



The Effect of Hospital On-the-Job Training on the Competence of BSOA Medical Major Students at the Polytechnic University of the Philippines – Parañaque City Campus

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Hospital-based On-the-Job Training (OJT) plays a significant role in preparing students for professional practice. However, limited studies have specifically examined its relationship with the competence of Bachelor of Science in Office Administration (BSOA) Medical Major students in hospital settings. This study investigated the relationship between hospital-based OJT and the professional competence of 100 BSOA Medical Major students at the Polytechnic University of the Philippines—Parañaque City Campus. Guided by Albert Bandura's Social Learning Theory, the study employed a quantitative descriptive-correlational research design using purposive sampling and a researcher-made questionnaire that was validated by the research adviser. Data were analyzed using descriptive statistics and the Pearson product-moment correlation coefficient. The findings revealed that respondents reported highly positive OJT experiences in terms of supervision, workplace exposure, task relevance, and application of knowledge and skills, with all dimensions obtaining mean scores above 4.20 ("Strongly Agree"). Likewise, students demonstrated high levels of competence in confidence, records management, work efficiency, and compliance with workplace standards. A very strong positive and statistically significant relationship was found between OJT experience and student competence ($r = 0.89$, $p < .001$), indicating that positive hospital training experiences are associated with higher professional competence. These findings highlight the importance of strengthening hospital–academic partnerships, structured supervision, and competency-based internship programs to further enhance students' work readiness and professional development in medical office administration.

Keywords: Hospital On-the-Job Training (OJT), Competence, BSOA Medical Major Students, Internship Experience, Work Efficiency, Work Readiness, Office Administration

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INTRODUCTION

Previous studies conducted in the Philippines have consistently shown that On-the-Job Training (OJT) plays a vital role in developing students' competence and work readiness. Research indicates that internship programs enhance essential skills such as communication, critical thinking, and social responsibility. Students who are able to apply classroom knowledge during their internship tend to perform better in workplace tasks (Urmenita, 2021). Similarly, Batas et al. (2024) emphasized that internships help bridge the gap between theoretical learning and real-world application while improving both technical and soft skills. Moreover, Cale et al. (2025) reported that OJT contributes significantly to students' career readiness and professional competence.

Despite these positive findings, existing studies have primarily focused on general internship outcomes among business- and education-related programs. Limited research has specifically examined how hospital-based OJT influences the competence of Bachelor of Science in Office Administration (BSOA) Medical Major students, particularly in terms of supervision, task relevance, workplace exposure, and application of knowledge and skills in hospital administrative settings. This gap highlights the need for further investigation into the effectiveness of hospital-based internships for students preparing for medical office administration careers.

The primary goal of integrating hospital OJT into academic programs is to prepare students to become competent, confident, and adaptable professionals. Beyond fulfilling curriculum requirements, hospital-based training enables students to apply classroom knowledge in actual healthcare settings while developing administrative, communication, organizational, and problem-solving skills essential for professional practice. As the healthcare industry continues to evolve, employers increasingly expect graduates to possess both technical competence and professional work behaviors.

This study is significant because it seeks to assess the effectiveness of hospital OJT in enhancing the competence of Bachelor of Science in Office Administration (BSOA) Medical Major students. Specifically, it examines the relationship between students' hospital OJT experiences and their competence in confidence, records handling, work efficiency, and compliance with workplace standards. The findings of this study will benefit students, educators, and healthcare institutions by providing evidence that may support improvements in curriculum design, internship implementation, and industry-academic collaboration.

This study was conducted at the Polytechnic University of the Philippines – Parañaque City Campus, an institution that offers programs designed to prepare students for professional practice and employment. PUP-Parañaque was established on May 12, 2011. The Parañaque City government and Polytechnic University of the Philippines partnership started in May 10, 1990 when the PUP President Dr. Nemesio Prudente and Mayor Walfrido Ferrer signed a Memorandum of Agreement (MOA) establishing Parañaque as Center for PUP's Pamantasang Bayan. The campus has continuously adapted to educational trends by incorporating practical training components such as OJT into its curriculum. Situated in a dynamic urban area, the campus maintains partnerships with various healthcare institutions, providing students with opportunities to gain real-world experience. This setting makes it an appropriate location for examining the impact of hospital-based training on student competence.

Overall, this study addresses the limited body of literature on hospital-based OJT among BSOA Medical Major students by examining how internship experiences contribute to competence development. The findings are expected to provide practical evidence that can guide higher education institutions and healthcare partners in strengthening internship programs and producing work-ready graduates in medical office administration.

BACKGROUND OF THE STUDY

On-the-Job Training (OJT) is an essential component of higher education programs in the Philippines, designed to bridge the gap between theoretical learning and practical application. It provides students with hands-on experience in real workplace settings, typically requiring 200 to 600 hours depending on the academic program and institutional requirements. Through OJT, students are exposed to actual job responsibilities, workplace culture, and professional standards that enhance their readiness for future employment. More than a curriculum requirement, OJT serves as a training ground where students experience the realities of the professional practice while still under academic supervision.

It enables students to develop discipline, adaptability, responsibility, and confidence in performing workplace tasks. As emphasized by Tolentino (2023), OJT is a crucial part of tertiary education as it strengthens students' exposure to real organizational tasks and improves their professional readiness in business-related fields. In addition, OJT helps students identify their strengths and weaknesses, allowing them to improve their performance and prepare for the demands of their chosen careers.

For students under the Bachelor of Science in Office Administration (BSOA), particularly those specializing in Medical Office Administration, OJT plays a vital role in developing competencies relevant to healthcare environments. These competencies include administrative tasks such as records management, patient coordination, appointment scheduling, data encoding, filing systems, and effective communication within a medical setting. Since hospitals and clinics require accuracy, efficiency, and professionalism, students are trained to perform office procedures that directly contribute to the smooth operation of healthcare institutions. Exposure to hospital operations allows students to apply classroom knowledge in handling real-life scenarios, thereby improving their efficiency and confidence in performing assigned duties. Through direct interaction with healthcare professionals, patients, and administrative staff, students also gain a deeper understanding of workplace ethics, confidentiality, teamwork, and customer service. According to Corpuz (2022), OJT programs are designed to enhance students' career skills and performance by immersing them in real work environments that simulate actual industry conditions. Such exposure prepares students to manage the responsibilities and demands of medical office administration more effectively.

In addition, OJT experiences have been shown to improve both the technical and soft skills of students. Technical skills include proficiency in office technologies, records management systems, document preparation, and administrative procedures, while soft skills involve communication, interpersonal relations, problem-solving, time management, and professionalism. These competencies are considered essential in ensuring efficiency and effectiveness in any workplace, especially in healthcare institutions where accuracy and proper coordination are highly important. Halog and Galay (2024) found that internship programs significantly contribute to the development of students' competencies in office procedures, communication, and task management, which are essential in administrative and professional environments. Similarly, Labitad (2025) emphasized that there is a strong relationship between academic preparedness and work readiness, showing that students who undergo OJT perform better in actual workplace settings due to improved skill application, confidence, and adaptability. Through continuous exposure to workplace tasks and responsibilities, students become more capable of handling challenges and adjusting to professional expectations.

In the context of hospital settings, OJT provides a unique learning experience where students can observe and participate in healthcare administrative processes. Hospitals are fast-paced and highly organized institutions that require effective coordination between departments, healthcare professionals, patients, and administrative personnel. This environment allows students to experience firsthand how healthcare systems operate and how administrative support contributes to quality patient care. For BSOA Medical Major students, hospital-based OJT offers opportunities to handle specialized tasks such as maintaining patient records, assisting in admission and discharge procedures, preparing medical documents, coordinating appointments, and ensuring proper communication among staff and patients. These experiences help students develop competence in multitasking, attention to detail, and maintaining confidentiality in handling sensitive information.

Furthermore, exposure to actual hospital operations strengthens students' decision-making skills, professionalism, and sense of responsibility. Studies also show that structured internship programs improve students' performance, attitude, and employability by exposing them to real organizational systems and supervised work environments. Through supervision and mentoring from experienced personnel, students are guided in improving their skills and understanding workplace expectations.

Moreover, OJT provides students with valuable opportunities to build professional networks and gain insights into potential career paths within the healthcare industry. Through interactions with supervisors, medical staff, and administrative personnel, students become familiar with the standards and expectations of employers. This exposure may also increase their chances of future employment, as many organizations prefer hiring graduates who already possess relevant work experience and practical knowledge. OJT further contributes to students' personal and professional

development by helping them become more independent, responsible, and motivated in achieving their professional goals. The experiences gained during training often shape students' attitudes toward work and influence their future career decisions.

This study examines how hospital-based OJT influences the competence of BSOA Medical Major students by assessing the extent to which internship experiences contribute to technical skills, interpersonal skills, and preparedness for professional practice. The findings may serve as a basis for improving internship programs and strengthening partnerships between higher education institutions and healthcare organizations.

STATEMENT OF THE PROBLEM

This study aims to determine the effect of Hospital On-the-Job Training (OJT) on the competence of Bachelor of Science in Office Administration (BSOA) Medical Major students at the Polytechnic University of the Philippines – Parañaque City Campus. Specifically, it seeks to answer the following questions:

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

- 1.1 Age
- 1.2 Sex
- 1.3 Length of OJT experience
- 1.4 Assigned hospital department

2. How do the BSOA Medical Major students assess their OJT experience in the hospital in terms of:

- 2.1 Supervision
- 2.2 Relevance of tasks
- 2.3 Exposure to workplace setting
- 2.4 Application of knowledge and skills

3. What is the level of competence of the BSOA Medical Major students after their hospital OJT experience in terms of:

- 3.1 Confidence in performing tasks
- 3.2 Records handling skills
- 3.3 Work Efficiency
- 3.4 Compliance with workplace rules and standards

4. Is there a significant relationship between the OJT experience and the competence of the BSOA Medical Major students?

5. Are there any recommendations that can be proposed to enhance the effectiveness of hospital OJT programs?

OBJECTIVES OF THE STUDY

General Objective:

This study aims to understand how hospital On-the-Job Training (OJT) helps improve the skills and abilities of Bachelor of Science in Office Administration (BSOA) Medical Major students at the Polytechnic University of the Philippines – Parañaque City Campus.

Specific Objectives:

Specifically, this study seeks to:

- 1. Describe the background of the BSOA Medical Major students including their age, sex, length of OJT experience, and the hospital department where they were assigned.
- 2. Explore how students experience their hospital OJT, particularly in terms of the guidance they receive, how relevant their tasks are to their program, their exposure to hospital procedures, and how well they apply what they learned in class to real-life situations.

3. Determine the level of competence developed by students after completing their hospital OJT, focusing on their confidence, accuracy in handling medical records, efficiency in performing tasks, and ability to follow hospital standards and procedures.
4. Examine whether there is a meaningful connection between the students' OJT experience and their level of competence.
5. Provide practical recommendations that can help improve hospital OJT programs and better prepare future students for real-world medical office work.

SIGNIFICANCE OF THE STUDY

The result of this study will benefit the following:

Department (BSOA/Academic Program). This study will help the department understand the effectiveness of its on-the-job training (OJT) program. It will help the department assess whether students have developed the competencies required for medical office administration.

Students. The study will help BSOA Medical Major students better understand the importance of OJT in improving their skills and competencies. It may also encourage them to maximize their learning opportunities during training as part of their professional preparation.

Community. This study may benefit the community by helping contribute to more efficient administrative support within healthcare institutions. As student trainees become more competent, they can assist in providing more efficient and organized services in healthcare facilities.

Local Government Units (LGUs). This study can help LGUs recognize the importance of supporting training programs like OJT in hospitals and clinics. Their support can contribute to better-trained future professionals in the healthcare sector.

Future Researchers. This study can serve as a reference for future research related to On-the-Job Training, student competency, and medical office administration. It may provide a useful reference for future studies examining hospital-based internship programs and competency development.

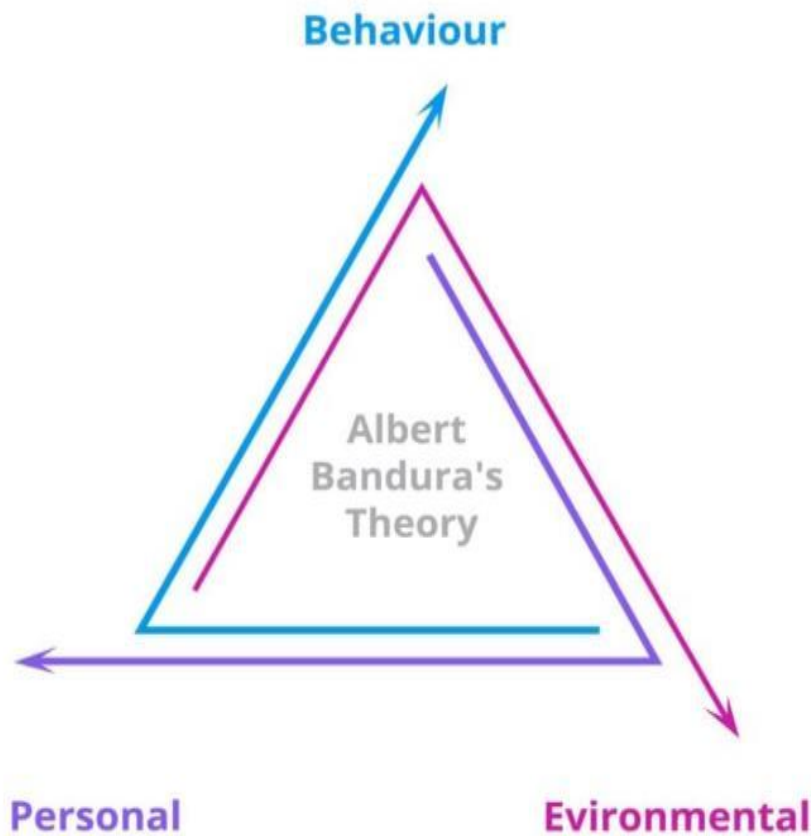
SCOPE AND LIMITATION

This research will focus on the Bachelor of Science in Office Administration Medical major students who are currently undergoing On the Job Training. The research will also be conducted at the Polytechnic University of the Philippines Parañaque City Campus within the academic year of 2025-2026. The variables that this study being examined are the effect of Hospital On the Job Training to the competence or level of knowledge, skills, and abilities of BSOA Medical major students in terms of performing work duties and tasks at Hospital On the Job Training establishments. It specifically focuses on how Hospital OJT contributes to the competence of BSOA Medical major students to perform well in hospital work settings. In addition, the study assesses the effectiveness of Hospital OJT course to the knowledge and skills of BSOA Medical major students in performing work and duties assigned to them. These variables are important because it determines how Hospital OJT helps sharpen the knowledge and skills of BSOA Medical students in the healthcare industry. Furthermore, this study aims to analyze the effectiveness of Hospital OJT and how it contributes to the competence of BSOA Medical major students.

However, this research is delimited to the experiences and competencies of the Medical Major specialization and does not include students from other BSOA majors or academic programs within the university. Beyond this, the study is strictly focused on hospital-based training, meaning internships conducted in corporate offices, government agencies, or other non-medical environments are excluded. While the research aims to assess work readiness, it will not investigate external factors such as the students' psychological well-being or their performance in subjects unrelated to the medical administrative field. Furthermore, the findings are specific to the unique training partnerships of the PUP-Parañaque Campus and may not be generalized to other institutions or geographical locations. The research is also limited to a selected group of students from a single campus, which may not fully represent the diverse experiences of BSOA students across the country. Additionally, by maintaining a narrow focus on the medical field, the study does not account for the comparative advantages of other training environments. Finally, the data rely on the personal perspectives of each participant, which introduces a degree of subjectivity based on their individual interpretations and experiences.

THEORETICAL FRAMEWORK

Figure 1. Albert Bandura's Theory



The study is based on Albert Bandura's Social Learning Theory, which states that people learn by observing others and interacting with their environment. Learning happens not only through instruction but also through watching how others perform tasks.

This theory serves as the primary foundation of the present study because it explains how students develop professional competence through observation, guided practice, feedback, and interaction with experienced hospital personnel during their hospital-based OJT. These learning experiences directly relate to the study variables of supervision, workplace exposure, task relevance, and application of knowledge, which collectively influence students' competence.

Therefore, Social Learning Theory explains how students improve their competence through observation and real-life experience during their OJT.

CONCEPTUAL FRAMEWORK

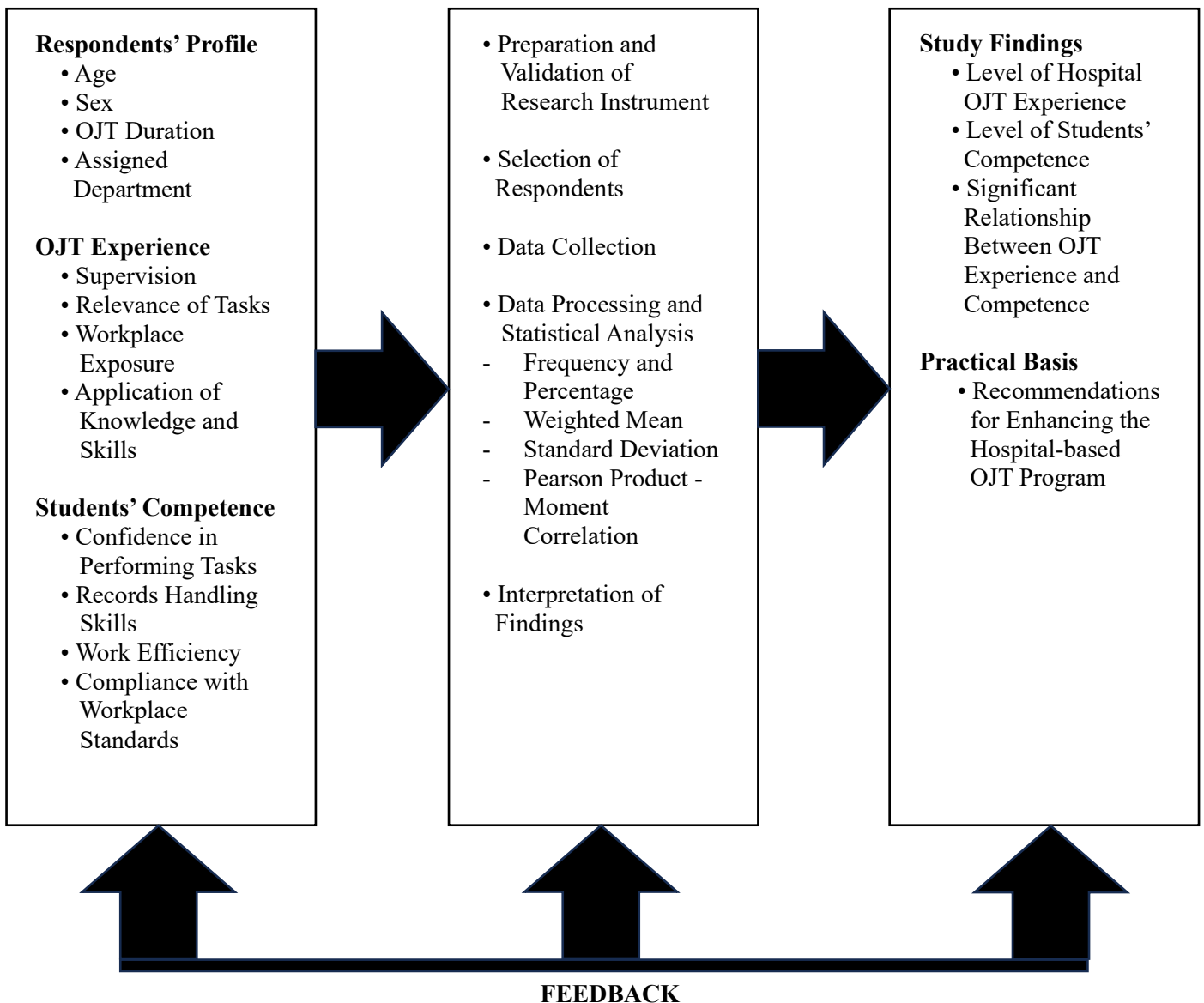
To better access the research process, a system method is used to lead the study. This study is anchored on the Input-Process-Output (IPO) model, which explains how On-the-Job Training (OJT) experience influence Medical Major BSOA students' competence.

The **Input** consists of the respondents' demographic profile and dimensions of hospital OJT experience, namely supervision, relevance of tasks, workplace exposure, and application of knowledge and skills. These variables are expected to influence students' competence, measured through confidence in performing tasks, records handling skills, work efficiency, and compliance with workplace rules and standards.

The **Process** includes the preparation and validation of the research instrument, data collection through a structured questionnaire, data tabulation, and statistical analysis using descriptive statistics and Pearson's correlation coefficient.

The **Output** of the study is the determination of the relationship between hospital OJT experience and students' competence, which serves as the basis for recommendations to improve hospital internship programs.

CONCEPTUAL PARADIGM



HYPOTHESES

This study aims to determine the relationship between the OJT experience of BSOA Medical Major students and their competence. The following hypotheses was formulated:

H0. There is no significant relationship between the hospital On-the-Job Training (OJT) experience and the competence of Bachelor of Science in Office Administration (BSOA) at the Polytechnic University of the Philippines - Parañaque City Campus.

H1. There is a significant relationship between the hospital On-the-Job Training (OJT) experience and the competence of Bachelor of Science in Office Administration (BSOA) at the Polytechnic University of the Philippines - Parañaque City Campus.

DEFINITION OF TERMS

For a better and clearer understanding of this study, the following terms are operationally defined, while others were taken from other sources:

BSOA is an abbreviated word for Bachelor of Science in Office Administration. It is a degree program that focuses on developing administrative and office management skills, including medical office work.

OJT or On-the-Job Training is a required academic training where students learn by performing tasks in a real workplace setting.

IPO or Input-Process-Output model is a conceptual framework used in research to map the flow of a system or study, which is divided into inputs (resources/variables), processes (actions/methods), and outputs (anticipated outcomes).

MOA or Medical Office Administration program help students develop the knowledge and skills needed to handle the administrative tasks in healthcare settings such as medical offices, hospitals, dental clinics, insurance companies, laboratories, and other healthcare organizations.

SLT refers to the Social Learning Theory, which explains that learning occurs through observation and imitation of others. It relates to how students develop skills during OJT through workplace exposure.

TFS or Tripartite Feedback System is a feedback structure involving three parties or groups that exchange information, evaluations, or responses to improve a process, program, or performance.

REVIEW OF RELATED LITERATURE

MAIN THEORY OF THE STUDY

The study is primarily anchored on the Social Learning Theory (SLT) developed by Albert Bandura (1977,1986), which explains how individuals acquire knowledge, skills, and behaviors through interaction with their environment. This theory emphasizes that learning occurs not only through direct experience but also through observation, imitation, and modeling of others' behavior. In the context of hospital On-the-Job Training (OJT), SLT is highly relevant as it explains how Bachelor of Science in Office Administration (BSOA) Medical Major students develop competence by observing healthcare professionals such as nurses, administrative staff, and other hospital personnel. Through supervision and real workplace exposure, students learn proper task execution, workplace protocols, and professional behavior by imitating experienced practitioners. This supports the study's focus on assessing students' OJT experience in terms of supervision, relevance of tasks, exposure to the workplace setting, and application of knowledge and skills.

A central concept of SLT is reciprocal determinism (Bandura, 1986), which describes the dynamic interaction among personal factors, behavior, and environment. In this study, the environment refers to the hospital setting, including supervisors, assigned departments, and workplace conditions encountered during OJT, while personal factors include students' cognitive abilities, motivation, attitudes, and prior knowledge that influence how they respond to training experiences. Behavior, on the other hand, pertains to the students' actual performance of tasks such as records handling, documentation, work efficiency, and adherence to workplace rules and standards. These three components continuously interact; for instance, a motivated student with a positive attitude is more likely to actively engage in assigned tasks when provided with supportive supervision and meaningful exposure, leading to improved competence.

Furthermore, Bandura (1986) highlights the concept of self-efficacy, or an individual's belief in their ability to perform tasks successfully, as a key factor in learning and performance. In a hospital OJT setting, students with high self-efficacy are more likely to demonstrate confidence in performing tasks, handle records efficiently, and comply with workplace standards, aligning with the study's identified competence indicators such as confidence, work efficiency, and task performance. Overall, Social Learning Theory provides a strong theoretical foundation for this study, as it explains how hospital OJT experiences (environment) influence students' competence (behavior) through observation, interaction, and self-efficacy, shaped by personal factors. This framework supports the examination of the significant relationship between OJT experience and competence, as well as the development of recommendations to enhance the effectiveness of hospital OJT programs.

SUPPORTING THEORIES

While Social Learning Theory serves as the primary theoretical foundation of this study, additional theories further explain how students acquire competence through experience, workplace interaction, and continuous skill development during hospital-based OJT. These supporting theories provide complementary perspectives on the relationship between OJT experience and student competence

Experiential Learning Theory

David Kolb's Experiential Learning Theory describes learning as a continual process in which knowledge is gained via experience. According to Kolb, kids learn more efficiently when they are actively participating in tasks rather than simply listening or reading. The approach stresses that learning is active, with individuals gaining understanding by participating in real-life events and reflecting on their experiences. Kolb went on to explain that learning is a four-stage process that incorporates concrete experience, reflective observation, abstract conceptualization, and active exploration. This means that students first meet a new experience, reflect on it, construct ideas or concepts based on their reflections, and then apply what they have learnt in other contexts.

This theory is highly relevant in education, particularly in programs that demand actual application of knowledge, such as On-the-Job Training (OJT). In the classroom, students are typically introduced to theories, concepts, and discussions. However, without firsthand experience, they may struggle to properly comprehend how these concepts are implemented in real-world scenarios. Experiential Learning Theory supports the premise that students should be exposed to real-world settings where they can practice their skills, make decisions, and learn from their experiences. This technique makes learning more meaningful and lasting.

Furthermore, Experiential Learning Theory emphasizes the significance of reflection and improvement. As students complete their tasks, they learn from their mistakes and receive help from their supervisor. This allows them to improve their performance and gain confidence. Students gradually develop the ability to work independently and efficiently. As a result, this theory supports the premise that hospital-based OJT improves students' competence by allowing them to learn through experience, practice, and continuous improvement.

Kolb's Experiential Learning Theory complements Bandura's theory by explaining that competence develops when students actively perform workplace tasks, reflect on their experiences, and apply what they have learned to future situations. This supports the study's focus on students' application of knowledge and skills during hospital-based OJT.

Human Capital Theory

Gary Becker's Human Capital Theory indicates that education and training are vital investments that help people increase their knowledge, skills, and capacities. This theory holds that as people have proper education, training, and experience, they become more productive and useful. It emphasizes that learning is important not only for academic success, but also for preparing people to perform well in real-world settings. Individuals who invest time and effort in education and training improve their "human capital," which refers to the skills and competences that can lead to improved work performance, career advancement, and economic output.

This theory is highly related to on-the-job training (OJT), which acts as a practical kind of skill development and training. In the setting of hospital-based OJT, students are given the opportunity to apply what they have learned in the classroom to practical scenarios. BSOA Medical Major students are responsible for administrative activities such as monitoring patient data, aiding with office processes, and connecting with healthcare professionals and patients. These hands-on experiences allow students to strengthen both their technical and interpersonal abilities, both of which are required in the medical sector. These experiences not only improve their competency, but also prepare them for future job.

Furthermore, Human Capital Theory highlights the value of ongoing learning and improvement throughout one's education and training. Supervisors guide students through On-the-Job Training (OJT), providing instructions,

comments, and support as they do their jobs. This instruction enables students to see their own strengths and limitations, fix their errors, and steadily improve their performance. As individuals gain experience, they improve their work habits, professionalism, and confidence in handling tasks. Over time, these enhancements contribute to their total competency and preparation for real-world professional demands.

As students continue to train in hospitals, they become more efficient at administrative jobs and more at ease engaging with professionals and clients. This consistent progression demonstrates how training directly adds to skill improvement and personal growth. Since a result, Human Capital Theory supports the idea that OJT is more than just a school requirement, but a significant investment in students' future careers, since it helps them become more capable and equipped for work in the field of medical office administration.

From the perspective of Human Capital Theory, hospital-based OJT represents an educational investment that enhances students' knowledge, technical skills, and professional competence, thereby increasing their preparedness for future employment.

Situated Learning Theory

According to Situated Learning Theory, learning is more successful when it occurs in a real-world situation rather than in isolation or solely in the classroom. According to Jean Lave and Etienne Wenger, knowledge is learned not only through lectures or textbooks, but also through active involvement in real-world practices within communities. Learners gain comprehension by participating in real-world tasks, witnessing how professionals work, and eventually being a part of that environment.

This idea is directly related to this study because on-the-job training (OJT) places students in real-world hospital settings where they learn naturally via experience. Instead of merely learning about office processes in class, students are exposed to real-world scenarios in which they see medical and administrative workers performing their tasks. This exposure gradually teaches students how to perform jobs appropriately, such as maintaining records, speaking with patients, and work according to workplace standards.

Furthermore, Situated Learning Theory highlights the value of "learning by participation." During hospital OJT, students are more than just passive observers; they are actively engaged in the workplace. They engage with supervisors, coworkers, and even patients, which helps students comprehend the culture and expectations of a professional medical setting. This hands-on involvement enables students to gather practical knowledge that cannot be learned entirely in the classroom.

Consequently, the theory explains why workplace exposure and authentic participation are important indicators of students' competence development during hospital OJT.

Overall, Situated Learning Theory explains that competence is best acquired through participation in authentic workplace environments. In this study, hospital offices serve as the learning environment where students gradually become active participants in administrative processes under the supervision of experienced professionals.

Constructivist Learning Theory

Jean Piaget's Constructivist Learning Theory discusses how learners actively build or "construct" their own knowledge based on their experiences rather than passively receiving information. According to this viewpoint, learning is a constant process of meaning-making in which people understand new information by relating it to their existing knowledge and experiences. Instead of depending just on lectures or memory, students learn more successfully when they participate in meaningful activities that demand exploration, reflection, and problem solving. This makes learning highly personalized and dynamic, as each learner may create understanding in somewhat different ways based on their past and exposure. This idea is strongly related to the current study because On-the-Job Training (OJT) program provides a real-world setting for students to apply what they have learnt in school. OJT is an extension of classroom learning for Bachelor of Science

in Office Administration (BSOA) Medical Major students, particularly those working in hospitals. Rather than being limited to theoretical discussions, students are immersed in real-world situations where they must perform clerical and administrative tasks such as managing patient records, encoding data, assisting healthcare staff, organizing medical files, and handling office documentation. These hands-on activities help students bridge the gap between theory and practice, allowing them to better comprehend how classroom topics are implemented in real-world professional settings. As students face new and sometimes unfamiliar obstacles during their training, they are pushed to think critically and independently. They may encounter scenarios that are not entirely covered in their academic classes, forcing them to make decisions, adapt to professional standards, and handle difficulties in real time. These experiences help children develop adaptability, confidence, and initiative, all of which are necessary qualities in a professional situation. Both mistakes and accomplishments become learning opportunities that help them grow personally and professionally. Over time, repeated exposure to these real-world tasks improves their competency and ability to operate efficiently and precisely.

Furthermore, Constructivist Learning Theory emphasizes the importance of social contact in learning, which is seen in OJT settings. Students do not learn alone; rather, they work alongside supervisors, staff members, and other professionals in the workplace. They enhance their abilities and gain a better understanding of working practices through observation, instruction, feedback, and actively participating. This engagement enables children to develop knowledge not only from their own experiences, but also from the collective wisdom of others. In this approach, Constructivist Learning Theory firmly supports the premise that meaningful, hands-on, and socially engaged experiences, such as OJT, are critical in improving students' competence, confidence, and professional preparation.

The theory further supports the idea that competence develops through active engagement, reflection, and continuous interaction with real workplace situations encountered during hospital-based training.

LOCAL STUDIES

Several local studies have demonstrated the positive contribution of On-the-Job Training (OJT) to students' competence, employability, and professional development. Although these studies share a common conclusion regarding the value of experiential learning, they differ in the aspects of competence they emphasize.

Pascua, R. R., Corpuz, B. B., and Sadang, J. M., (2022) examined how career skills impact On-the-Job Training performance of Business Administration students at one of the state universities found in Isabela, Philippines. They sought to establish if there was any correlation between career skills and the way they performed on OJT placements they had with different organizations. The authors used a correlation design utilizing descriptive/correlational research methodology and a survey method of data collection to evaluate participants' experiences and measure the level of career skills demonstrated by Business Administration students participating in an internship program. The results suggested that students who were more engaged in OJT placements tended to have higher levels of communication, adaptability, and performance in workplace productivity. With the study's conclusion, the authors determined that participation in OJT activities significantly enhanced students' employability skills and overall performance in actual work environments. The current study will demonstrate how OJT translates into students enhancing their competency in the workplace; thus, this study will also show how Medical Major students enrolled in BSOA who will be completing a hospital-based training program will see improvements in their competency.

Similarly, a published institutional study from Camarines Sur Polytechnic Colleges (2023) highlighted the implementation and outcomes of On-the-Job Training (OJT) programs among Bachelor of Science in Office Administration (BSOA) students, including deployment in medical. The study focused on evaluating how structured hospital and office-based training prepare students for workplace demands. It aimed to assess the effectiveness of supervised internships in developing students' competencies in clerical, documentation, and coordination tasks commonly performed in hospital administrative departments. Findings revealed that BSOA students who were deployed in hospital-related training environments gained improved technical and interpersonal skills, including patient record handling, scheduling, documentation accuracy, and professional communication. The study emphasized that exposure to hospital settings enhances students' readiness for administrative roles in healthcare institutions. This study is relevant to

the present research because it directly shows that hospital OJT contributes to the development of competencies required from BSOA Medical Major students.

In contrast, Martinez & Ranoco (2024) focused on the development of students' confidence, employability, and work readiness through continuous workplace exposure. The researchers used a quantitative research design consisting of both a pre-test and a post-test. Participants in the study were hospital trainees; results showed that trainees who had completed pre-employment training and received hospital training demonstrated significantly improved performance levels (competence, confidence, and reduction of anxiety) when performing nursing tasks during their pre-employment training. The researchers concluded that the use of structured hospital pre-employment training is a key factor in producing healthcare workers who are highly competent and confident. This research is relevant to the current proposed research as it supports the concept that on-the-job training conducted in hospitals is effective in promoting development of competency in the provision of healthcare to the extent that BSOA Medical Major students received similar training in hospitals. While these studies differ in their primary emphasis, they still demonstrate that structured internship experiences contribute to students' technical competencies and professional growth.

Collectively, these local studies indicate that effective OJT programs provide opportunities for students to apply theoretical knowledge, develop workplace competencies, and strengthen their professional confidence. However, despite these positive findings, limited local research has specifically examined hospital-based OJT among Bachelor of Science in Office Administration (BSOA) Medical Major students performing administrative functions within healthcare institutions. This gap provides the basis for the present study.

FOREIGN STUDIES

Foreign studies consistently emphasize the importance of experiential learning and workplace exposure in developing students' professional competence. Although these studies examine different educational and professional settings, they generally agree that practical training enables students to strengthen their technical skills, communication abilities, and workplace readiness.

Based on recent studies of Robinson et al. (2024) about Health Information Management Students, professional placements are crucial for exposing them to the actual demands of handling electronic health records, talking to patients, and working alongside medical teams. These internships make sure that future professionals do not just memorize medical terms and office theories but know how to apply them inside a busy clinic or hospital workflow.

Hands-on training is what really closes the gap between what students read in books and what they actually do in the medical field. According to the study of Houser et al. (2025), titled "Incorporating Experiential Learning into Health Information Education", when experiential learning is added to health education, students get to handle real administrative tasks which build up both their technical abilities and people skills at the same time. The study shows that when degree programs include a lot of real-world practice, students become more confident, adaptable, and better at solving problems. By dealing with complex hospital protocols, health policies, and data privacy rules during their training, students secure a stronger grasp of the work and become genuinely ready for the healthcare industry.

Robinson et al. (2025) and Houser et al. (2025) both emphasized the importance of experiential learning in preparing students for professional practice. However, Robinson et al. focused primarily on workplace competencies developed during professional placements, whereas Houser et al. highlighted the role of experiential learning in strengthening both technical and interpersonal skills. Together, these studies demonstrate that practical learning opportunities contribute to competence development from complementary perspectives.

Likewise, Cheng et al. (2024) reported that competency-based training programs significantly improved communication, teamwork, and professional performance among participants. The findings suggest that structured learning experiences allow individuals to apply theoretical knowledge while developing practical workplace competencies. In a similar manner, Robinson et al. (2024) found that students who participated in structured workplace learning demonstrated higher levels of competence and professional preparedness. Both studies support the view that practical experience serves as an

essential component of competency development; however, Cheng et al. emphasized skill enhancement through competency-based training, whereas Robinson et al. focused on the broader impact of workplace exposure on professional readiness.

Similarly, a mixed-methods study conducted by researchers in Ghana found that students who underwent health information management internships reported high levels of satisfaction with supervisor guidance, teamwork, and practical learning opportunities. The study further revealed that meaningful workplace participation and supportive supervision significantly influenced students' confidence, professional growth, and perceived employability. These findings suggest that internship quality depends not only on workplace exposure but also on effective mentorship and relevant learning experiences, which are likewise examined in the present study.

How well these hospital training programs work depends a lot on how students feel about their working environment. Studies of Alhur (2023) on Health Informatics Internships point out that a student's view of their training success is deeply connected to how well they are supervised and if their assigned tasks make sense for their course. When trainees get clear instructions, helpful feedback from their supervisors, and work that matches their medical major, their confidence and skills grow a lot faster. A welcoming workplace pushes students to jump into the daily office routine, turning them from quiet watchers into helpful team members.

Despite all the good things that come from clinical placements, trainees still run into big challenges that can slow down their growth. According to the study of Branda (2021), looking into the common barriers of professional practice shows that students often go through transition shock when they move from a calm classroom to a chaotic hospital floor. Being suddenly thrown into heavy workloads, strict hospital rules, and the stressful reality of patient care can be mentally and emotionally exhausting. It is important for both schools and partner hospitals to recognize these struggles so they can create better support systems, making sure the training environment helps build the competence of future medical office professionals.

Although both Branda (2021) and Alhur (2023) examined internship experiences, their findings differ in emphasis. Branda highlighted the challenges associated with workplace adjustment and transition shock, whereas Alhur emphasized the importance of effective supervision and meaningful task assignments in improving students' confidence and competence. These findings suggest that successful internship outcomes depend not only on workplace exposure but also on the quality of supervision and learning experiences provided.

Collectively, foreign studies demonstrate that practical training, effective supervision, workplace exposure, and experiential learning play vital roles in preparing students for professional practice. Although these studies provide substantial evidence regarding the benefits of workplace-based learning, most focus on broader educational or professional contexts. Limited attention has been given to hospital-based On-the-Job Training among Bachelor of Science in Office Administration (BSOA) Medical Major students assigned to administrative functions within healthcare institutions. Therefore, further investigation is needed to understand how hospital-based OJT influences competence development within this specific academic and professional context.

SYNTHESIS

The reviewed foreign and local studies illustrate the importance of On-the-Job Training (OJT) and experiential learning in developing students' competencies, especially in medical and office administration. A common theme across the studies is the need to combine classroom learning with hands-on experience to bridge the gap with practical situations. According to Robinson et al. (2024) and Houser et al. (2025), students were more competent once they had been exposed to practical experiences in hospitals; they were able to apply what they had learned, improve their technical skills, and develop better communication and interpersonal abilities.

Both foreign and local studies also agree that structured training programs are effective in increasing competence, self-confidence, and adaptability among students. For example, Cheng et al. (2024) and Martinez and Ranoco (2024) showed that competency-based and pre-employment training can enhance communication, teamwork, and work performance

while reducing anxiety among trainees. Likewise, Pascua et al. (2022) and the study conducted by Camarines Sur Polytechnic Colleges (2023) pointed out that students' participation in OJT leads to improved productivity and communication skills.

However, some differences can be observed in the focus of the studies. Foreign studies tend to emphasize the general aspects of experience-based learning, and the challenges students face during training, such as stress and workplace adjustment (Branda, 2021; Alhur, 2023). In contrast, local studies focus more on the effects of OJT, such as skill development, employability, and performance improvement. This shows that foreign studies give attention to both challenges and benefits, while local studies focus more on outcomes.

Despite these strong findings, several gaps remain. Although most studies support the effectiveness of OJT and hospital training, there is limited research specifically focused on Bachelor of Science in Office Administration (BSOA) students with a medical major, especially in hospital administrative roles. There is also a lack of studies addressing the effect of such training on professional competence. Furthermore, few studies explore how factors like supervision, task alignment, and training structure directly influence competency development in this field.

Although both local and foreign studies consistently demonstrate the positive contribution of OJT and experiential learning to students' competence, differences exist in their emphasis. Foreign studies generally highlight the importance of structured workplace learning, supervision, competency standards, and students' adaptation to professional environments, whereas local studies focus more on improvements in employability, technical skills, and overall work performance. Despite these similarities, relatively few studies have specifically investigated hospital-based OJT among Bachelor of Science in Office Administration (BSOA) Medical Major students assigned to administrative functions within healthcare institutions.

Furthermore, previous studies have largely examined internship effectiveness across broader academic disciplines without focusing on the unique competencies required in medical office administration. The present study addresses this gap by examining how supervision, task relevance, workplace exposure, and application of knowledge and skills collectively influence the competence of BSOA Medical Major students during hospital-based OJT. Unlike previous studies that mainly measured general internship outcomes, this research specifically evaluates competence in confidence, records handling, work efficiency, and compliance with workplace standards within hospital administrative settings.

Overall, the reviewed literature and studies consistently demonstrate that experiential learning, workplace exposure, effective supervision, and task relevance contribute significantly to students' competence development. Both foreign and local studies highlight the value of structured internship programs in improving technical skills, communication abilities, work performance, and professional confidence. However, limited evidence exists regarding hospital-based On-the-Job Training among Bachelor of Science in Office Administration (BSOA) Medical Major students, particularly those assigned to administrative functions within healthcare institutions. By addressing this gap, the present study seeks to contribute empirical evidence on the relationship between hospital OJT experiences and students' competence, which may serve as a basis for improving internship programs and curriculum development.

RESEARCH METHODOLOGY

This chapter explains the methods used in the research and the steps taken for data collection. The researcher goes on to describe the methodology, the study's context, the description, the methods utilized to collect the data, and how the data were statistically treated.

RESEARCH DESIGN

This study employed a quantitative descriptive–correlational research design to examine the relationship between hospital On-the-Job Training (OJT) experience and the competence of Bachelor of Science in Office Administration (BSOA) Medical Major students. The descriptive component was used to assess the respondents' OJT experiences and competence, while the correlational component determined whether a significant relationship existed between these

variables. The study seeks to evaluate the competence of students in knowledge, skills, communication, and work performance as a result of their experience in hospital training work. A survey questionnaire will be employed as the instrument to collect quantitative data from the participants.

The participants of the study will be the chosen BSOA Medical Major students who have undergone hospital on-the-job training. To measure the effectiveness of the training and the level of competence of the students, the researchers will administer a structured questionnaire with scaled responses. The data gathered will be quantified using statistical methods such as frequency, percentage, mean, and correlation coefficient to determine the correlation between hospital training and student competence.

This research design is suitable since it enables the researchers to systematically investigate the students' competence after hospital on-the-job training. Using numbers and statistical analyses, the results of the study may be dependable as to how real hospital exposure aids in the development and preparedness of BSOA Medical Major students.

RESEARCH LOCALE

The study took place at the Polytechnic University of the Philippines - Parañaque City Campus (PUP). The Polytechnic University of the Philippines–Parañaque City Campus was selected because it offers the Bachelor of Science in Office Administration program with a Medical Major, whose students undergo hospital-based On-the-Job Training as part of their curriculum. The selection of this locale is particularly relevant as it illustrates a lively urban environment where established relationships with a variety of healthcare institutions, offering students the chance to obtain real-world experience and perform their mandatory On-the-Job Training (OJT) in hospital settings. Additionally, The campus serves as a suitable and practical environment for examining how hospital-based training actually affects a student's competency in light of the strong connection between the school and the medical profession.

RESPONDENTS OF THE STUDY

The respondents of this study are the Bachelor of Science in Office Administration Medical Major students at the Polytechnic University of the Philippines – Parañaque City Campus (PUP). The researchers utilized purposive sampling to select the participants who are directly involved in the study. The inclusion criterion required respondents to have successfully completed their required hospital-based On-the-Job Training. This ensured that all participants had relevant experience to evaluate their OJT and competence. This specific approach guarantees that all participants have the necessary first-hand experience in an actual clinical and administrative workplace to provide accurate assessments of their skill development.

SAMPLING TECHNIQUE

The study will use a purposive sampling technique, which is a non-probability sampling method in which respondents are intentionally chosen based on certain qualities relevant to the research objectives. The researchers will choose participants who meet the predefined criteria, specifically BSOA Medical Major students who have undergone hospital On-the-Job Training (OJT).

Purposive sampling is appropriate for this study because it allows the researchers to focus on participants who have first-hand experience and understanding of the topic under investigation. Because the study's goal is to analyze the impact of hospital-based OJT on students' competency, choosing respondents who have received such training assures that the data collected is valid, relevant, and in line with the research's purpose.

Because purposive sampling is a non-probability sampling technique, the findings should be interpreted within the context of the selected participants and may not be generalized to all BSOA students or students from other higher education institutions. Nevertheless, this sampling technique was appropriate because it ensured that all respondents possessed the specific experiences required to address the research objectives.

Furthermore, this technique improves data quality by ensuring that all participants gain first-hand experience with hospital OJT, allowing them to provide meaningful insights into their level of competence in communication skills, record management, office procedures, and professional behavior.

RESEARCH INSTRUMENTS

Two research instruments were utilized in this study: a demographic profile questionnaire and a researcher-made survey questionnaire.

Part I of the questionnaire gathered the demographic profile of the respondents, including their relevant personal and academic information. Part II focused on the assessment of the hospital On-the-Job Training (OJT) experience of BSOA Medical Major students. Part III determined the level of competence of the respondents after their hospital OJT experience, while Part IV identified the proposed recommendations for enhancing hospital OJT programs.

The researcher-made questionnaire was developed based on the objectives of the study, the conceptual framework, Albert Bandura's Social Learning Theory, and relevant literature on hospital-based On-the-Job Training and student competence. To establish content appropriateness, the instrument was reviewed and validated by the research adviser, whose comments and recommendations were incorporated before its final administration. Since the study did not include pilot testing, statistical measures of validity and reliability, such as the Content Validity Index (CVI) and Cronbach's alpha, were not computed.

The respondents rated each statement in Parts II, III, and IV using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The questionnaire was designed to measure the respondents' assessment of their hospital OJT experience and level of competence after completing their internship.

DATA GATHERING PROCEDURE

The researchers will follow a systematic procedure in collecting the data needed for the study. The participants will be selected using purposive sampling, specifically BSOA Medical Major students who have completed their hospital On-the-Job Training (OJT).

Prior to data collection, the researchers will provide an informed consent form to the respondents. The consent form will clearly explain the purpose of the study, the procedures involved, and the rights of the respondents, including their right to refuse participation or withdraw from the study at any time without any consequences. Additionally, permission to conduct the study was obtained from the appropriate university officials and the participating institution in accordance with institutional requirements.

The respondents will also be assured of confidentiality and anonymity, ensuring that their identities will not be disclosed and that all information gathered will be used strictly for academic purposes only. Participation in the study will be entirely voluntary, and no form of coercion will be involved.

After obtaining consent, the survey questionnaire will be distributed using Google Forms. The respondents will be given sufficient time to answer the questionnaire honestly and completely. The use of an online platform allows for easier access, faster data collection, and efficient organization of responses.

Once all responses are collected, the researchers will retrieve the data from Google Forms, organize and review the responses, and prepare them for analysis. The collected data will then be tabulated and analyzed using appropriate statistical methods to determine the effect of hospital On-the-Job Training (OJT) on the competence of BSOA Medical Major students.

DATA ANALYSIS

The following statistical tools will be utilized in the study:

1. Percentage and Frequency Distribution. This tool will be used to determine the distribution and demographic profile of the respondents.

$$\text{Percentage (\%)} = (f / N) \times 100$$

2. Mean Score. This will be used to determine the average responses of the respondents regarding their hospital OJT experience and competence level.

$$A = S / N$$

3. Weighted Mean. This statistical tool will be used to interpret the respondents' assessment regarding their hospital OJT experience and competence.

$$\bar{X} = \Sigma fx / N$$

4. Standard Deviation (SD). This statistical tool will be used to measure the consistency and variability of the respondents' responses.

$$SD = \sqrt{[\Sigma(X - \bar{X})^2 / N]}$$

5. Pearson ® Coefficient of Correlation. This statistical tool will be used to determine the significant relationship between the hospital OJT experience and the competence of the respondents. This analysis is relevant to the hypothesis of the study.

$$R = [\Sigma XY - (\Sigma X)(\Sigma Y) / \sqrt{\{[\Sigma X^2 - (\Sigma X)^2][\Sigma Y^2 - (\Sigma Y)^2]\}}]$$

The level of significance was set at 0.05. The null hypothesis was rejected when the computed p-value was less than 0.05 and accepted when the p-value was greater than or equal to 0.05.

These statistical tools are appropriate for the study because they effectively analyze descriptive and correlational data related to the hospital OJT experience and competence of BSOA Medical Major students at the Polytechnic University of the Philippines – Parañaque City Campus.

ETHICAL CONSIDERATION

The researchers observed ethical principles throughout the conduct of the study.

First, the purpose and objectives of the study were clearly explained to the respondents before they participated in the survey.

Second, informed consent was obtained from all participants. Their participation was entirely voluntary, and they were informed that they could withdraw from the study at any time without any consequences.

Third, confidentiality and anonymity were maintained by ensuring that no personal identifiers were disclosed. All information gathered from the respondents was treated with strict confidentiality and used solely for academic purposes.

Fourth, the researchers ensured that the study posed no physical, psychological, or social harm to the participants. Respect, honesty, and integrity were upheld throughout the entire research process.

Lastly, permission to conduct the study was obtained from the appropriate university authorities before data collection. The researchers observed the ethical principles of respect for persons, voluntary participation, confidentiality, and responsible handling of research data throughout the conduct of the study.

SUMMARY

The study outlines the methodology employed to assess the effectiveness of Hospital On-the-Job Training to the competence of BSOA Medical Major students at PUP Parañaque City Campus. By using a quantitative descriptive correlational research design and a purposive sampling technique to determine the relationship between the targeted variables, the OJT experience of BSOA Medical Major students and their competence, the study was able to gather

targeted data effectively. The use of researcher-made questionnaire validated by the research adviser to gather data, combined with suitable statistical treatments of the findings, will contribute to the reliability and objectivity of the study. As a result, the insights gained are significant to the field of Healthcare Industry, Internship course, and Medical Office Administration program.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter discusses the findings, analysis, and interpretation of data acquired through questionnaire responses provided to respondents. The data were presented in tabular form in response to the precise queries posed in the problem statement. The findings are presented under the following major headings: demographic profile of respondents; assessment of OJT experience; level of competence after OJT experience; and proposed recommendations for enhancing hospital OJT program

DEMOGRAPHIC PROFILE OF RESPONDENTS

Profile Variable	Category	Frequency	Percentage
Age	18-20	22	22.00%
	21-23	53	53.00%
	24-26	23	23.00%
	27 and above	2	2.00%
Sex	Female	69	69.00%
	Male	29	29.00%
	Prefer not to say	2	2.00%
Length of OJT Experience	Less than 1 month	9	9.00%
	1-3 months	74	74.00%
	4-6 months	14	14.00%
	More than 6 months	3	3.00%
Assigned Hospital Department	Medical Records	38	38.00%
	Billing Department	14	14.00%
	HR Department	34	34.00%
	Finance Department	2	2.00%
	Admin Department	7	7.00%
	Public Relations Dept.	1	1.00%
	Nursing Service Office	1	1.00%
	Radiology Dept.	1	1.00%
	Materials Mgmt. Office	1	1.00%

Table 1. Profile of Respondents
(N = 100)

The majority of respondents were aged 21–23 and predominantly female. Most had 1–3 months of OJT experience and were primarily assigned to the Medical Records and HR departments. This distribution indicates that the respondents are mostly young trainees with relevant exposure to administrative hospital functions, aligned with their academic specialization.

ASSESSMENT OF OJT EXPERIENCE

A. Supervision

Statement	Weighted Mean	SD	Interpretation
My supervisor provided clear instructions during my OJT.	4.35	0.86	Strongly Agree
My supervisor treated me professionally and respectfully.	4.50	0.67	Strongly Agree
My supervisor gave constructive feedback on my performance.	4.18	0.83	Agree
My supervisor monitored my progress regularly.	4.16	0.88	Agree
My supervisor guided me whenever I had difficulties.	4.32	0.78	Strongly Agree
Overall Mean	4.30	—	Strongly Agree

Table 2. Supervision

The respondents reported positive perceptions of the supervision they received during their hospital On-the-Job Training (OJT). The overall mean score of 4.30 falls within the “Strongly Agree” range, indicating that respondents generally perceived their supervisors as supportive throughout the internship.

Specifically, the highest-rated statement was the professional and respectful treatment provided by supervisors (4.50), followed by guidance provided whenever students encountered difficulties (4.32). While tasks like providing constructive feedback (4.18) and regular progress monitoring (4.16) received slightly lower scores, they still fell safely into the “Agree” category. The relatively low standard deviations across all items suggest that the trainees shared a consistently positive experience regarding how they were managed.

These findings are consistent with the study of Alhur (2023), which emphasized that effective supervision, clear instructions, and constructive feedback positively influence students’ learning experiences and professional confidence during internships. Likewise, Robinson et al. (2025) highlighted that supportive supervision enables students to develop stronger workplace competencies and adapt more effectively to professional environments. These findings suggest that effective supervision contributes positively to students’ learning experiences during hospital-based OJT.

B. Relevance of Tasks

Statement	Weighted Mean	SD	Interpretation
The tasks assigned to me were related to my college program.	4.35	0.89	Strongly Agree

My assigned tasks enhanced my office administration skills.	4.55	0.61	Strongly Agree
The tasks helped me understand real workplace responsibilities.	4.50	0.65	Strongly Agree
The tasks prepared me for future employment.	4.47	0.64	Strongly Agree
My assigned duties were relevant to hospital office work.	4.40	0.73	Strongly Agree
Overall Mean	4.45	—	Strongly Agree

Table 3. Relevance of Tasks

The findings indicate a strong alignment between students' assigned tasks and their academic preparation. With an overall mean of 4.45, the respondents "Strongly Agree" that the work given to them was highly meaningful and applicable to their growth.

The highest-scoring item shows that the tasks directly enhanced their office administration skills (4.55), followed closely by helping them understand real workplace responsibilities (4.50). Every single metric in this section achieved a "Strongly Agree" interpretation, backed by low standard deviations (ranging from 0.61 to 0.89). The consistently high ratings suggest that respondents perceived their assigned duties as relevant to their academic specialization and future professional responsibilities.

The findings support those of Robinson et al. (2024), who reported that internship experiences become more meaningful when assigned tasks are closely aligned with students' academic specialization. Similarly, Robinson et al. (2025) found that authentic workplace responsibilities help students strengthen both technical and interpersonal competencies. This indicates that assigning relevant administrative tasks contributes significantly to students' professional development.

C. Exposure to Workplace Setting

Statement	Weighted Mean	SD	Interpretation
I was exposed to an actual professional work environment.	4.44	0.73	Strongly Agree
I was able to observe professional workplace practices.	4.47	0.64	Strongly Agree
I experienced working with different hospital staff.	4.38	0.78	Strongly Agree
My OJT increased my understanding of workplace culture.	4.57	0.56	Strongly Agree
I learned how hospital offices operate daily.	4.47	0.71	Strongly Agree
Overall Mean	4.47	—	Strongly Agree

Table 4. Exposure to Workplace Setting

The findings indicate that the OJT program provided respondents with meaningful exposure to authentic workplace settings. Respondents "Strongly Agree" across all indicators, noting particularly that the experience significantly increased their understanding of workplace culture (4.57, with a very low SD of 0.56). They also consistently observed professional practices and daily hospital operations (4.47). The relatively low standard deviations indicate that respondents shared similar perceptions regarding their workplace exposure.

The findings are consistent with Experiential Learning Theory, which explains that learning is enhanced through direct experience and active participation in authentic workplace settings. Likewise, Branda (2021) emphasized that although workplace adjustment can be challenging, exposure to real professional environments promotes competence and professional growth. The results indicate that hospital-based exposure effectively bridges classroom learning with actual workplace practice

D. Application of Knowledge and Skills

Statement	Weighted Mean	SD	Interpretation
I effectively applied the knowledge I've learned in my academic courses during my OJT.	4.40	0.72	Strongly Agree
My skills improved through hands-on experience.	4.56	0.62	Strongly Agree
I used computer and clerical skills in my assigned tasks.	4.50	0.72	Strongly Agree
I developed better problem-solving skills.	4.49	0.66	Strongly Agree
OJT helped me improve my professional behavior.	4.59	0.64	Strongly Agree
Overall Mean	4.51	—	Strongly Agree

Table 5. Application of Knowledge and Skills

The findings indicate that respondents were able to apply the knowledge and skills acquired through their academic coursework during their hospital OJT, resulting an overall mean of 4.51. The highest agreement was found in the program's ability to refine their professional behavior (4.59) and sharpen their capabilities through hands-on experience (4.56). Furthermore, they felt well-equipped to deploy their computer, clerical, and problem-solving skills effectively. This strong, unified feedback demonstrates that the OJT was a highly practical venue for skill transformation rather than just theoretical observation.

These findings support Kolb's Experiential Learning Theory, which explains that knowledge is strengthened through concrete experience and reflective application. Similarly, Cheng et al. (2024) reported that competency-based training significantly improves communication, collaboration, management, and professional skills among healthcare personnel. This suggests that hospital OJT provides meaningful opportunities for students to translate theoretical knowledge into practical competencies.

LEVEL OF COMPETENCE AFTER OJT EXPERIENCE

A. Confidence in Performing Tasks

Statement	Weighted Mean	SD	Interpretation
I feel confident performing office-related hospital tasks.	4.36	0.73	Strongly Agree
I can complete assigned tasks with minimal supervision.	4.41	0.67	Strongly Agree
I can communicate effectively with staff and clients.	4.48	0.70	Strongly Agree
I feel prepared for future work assignments.	4.48	0.66	Strongly Agree

I can adapt easily to workplace demands.	4.54	0.63	Strongly Agree
Overall Mean	4.45	—	Strongly Agree

Table 6. Confidence in Performing Tasks

The findings suggest that the OJT experience contributed to respondents' confidence in performing workplace tasks, yielding an overall mean of 4.45. Respondents "Strongly Agree" that they have grown more self-reliant, showcasing the highest level of confidence in their ability to adapt easily to shifting workplace demands (4.54). They also express strong readiness for future employment and communication with clients (4.48). The tight cluster of responses (SDs ranging from 0.63 to 0.73) highlights a shared sense of empowerment. The consistently high ratings indicate that respondents perceived themselves as more prepared to perform workplace responsibilities following their internship experience.

The increase in students' confidence supports Bandura's Social Learning Theory, which emphasizes that individuals develop self-efficacy through observation, guided practice, and successful task performance. Likewise, Martinez and Ranoco (2024) found that internship experiences enhance students' confidence and readiness for future employment through continuous workplace exposure.

B. Records Handling Skills

Statement	Weighted Mean	SD	Interpretation
I can organize files properly.	4.49	0.70	Strongly Agree
I understand proper documentation procedures.	4.58	0.61	Strongly Agree
I can encode data accurately.	4.47	0.69	Strongly Agree
I can retrieve documents efficiently.	4.54	0.59	Strongly Agree
I can maintain confidentiality of records.	4.58	0.61	Strongly Agree
Overall Mean	4.53	—	Strongly Agree

Table 7. Records Handling Skills

The findings indicate that respondents developed strong records management competencies during their hospital OJT, as reflected by the overall mean of 4.53. Every metric evaluated under records handling scored firmly within the "Strongly Agree" bracket. Notably, respondents tied their highest marks between understanding proper documentation procedures (4.58) and maintaining the strict confidentiality of patient or hospital records (4.58). The consistently high ratings suggest that respondents gained competence in documentation procedures, records retrieval, and confidentiality practices required in hospital administrative settings.

The findings indicate that hospital-based OJT effectively develops students' administrative competencies, particularly in records management and documentation. These results are consistent with Houser et al. (2025), who emphasized that practical exposure enables students to master healthcare documentation systems and confidentiality practices required in professional healthcare environments.

C. Work Efficiency

Statement	Weighted Mean	SD	Interpretation
I can accomplish tasks efficiently within deadlines.	4.48	0.72	Strongly Agree
I can prioritize my workload effectively.	4.46	0.69	Strongly Agree

I maintain accuracy while working quickly.	4.53	0.70	Strongly Agree
I can work productively under pressure.	4.47	0.70	Strongly Agree
I use available resources efficiently.	4.53	0.63	Strongly Agree
Overall Mean	4.49	—	Strongly Agree

Table 8. Work Efficiency

The findings indicate that respondents perceived improvements in their work efficiency and ability to accomplish assigned tasks within expected timeframes, culminating in an overall mean of 4.49 (Strongly Agree). Respondents expressed the highest confidence in their ability to maintain operational accuracy while working efficiently (4.53) and to utilize available workplace resources efficiently (4.53, with a low SD of 0.63). They also scored highly on meeting tight deadlines and performing productively under organizational pressure. The relatively consistent responses suggest that respondents generally experienced similar improvements in workplace efficiency during their OJT.

The findings support the study of Pascua et al. (2022), which reported that students who actively participate in internship programs develop better productivity, time management, and organizational skills. Similarly, Cheng et al. (2024) concluded that competency-based workplace training enhances employees' efficiency and professional performance.

D. Workplace Rules and Standards

Statement	Weighted Mean	SD	Interpretation
I follow workplace rules and regulations.	4.59	0.62	Strongly Agree
I practiced professionalism during my OJT.	4.60	0.60	Strongly Agree
I observe punctuality and attendance.	4.57	0.64	Strongly Agree
I wear proper attire during my OJT.	4.70	0.52	Strongly Agree
I respect hospital procedures and standards.	4.61	0.63	Strongly Agree
Overall Mean	4.61	—	Strongly Agree

Table 9. Compliance with Workplace Rules and Standards

The findings indicate a high level of compliance with workplace rules and professional standards, yielding an overall mean of 4.61 ("Strongly Agree"). The highest agreement was recorded for adhering to proper office attire guidelines (4.70), which also showed the highest consensus among respondents (SD of 0.52). This is closely followed by respecting hospital procedures and standards (4.61) and practicing strict professionalism (4.60). These findings suggest that respondents recognized the importance of professionalism and adherence to workplace policies during their internship.

These findings indicate that hospital-based OJT promotes professionalism and responsible workplace behavior among student trainees. This is consistent with the findings of Cale et al. (2025), who concluded that internship experiences strengthen professional ethics, discipline, and work readiness among graduating students.

PROPOSED RECOMMENDATIONS FOR ENHANCING HOSPITAL OJT PROGRAM

Statement	Weighted Mean	SD	Interpretation
The hospital should provide a more structured orientation before OJT begins.	4.62	0.63	Strongly Agree
Students should be assigned tasks aligned with			

their academic specialization.	4.60	0.65	Strongly Agree
Supervisors should provide regular feedback on student performance.	4.69	0.54	Strongly Agree
OJT duration should be sufficient to maximize learning experience.	4.54	0.71	Strongly Agree
Supervisors and academic professors should monitor student progress consistently throughout the OJT period.	4.58	0.65	Strongly Agree
Overall Mean	4.61	—	Strongly Agree

Table 10. Proposed Recommendations for Enhancing Hospital OJT Program

Although respondents reported positive internship experiences, they also identified areas where the hospital OJT program could be further strengthened. The most supported recommendation is for supervisors to provide regular and systematic feedback on student performance (4.69, SD of 0.54), followed closely by a call for a more structured institutional orientation before the internship begins (4.62). Trainees also heavily favor synchronized progress monitoring between hospital supervisors and academic professors (4.58). These findings suggest that structured orientation, regular feedback, and collaborative monitoring between hospital supervisors and academic advisers may further enhance the effectiveness of hospital-based OJT programs.

The respondents' recommendations highlight the importance of strengthening collaboration between academic institutions and hospital partners. Structured orientation, continuous supervision, and regular performance feedback may further improve the effectiveness of hospital-based OJT by providing students with consistent guidance and support throughout their internship experience.

RELATIONSHIP BETWEEN OJT EXPERIENCE AND LEVEL OF COMPETENCE

Correlation Between OJT Experience and Level of Competence

Variables Correlated	r-value	p-value	Decision	Interpretation
OJT Experience × Level of Competence	0.89	<.001	Reject H ₀	Very Strong Positive Relationship

A very strong positive correlation has been observed, indicating that as the OJT experience improves, students tend to demonstrate higher levels of competence. This suggests that effective training and workplace exposure significantly enhance students' skills and performance. Although the correlation coefficient indicates a very strong positive relationship, the results should not be interpreted as evidence of causation. Rather, the findings suggest that more positive OJT experiences are associated with higher levels of competence among the respondents.

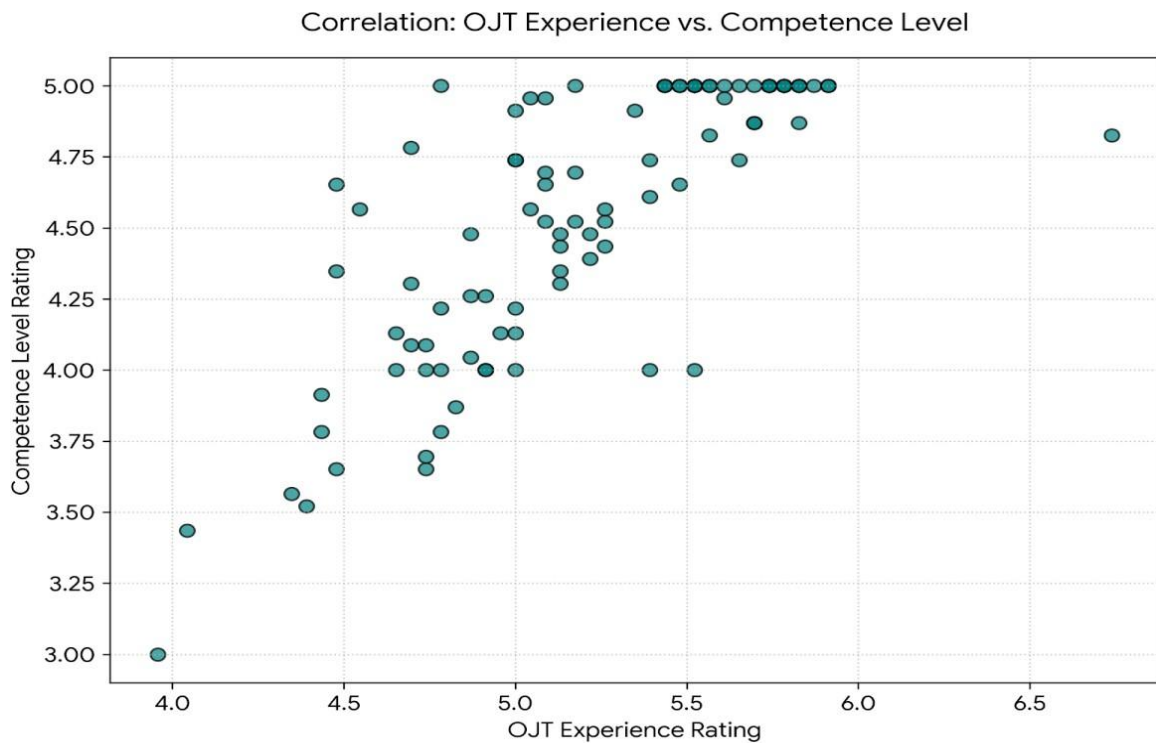


Figure 3. Scatter Plot of OJT Experience and Level of Competence

The findings revealed a very strong positive relationship between hospital OJT experience and the level of competence of the respondents ($r = 0.89$). This indicates that students who reported more positive OJT experiences also demonstrated higher levels of professional competence. The strength of the correlation suggests that supervision, relevant task assignments, workplace exposure, and opportunities to apply academic knowledge collectively contribute to competence development among BSOA Medical Major students.

These findings are consistent with the studies of Robinson et al. (2025), Cheng et al. (2024), and Martinez and Ranoco (2024), which reported that structured workplace learning significantly enhances students' professional competence, confidence, communication skills, and work performance. Likewise, Bandura's Social Learning Theory supports these findings by explaining that learning occurs through observation, guided practice, and interaction within authentic workplace environments.

Although correlation does not establish causation, the results provide strong empirical evidence that meaningful hospital-based OJT experiences are closely associated with higher levels of student competence. These findings emphasize the importance of maintaining quality internship programs that provide effective supervision, relevant work assignments, and supportive learning environments.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations of the study. It discusses the significant findings gathered from the respondents regarding their OJT experience and level of competence after completing their hospital training. Furthermore, this chapter provides conclusions based on the results of the study and offers recommendations that may help improve the effectiveness of hospital OJT programs for future BSOA Medical Major students.

SUMMARY OF FINDINGS

This study investigated the impact of Hospital On-the-Job Training (OJT) on the proficiency of Bachelor of Science in Office Administration (BSOA) Medical Major students at the Polytechnic University of the Philippines – Parañaque City

Campus. The descriptive-correlational quantitative study was submitted by 100 respondents who finished their hospital OJT. Most of the respondents were female, aged 21–23, and had 1–3 months of OJT experience. Most of these trainees were posted to the Medical Records and Human Resource Divisions, where they acquired ample knowledge of hospital administration.

Based on the results of the study, the findings imply that the respondents had the required first-hand experience to assess the impact of their hospital OJT on their professional competence. Regarding the assessment of their OJT experience, the respondents highly perceived or rated their experiences in terms of supervision, relevance of tasks, exposure to the workplace setting, and application of knowledge and skills. As for the Medical Major practices, the respondents strongly agreed that they had a highly meaningful exposure to the clinical workplace, as obtained by the overall mean score of 4.47. Furthermore, they strongly agreed that they were able to effectively apply their academic knowledge and skills in actual hospital operations, obtaining an overall mean score of 4.51. They also agreed or strongly agreed that they were treated professionally by their supervisors, and that they were adequately guided and given instructions during the training. The results show that engaging students in real-world healthcare settings, providing work appropriate to their course, and allowing them to practice their computer and clerical skills portrayed a significant role in improving their overall OJT experience.

As to their competencies following the training, the respondents perceived that their confidence in accomplishing tasks and their work efficiency were greatly improved, obtaining the highest overall mean score of 4.48. The respondents asserted that they can now easily adjust quickly to the demands of the workplace, handle their workload, and work fast without sacrificing accuracy. They also attained a high degree of confidence in the completion of hospital office duties, communication with staff and patients, and meeting the needs of the workplace. Conversely, the highest overall mean scores of the respondents, at 4.56 and 4.66, were for work on records handling and observance of workplace rules and regulations, respectively. This explains that they highly developed their skills in the process of arranging and maintaining the confidentiality of medical records, accurately encoding information, and utilizing proper documentation methods. They also highly developed skills in following professionalism, coming to time, wearing proper attire or advised dressing codes during their assigned hospital works, and honoring hospital protocols and regulations. The respondents were also efficient in working under pressure, meeting deadlines, arranging work priorities, and doing more work.

Additionally, the study revealed a positive, very strong correlation between the OJT experience and the level of competence of the students at $r=0.89$. This indicates that the quality of OJT experiences has a great impact on the competence of BSOA Medical Major students. Based on these results, the respondents advised hospitals and academic institutions to incorporate more organized orientations, periodic feedback from supervisors to students, uniform monitoring, and tasking in line with the students' specialization to enhance the effectiveness of the hospital OJT gram. Overall, the findings demonstrate that hospital-based On-the-Job Training plays a significant role in enhancing the professional competence of BSOA Medical Major students. Through meaningful workplace exposure, effective supervision, and opportunities to apply academic knowledge, students developed greater confidence, stronger administrative skills, improved work efficiency, and better compliance with workplace standards. These findings highlight the importance of maintaining well-structured hospital OJT programs to prepare students for future careers in medical office administration.

CONCLUSION

Based on the findings of the study, the respondents who completed hospital-based On-the-Job Training were primarily female, aged 21–23 years old, with one to three months of internship experience. Most were assigned to the Medical Records and Human Resource departments, where they gained relevant administrative experience aligned with their academic specialization.

The findings indicate that hospital-based OJT experience was positively associated with the competence of BSOA Medical Major students. Respondents who reported more positive internship experiences also reported higher levels of competence. The respondents highly rated their OJT experiences in terms of supervision, relevance of tasks, workplace exposure, and application of knowledge and skills. Likewise, they demonstrated high levels of competence in confidence,

records handling skills, work efficiency, and compliance with workplace rules and standards after completing their training.

Furthermore, the study found a very strong positive relationship between hospital OJT experience and students' level of competence ($r = 0.89$). This suggests that meaningful workplace experiences, effective supervision, and relevant learning opportunities are closely associated with higher levels of professional competence among BSOA Medical Major students.

Overall, the findings underscore the importance of providing meaningful hospital-based internship experiences characterized by effective supervision, relevant work assignments, and supportive learning environments. These elements appear to be closely associated with the development of students' professional competence in medical office administration.

RECOMMENDATIONS

Based on the conclusions drawn from the study regarding the positive impact of hospital on-the-job training on BSOA Medical Major students, the following targeted recommendations are proposed:

1 For Academic Institution and School Administration

- The university may strengthen its internship program by collaborating closely with partner hospitals to ensure that students are assigned meaningful administrative responsibilities aligned with the intended learning outcomes of the BSOA Medical Major program.

2 For OJT Professors and Coordinators

- They may strengthen the implementation of the hospital-based OJT program by adopting the proposed Tripartite Feedback System (TFS), which promotes continuous collaboration among the student intern, hospital supervisor, and OJT professor and coordinator. Through regular communication, progress monitoring, and timely feedback, the system may help ensure that internship objectives are achieved while addressing students' learning needs throughout the training period.

3 For OJT Supervisors and Host Training Establishments

- They are encouraged to continue providing clear guidance, constructive feedback, and appropriate learning opportunities that will enable student trainees to develop their professional competence while maintaining compliance with workplace policies and standards.

4 For BSOA Student Trainees

- Student trainees are encouraged to actively participate in all assigned tasks, seek guidance from their supervisors whenever necessary, and maximize every learning opportunity during their hospital-based On-the-Job Training to further develop their knowledge, skills, confidence, and professionalism.

5 For Future Researchers and Studies

- Future researchers may conduct similar studies involving larger samples or different higher education institutions to validate the findings of the present study. They may also examine additional variables, such as internship satisfaction, organizational support, or workplace learning environment, that may influence students' competence during hospital-based On-the-Job Training.

SUMMARY OF THE OVERALL STUDY

This study focused on determining the effect of Hospital On-the-Job Training (OJT) on the competence of Bachelor of Science in Office Administration (BSOA) Medical Major students at the Polytechnic University of the Philippines – Parañaque City Campus. The study aimed to determine how hospital training helps students improve their knowledge, skills, confidence, work efficiency, and readiness for future employment in the field of medical office administration. Specifically, the study described the demographic profile of the respondents in terms of age, sex, length of OJT experience, and assigned hospital department. It also examined the students' OJT experiences regarding supervision, relevance of assigned tasks, workplace exposure, and application of knowledge and skills during their training. Furthermore, the study determined the level of competence developed by the students after completing their OJT and identified the relationship between their OJT experiences and professional competence.

The study utilized a survey questionnaire to gather data from 100 BSOA Medical Major students who completed hospital OJT. Statistical tools such as frequency, percentage, weighted mean, and Pearson correlation coefficient were applied to analyze the collected data and determine the relationship between OJT experience and student competence.

The findings revealed that most respondents were female, aged 21–23 years old, and had one to three months of hospital OJT experience. Most trainees were assigned to the Medical Records and Human Resource Departments. The respondents highly rated their OJT experiences in terms of supervision, relevance of tasks, workplace exposure, and application of knowledge and skills. The results also showed that students significantly improved their confidence, records handling skills, work efficiency, and professionalism in complying with hospital rules and procedures after completing their OJT.

Moreover, the study found a very strong positive relationship between hospital OJT experience and the level of competence of students, with a correlation coefficient of $r = 0.89$. This indicates that quality hospital training greatly contributes to the professional growth, preparedness, and overall competence of BSOA Medical Major students.

Based on the findings and conclusions of the study, several recommendations were proposed. Academic institutions were encouraged to strengthen partnerships with hospitals and improve monitoring systems during OJT. OJT coordinators and professors should better prepare students before they begin training. Hospital supervisors should provide students with regular feedback and assign tasks that match their skills and specialization. Student trainees were also encouraged to develop professionalism and continuously improve their technical and interpersonal skills during their training. Overall, this study highlighted the importance of hospital OJT in developing the competence of BSOA Medical Major students. The findings may help schools, hospitals, students, and future researchers improve OJT programs and better prepare students for professional work environments.

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