

Knowledge, Skills and Attitude of the OJT Performance of THM Students

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ABSTRACT

This study was conducted from March 2024 to March 2026 to examine and determine the level of knowledge, skills, and attitude of students as influenced by the OJT training program. Respondents of the study were seventy-nine (79) students of Tourism and Hospitality Management who enrolled in academic year 2024–2025 and academic year 2025–2026 of Capiz State University – Sigma Satellite College. The data were gathered using the validated researcher-made survey questionnaire. The statistical tools used for analyzing the data were weighted mean, rank, standard deviation, T-test, and Pearson r. The hypotheses were tested at 0.05% level of significance. The study found out that the students had “very high” influenced knowledge, skills, and attitudes. They acquired more information in addition to what they had already learned during their classroom discussion. It also explains that the skills of the students become more productive as they become used to the different tasks while they are having the program. The training influences the student’s skill in finishing the assignment given in a more accurate way in a short period. The attitude helps an individual to influence their skills and knowledge. The training helps the students to be more optimistic and provides students with being more confident while doing their tasks during the OJT program. Another significant finding of the study was the significant difference and significant relationship that existed in the OJT program among the levels of influenced knowledge, influenced skills, and influenced attitude of students.

Keywords: Attitude, Knowledge, On-the-job Training, Skills

INTRODUCTION

This chapter is divided into five parts: (1) Background and Theoretical Framework of the Study, (2) Statement of the Problem and the Hypothesis, (3) Significance of the Study, (4) Definition of Terms, and (5) Delimitation of the Study. Part One, Background and Theoretical Framework of the Study, gives the reasons for choosing the problem and the theoretical framework upon which the study was anchored. Part Two, Statement of the Problem and the Hypothesis, states the main and specific objectives of the research. Part Three, Significance of the Study, cites the benefits that may be derived from the results of the investigation. Part Four, Definition of Terms, defines conceptually and operationally the important terms used in the research. Part Five, Delimitation of the Study, specifies the scope and coverage of the investigation.

Research Design and Methodology

This chapter is divided into three parts: (1) Purpose of the Study and Research Design, (2) Method, and (3) Data Analysis Procedure.

Part One, Purpose of the Study and Research Design, restates the objectives of the study, explains the research design, and presents the variables utilized in the study.

Part Two, Method, describes the participants involved in the study, the data-gathering instrument, and the procedure followed in the conduct of the study.

Part Three, Data Analysis Procedure, discusses how the data were statistically treated and analyzed.

Purpose of the Study and Research Design

The main purpose of the study is to examine and determine the level of knowledge, skills and attitude of students as influenced by the OJT training program. The survey-correlation method of research was used in the study. According to Fraenkel & Wallen (2021) survey is used as a descriptive method to further analyze the quality and accuracy of the study objectives. Surveys can be useful when research wants to collect data on phenomena that cannot be directly observed. Surveys are used extensively in library and information science to assess attitudes and characteristics of a wide range of subjects.

On the other hand, correlation research investigates relationships between two or more sets of data. This design likewise helps determine the extent to which different variables are related to each other (David, 2019).

The dependent variables of the study were the knowledge, skills and attitude while the independent variable was the OJT program.

The statistical tools that were used in the analysis of data are the mean, and standard deviation for descriptive statistics, the t-test, and Pearson r for inferential statistics. The alpha level of significance was set at 0.05.

METHODS

Respondents

The participants of the study were the first year and second year of the BSHRM course and fourth year BSTM course OJT students of Tourism and Hospitality Management Department of Capiz State University, Sigma Campus for School Year 2024 – 2025 and 2025 – 2026 that have undergone On-the-Job Training. From the population size of one hundred twenty (120), a sample size of seventy – nine (79) students was computed using Slovin’s Formula.

The participants were selected using stratified random sampling. Stratified random sampling was used by drawing the sample from the population and then drawing separate random samples from each stratum (Sullivan, 2011). They were chosen at random using the stratified proportional sampling by means of randomly choosing the students.

The respondents were chosen randomly during the survey. The sample size of the student-respondents in every grade level was shown in Table 1.

Table 1. Distribution of Respondents by Course

Course	N	n
Tourism Management	37	37
Hospitality Management	83	42
Total	120	79

Table 2. Respondents Profile

Age	f	%
19 yrs old	15	18.9
20 yrs old	12	15.1

21 yrs old	10	12.6
22 yrs old	10	12.6
23 yrs old	6	7.5
24 yrs old	6	7.5
26 yrs old	10	12.6
27 yrs old	10	12.6
Sex		
Female	41	74.4
Male	38	25.6
Course		
BSTM	37	44.9
BSHM	42	55.1
No. of Hours		
200 hrs.	42	53.1
360 hrs.	37	46.9
Establishment		
Airline	-	-
Hotel	42	53.1
Travel Agency	37	46.9
Cruise	-	-
Total	79	100.0

Data-gathering Instrument

A researcher-made questionnaire was used to gather the data needed for the study.

Knowledge Questionnaire. This is a 15-item researcher-made questionnaire. It will be divided into five (5) scoring grades, wherein 5 is the highest rated as 5 in very high, 4 is high, 3 is moderate high, 2 low, and the lowest is 1 rated as very low. The suggestions and recommendations for the improvement of the questionnaires will incorporate in the modification of the instrument. After the questionnaire was faced and content validated, the questionnaire will be pilot tested on forty-one (41) students who were not included in the study. To describe the level of knowledge of THM students who undergo OJT program, the scale below is used:

Scale Description

4.21 – 5.0 Very High

3.41 – 4.20	High
2.61 – 3.40	Moderately High
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Skills Questionnaire. To determine the skills that the THM students acquire during their OJT program, 15-item researcher-made questionnaire was used. The scoring grade is divided into five (5) wherein 5 is the highest rated as very high, 4 is high, 3 is moderate high, 2 low, and the lowest is 1 rated as very low. The suggestions and recommendations for the improvement of the questionnaire were incorporated in the modification of the instrument. After the questionnaire was faced and content validated, the questionnaire was pilot tested to forty – one (41) students who were not included in the study. To determine the level of skills acquired by THM students during their OJT Program, the following scale was used:

Scale Description

4.21 – 5.0	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderately High
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Attitude Questionnaire. It was 15-item researcher-made questionnaire was made to determine the attitude of THM students who undergo OJT program. In this questionnaire, students will respond to the questions by rating them from five (5), which is the highest rated as very high, 4 is high, 3 is moderate high, 2 is low, and the lowest is 1 rated as very low. The suggestions and recommendations for the improvement of the questionnaire were incorporated in the modification of the instrument. After the questionnaire was faced and content validated, the questionnaire was pilot tested on forty–one (41) students who were not included in the study. To determine the level of attitude of THM students who undergo OJT program, the following scale was used:

Scale Description

4.21 – 5.0	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderately High
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Data-gathering Procedures

Permission to conduct the study was sought from the Tourism and Hospitality Management Department of Capiz State University Sigma Campus.

The researchers purposely gathered the instruments to measure the variables being questioned in their research. The researchers devised a self-made survey questionnaire and the data needed for the study consisted of a pre – test and a post - test, which was validated by the experts to test the validity of each item. The researchers intended

to look for a standardized questionnaire in order to get better results in accordance with the norm standard of each variable. The instruments were borrowed with the help of the researcher's adviser.

Once the permission was granted, the questionnaire data gathered was analyzed, interpreted, and tabulated using appropriate statistical tools.

Data Analysis Procedures

The following statistics were employed in the analysis of the obtained data:

Mean - This was used to describe the level of the influence in knowledge, skills and attitude of THM students in their OJT Program

Rank - This was used to determine the relationship of factors which knowledge, skills and attitude of students, such that the first is ranked higher than the rest.

Standard deviation - This test was used to determine the level of influence in knowledge, skills and attitude of THM students in their OJT Program on the scores obtained.

T-test - This test was used to determine the significant difference knowledge, skills, and attitude influence of OJT training program.

Pearson Correlation Coefficient/Pearson's R – This was used to measure the degree of relationship between linearly related variables.

RESULTS

This chapter is divided into two parts: (1) Descriptive Data Analysis, and (2) Inferential Data Analysis.

Part One, Descriptive Data Analysis, reports the descriptive data and their respective analyses and interpretations.

Part Two, Inferential Data Analysis, presents the inferential data and their respective analyses and interpretations.

Descriptive Data Analysis

Level of Influence of OJT on Knowledge

Table 3 presents the level of influenced knowledge of the students. Generally, the level of influence on knowledge of the students is "very high" ($M = 4.49$, $SD = .29$)

Table 3. Mean and Standard Deviation of Influenced Knowledge

		Mean	Description	SD
Influenced Knowledge	Pre Test	4.07	High	.42
Influenced Knowledge	Post Test	4.49	Very High	.29

The result implies that the students who have undergone OJT program are able to familiarize themselves with the different communication methods being used by their practicum agency, as to how they will interact and respond to clienteles and guests' concerns up to the point of providing alternative courses of action to potential eventualities using their own initiatives and knowledge.

In addition to the above stated statement, students are learning on field how to manipulate equipment being used for the entire operation of the company, such as the computerized systems, machines and the like to make the business matters at ease and manageable. Furthermore, through on-field trainings, students are able to know the different planning tools, methods, strategies and techniques being used by the practicum agency and at the same time assess whether those implementations create a positive impact to the operation of the company.

Students who have undergone OJT programs are also able to understand the different perspectives in social work practice and other practices as part of the work ethics, social norms and culture of the practicum agency which may have an impact to their working environment and even on their work outputs as they settle for a job later on. Knowledge was enhanced through the shared insights and instructions of people working at the practicum agency prior to every task assigned to students, exams in relation to the training, a conducive working environment, necessary facilities to make the training at ease and professional interaction between the students and the employees and between the students and their fellow trainees.

The result supports the finding of Calyaneratne (2020) knowledge: how to do things Knowledge is what you know and is the sum total of learning - theoretical and practical - that an individual acquires over a period of time. Knowledge of the subject, environment, and general matter forms the building blocks for the ability to understand, internalize and deliver on the performance objectives. Knowledge, however is highly overrated.

Level of Influence of OJT on Skills

Table 4 presents the level enhanced skills of the students. Generally, the level of enhanced skills of the students is “very high” ($M = 4.44$, $SD = .32$)

Table 4. Mean and Standard Deviation of Enhanced Skills

		Mean	Description	SD
Influenced Skills	Pre test	4.05	High	.44
Influenced Skills	Post test	4.44	Very High	.32

The result implies that the students after OJT program are able to produce desirable results out of their given tasks and prior responsibilities by making use the materials available on their working environment, time allotted for them to finish a certain tasks and energy required to carry over the assignment assigned to them without wasteful manner present.

In addition to that, students learned to promptly address uncertainties because they were oriented properly on what to do if a specific issues may arise as early as possible and with their thinking skills they can address the problem using their initiatives so no need to call their seniors attention anymore. Furthermore, students are able to present their finished output accurately which means they were able to produce results that are correct and base on what is expected from them by their practicum agency. Skills was enhanced through the facilities of the practicum agency which make the students experience on hand manipulation of it, face to face contact with the agency’s clientele as to practice students communication skills and interpersonal skills and on the spot dealing of uncertainties arising as to enhance students analytical skills and problem solving skills.

The result supports the finding of Calyaneratne (2020) Skill, how well to do things skills are those capabilities and competencies that are gained through experience and learnt through practice. Technical skills, communication skills, analytical skills, and presentation skills are some such skills that will help the employees in their communication and delivery of performance.

Level of Influence of OJT on Attitude

Table 5 presents the level of influence attitude of the students. Generally, the level of influence knowledge of the students is “very high” ($M = 4.61$, $SD = .28$)

Table 5. Mean and Standard deviation of Influenced Attitude

		Mean	Description	SD
Influenced Attitude	Pre test	4.26	Very High	.43
Influenced Attitude	Post test	4.61	Very High	.28

The result implies that the students who finished their On-the-Job- Training program creates and develop a positive attitude towards criticism, which may be a means of feedback on students task performances, perceived attitudes and showed personalities which is more likely to be reactions of people that surrounds them such as their faced clienteles, fellow trainees and superiors who will be their evaluators for their performance in the entire training program. Furthermore, out of that criticism, they will develop a sense of acceptance of their mistakes which leads them to perform better next to achieve the task in the way the company believes it is done not the way they believe it is over. Students shows initiative in doing their assigned task and at the same time value the job by showing interest on it, this clearly shows that students can react optimistically on whatever kind of job they were assigned to and show openness in doing the task.

On the other hand, students can develop a pleasant working environment and sense of unity to works in cooperation with other employees and trainees which may lead to a harmonious relationship with each other. Attitude was enough through the proper and meticulous guidance of concerned people at the practicum agency, correcting students' unprofessional way of dealing by not tolerating their irresponsible actions and intolerable behavior and employees, serving as a role model to every trainees as to how they should react and respond to every circumstance where professionalism still exist.

The results supports the finding of Calyaneratne (2020) Attitude, how the employee comes across to others while carrying out his tasks Attitude isn't about "good" or "bad," but it describes your outlook and perspective on how you think. Thoughts drive actions. Actions drive results. While knowledge and skills are important, the ability to put them to use is defined by the attitude of the THM who possess them. The attitude that a THM develops that will help him in leveraging his knowledge and skills to perform in the work place. Attitude is the most critical ingredient of success to the KASH model – Remember Attitude determines altitude.

Inferential Data Analysis

Difference of the Influenced Knowledge, Skills and Attitude among the OJT Program

Table 7 presents the Causal Comparing of OJT Program among the Levels of Influenced Knowledge, Skills and Attitude.

T-test					
		Mean	t	df	Sig. (2- tailed)
Pair 1	Knowledge (Pre Test)	4.0745	-5.648	41	.000
	Knowledge (Post Test)	4.4931			
Pair 2	Skills (Pre Test)	4.0564	-4.572	41	.000
	Skills (Post Test)	4.4448			
Pair 3	Attitude (Pre Test)	4.2626	-4.701	41	.000
	Attitude (Post Test)	4.6190			

Data revealed that there is a significant difference in the level of the influenced knowledge of students on the OJT Program $t(-5.648) = .000, p > .05$, there is a significant difference in the level of the influenced skills of students on OJT Program $t(-4.572) = .000, p < .05$ and there is a significant difference in the level of the influenced attitude of students on OJT Program $t(-4.701) = .000, p > .05$.

The result implies that the students that undergone OJT Program influenced their level of knowledge, skills and attitude for the training gives the students a sort of enlightenment and further understanding of what their future career will look like including the needed skills to become well-equipped, competitive and industry ready in the future.

Furthermore, the different teaching techniques and working ethics makes the students develop good traits and positive attitude toward their jobs and even leads to a more productive employee who will produce desirable output for more efficient and effective industry operation.

The result of this study works alongside the study of Tyler (2021) the important outcomes for an educational effort seem to be knowledge gained, skills acquired and the attitude or motivation to use the information in a career setting. In the paper job competency expectations for hospitality and tourism employees: perceptions of educational preparation shows the practitioner perceptions of desired knowledge, skills, and attitudes. It further demonstrates the overall impressions of practitioners concerning levels of preparation for entry-level positions in the industry. Finally, present conclusions and suggestions for central collaborative initiatives aimed at improving the preparation of individuals from secondary and tertiary institutions for successful entry into hospitality and tourism industry employment (Tesone, 2021.)

Consequently, the null hypothesis which states that there is a significant difference on the OJT Program among the levels of the influenced knowledge, influenced skills, and influenced attitude of students is rejected.

Difference of the Influenced Knowledge according to the OJT Program

The T-test result on the difference in the level of the influenced knowledge in according to the OJT Program and is displayed in Table 8. When course $t(-5.648) = .000, p > .05$ is considered, there is a significant difference in the influenced knowledge of those students who undergone OJT Program.

Table 8. T-test results on the Influenced Knowledge in according to the OJT Program

Paired Samples Statistics					
		Mean	t	df	Sig. (2 – tailed)
Pair 1	Knowledge (Pre Test)	4.0745	-5.648	41	..000
	Knowledge (Post Test)	4.4931			

This implies that the knowledge they acquired at school has been influenced as they were exposed in the field of their future job, which shows that significant of undergoing OJT before they graduate on their following major courses.

A study of Foto (2020) knowledge is occupational therapy as course of academic preparation specifically related to the services required by the medical condition. And according to Krichbaum et al, (2024) the tests of knowledge are frequently focused on outcomes such as performance on exams, attainment of course objectives and job attainment

The null hypothesis which states significant difference on the OJT Program among the levels of the influenced knowledge, influenced skills, and influenced attitude of students is rejected.

Difference of the influenced Skills in according to the OJT Program

The T-test result on the difference in the level of the influenced skills in according to the OJT Program and is displayed in Table 9. When course $t(-4.572) = .000$, $p > .05$ is considered, there is a significant difference in the influenced skills of those students who undergone OJT Program.

Table 9. T-test results on the influenced Skills in according to the OJT Program

Paired Samples Statistics					
		Mean	t	df	Sig. (2 – tailed)
Pair 2	Skills (Pre Test)	4.0564	-4.572	41	.000
	Skills (Post Test)	4.4448			

Table 10. T-test results on the Enhanced Attitude in according OJT Program

Paired Samples Statistics					
		Mean	t	df	Sig. (2 – tailed)
Pair 3	Attitude (Pre Test)	4.2626	-4.701	41	.000
	Attitude (Post Test)	4.6190			

This influenced that the attitude was influenced during the on-the-job training of those students, in a way that they can now longer carry out their selves among their co-workers or superiors. The influenced attitude helps in leveraging knowledge and skills to perform in their future work place.

According to the study of Thomas (2018) attitude can be learned pre- disposition to respond in a consistently favorable or unfavorable manner with respect to a given object. Likewise, on Allen (2006) it is further stated that attitudes are based on evaluative concepts regarding characteristics of the referent objects and give rise to motivated behavior.

The null hypothesis which states significant difference on the OJT Program among the levels of the influenced knowledge, influenced skills, and influenced attitude of students is rejected.

Pearson's r result reveals that there is a positive significant relationship between influenced knowledge and influenced skills of the students $r = .438^{**}$ with $p = .004$, the same relationship is also between influenced knowledge and influenced attitude of the students $r = .462^{**}$ with $p = .002$, and the relationship between influenced skills and attitude of the students $r = .532^{**}$ with $p = .000$.

Table 11. Result of Pearson's r in the relationship among the influenced knowledge, skills and attitude of OJT program.

Correlations				
Post Test		Knowledge	Skills	Attitude
Knowledge	Pearson Correlation	1	.438**	.462**
	Sig. (2-tailed)		.004	.002
	N	42	42	42

Skills	Pearson Correlation	.438**	1	.532**
	Sig. (2-tailed)	.004		.000
	N	42	42	42
Attitude	Pearson Correlation	.462**	.532**	1
	Sig. (2-tailed)	.002	.000	
	N	42	42	42
**. Correlation is significant at the 0.05 level (2-tailed).				

This study reveals that there is positive interrelation between the variables of influenced knowledge, skills and attitude of an effective OJT Program. This explains that each variable has a domino effect on each other as base on the result and performance of the student during its on-the-job training. OJT Program is a training method that influences the enhancement of knowledge, skills and attitude for students that was exposed and experience on the actual work place.

There is a positive relationship between the influenced knowledge and influenced skills, as shows that they are applying and practicing what they have learned during their training and certainly if students know what the job is all about they can perform the job well at the same time since they have the skills required to finish the task.

On the other hand, if students knows the job but don't have the required skills at all in doing it then it is still useless in the sense that they just know what the job is but not skillful enough to make the job right. Influenced knowledge and influenced attitude were interrelated, for what they have learned also reflect on their attitude toward their work, co-workers, and work environment, and if students knows what is right and wrong to do, then they can act and react accordingly since they already had the knowledge that every action will always have a corresponding consequence that follows.

The influenced skills and influenced attitude have a significant relationship, as applying their skills that were learned during OJT makes them grow to be more optimistic and provides them with being more confident while doing their tasks. The studies' results imply that it effectively prepares them for future jobs and will give them the understanding and deeper awareness to the knowledge, skills, and attitude that the OJT program affects them with, so they will be much more aware of their future workplace and job.

The result is similar to the findings of Bentley (2010). The role of training may be seen as "ensuring that the organization has the people with the correct mix of attributes through providing appropriate learning opportunities and motivating people to learn, and thus enabling them to perform to the highest levels of quality and service." Training must, therefore, be managed as a frontline business activity. The investment in people both developing and maintaining the appropriate skills becomes a vital part of the organization's strategy for the future. Like any investment, investment in training should produce an effective and measurable payback. Effective training enhances skills, attitude, and behavior of people and, hence, their performance.

Therefore, the null hypothesis, which stated that there is a significant relationship on the OJT training program and the levels of influenced knowledge, influenced skills, and influenced attitude of students, is rejected.

FINDINGS

Generally, the students had "very high" levels of influenced knowledge, influenced skills and influenced attitude of the OJT Program. A very highly significant difference existed on the levels of influenced knowledge, influenced skills and influenced attitude of the OJT program. Positive and highly significant relationship existed among the levels of influenced knowledge, influenced skills and influenced attitude of students by the OJT program.

CONCLUSIONS

Based on the aforementioned findings, the following conclusions were drawn:

1. As revealed, the students had “very high” influenced knowledge. The trainees acquired more information additional to what they already have learned during their classroom discussion. They become more aware of what it feels like to do the actual work. The OJT program helps them to be more familiar on the different equipment in the workplace is manipulated and also enhances their knowledge on how to interact with different variety of individual.
2. The “very high” influenced skills explains the students who under- gone the OJT Program become more productive as they become used to the different task while they are having the program. The training influences the students skill is in finishing the assignment given in more accurate way in a short period of time.
3. The attitude helps an individual to influences their skills and knowledge. The “very high” influenced attitude explain that the students who undergone the OJT Program in different agency improve their attitude towards work. The training helps the students to be more optimistic and provide students be more confident while doing their task during the OJT program.

RECOMMENDATION

Based on the findings, conclusions, and implications for the theory and practice, the following are recommended:

1. Maintain the knowledge that the students acquire during their OJT Program. The teachers can maintain the influenced knowledge of the students by having follow-up classroom discussion as well as a narrative report. This way it can help the teachers to assess whether the students maintained their enhanced knowledge.
2. For the students, they can search in the internet about what are the new trends in their chosen field. It can give help them maintain the knowledge that they have learned during their OJT as well as it can give them new ideas about the industry that they may choose for their work in the future.
3. For the dean of THM department, maintain the support that the students need in their OJT. Supporting the students in any way that the dean can is a big help for the improvement of the students in their chosen field.
4. Practice the influenced skills that they learned after their On-the-Job Training. The professors can let the students have a part-time job in the establishments that the school have a connection or a partnership with while students are waiting for their graduation.
5. The students can practice their influenced skills by participating in different activities or events of some establishment that has a partnership of the department that needs a work force. Students can engage themselves in different activities that the school provide for them to practice their skills.
6. Apply the attitude that the students learned after their on-the-job training. Students can apply the attitude that they have learned during their OJT in their day-to-day living. Making it as a part of their lives will help them to improve more and it makes them ready for the future job that they may choose.
7. Continue the effectiveness of the OJT Program of THM. The department of THM can continue its OJT program by providing the students an establishment that complement to the need of students. The THM department can check first some establishment that accepts students for training and ask them what they can offer to the students to make them ready for their future career.

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