



STRENGTHENING INDUSTRIAL ARTS TRAINING THRU COMMUNITY BASED WORK IMMERSION PROGRAM FOR SCHOOLS AND BARANGAY IN ROXAS, PALAWAN: BASIS FOR AN ACTION PLAN

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ABSTRACT

On-the-Job Training (OJT) is an essential component of the Philippine K-12 Senior High School curriculum, especially the Technical-Vocational-Livelihood (TVL) track. However, in barangays with limited employment opportunities, such as Roxas, Palawan, the implementation of an industry immersion program is limited. Hence, this study aims to explore the perceptions, levels of interest, and support of TVL Senior HS Industrial Arts students and local community residents for a community-based OJT program. The study design was descriptive comparative-correlational. The participants in the study were Industrial Arts students and selected community members in Roxas, Palawan. Based on the study's findings, students tend to be younger males and come from low-income families. While, most community respondents are middle-aged males who are often employed as skilled workers/technicians. Student participants were very interested in the community-based OJT program. They were also interested in the ability to apply what they learned, improve their skills, and work with mentors in a real-world environment. Community members showed a very high level of willingness and readiness to support OJT through mentoring, resource sharing, and establishing partnerships between schools and the local business community. Additionally, the demographic characteristics of students did not affect levels of interest in the community-based OJT program while the specialization of the student had a significant effect on how much they were interested in the skill-related aspects of the program.

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Keywords: *On-The-Job Training, Industrial Arts Students, Community Members, Workplace, Skilled Workers*

INTRODUCTION

On-the-Job Training (OJT) has been seen as a key element of training since time immemorial, being a middle ground between classroom theory and work application (Balat and Karaman, 2025). For example, countries in Europe and North America institutionalize OJT within apprenticeships and internship frameworks that align with national workforce development policies. Similarly, distance education institutions in Turkey and practice-based models in Finland illustrate how OJT adapts to varying contexts (Buzzelli, & Asafo-Adjei, 2022). Considering these benefits, OJT's worldwide perspective also shows enduring problems, such as unequal access to host institutions, student labor exploitation, a mismatch between training assignments and curriculum objectives, and the difficulties of maintaining constant quality standards. These problems show that although OJT is regarded as a potent educational instrument, its effectiveness primarily rests on how well it is organized, monitored, and incorporated into the curriculum.

In the Philippine setting, OJT has also been formally integrated into the K to 12 Senior High School Curriculum, particularly under the Technical-Vocational-Livelihood (TVL) track. Senior High School students are required to undergo immersion programs that provide firsthand experience in industries or communities relevant to their chosen specializations. For Industrial Arts, Home Economics, and Information and Communication Technology strands, OJT functions as a foundation that allows learners to apply classroom-acquired knowledge in actual workplace or community-based contexts (Ligawad, 2025). While many schools have successfully partnered with companies and local enterprises to facilitate these immersions, challenges remain, especially in rural areas where access to industries is limited, logistical

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support is inadequate, and the monitoring of student learning outcomes can be inconsistent, such as Roxas, Palawan.

This is aggregable in the situation of the researcher; this is one of the gaps is particularly evident in the implementation of OJT for Industrial Arts specializations. Students often lack adequate opportunities for hands-on experience due to limited partnerships with industries and insufficient local facilities that can simulate real workplace environments. Furthermore, this encourages the researcher to search for alternative and innovative models of experiential learning that can better prepare students not only with technical skills but also with community-related values. Furthermore, the researcher agrees that On-the-Job Training (OJT) placements in companies often result in limited student engagement because many establishments prioritize their regular operations over providing meaningful hands-on mentoring, which can lead to a less enriching and less practical experience for students (Fuentes et. al., 2024).

With this, the researcher emphasizes the necessity of exploring the community-based OJT also known as community immersion, which has been a widely adopted approach in international education, giving rise to various community-based learning activities that connect students with real-world settings beyond the classroom through community environment (Manuel et. al., 2025). According to Zamiri and Esmaeili, (2024), this is a strategy that addresses both educational and societal needs by engaging students directly with local communities and workplaces, allowing them to apply their knowledge, develop practical skills, and contribute meaningfully to community development.

This growing interest in exploring community-based OJT models centers on partnerships between schools, local communities, and the Local Government Unit (LGU). By tapping into barangay-level projects, schools can localize the training process while promoting inclusive development and practical skills acquisition among students. This approach also opens opportunities for LGU involvement in supporting youth training, community services, and microenterprise engagement. This study aims to examine the perceptions, level of

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interest, and support of Technical Vocational Livelihood (TVL) Senior High School Industrial Arts students and local community members toward the implementation of a community-based On-the-Job Training (OJT) program. Specifically, it seeks to determine how students' demographic characteristics influence their interest in participating in community-based OJT opportunities, and to assess the extent to which community members are willing and prepared to collaborate with schools in providing relevant training experiences. Through the analysis of both student and community perspectives, the study intends to identify potential gaps, strengths, and areas for improvement in establishing an effective community-school partnership. Ultimately, the findings of this research will serve as the basis for the development of a responsive and sustainable action plan that will enhance the implementation of community-based OJT programs for Industrial Arts students.

Objectives of the Study

This study primarily aimed to develop a Community-Based On-the-Job Training (OJT) Framework that integrated the roles of schools, students, and communities in fostering practical skills, employability readiness, and sustainable partnerships. The framework was grounded in the collective perspectives of Industrial Arts students and community members in Roxas, Palawan, ensuring that it was responsive to both educational needs and community development goals.

Statement of the Problem

This study aimed to examine how Technical-Vocational-Livelihood Senior High School Industrial Arts students and community members perceived and supported community-based OJT programs. This led to the development of an action plan.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

1.1. Industrial Arts Student;

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1.1.1. age;

1.1.2. gender;

1.1.3. major; and

1.1.4. socio economic status?

1.2. Local Community Member;

1.2.1. age;

1.2.2. gender;

1.2.3. position; and

1.2.4. years in service?

2. What is the level of interest of the Industrial Arts students regarding their participation in community-based OJT programs in terms of internship opportunities, such as aligning:

2.1. goal;

2.2. skills;

2.3. mentoring;

2.4. opportunity;

2.5. knowledge; and

2.6. practice?

3. To what extent are local community members willing and ready to collaborate with schools for a community-based OJT program in terms of:

3.1. availability of skills/resources;

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- 3.2. willingness to mentor;
 - 3.3. community benefits;
 - 3.4. local leadership support; and
 - 3.5. partnership readiness?
4. Is there significant difference between the level of interest of the Industrial Arts students regarding their participation in community-based OJT programs in terms of internship opportunities and with group according to demographic profile.
 5. Is there a significant difference between the extent whether local community members are willing and ready to collaborate with schools for a community-based OJT program when grouped according to profile.
 6. Based on the results of the study, what Action Plan can be developed?

METHODOLOGY

This chapter outlines the research design used in this study. It provides an in-depth explanation of the various processes that were conducted to achieve the aims of the study.

Research Design

The study employed a descriptive-quantitative design, which fell under quantitative research and involved the analysis of data quality. It aimed to understand the explanations and motives for actions, as well as how individuals perceived their experiences and the world around them while comparing associated variables (Ghanad, 2023). This component utilized a descriptive design through structured survey questionnaires to measure the demographic profile of the respondents, the level of student interest in community-based OJT, and the extent of the community's willingness and readiness to cater to students.

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The comparative component of the design was utilized to determine whether there was a significant difference in the level of interest of Industrial Arts students in community-based OJT programs when they were grouped according to their demographic profile. This allowed the study to identify variations in interest levels across different categories of respondents.

The correlational aspect of the design, on the other hand, was applied to establish whether a significant relationship existed between the students' level of interest in community-based OJT programs and the degree of willingness and preparedness of local community members to collaborate with the school. Through this, the study explored how student motivation and community support were related.

Population and Sampling

The study was conducted in one barangay and one public senior high school located in Roxas, Palawan. The chosen locale was deemed appropriate because it offered the Industrial Arts strand under the TVL track and was situated in a rural setting where collaboration between schools and communities was both feasible and necessary for the implementation of a community-based OJT program.

In the selected public high school, a total enumeration sampling was employed to include seventy (70) Industrial Arts students enrolled in the specializations of Electrical Installation and Maintenance (EIM), Electronic Product Assembly and Servicing (EPAS), and Shielded Metal Arc Welding (SMAW). This approach ensured that all key school-based stakeholders directly involved in the implementation of OJT were represented.

For the community, specifically the barangay located within the catchment area of the school, purposive sampling was used to identify local community members who could contribute meaningful insights to the study. These specifically included barangay officials who handled community-based projects.

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***** **Respondents of the Study**

The respondents of this study were carefully selected because of their direct involvement in the planning, implementation, and potential support of community-based OJT programs. Their participation was expected to provide valuable perspectives that helped address the research questions and contributed to the development of a practical OJT framework suited for both schools and communities.

The school-based respondents included seventy (70) Industrial Arts students specializing in Electrical Installation and Maintenance (EIM), Electrical Power and Servicing (EPAS), and Shielded Metal Arc Welding (SMAW). The Industrial Arts students were involved because they were the direct beneficiaries of OJT programs. Their perceptions and level of interest provided important insights into how the program aligned with their career goals, skill development, and readiness for future employment.

In addition to the school-based participants, the study also involved selected local community members from the barangay nearest to the participating school. These respondents included barangay officials such as kagawads and coordinators. Their inclusion was justified because they represented the community's capacity and willingness to collaborate with schools in implementing OJT programs. Barangay officials provided perspectives on local leadership support, while community stakeholders contributed knowledge on available resources, skills, and mentoring opportunities that could be shared with students. Their insights were crucial in assessing community readiness and identifying possible benefits and challenges of implementing OJT at the barangay level.

Research Instrument

The main instrument used in this study was a researcher-made questionnaire composed of two (2) distinct sets designed for different groups of respondents. Each set was carefully aligned with the objectives of the study and corresponded to the specific areas identified in the research questions. Every survey questionnaire consisted of ten (10)

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indicators per variable to ensure that the dimensions under investigation were well represented and measurable.

The first set consisted of questions designed for the Industrial Arts students. The first section was the Industrial Arts Student Demographic Profile, which was composed of checklist questions on age, gender, major, and socioeconomic status. The second section focused on participation in the community-based OJT program. This questionnaire determined the level of interest of Industrial Arts students, specifically those under the EIM, EPAS, and SMAW strands, in participating in community-based OJT programs. This part evaluated how students perceived internship opportunities in relation to their (1) goals, (2) skills, (3) mentoring, (4) opportunities, (5) knowledge, and (6) practice. Their responses were important as they directly indicated student motivation and readiness to engage in real-world training. The responses were measured using a four-point frequency-based Likert scale:

Scale	Range	Verbal Interpretation
4	3.50 – 4.00	Very High Interest
3	2.50 – 3.49	High Interest
2	1.50 – 2.49	Low Interest
1	1.00 – 1.49	Very Low Interest

The second set consisted of questions designed for the community members. The first section was the Community Members' Demographic Profile, which was composed of checklist questions on age, gender, position, and years in service. The second section focused on collaboration with schools for a community-based OJT program. This section focused on barangay officials and determined the extent of their readiness and willingness to collaborate with schools in implementing OJT programs. It evaluated (1) availability of skills and resources, (2) willingness to mentor, (3) perceived community benefits, (4) support from local leadership, and (5) partnership readiness. Their involvement was relevant since the

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community served as a training venue for students. The responses were measured using a four-point frequency-based Likert scale:

Scale	Range	Verbal Interpretation
4	3.50 – 4.00	Very Willing
3	2.50 – 3.49	Willing
2	1.50 – 2.49	Slightly Willing
1	1.00 – 1.49	Not Willing at all

Validation of Instrument

The validation was conducted by three experts in the field, each holding either a Doctor of Philosophy (PhD) or a master's degree in areas closely related to Technical-Vocational Education, Educational Management, and/or Community Development. Their expertise ensured that the content of the instruments was grounded in both academic rigor and professional practice.

The experts were asked to review the questionnaires in terms of clarity, relevance, content validity, and alignment with the specific variables stated in the research problems. They provided recommendations on the wording of questions, the appropriateness of indicators per variable, and the overall presentation of the survey. In addition, they assessed whether the instruments adequately covered the intended constructs such as curriculum relevance, employability readiness, community participation, student interest, and readiness for collaboration.

Feedback from the validators was consolidated, and revisions were made accordingly to enhance the reliability and content validity of the instruments. Only after incorporating the suggested improvements were the instruments finalized for pilot testing and eventual distribution to the actual respondents.

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Data Gathering Method

Data collection began after instrument validation and permission from the concerned authorities were obtained. Validation was conducted by three experts in technical-vocational education, community development, and research methodology. They reviewed the questionnaires in terms of content, language, and format. Their feedback was incorporated into the final versions of the instruments. The questionnaires then underwent a pilot test involving a small group similar to the study population but not part of the main sample. The pilot test was conducted to assess clarity, timing, and reliability of the instruments. Minor revisions were made as needed based on the results.

After validation and pilot testing, approval was sought from the Schools Division Office of Palawan, the school principals, and the barangay captain. Upon approval, the researcher coordinated with administrators to schedule data collection activities with minimal disruption to school and community operations. Surveys were administered in both the school and barangay settings. Questionnaires for Industrial Arts students (EIM, EPAS, SMAW) were distributed at pre-arranged times within the school. The researcher explained the purpose of the study, the Likert scale instructions, and assured confidentiality. Adult respondents signed consent forms, while students provided assent accompanied by parental or guardian consent. Completed questionnaires were collected immediately after completion.

For the community, surveys for barangay officials were conducted at the barangay hall or other agreed venues. Respondents were purposively selected based on their roles in community projects and workforce development. Sessions were scheduled in coordination with barangay leaders. After the survey phase, the qualitative phase followed.

Physical records were secured in a locked cabinet, while electronic files were protected with passwords. Ethical standards guided the entire process: participation was voluntary, respondents were allowed to withdraw at any time, and data were used solely for research purposes. The researcher also documented response rates and addressed any issues

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encountered during data collection. Finally, quantitative data were coded and analyzed using descriptive statistics, while qualitative data underwent thematic analysis and triangulation with survey findings.

Statistical Treatment

In the evaluation of the gathered data, the following statistical tools were used:

Frequency and Percentage. The demographic profile of the respondents included the age, gender, major, and socio-economic status of the Industrial Arts students, as well as the age, gender, position, and years in service of the local community members.

Weighted Mean. The researcher used the weighted mean to determine the average responses of students and community members for each indicator. This was used to assess the overall level of interest and readiness in relation to community-based OJT programs.

Standard Deviation. This was used to measure the variability or dispersion of responses. It indicated whether the respondents' perceptions were closely clustered around the mean (low variability) or widely spread out (high variability).

ANOVA. This was used to identify significant differences in students' level of interest in community-based OJT programs when they were grouped according to their demographic profile.

Independent T-test. It was used to determine whether there was a significant difference in the responses when the respondents were grouped according to their respective categories.

Ethical Consideration

This study strictly adhered to established ethical standards in conducting research involving human participants. Prior to data collection, approval was sought from school

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authorities and barangay officials to ensure institutional consent. Informed consent forms were provided to all adult respondents, clearly explaining the purpose of the study, the voluntary nature of participation, the confidentiality of responses, and the right to withdraw at any stage without penalty. For Industrial Arts students who were minors, parental or guardian consent was secured along with student assent to ensure compliance with child protection protocols.

The anonymity of respondents was safeguarded by excluding personal identifiers in the presentation of results. Survey responses were coded numerically and stripped of names, with pseudonyms used where necessary. All data were stored securely, with hard copies kept in locked storage and digital files saved in password-protected folders accessible only to the researcher.

The study ensured that no harm, whether physical, psychological, or social, was caused to the participants as a result of their involvement. Findings were presented in aggregate form to prevent the identification of individuals or specific communities. By following these measures, the study upheld the principles of respect for persons, beneficence, and justice in educational research.

Summary of Findings

This section of the paper discusses the summary of findings based on the data gathered from the chosen respondents of the study, the conclusions generated based on the findings, and the recommendations that were drawn based on the observation of the results of the study.

Based on the data gathered from both respondents of the study, the following findings were drawn:

1. It was observed that most of the respondents from the Industrial Arts group belong to the younger category and are mostly males. Concerning their specialization, most of the students specialize in Electrical Installation and Maintenance, whereas others

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specialize in Electronic Products Assembly and Servicing; the least number specialize in Shielded Metal Arc Welding. Another point revealed from the results is that most respondents are from poor family backgrounds, followed by a small number who are from medium and high family backgrounds. Aside from this, the predominant age group among the community member respondents is middle aged. There are fewer respondents from both the younger and older groups. When it comes to gender, males predominate. When it comes to role in the barangay, there are more respondents who are skilled or technician type than barangay officials or kagawads. As far as years of experience or service is concerned, the number of respondents who have moderate years of experience outnumber those with more years of experience or service.

2. Based on the findings, it is clear that there is a considerable amount of interest among the Industrial Arts students in participating in the OJT programs available in the communities in relation to goals, skills, mentoring, opportunities, knowledge, and practice. However, while the students have shown high levels of interest in hands-on experience, practical application of knowledge, and skill development in the real world, the students also show high levels of interest in mentoring and practical applications of their acquired knowledge in class. Nevertheless, there seems to be low interest in certain aspects such as career orientation, craftsmanship, industrial standards, technical terms, and work ethic.
3. The results suggest that local community people exhibit an exceptionally high degree of willingness to work together with schools for implementing community-based OJT programs in various aspects such as availability of skills and resources, mentoring, community advantages, local leaders' support, and partnering. The results reveal that community people are highly ready to help by sharing their skills and knowledge, guiding students, giving advice, and promoting initiatives that lead to the development of skills and communities. They are aware of the long-term impacts that OJT programs can have on the development of skilled youth and local communities. All factors were ranked positively; however, less attention was paid to aspects such as facilities and

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resources, mentoring processes, compliance with institutional requirements, and long-term commitment.

4. It can be seen from the findings that there are no substantial differences between the level of interest of Industrial Arts students in engaging in community-based OJT programs based on age, gender, and socio-economic background because they have the same perception regarding everything like objectives, skills, mentors, possibilities, information, and practices. Likewise, there is no major difference in the aspects based on specialization or major except for skills because it has been found that students' interest in acquiring skills depends upon their specialization.
5. According to the findings, there are no significant differences among the age groups regarding their willingness and readiness to partner with the schools because their viewpoints are the same for all aspects. Moreover, except in skills/resource provision and mentoring, most aspects do not have any significant difference based on gender groupings because their viewpoints do not differ at all on those aspects. With regards to position in the barangay, there is a significant difference found in resource provision, mentoring, and readiness to partner, which shows that positions play an important role in the level of participation, whereas the other two aspects did not differ at all in their perspectives. Finally, years of service/experience do not show any significant impact on most aspects of willingness, except in readiness to partner.

Conclusions

The research concludes the following based on the findings of the study:

1. From the results above, it is clear that most of the respondents are young male students of the course Industrial Arts who are majoring in Electrical Installation and Maintenance. The other group consists of middle-aged males who possess technical knowledge and experience. There is a close relationship between the technical needs

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of the students and the experience of the people in the community. This makes it possible to introduce community-based OJT.

2. The research findings indicate that there is a high level of interest among students in Industrial Arts towards engaging in OJT programs within the community in all dimensions, especially in learning by doing, skill development, mentorship, and applying theory in practice. On the other hand, low interest in terms of career orientation, craftsmanship, industrial standards, technical vocabulary, and work ethic points to the need for improving the programs concerning these dimensions.
3. The findings provide clear evidence that the local community is highly prepared and willing to work with the schools in the implementation of the community-based OJT program. The dedication of the locals in sharing skills and mentoring students, together with their commitment to community development, proves that the project can be easily and successfully implemented in the future. Nevertheless, some aspects, including resource allocation, mentoring, institutional obligations, and participation, need improvement.
4. It has been found that the extent to which Industrial Arts students are interested in OJT training activities within their communities does not seem to depend on factors like age, sex, or socio-economic class. The same seems to be true for other factors too, barring skills, because it appears that there exist certain differences between specializations in this context.
5. Findings from the study reveal that the willingness and readiness of the community in collaborating with the school tend to be fairly equal among different age levels and number of years spent on their respective posts. However, the gender and positions of the community members tend to make certain aspects such as resource provision, mentorship, and readiness for partnership more relevant than others.

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Recommendations

Based on the results, the researcher generated the following recommendations:

1. The implementation of community-based OJT program must be designed according to the specialization of the students. In relation to this, the community-based OJT programs must be designed for the dominant specialization of the students, specifically for EIM students.
2. It is recommended that the community-based OJT program must be enhanced through activities on topics that are not highly discussed such as career orientation, craftsmanship, industry norms, technical language and work ethics.
3. It is recommended that the partnership of the school and community be formalized through an agreement between these two parties and defined roles for each to ensure continuity of willingness from the community members.
4. It is recommended that the community-based OJT program be applied inclusively and equally to all students irrespective of age, gender and socio-economic status of the students.
5. It is recommended that the planners adopt role-sensitive and gender responsive strategies in implementing community-based OJT program.

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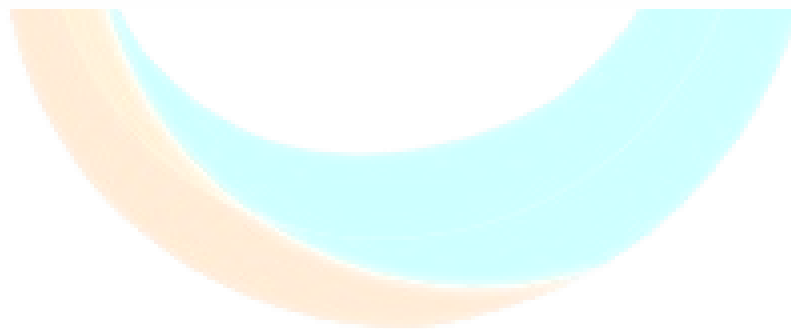


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