training Plan, Mentorship and Guidance, Facilities and Resources, Communication Effectiveness, Learning Outcomes, and Overall Satisfaction*

Table 2 shows the assessment of the student-respondents relative to their perceptions of the on-the-job training at the Philippine National Police-Tuy in terms of the training plan. It shows an overall assessment of 3.7 and is interpreted as Strongly Agree, indicating that a clear indication that the training plan contributes positively to the development of the student trainees. The training plan of the BS Criminology program being relevant to developing the skills of the students ranked highest with general weighted mean of 3.9 verbally interpreted as Strongly Agree. Conversely, the schedule of activities in the training plan optimized to make the most efficient use of time and resources got 3.52 weighted mean verbally interpreted as Strongly Agree as well. The finding suggests that respondents are contented with what the existing training plan can provide, as it is enough to develop students' skills. The training plan helps develop students' skills through practical learning.

Perception of the Students-Respondents Relative to the Training Plan	Weighted Mean	Verbal Interpretation
The training plan of the BS Criminology program is relevant to developing the skills of the students.	3.9	Strongly Agree
The training plan is time-bound ending intern' to maximize their learning with designated time-frame.	3.76	Strongly Agree
The training plan contains interconnected activities that develop interns' skills in progressive manner.	3.76	Strongly Agree
The BS Criminology Program's training plan was utilized by the agency, serving as guide for training purposes.	3.71	Strongly Agree
The training plan is aligned with the specific goals and objectives of the agency.	3.67	Strongly Agree
The training plan of the BS Criminology program has clear objectives that are attainable.	3.67	Strongly Agree
The BS Criminology programs training plan provides students opportunity to bridge theoretical knowledge with practical application.	3.67	Strongly Agree
The agency offers opportunities for interns to apply theoretical knowledge in practical settings.	3.62	Strongly Agree
The schedule of activities in the training plan optimized to make the most efficient use of time and resources.	3.52	Strongly Agree
<b>General Weighted Mean</b>	<b>3.7</b>	<b>Strongly Agree</b>

**Table 2: Perception of the Students-Respondents Relative to the Training Plan**

Table 3 highlights the facilities and resources in the on-the-job training at the Philippine National Police-Tuy indicate a high level of confidence is observed and practiced during the training, with a general weighted mean of 3.63. It is notable that the agency has a conducive environment for learning and development during OJT while it lacks in sufficient training materials for the students. Developing students' competent skills requires a facility that can meet students' demands. It can also be inferred that collaborative spaces and sufficient materials can accommodate and satisfy the necessities of an individual in the workplace. It is provided to engage, motivate, develop skills in the workplace, and acquire proficiency in criminal procedures and operations.

Perception of the Students- Respondents Relative to the Mentorship and Guidance	Weighted Mean	Verbal Interpretation
Conducted an orientation about the OJT program requirements and preparation needed and its expectation.	3.86	Strongly Agree
The OJT trainees are briefed regarding the guidance on protocols and procedures in the station.	3.86	Strongly Agree
The supervisors evaluates whether the OJT activities align with the OJT students' academic program or career.	3.86	Strongly Agree
The training supervisors provide direct instruction together with OJT Coordinator in completing the internship program.	3.81	Strongly Agree
The training supervisor provides insight to the career progression in the field.	3.76	Strongly Agree
The training supervisors' expertise provides students with invaluable insights in the field.	3.76	Strongly Agree
There is an assigned immediate supervisor to monitor the students learning progress.	3.71	Strongly Agree
Supervisor helped interns to prepare for positions of greater responsibility by providing leadership experience.	3.71	Strongly Agree
The supervisor had provided institutionalized support during the OJT.	3.62	Strongly Agree
<b>General Weighted Mean</b>	<b>3.77</b>	<b>Strongly Agree</b>

**Table 3: Perception of the Students-Respondents Relative to the Mentorship and Guidance**

Table 4 shows that effective communication is practiced consistently throughout the on-the-job training with a general weighted mean of 3.8 and verbally interpreted as strongly agree. The findings indicate that respondents believe that both students and supervisors in the agency are effective communicators. Communication involves active listening, circulating feedback, and clarification concisely, timely, and accurately. Hence, considering these conditions can lead to task completion and individual satisfaction. It is a component to enhance students' leadership abilities and career prospectivity.

Perception of the Students-Respondents Relative to Communication Effectiveness	Weighted Mean	Verbal Interpretation
The supervisors give instructions in a manner that the students can clearly understand.	3.9	Strongly Agree
The students can freely ask questions when they cannot understand their task or activities.	3.86	Strongly Agree
Students communicate to their fellow trainees and supervisors with utmost politeness.	3.86	Strongly Agree
The supervisors usually communicate to students verbally to avoid misunderstanding especially when giving tasks.	3.81	Strongly Agree
The students respond immediately when asked by the supervisor whether verbally or non-verbally.	3.81	Strongly Agree
The students are active listeners and aware of their surroundings.	3.81	Strongly Agree
The feedback received during the OJT was constructive and helped students improve their performance.	3.81	Strongly Agree
The supervisors are open on answering inquiries of the students and encourage students to do their best.	3.76	Strongly Agree
Communication in the agency is limited only to activity-related conversation to maintain professionalism.	3.76	Strongly Agree
<b>General Weighted Mean</b>	<b>3.8</b>	<b>Strongly Agree</b>

**Table 4: Perception of the Students-Respondents Relative to Communication Effectiveness**

Table 5 shows the assessment of the student-respondents relative to their perceptions of the on-the-job training at the National Police- Tuy in terms of their learning outcomes. Overall, the learning outcomes of the respondents got a weighted mean of 3.73, interpreted as strongly agree. The results imply that the respondents gained valuable learning in their on-the-job training experience. Students learn valuable learning on the on-the-job training since they are exposed on the real work. The internship program helps in the rationalization of the theories learned at school into application in the field of work of the Philippine National Police in Tuy.

Perception of the Students-Respondents Relative to Learning Outcomes	Weighted Mean	Verbal Interpretation
The OJT provided sufficient opportunities for hands-on learning.	3.81	Strongly Agree
The OJT emphasizes experiential learning that the students learn through hands-on experience.	3.81	Strongly Agree
The OJT helped the students to develop a greater sense of responsibility and accountability.	3.76	Strongly Agree
The OJT improves students' ability to assess and respond to different types of situations effectively.	3.76	Strongly Agree
The OJT helps to develop a better understanding of the procedures and protocols of the agency.	3.76	Strongly Agree
The OJT	3.71	Strongly Agree

notably enhanced students' social skills, including communication, teamwork, and conflict resolution.		
The OJT helped students improve their ability to apply theoretical information in everyday situations.	3.67	Strongly Agree
The duration of the OJT was sufficient to achieve the intended learning outcomes.	3.52	Strongly Agree
<b>General Weighted Mean</b>	<b>3.73</b>	<b>Strongly Agree</b>

**Table 5: Perception of the Students-Respondents Relative to Learning Outcomes**

Table 6 highlights the respondents' perceptions of their OJT at the PNP Tuy concerning their overall satisfaction is 3.8, verbally interpreted as strongly agree. The results shed light on the positive experience of the respondents on the training program. The program providing valuable learning opportunities and significant role in the students' decision making to pursue professional career ranked highest. Meanwhile, the students think that the support provided by OJT mentors are enough but still ranked lowest. A training program provides outlined goals and objectives, competencies, learning, and expertise that student interns should acquire in their training field. A program's success is based on applying the said conditions. Therefore, creating an organized culture, an engaging work environment, and a well-structured program can positively affect students' satisfaction.

<b>Perception of the Students-Respondents Relative to the Overall Satisfaction</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
The OJT program provided valuable learning opportunities.	3.9	Strongly Agree
The internship experience had a significant role in the students' decision making to pursue professional career.	3.9	Strongly Agree
The OJT program was well-organized and structured.	3.86	Strongly Agree
The OJT program has helped me develop skills that are relevant to my future career.	3.86	Strongly Agree
The facilities and resources provided during OJT were satisfactory.	3.81	Strongly Agree
The OJT Program improved the skills and abilities of the student trainees.	3.76	Strongly Agree
I am satisfied with the overall quality of the OJT program.	3.76	Strongly Agree
The students' personal and professional development had increased during their on-the-job training.	3.71	Strongly Agree
The support provided by the OJT supervisors/mentors was adequate (satisfactory).	3.67	Strongly Agree
<b>General Weighted Mean</b>	<b>3.8</b>	<b>Strongly Agree</b>

**Table 6: Perception of the Students-Respondents Relative to the Overall Satisfaction**

*Assessment of the Supervisor-Respondents relative to their Perception of the On-the-Job Training at the Philippine National Police-Tuy relative to the: Training Plan, Mentorship and Guidance, Facilities and Resources, Communication Effectiveness, Learning Outcomes, and Overall Satisfaction*

Table 7 result shows that the supervisor- respondents' assessment relative to their perceptions of the on-the-job training at the Philippine National Police-Tuy relative to their training plan got a general weighted mean of 3.8 and verbally interpreted as strongly agree. The supervisors strongly agreed that the training plan served as comprehensive guide as it ranked the highest, while they also strongly believed that the training plan aligns with the specific goals and objectives of the agency although it ranked the lowest. This finding is attributed to the fact that having a well-structured training plan makes the internship program effective since it guides the interns and supervisors in the station to accomplish their tasks, goals, and objectives. A clear and organized training plan serves as a roadmap for both students and their supervisors, providing direction, clarity on their respective roles and responsibilities, and the goals they need to achieve during the internship period.

<b>Perception of the Supervisor-Respondents Relative to the Training Plan</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
The BS Criminology Program's training plan serves as a comprehensive guide for the agency's training objectives.	3.9	Strongly Agree
The training plan sets clear time-bound goals, maximizing interns' learning within a designated timeframe.	3.8	Strongly Agree
The BS Criminology program's training plan effectively integrates theoretical knowledge with practical application.	3.8	Strongly Agree
Clear and attainable objectives are outlined in the training plan of the BS Criminology program.	3.8	Strongly Agree
The schedule of activities in the training plan optimizes the efficient use of time and resources.	3.8	Strongly Agree
Interconnected activities in the training plan facilitate the progressive development of interns' skills.	3.8	Strongly Agree
Interns are provided with ample opportunities to apply theoretical knowledge in practical settings.	3.8	Strongly Agree
The training plan is relevant and instrumental in developing the skills of the interns.	3.8	Strongly Agree
The training plan aligns with the specific goals and objectives of the agency.	3.7	Strongly Agree
<b>General Weighted Mean</b>	<b>3.8</b>	<b>Strongly Agree</b>

**Table 7: Perception of the Supervisor-Respondents Relative to the Training Plan**



Table 8 presents the assessment of the supervisor-respondents relative to their perceptions of the OJT at the Philippine National Police-Tuy relative to their mentorship and guidance got a general weighted mean of 3.41 and verbally interpreted as strongly agree. The results imply that the supervisor's mentorship and guidance contribute to the interns' learning progress. Supervisors provide support, insights, instruction, and orientation necessary to complete and accomplish their tasks, goals, and objectives during the internship program.

Perception of the Supervisor-Respondents Relative to Mentorship and Guidance	Weighted Mean	Verbal Interpretation
Assigned immediate supervisors actively monitor and support interns' learning progress.	3.6	Strongly Agree
Supervisors' expertise offers invaluable insights derived from personal experiences.	3.5	Strongly Agree
Supervisors provide valuable insights into career progression within the field.	3.4	Strongly Agree
Supervisors aid interns in preparing for positions of greater responsibility, offering leadership experience.	3.4	Strongly Agree
Supervisors provide direct instruction and support in completing the internship program.	3.4	Strongly Agree
Institutionalized support is consistently provided by supervisors during the OJT.	3.4	Strongly Agree
Supervisors evaluate whether OJT activities align with interns' academic and career objectives.	3.4	Strongly Agree
Orientations about OJT program requirements and expectations are conducted to prepare interns adequately.	3.3	Strongly Agree
Interns are briefed on protocols and procedures within the station to ensure smooth integration.	3.3	Strongly Agree
<b>General Weighted Mean</b>	<b>3.41</b>	<b>Strongly Agree</b>

**Table 8: Perception of the Supervisor-Respondents Relative to the Mentorship and Guidance**

Table 9 revealed that the assessment of the supervisor-respondents relative to their perceptions of the on-the-job training at the Philippine National Police-Tuy relative to their facilities and resources got a general weighted mean of 3.6 and verbally interpreted as strongly agree. Sufficiency of training materials, such as manuals and guides, are provided to aid interns' learning being the highest and necessary equipment and tools are readily accessible to interns to facilitate task completion, ranked the lowest. The results imply that the assessment of the supervisors in the station with regard to their facilities and resources was accessible and sufficient to the interns to make them focused and accomplish their tasks.

Perception of the Supervisor-Respondents Relative to the Facilities and Resources	Weighted Mean	Verbal Interpretation
Sufficient training materials, such as manuals and guides, are provided to aid interns' learning.	3.7	Strongly Agree
Interns are provided with a dedicated workspace to minimize distractions and enhance productivity.	3.7	Strongly Agree
Access to relevant resources, including databases and software, enriches interns' learning experience.	3.7	Strongly Agree
The agency maintains a supportive learning environment throughout the OJT period.	3.6	Strongly Agree
The agency provides interns with adequate workspace conducive to focused tasks.	3.5	Strongly Agree
Necessary equipment and tools are readily accessible to interns to facilitate task completion.	3.4	Strongly Agree
<b>General Weighted Mean</b>	<b>3.6</b>	<b>Strongly Agree</b>

**Table 9: Perception of the Supervisor-Respondents Relative to the Facilities and Resources**

Table 10 indicates that the input accumulated a high weighted mean of 3.56 and verbally interpreted as strongly agree based on the supervisor-respondents. This indicates that maintaining professionalism while keeping the openness of communication in the agency is necessary. Also, supervisors are particular to having professional relation to the students' interns during on-the-job training. It underscores the idea that professional environment and effective communication creates a supportive and productive atmosphere for interns to learn and grow. Moreover, it highlights that supervisors are particularly mindful of preserving clear boundaries and respectful interactions with interns, ensuring that their guidance remains focused, objective, and aligned with the agency's values and standard.

Perception of the Supervisor-Respondents Relative to Communication Effectiveness	Weighted Mean	Verbal Interpretation
Communication within the agency is limited only to activity-related conversation to maintain professionalism.	3.7	Strongly Agree
Supervisors deliver instructions clearly, ensuring interns understand their tasks.	3.6	Strongly Agree
Interns exhibit active listening skills and demonstrate awareness of their surroundings.	3.6	Strongly Agree
Constructive feedback received during the OJT aids interns in performance improvement.	3.6	Strongly Agree
Professionalism is maintained in all communication exchanges between supervisors and interns.	3.6	Strongly Agree
Verbal communication is prioritized to minimize misunderstandings in task assignments.	3.5	Strongly Agree
Interns promptly respond to supervisors' inquiries, demonstrating active engagement.	3.5	Strongly Agree
Interns feel comfortable asking questions when clarification is needed.	3.5	Strongly Agree
Open communication encourages interns to ask questions and strive for excellence.	3.4	Strongly Agree
<b>General Weighted Mean</b>	<b>3.56</b>	<b>Strongly Agree</b>

**Table 10: Perception of the Supervisor-Respondents Relative to Communication Effectiveness**

Table 11 in the perception of supervisors interms of learning outcomes accumulated a high weighted mean of 3.68 and verbally interpreted as strongly agree. The finding could be attributed to the fact that learning outcomes have a significant contribution to most of the students' based on the supervisors. The high rating can be attributed to the significant impact of the OJT programs have on students' professional development. On-the-job training (OJT) programs can indeed provide interns with knowledge, skills, and improvements to criminology students. It helps them to apply concepts and theories in practice and enhance their understanding of the field of criminology. This hands-on experience not only reinforces academic learning but also helps in developing critical thinking, problem-solving abilities, and practical skills essential for their future careers.

Perception of the Supervisor-Respondents Relative to the Learning Outcomes	Weighted Mean	Verbal Interpretation
Enhanced ability to assess and respond to diverse situation effectively is a key outcome of the OJT.	3.8	Strongly Agree
Understanding of agency procedures and protocols significantly improved through the OJT.	3.8	Strongly Agree
Notably, the OJT enhances interns' social skills, including communication, teamwork, and conflict resolution.	3.8	Strongly Agree
The OJT provides ample opportunities for hands-on learning experiences.	3.7	Strongly Agree
Interns develop a heightened sense of responsibility and accountability during the OJT.	3.7	Strongly Agree
The duration of the OJT adequately supports the achievement of intended learning outcomes.	3.7	Strongly Agree
Experiential learning is emphasized, allowing interns to learn through practical experiences.	3.5	Strongly Agree
Application of theoretical knowledge in real-world scenarios is enhanced through the OJT.	3.4	Strongly Agree
<b>General Weighted Mean</b>	<b>3.68</b>	<b>Strongly Agree</b>

**Table 11: Perception of the Supervisor-Respondents Relative to the Learning Outcomes**

Table 12 highlights the assessment of the supervisor-respondents relative to their overall satisfaction with the OJT got a weighted mean of 3.48, verbally interpreted as strongly agree. The result implies that the supervisors are satisfied with the training program. It further explains that the respondents were satisfied with the training program of the institution. Interns gained more highly valued skills and experiences through the help of their supervisors. However, supervisors need more effective supervision so interns can achieve their roles and have a high level of satisfaction.

Perception of the Supervisor-Respondents Relative to the Overall Satisfaction	Weighted Mean	Verbal Interpretation
Personal and professional development of interns is noticeably enhanced through the OJT.	3.7	Strongly Agree
The OJT program met the expectations of the supervisors.	3.7	Strongly Agree
Relevance of skills developed during the OJT to future career prospects is evident.	3.6	Strongly Agree
Interns attribute their career decisions in part to the positive internship experience.	3.6	Strongly Agree
The facilities and resources provided during OJT were satisfactory.	3.6	Strongly Agree
Interns report significant improvement in skills and abilities as a result of the OJT program.	3.4	Strongly Agree
Supervisors provide adequate support, contributing to the overall satisfaction of interns.	3.3	Strongly Agree
The OJT program offers valuable learning opportunities that contribute to interns' professional growth.	3.2	Agree
Organization and structure of the OJT program provided by the BSU are commendable.	3.2	Agree
<b>General Weighted Mean</b>	<b>3.48</b>	<b>Strongly Agree</b>

**Table 12: Perception of the Supervisor-Respondents Relative to the Overall Satisfaction**

*Significant difference as regards the assessment of the two groups of respondents relative to their perceptions of the on-the-job training at the Philippine National Police-Tuy*

Table 13 shows the significant difference between the student and supervisor respondents' assessments relative to their perceptions of the on-the-job training at the Philippine National Police at Tuy, Batangas. The statistical analysis indicates no significant difference regarding the assessment of the two groups of respondents relative to their perceptions of the on-the-job training at the Philippine National Police at Tuy, Batangas. It is supported by the t-test of the independent samples of the two groups of respondents. Based on the results ( $t(29) = 0.143, p = 1.51$ ), the difference between the groups is not statistically significant. The alternative hypothesis, which assumes the difference, is rejected based on the p-values. Therefore, the students' and supervisors' perceptions of the on-the-job training have no significant relationship.

		Statistic	df	p
TOTAL	Student's t	1.51 <sup>a</sup>	29	0.143

Note.  $H_0: \mu_{\text{Student}} = \mu_{\text{Supervisor}}$

<sup>a</sup>Levene's test is significant ( $p < .05$ ), suggesting a violation of the assumption of equal variances

**Table 13: Significant difference as regards the assessment of the two groups of respondents relative to their perceptions**

#### **Proposed inputs for the enhancement of the On-the-Job Training Plan**

The program is implemented by the agency and the University, with supervisors serving as crucial role models. The initial phase (Week 1) focuses on orientation, ensuring interns are familiarized with the agency's organization, structure, mission, values, and the legal framework of law enforcement. Progression continues into Week 2, which emphasizes skill acquisition through personalized coaching, weekly feedback to improve communication and problem-solving, and practical activities like assisting with administrative documents and familiarizing with specialized equipment. Week 3 is dedicated to practical application, requiring interns to resolve conflicts, enhance interpersonal and communication skills, and directly apply theoretical knowledge. The final stage (Week 4 and beyond) prioritizes community engagement and concludes with a thorough learning assessment to evaluate competencies—including practical examinations like firearm assembly and crime scene simulations—and the provision of constructive feedback. Central to the program's efficacy is the Social Learning Theory, which posits that interns learn significantly through observation and imitation of their supervisors, who act as the "most potent model of education." This framework ensures the development of not only technical skills but also crucial soft skills and professional values, facilitated by a supportive environment that maximizes experiential learning through available agency resources, requiring no financial funds. The overall program's success is determined by continuous evaluation and a suggested recognition ceremony to boost morale.

### **V. CONCLUSION**

The on-the-job training (OJT) experience at the Philippine National Police-Tuy was overwhelmingly positive for both students and their supervisors. Students reported high satisfaction due to an effective training plan, supportive mentorship, essential resources, and hands-on learning, which significantly contributed to their professional development and clarified their future career paths. Similarly, supervisors viewed the training plan as a helpful guide and were satisfied with the interns' progress, noting significant student growth, skill development, and the successful application of theoretical knowledge, all of which they credited to the University's well-structured and effective program. Notably, there was no significant difference between the students' and supervisors' perceptions regarding the OJT experience. To further enhance the program, a more specific and detailed training plan was proposed, which is directly aligned with the goals of the Philippine National Police in Tuy, aiming to strengthen the knowledge, skills, and attitudes of the Criminology student interns for their future workplace.

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