

On-the-job training effectiveness in business education: An evaluation of host training establishments in Nueva Ecija, Philippines

Nestor Dela Cruz Natividad 




Nueva Ecija University of Science and Technology, Cabanatuan City, Philippines.  
Email: [nest0525.nn@gmail.com](mailto:nest0525.nn@gmail.com)

Abstract

This study assessed the effectiveness of on-the-job training (OJT) among BSBA–Marketing Management trainees at Nueva Ecija University of Science and Technology, Atate Campus. Guided by Memoranda of Understanding with Host Training Establishments (HTEs), four dimensions were examined: Supervision and Mentoring (SM), Learning Opportunities (LEO), Work Environment and Health Safety (WEHS), and Communication and Monitoring (CM). Using total enumeration, 59 students from the Classes of 2024 and 2025 were surveyed across government, retail, and service organizations in Nueva Ecija. Data were analyzed in JAMOVI using descriptive statistics, ANOVA, and Pearson correlation. Male trainees rated their experiences more positively than females, particularly on WEHS. No significant differences emerged by graduation year or organization type, though service-sector HTEs received slightly lower CM ratings. ANOVA revealed no significant group differences; however, correlations indicated strong positive associations among dimensions, notably between SM and CM ( $r = .810$ ,  $p < .001$ ). The findings support that integrated, well-structured programs enhance OJT outcomes and recommend continuing training on communication, supervision, and workplace safety, with emphasis on service settings, and consistent practice thereafter.

**Keywords:** Experiential learning, Higher education, Host training establishments, Mentorship, OJT evaluation, Workplace safety.

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### Contribution of this paper to the literature

This study contributes to the existing literature on internship success by assessing Host Training Establishments through four validated dimensions. Its primary contribution is finding that structured supervision, along with effective communication, leads to substantial improvements in OJT results.

## 1. Introduction

The Nueva Ecija University of Science and Technology (NEUST) – Atate Campus, located in Barangay Atate, Palayan City, was established in 1998 through a collaborative initiative between NEUST and the local government of Palayan. Originally conceived to expand access to quality higher education in underserved regions, the campus began offering foundational programs and has since grown into a comprehensive academic hub. It now provides degree programs in Business Administration, Entrepreneurship, and Information Technology. Over time, its development has been marked by infrastructure expansion, administrative transitions, and strengthened industry partnerships that support practical learning and professional growth.

Following the objectives of the university to connect the classroom to the worksite, the institution mandates the on-the-job training (OJT) program as part of the curriculum in business programs. This project helps students apply their learning in real work settings as it enhances vital technical and soft skills (Dawaton, 2021). According to Cuizon (2020) and Hingpit (2024) OJT develops skills, builds work values, professional ethics, and adaptive behavior to be able to cope in a competitive industry.

The university and Host Training Establishment (HTE) where the student trainee has chosen to undergo his/her on-the-job (OJT) shall have a Memorandum of Understanding (MOU) for the purpose of ensuring integrity in this program. Through this MOU, the roles of the university, the HTEs, and the student trainees are clearly stipulated. The MOU mentions mentorship, workplace safety, issuance of completion certificates, and training plans reflecting both academia and industry demands. These MOUs are compliant with CMO No. 23, Series of 2009, and CMO No. 104, Series of 2017, of the Commission on Higher Education (CHED). The policies place the responsibility on the institution to monitor and assess student internship programs.

The objective of this study is to assess the effectiveness of on-the-job training based on the perceptions of the OJT Trainees under the Business Administration Major in Marketing Management (BSBA MM) program of NEUST Atate Campus. This study focuses on four critical dimensions as stipulated in the MOU: Supervision and Mentoring (SM); Learning Opportunities (LO); Work Environment and Health Safety (WEHS); and Communication and Monitoring (CM). It additionally examines whether significant differences exist in the evaluation of these variables based on gender and the type of company assigned (government, retail, or service), and the correlation among these evaluation variables.

The results of this study will help improve the NEUST-HTEs partnership and the policy framework and implementation strategies of OJT. In the end, it aims to continuously improve the delivery of higher education and the employability of NEUST students.

## 2. Literature Review

### 2.1. Supervision and Mentoring in the on-the-Job Training

Establishing a good supervisory and mentoring structure for on-the-job training (OJT) is essential for trainee development and organizational success. Supervision originates from the time of Hippocrates: the bond between the trainee and supervisor is an important one, and it continues to be relevant in many fields (Garza, 2019). Effective supervision occurs when there is open communication and clear expectations. There is a process in which trainees can take on greater complexity over time with mentoring and support (Tracey, 2006). The supervisor has an activity called graded responsibility, where the trainee performs a simple task initially, then gradually more difficult tasks. Furthermore, having an expert supervisor not only enhances competence but also builds confidence. The therapeutic expertise and professional identity are developed through this structure that supports skill acquisition (Terry, Nguyen, Perkins, & Peck, 2020). Supervision is, therefore, an institutional mechanism through which professionals develop via feedback, guidance, and ongoing support, leading to improvements in the supervisee's functioning, as well as in the quality and capacity of their delivery (Bloor, Andren, & Donnell, 2018). Mentoring in the OJT also helps to build an environment where trainees can make ethical choices and solve problems successfully while observing experienced employees (Thomas, 2010). As a supervisor, one must do more than just share technical knowledge. They should also model professionalism, ensure ethics, and promote learning through constructive feedback, i.e., adopt a growth mindset (Terry et al., 2020). In this context, a mutual trust and respect relationship between the supervisor and the supervisee is essential in order to promote dialogue and a safe learning environment.

### 2.2. Learning Opportunities in the on-the-Job Training

In OJT, there are structured and unstructured training methods. Under the structured training, formal seminars and workshop methods are included. Conversely, under the unstructured method, hands-on experience is provided by skilled professionals (Alexander, Gendera, Robinson, Fisher, & Howe, 2024; Stein, 2001). Evidence indicates that effective supervision and mentoring frameworks create environments that foster learning, the acquisition of professional identity, and increased confidence among trainees (Garza, 2019; Terry et al., 2020). OJT programs stand out for enhancing workplace diversity by equipping employees, even those with an intellectual disability, with basic job skills (Alexander et al., 2024). In addition, organizations are spending more and more on professional development initiatives targeted at specific employee categories with the aim of improving alignment with organizational objectives and increasing productivity (Buganza, Kalchschmidt, Bartezzaghi, & Amabile, 2013; Nwali & Adekunle, 2021). On-the-job training incorporates on-site practice, instruction, and study to individualize job instruction (De Jong, 1991). When properly implemented with the appropriate identification and selection of trainees, training can significantly improve performance (Sendawula, Nakyejwe Kimuli, Bananuka, & Najjemba Muganga, 2018). Managers have also reported gaining valuable knowledge through on-the-job and employer-

based training programs (Brooks & Supina, 1992)). As a unique form of adult education, organizational training systematically strengthens employees' professional skills and competencies (Stavarakaki, Moustakis, Kyriakogkonas, & Giannopoulos, 2023).

### 2.3. Work Environment and Health Safety (WEHS) in the on-the Job Training

It is the responsibility of the Host Training Establishment (HTE), particularly educational training establishments, to create a safe and healthy environment for teaching and learning in order to enable learning skills (Mtikitiki et al., 2025). Effective occupational safety and health training must reduce the risk of incidents at the workplace and increase trainees' understanding of safety (Malik et al., 2020). According to Mykhnyuk and Abiltarova (2020) the focus of the structured training program in the WEHS is to avoid accidents and develop a culture of prevention. One crucial aspect that can help in ensuring adequate safety is safety training. This is especially the case in high-risk industries like construction, mining, and energy (Beś & Strzałkowski, 2024). The Training Program Design and Implementation Methods should meet the Industry Standards (Mishra & Aithal, 2021) so that any hazards can be handled by the trainees efficiently. Moreover, having trained safety personnel and organized supervision is important in ensuring the training takes place without harming the trainee or the environment (Atasoy, Temel, & Basaga, 2024).

All governments implement strict regulations regarding workplace protection, and following Occupational Health and Safety (OHS) procedures reduces dangers from dangerous substances, heavy equipment, and musculoskeletal injuries (Mixafenti, Moutzouri, Karagkouni, Sartzetaki, & Dimitriou, 2025). Organizations that implement effective OHS systems show decreased workplace incidents, and their employees demonstrate higher morale levels, which results in enhanced productivity and organizational stability (Mixafenti et al., 2025). The health and safety challenges that exist in every workplace demand the establishment of safe and decent work environments to achieve improved health and safety outcomes (Amoadu, Ansah, & Sarfo, 2023). The inclusion of OHS training within human resource management systems enhances worker knowledge and skill development, resulting in a more proficient and safety-aware workforce (Melhem, Ateeq, Alzoraiki, & Beshr, 2024).

### 2.4. Communication and Monitoring in the on-the Job Training

On-the-job training (OJT) allows students direct exposure to the business environment of their fields of choice to gain valuable knowledge and skills under the host organization's guidance and supervision. This strategy promotes competitive professionals through the alignment of training activities with industry practices (Florese & Gan, 2020). According to De Jong (1996) on-the-job training (OJT) is the most effective basic method to help trainees become competent in real work processes. OJT can assist trainees in navigating both the physical work environment and the social work environment. However, Othman, Hussain, Zulkifli, and Saud (2022) point to the challenges of vocational college OJT programs where students, lecturers, supervisors, and industry players' perceptions on several issues, and ways to improve the OJT program. For effective implementation of OJT, there should be proper planning, monitoring, and feedback mechanisms (Pulley, 2006). Monitoring and communication are important parts of the framework. This enables trainees to receive necessary support and feedback, which helps them in troubleshooting issues that arise during training (Al-Jasmi, Al-Otaibi, Al-Qattan, & Thomas, 2019; Catacutan & Tuliao, 2020). According to Aujero-Blanza, Laman, Pelaez, and Hosenilla (2023) it is important to explore trainees' experiences through qualitative methods as they reveal insights that can help refine OJT programs. According to Alexander et al. (2024) OJT helps the trainees in acquiring skills. OJT is also a cost-effective training programme for employers. Thus, it benefits both employers and trainees. The United States workforce receives substantial training investments through formal and informal approaches, which require proper oversight via systematic communication and monitoring programs (Dawson, Madera, Neal, & Chen, 2014). Organizations develop effective training programs to create engaged workforces, which lead to thriving organizational environments that enhance employee growth and organizational achievements (Vikasitha & Bhat, 2024). Organizations should concentrate their training efforts on developing crucial skills, together with creating supportive workplace conditions to achieve desired outcomes (Vikasitha & Bhat, 2024).

## 3. Method

Using a quantitative correlational design, the study assessed the evaluation of Host Training Establishments (HTEs) as perceived by on-the-job training (OJT) trainees. The Nueva Ecija University of Science and Technology (NEUST) Atate Campus, College of Management and Business Technology, Palayan City, Nueva Ecija, was where the researcher conducted the study. There were 59 graduate students of the Bachelor of Science in Business Administration major in Marketing Management (BSBA-MM), Class of 2024 and Class of 2025 (33 and 26, respectively). Total enumeration sampling was used in the study, which included all eligible participants as appearing on the college's official enrollment record. The respondents were assigned for their on-the-job training in various Host Training Establishments in Cabanatuan City, Palayan City, Laur, Gabaldon, General Mamerto Natividad, Rizal, and Bongabon, all located in different areas of Nueva Ecija. Data were collected online through a Google Form link.

Approval was first granted by the Program Chair and Campus Director. The researcher adhered to ethical guidelines; informed consent was obtained, and confidentiality was assured. Ethical approval was granted by the NEUST Ethical Committee on April 1, 2025 (Ref. No. 20250929). The research instrument was pre-tested and content validated with business, education, and research experts. Each item was evaluated for relevance and clarity, and for alignment with the four HTE performance dimensions: Supervision and Mentoring (SM); Learning Opportunities (LEO); Work Environment and Health Safety (WEHS); and Communication and Monitoring (CM). The feedback received was incorporated to enhance the instrument while maintaining its fidelity to the constructs. Moreover, the instrument had a high internal consistency, with a Cronbach's alpha of 0.971, and an item if deleted alpha ranging between 0.958 and 0.966. JAMovi was used to analyze the data using descriptive statistics, ANOVA, and Pearson correlation.



4. Results

4.1. OJT Trainees’ Evaluation of Performance of Host Training Establishments (HTEs)

Table 1 presents the descriptive statistics and verbal interpretation of HTE dimension ratings as evaluated by OJT trainees, categorized by gender, graduation year, and type of company assignment.

Table 1. Descriptive statistics of HTE dimensions by gender, year graduated, and type of company assigned.

Group	N	SM (M, interpretation)	LEO (M, interpretation)	WEHS (M, interpretation)	CM (M, interpretation)
Gender					
Female	48	3.27 (A)	3.24 (A)	3.25 (A)	3.12 (A)
Male	11	3.51 (SA)	3.51 (SA)	3.55 (SA)	3.49 (SA)
Year graduated					
2024	33	3.25 (A)	3.23 (A)	3.18 (A)	3.15 (A)
2025	26	3.40 (SA)	3.37 (SA)	3.45 (SA)	3.24 (A)
Type of company assigned					
Government	8	3.58 (SA)	3.45 (SA)	3.58 (SA)	3.55 (SA)
Retail	10	3.56 (SA)	3.54 (SA)	3.42 (SA)	3.36 (SA)
Service	41	3.21 (A)	3.20 (A)	3.22 (A)	3.07 (A)

Note: 1.00–1.74 = Strongly disagree (SD), 1.75–2.49 = Disagree (D), 2.50–3.24 = Agree (A), 3.25–4.00 = Strongly agree (SA).

Male and female respondents perceive the Host Training Establishment (HTE) experience differently according to their descriptive analysis based on gender. Most female respondents (n = 48) reported agreement across all four dimensions, with mean scores ranging from 3.12 to 3.27 on the scaled interpretation, which is categorized as “Agree.” This indicates that females’ understanding of the HTE experience is satisfactory, with the lowest rating observed in Communication and Monitoring (CM), which had a mean of 3.12, also interpreted as “Agree.” Conversely, male respondents (n = 11) rated the experience higher, with mean scores between 3.49 and 3.55, all of which are interpreted as “Strongly Agree.” This suggests that male respondents viewed the HTE experience more favorably, particularly regarding WEHS, which received the highest rating (M = 3.55, Strongly Agree). The higher ratings from male respondents imply they found the HTE experience more effective and supportive than their female counterparts. This discrepancy may indicate differences in perceptions related to the quality of mentorship, communication, and work environment between genders, warranting further investigation into potential gender-based issues within the HTE experience.

Comparing cohorts, the Class of 2024 rated the HTE experience lower than the Class of 2025. Those who graduated in 2024 (n = 33) respondents agreed on all dimensions with an average rating between 3.15 and 3.25, which is interpreted as “Agree.” The lowest rating is in Communication and Monitoring (CM) with an average score of 3.15 (Agree), indicating that communication processes in 2024 are likely less effective. Conversely, the 2025 cohort (n = 26) scored higher than this group, with average scores between 3.24 and 3.45, with SM, LEO, and WEHS interpreted as “Strongly Agree,” and CM as “Agree.” The highest rating for the 2025 cohort is in Work Environment and Health Safety (WEHS), with an average score of 3.45 (Strongly Agree). The higher ratings in 2025 may suggest that the changes or interventions implemented between the two groups contributed to improvements in the HTE experience, particularly in supervision, mentoring, and work safety practices on site.

Findings based on the type of company assignment reveal that respondents from the government appear more satisfied than those from the retail and service sectors. Based on the assignment of respondents in government institutions (n = 8), the perceptions with the highest mean scores, ranging from 3.45 to 3.58, were all interpreted as “Strongly Agree.” This indicates that all dimensions were highly rated, reflecting a strong positive perception. Notably, the most highly rated dimensions were Supervising and Mentoring (SM) and Work Environment and Health Safety (WEHS), both with a mean score of 3.58, which corresponds to “Strongly Agree.” Similarly, participants from retail companies (n = 10) also strongly agreed on all dimensions, with mean scores ranging from 3.36 to 3.56, suggesting an overall positive experience within these entities. Conversely, respondents from the service sector (n = 41) provided relatively lower ratings, with mean scores ranging from 3.07 to 3.22. All scores were interpreted as “Agree.” In this context, the CM dimension received a relatively low rating (M = 3.07, Agree). Overall, respondents exhibited a moderate perception of the HTE. The lower ratings from the service sector highlight areas for improvement, particularly in supervising, learning opportunities, and communication processes, especially considering their perception of higher standards in government and retail sectors.

4.2. Differences in the Evaluation of HTE Performance when Grouped According to Trainee Profile Variables such as Gender, Year of Graduation, and Type of Company Assigned

The following Table 2 presents the results of the One-Way ANOVA analysis, examining differences in HTE dimension ratings by gender, graduation year, and company assignment.

Table 2. One-way ANOVA results for HTE dimension ratings by gender, graduation year, and company assignment.

Group	N	SM (F)		LEO (F)		WEHS (F)		CM (F)	
		F	p	F	p	F	p	F	p
Gender	59	1.21	0.284	1.63	0.218	2.64	0.118	3.94	0.06
Year graduated	59	0.598	0.443	0.623	0.434	2.335	0.132	0.269	0.606
Company assignment	59	2.21	0.135	1.6	0.227	1.55	0.237	2.66	0.096

Note: N = Sample size. F = ANOVA F-value. p = p-value. Significance level set at 0.05.

Regarding Supervision and Mentoring (SM), the results of the One-Way ANOVA were  $F(1, 18.9) = 1.21$ ,  $p = 0.284$ , indicating there is no difference in SM ratings among male and female respondents. The Host Training Establishments (HTEs) are not perceived to differ in supervision and mentoring quality based on the gender of the HTE. In the Learning Opportunities (LEO) case,  $F(1, 18.0) = 1.63$ ,  $p = 0.218$ ; the differences in the Learning

Opportunities rating according to gender were not significant. Both genders agreed on how much they learned from the OJT experience provided to them. Regarding work environment and health safety, the outcome was  $F(1, 22.7) = 2.64, p = 0.118$ . Even with the p-value getting close to significance, it still stays above the .05 threshold. This indicates that there are no significant gender-based differences in the perceived work environment and health safety during the OJT. As it relates to Communication and Monitoring (CM), the ANOVA showed  $F(1, 21.6) = 3.94, p = 0.060$ . The p-value is somewhat larger than the .05 number, meaning there is a trend that is close to being significant but not enough to prove a significant difference in CM ratings based on gender. The One-Way ANOVA showed no statistically significant differences in ratings of Supervision and Mentoring (SM) awarded to the cohorts of 2024 and 2025 ( $F(1, 54.1) = 0.598, p = 0.443$ ). This indicates that both groups of graduating students perceived the supervisory and mentoring quality similarly. For Learning Opportunities (LEO), the result was  $F(1, 47.5) = 0.623, p = 0.434$ . Thus, no significant differences in the ratings of LEO according to year of graduation were found. This means that both groups had the same opinions on the learning opportunities provided during the OJT. The score for Work Environment and Health Safety (WEHS),  $F(1, 52.9) = 2.335, p = 0.132$ . Although the p-value is greater than a .05 significance level, it is trending toward significance, which may indicate some difference in attitudes about the work environment and health safety for the two cohorts. According to the analysis, Communication and Monitoring (CM) is revealed as  $F(1, 49.0) = 0.269, p = 0.606$ . The p-value is so high that CM ratings are consistent in both cohorts, with no statistically significant differences. In supervision and mentoring (SM), the One-Way ANOVA result was  $F(2, 20.4) = 2.21, p = 0.135$ . Though SM ratings differ by government, retail, and services firms, they do not differ significantly, which indicates the type of company did not significantly affect the perceived quality of supervision and mentoring. The output of Learning Opportunities (LEO) was  $F(2, 19.6) = 1.60, p = 0.227$ . This finding shows that LEO ratings do not differ significantly based on the type of company assignment. Respondents across all company types perceived learning opportunities similarly. When it comes to the Work Environment and Health Safety (WEHS), ANOVA results were  $F(2, 18.9) = 1.55, p = 0.237$ . Thus, there are no statistical differences in the perceived work environment and health safety across company assignments. Communication and Monitoring (CM) produced the result of  $F(2, 18.7) = 2.66, p = 0.096$ . The p-value is just over 0.05, suggesting a trend toward significance between service and government; however, it does not reach the threshold of significance, indicating that CM ratings do not significantly depend on the type of company assignment.

4.3. Relationship among the Four Dimensions of HTE Performance as Perceived by the OJT Trainees

Table 3 shows the correlation matrix of the HTE dimension.

Table 3. Correlation matrix of HTE dimension.

Variables	SM	LEO	WEHS	CM
SM	—	0.729***	0.771***	0.810***
LEO	0.729***	—	0.638***	0.668***
WEHS	0.771***	0.638***	—	0.675***
CM	0.810***	0.668***	0.675***	—

Note: Asterisks indicate significance levels: \*\*\*p < .001.

The correlation matrix indicates that the four dimensions of Host Training Establishment (HTE), which include Supervision and Mentoring (SM), Learning Opportunities (LEO), Work Environment and Health Safety (WEHS), and Communication and Monitoring (CM), are positively related. Supervision and Mentoring (SM) shows a positive and significant correlation with all other dimensions. The strongest correlation was observed with Communication and Monitoring (CM) ( $r = 0.810, p < .001$ ). This suggests an association between supervisor and mentor effectiveness and the perceived effectiveness of monitoring and communication practices by OJT trainees. Effective supervision and mentoring practices are crucial for monitoring and communicating trainee development. The results also reveal a strong association of SM with WEHS ( $r = 0.771, p < 0.001$ ) and LEO ( $r = 0.729, p < 0.001$ ), which refer to structured supervision and mentoring programs, learning opportunities, and a safer workplace environment, respectively. Additionally, LEO correlated positively with WEHS ( $r = 0.638, p < 0.001$ ) and CM ( $r = 0.668, p < 0.001$ ). The strong relationship between perceptions of learning opportunities and work environment safety, as well as communication effectiveness, suggests an essential association between these variables that warrants further investigation to establish causality. WEHS was significantly highly correlated with CM ( $r = 0.675, p < 0.001$ ), indicating that a safer and well-managed environment is closely related to improved communication and monitoring activities within training establishments.

Thus, it appears that all these factors are closely interrelated in HTE practices. Improvements in one area, such as supervision and mentoring, are expected to benefit communication and monitoring, thereby enhancing the overall quality of the training.

5. Discussion

Male respondents rated the content of the Host Training Establishment (HTE) experience more favorably than females, especially for the Work Environment and Health and Safety (WEHS) component. To address these disparities, gender-sensitive training and mentorship opportunities are recommended within participating institutions to ensure that all trainees receive equal support. The trainings include workshops on communication, mentorship, and workplace strategies. The sectors receiving the highest average ratings are government and retail. However, the service sector has been found to have lower average ratings in the Communication and Monitoring (CM) dimension. Host Training Establishments play a crucial role in the effectiveness of on-the-job training programs (Aujero-Blanza et al., 2023). The training quality received by trainees in terms of supervision, mentorship, and exposure to real-life issues impacts learning and overall development (Barretto, Cabrera, Manlagaylay, & Mangubat, 2017).

The results from the ANOVA show that there are no significantly different mean scores for Supervision and Mentoring (SM), Learning Opportunities (LEO), Work Environment and Health Safety (WEHS), and Communication and Monitoring (CM) based on gender. This indicates that male and female respondents to the trainee evaluations perceived these dimensions similarly. In line with the findings, no significant differences were found between the 2024 and 2025 cohorts, suggesting that goals and schooling were not considered differentiating factors. According to company type, respondents from government, retail, and service sectors also shared similar perceptions of SM, LEO, and WEHS, with no significant differences detected. The p-value for CM in company assignments is slightly above .05, around .08, indicating a possible trend toward significance, particularly between the service and government sectors. These findings underscore the importance of a well-organized and structured internship program with an overall supportive environment for fostering students' confidence, employability, and preparedness (Jaradat, 2017; Ko, 2008; Paulins, 2008; Rothman, 2017).

The strong positive relationship between Host Training Establishment (HTE) performance in the four dimensions indicates that Supervision and Mentoring (SM) relates most highly with Communication and Monitoring (CM) ( $r = .810$ ,  $p < .001$ ). This suggests supervision is related to communication. Due to these large correlations, it is suggested that simultaneous training concerning supervision, learning opportunities, workplace safety, and communication practices be implemented since an improvement in one will likely benefit the others. Additionally, training or capacity-building programs for supervisors, with a specific focus on mentoring and communication (e.g., role play, feedback), should be jointly undertaken to strengthen links between SM and CM. The correlation between WEHS and CM (i.e.,  $r = .675$ ,  $p < .001$ ) will further be promoted through the incorporation of safety briefings, regular updates of safety protocols into communication practices, and the establishment of a uniform monitoring and evaluation mechanism to consistently assess all four dimensions. Host training establishments will be able to create a more supportive learning environment for their OJT trainees through these holistic strategies.

## 6. Conclusions and Recommendations

The study emphasizes the importance of training interventions to address gender and company type differences in Host Training Establishment (HTE) experiences. Male respondents perceived their On-the-Job Training (OJT) experiences more positively than female respondents, particularly regarding Work Environment and Health Safety (WEHS). Therefore, there is a need for gender-sensitive training and mentoring programs that promote equal communication and support for all trainees. The ANOVA results indicate no significant differences in gender, graduation year, or company type across most dimensions. However, a slight, non-significant trend toward lower CM ratings was observed in service companies. This suggests that communication in service HTEs requires improvement. To align service sector practices with those of the government and retail sectors, which demonstrate higher standards, targeted training programs for service sector supervisors should be organized to enhance their communication and monitoring practices need to be organized. Effective practices should be maintained and strengthened. In the government and retail sectors, we've already seen some good practices in action. These should not only be sustained but also further strengthened. To facilitate this, it is worthwhile to design mechanisms that enable monitoring and feedback from both the trainees and the HTE supervisors. Another correlation analysis shows that SM, LEO, WEHS, and CM are related to one another. SM is most highly related to CM, with the most statistically significant association as well ( $r = .810$ ,  $p < .001$ ). The possibility of addressing a number of different dimensions simultaneously through integrated training programs is highlighted in terms of supervisory practices. Moreover, the effectiveness of integrated training programs in improving communication is also noteworthy. Effective practices identified in the government and retail sectors should be monitored continuously, along with structured feedback and the inclusion of safety messages, to elevate practices in the services sector. Implementing a uniform monitoring and evaluation framework will further reinforce the constant review and improvement of the HTE programs, ensuring that all trainees receive comprehensive learning with impact.

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