Educational Policy and Governance in Strengthening Industry–Academic Linkages through on-the-Job Training in Higher Education Institutions

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ABSTRACT

This study examined the role of educational policy and governance in strengthening industry–academic linkages through On-the-Job Training (OJT) programs in higher education institutions. The study involved 180 OJT respondents from various institutions. The profile of respondents showed that the majority (79.4%) were aged 21–23 years, with females (102) slightly outnumbering males (75). Most participants came from the College of Technology and Engineering (58.33%), followed by the College of Business and Management (25%), and the College of Education (16.67%). In terms of training duration, 90% of the respondents completed more than 300 hours of OJT, indicating extensive hands-on learning opportunities. Industry placements were primarily in government agencies (36.1%), followed by the IT/BPO sector (27.8%), service industries (25.6%), manufacturing (3.9%), and other sectors (6.7%), demonstrating diverse industry exposure. The respondents' perceptions of existing educational policies and governance practices in OJT programs were rated as moderately satisfactory across all dimensions, with mean scores ranging from 3.29 to 3.41. Governance and policy support obtained the highest rating (3.41), while student experience and outcomes received the lowest (3.29). Similarly, the perceived effectiveness of OJT governance in strengthening industry–academic linkages yielded an overall mean of 3.32. Training relevance received the highest score (3.42), while alignment with industry needs scored the lowest (3.26). Monitoring, supervision, and evaluation mechanisms were also rated moderately satisfactory. A paired t-test revealed no significant difference between perceptions of educational policies (mean = 3.35) and the effectiveness of governance practices (mean = 3.32) ($t = 1.12$, $p = 0.265$), indicating consistency in students' assessments. Overall, OJT programs were found to provide a structured framework that supported student learning, industry exposure, and professional development, though improvements in industry alignment and evaluation systems were recommended.

Keywords: Educational Policy, Industry-Academe Linkages, OJT, HEI

THE PROBLEM AND ITS RESEARCH DESIGN INTRODUCTION

Rationale of the Study

The effectiveness of OJT in fostering meaningful industry-academic partnerships depends on governance structures within HEIs, including formalized agreements, coordinator oversight and monitoring systems. The collaboration between higher education institutions (HEIs) and industry partners has increasingly become a critical component of modern education, as it bridges the gap between theoretical learning and the practical skills required in the workforce. Strong academic–industry linkages ensure that curricula remain relevant to evolving labor market demands, enhance students' employability through experiential learning opportunities such as internships and on-the-job training, and support innovations that contribute to national development (Ankrah & Al-Tabbaa, 2015; Plewa et al., 2015). As industries continue to face rapid technological and

economic changes, these partnerships play a vital role in producing graduates who are not only technically competent but also adaptable and responsive to real-world challenges (Etzkowitz & Leydesdorff, 2000).

On-the-Job Training (OJT) has been widely recognized as a critical bridge between academic learning and industry practice, ensuring that graduates are equipped with relevant skills for an increasingly competitive labor market.

Research highlights that active industry involvement in education enhances not only student competence but also institutional relevance and competitiveness, thereby reducing the education–employment mismatch that many graduates face (Development Asia, 2021; Singh & Singh, 2020). This global emphasis on industry–academic partnerships places OJT at the center of discourse on employability and sustainable human resource development.

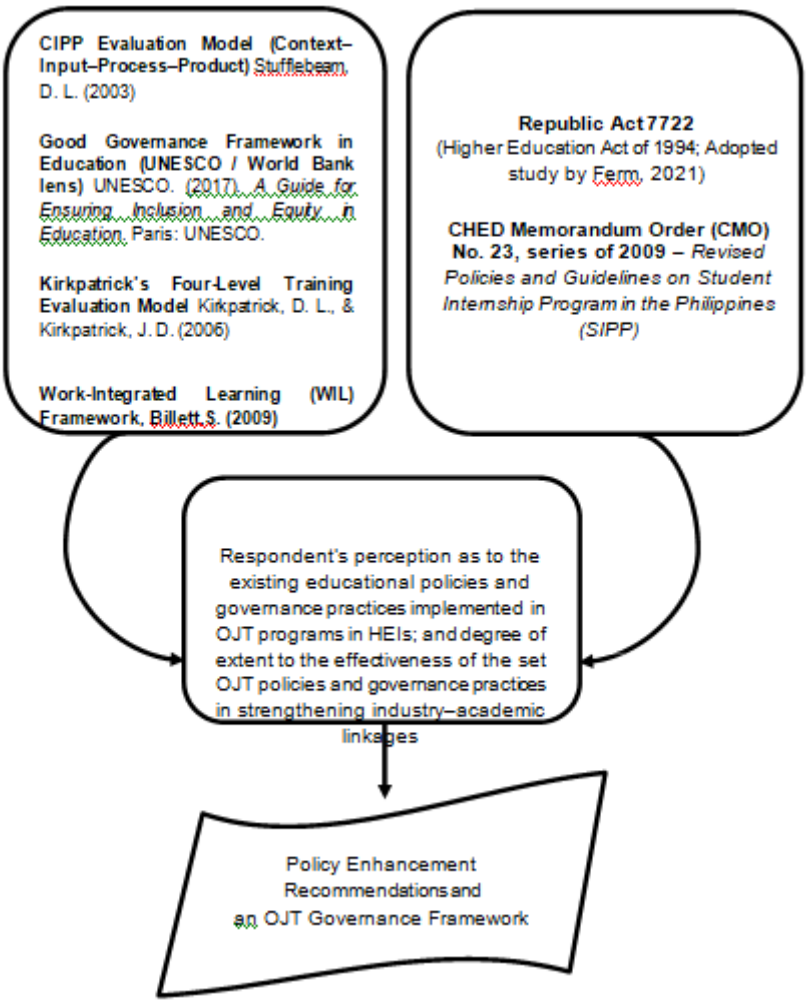
In the context of Cebu Technological University (CTU) San Francisco, understanding how educational policy and governance shape the OJT program is vital. While national frameworks provide general guidelines, their effectiveness depends largely on how they are localized in specific campuses. CTU San Francisco, serving students from the island of Camotes and nearby communities, plays a crucial role in preparing graduates for employment in diverse industries. The extent to which its governance mechanisms—such as MOA procedures, internship planning, and coordinator roles—are institutionalized and aligned with

CHED's requirements will reveal the strengths and weaknesses of its OJT program. Moreover, the degree of industry involvement in CTU San Francisco's OJT program, whether limited to placements or extended to deeper forms of partnership, will provide insights into the actual realization of industry–academe linkages.

There is still limited literature that examines how CHED's OJT policies are being enacted at the level of specific campuses like CTU San Francisco. While existing research has addressed policy frameworks at the national level, fewer studies have looked into the practical realities of local higher education institutions, particularly those in geographically isolated areas. This study seeks to fill that gap by investigating how educational policy and governance contribute to strengthening industry–academic linkages through OJT in CTU San Francisco. By doing so, the research aims to provide evidence-based recommendations that can guide both institutional leaders and policymakers in enhancing the relevance, equity, and sustainability of OJT programs in the Philippine higher education sector.

Theoretical Background

This study focuses on educational policy and governance in strengthening industry–academic linkages through on-the-job training (OJT) in higher education institutions, particularly in CTU San Francisco, and is anchored on relevant theories and legal bases. The present study adopts a combined evaluative lens drawing principally on Stufflebeam's CIPP model (Context–Input–Process–Product) to examine respondents' perceptions of OJT policies and governance in HEIs. CIPP is well suited to policy/program appraisal because it explicitly links context and inputs (policy, partnerships) to processes (implementation, supervision) and products (student outcomes). To capture training-specific outcomes (supervision quality, learning transfer, and employability), the Kirkpatrick Four-Level model is integrated, while Work-Integrated Learning (WIL) theory (Billett, 2009) provides a conceptual basis for university–industry collaboration and the design of meaningful workplace learning.



Theoretical Framework Figure 1

Governance and equity considerations are informed by UNESCO's good-governance guidance (2017), which foregrounds accountability, inclusion, and system-level supports. Empirical applications of CIPP to internship evaluation and recent WIL reviews demonstrate the utility of these combined lenses for designing instruments and interpreting stakeholder perceptions across policy, partnership, implementation, monitoring, and outcomes.

The Systems Theory of Von Bertalanffy (1968); as Adopted by Miker, 2020 provides the lens for viewing OJT as a dynamic system where policies, institutions, industries, and students interact as interconnected components; gaps or weaknesses in one component (e.g., policy compliance or monitoring) affect the overall outcomes of OJT implementation. Complementing this is the Governance Theory of Rhodes (1996); and was adopted by George, 2021, which frames OJT not only as an academic requirement but as a product of shared responsibility between HEIs, government regulators like CHED, and industry partners, emphasizing accountability, coordination, and collaborative governance.

Further, the study draws from Human Capital Theory (Schultz, 1961; Becker, 1993); adopte from the study of Llade, 2022 to highlight how effective OJT equips students with practical skills and competencies that enhance their employability and economic value, thereby contributing to both institutional reputation and national development goals. In addition, the Customer Satisfaction Theory (Smith & Jones, 2022) is applied to measure the satisfaction of students and industry partners, recognizing them as key stakeholders whose experiences reflect the effectiveness of OJT policies and governance practices. Together, these theories provide a holistic framework for analyzing how policies, governance mechanisms, and stakeholder experiences converge in shaping meaningful industry–academic linkages.

THE PROBLEM

Statement of the Problem

This research assessed the existing educational policies and governance mechanisms in strengthening industry–academic linkages through On-the-Job Training (OJT) in Cebu Technological University – San Francisco Campus during the First Semester, A.Y. 2025-2026 as basis for policy enhancement recommendations and the development of an OJT governance framework.

Specifically, it seeks to answer the following questions:

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

1.1 age and gender;

1.2 course/major;

1.3 duration of OJT; and

1.4 type of industry partner?

2. As perceived by the respondent's what is the level of perception as to the existing educational policies and governance practices implemented in OJT programs in HEIs in terms of:

2.1 policy and institutional framework;

2.2 partnership governance with industry;

2.3 implementation & quality of OJT;

2.4 student experience & outcomes;

2.5 monitoring, evaluation & quality assurance; and

2.6 governance & policy support?

3. To what degree of extent is the effectiveness of the set OJT policies and governance practices in strengthening industry–academic linkages in terms of:

4.1 relevance of training to academic preparation;

4.2 alignment with industry needs;

4.3 monitoring and supervision; and

4.4 evaluation and feedback mechanisms?

4. Is there a significant difference in respondents' perceptions regarding the existing educational policies and the effectiveness of OJT governance practices in strengthening industry–academic linkages?

5. Based on the findings, what policy enhancements and OJT governance framework can be proposed to strengthen industry–academic linkages in CTU – San Francisco Campus?

Significance of the Study

This study on Educational Policy and Governance in Strengthening Industry–Academic Linkages through On-

the-Job Training (OJT) in Higher Education Institutions holds significance toward improving the effectiveness of OJT programs as mechanisms for bridging academic preparation with industry needs. Understanding the existing policies, governance practices, and challenges encountered by OJT respondents will help shape evidence-based recommendations that enhance the delivery and governance of OJT. This study can provide valuable insights for educational leaders and policymakers in higher education institutions, allowing them to make informed decisions that strengthen industry–academic linkages through effective governance frameworks.

This study will benefit the following:

Higher Education Institutions (HEIs). They can use the findings of this study to assess the effectiveness of their current OJT policies and governance practices. The results may serve as a reference in developing policy enhancements that ensure OJT programs are responsive to both academic standards and industry requirements.

Industry Partners. The study provides feedback from OJT respondents which can help industry stakeholders understand how their supervision, mentoring, and collaboration with HEIs can be improved. This promotes stronger linkages and alignment between workforce needs and academic preparation.

OJT Respondents (Students). Being the direct participants of OJT programs, their responses highlight the challenges and effectiveness of existing policies. This ensures their voices contribute to shaping governance frameworks that enhance their training experience and future employability.

Educational Policymakers. Findings of the study can be used as inputs in formulating or revising OJT-related policies at institutional and national levels, ensuring alignment with quality assurance standards and global best practices in higher education governance.

Future Researchers. This study serves as a useful reference for those who wish to pursue similar inquiries in the field of educational policy analysis, governance, and industry–academic linkages. Future researchers may build upon its findings to broaden the scope or refine policy frameworks related to experiential learning programs.

RESEARCH METHODOLOGY

This section presents the methodologies employed in conducting the study on Educational Policy and Governance in Strengthening Industry–Academic Linkages through On-the-Job Training (OJT) in Higher Education Institutions. The chosen methods were aligned with the focus of policy analysis and framework development, ensuring that the procedures generate reliable and valid data to support the formulation of policy wenhancement recommendations and an OJT governance framework.

The discussion covers the research design, which outlines the overall approach and strategy of the study; the research respondents and locale, which describe the population and setting where the investigation was conducted; the research instruments, which detail the standardized questionnaire and tools used for data gathering; and the data treatment and analysis techniques, which specify the statistical and qualitative methods applied in interpreting the results. Each methodological component was carefully selected to address the study's objectives and to produce insights that are directly relevant to improving OJT policies and governance practices in higher education institutions.

Design

The methodological design of this research is a mixed-method approach, as it integrates both quantitative and qualitative analyses to comprehensively address the research problems. The responses to problems from Part II to Part IV (existing policies, challenges, and effectiveness of OJT governance practices) were analyzed quantitatively using a standardized Likert-type questionnaire, while the issues, concerns, and policy enhancement suggestions were examined qualitatively through open-ended questions and content analysis.

This combination of methods ensures a holistic understanding of how educational policy and governance practices influence the effectiveness of OJT programs in strengthening industry–academic linkages.

The study utilized a structured questionnaire composed of two parts: (1) close-ended Likert-type items to measure respondents' perceptions, and (2) open-ended items to gather insights and recommendations. This self-report procedure was employed to capture both measurable data and contextual perspectives necessary for policy framework development.

Prior to the administration of the questionnaire, the necessary permits and approvals were secured through transmittal letters addressed to the concerned higher education institutions. Participation of the respondents was voluntary, and all responses were treated with the utmost confidentiality and anonymity.

The quantitative data gathered were statistically analyzed and interpreted to determine the existing conditions and differences in perceptions across profile variables. Meanwhile, qualitative data from open-ended responses were thematically analyzed to extract patterns and policy-relevant insights. These combined analyses served as the basis for crafting policy enhancement recommendations and proposing an OJT governance framework tailored to the needs of higher education institutions and industry partners.

Data Gathering Procedures

The data for this study were collected systematically to ensure accuracy, reliability, and relevance to the research objectives. Prior to data collection, the researcher obtained the necessary permission from the university administration and the respective industry partners hosting the OJT respondents. Consent and orientation were also conducted for all student participants, explaining the purpose of the study, the voluntary nature of participation, and assurance of confidentiality in handling their responses.

A self-structured survey questionnaire was used as the primary data-gathering instrument. The questionnaire was divided into three sections: the first section gathered demographic and profile information of the respondents, including age, gender, course, duration of OJT, and type of industry partner. These variables were analyzed using Simple Percentage, Frequency Count, Mean, and Standard Deviation, as they represent categorical and numerical profile indicators. Frequency counts and percentages were used to classify respondents into specific groups, such as age brackets or course programs, while mean and standard deviation provided an overview of numerical variables, such as age or OJT duration. This approach facilitated a comprehensive understanding of the respondents' background before examining perceptions of OJT governance.The second and third sections of the questionnaire focused on the perceptions of the respondents regarding educational policies and governance practices in OJT programs, as well as the extent of agreement to the effectiveness of these policies in strengthening industry–academic linkages. Items in these sections were measured using Likert-scale statements, allowing respondents to indicate their level of agreement or perceived effectiveness. The responses were subsequently analyzed using Weighted Mean and Standard Deviation to summarize the overall perception and consistency among respondents. For example, the weighted mean indicated whether the respondents perceived the implementation of OJT policies as "agree" or "strongly agree," while the standard deviation showed the variability of responses across the sample.

Statistical Treatment of Data

In order to systematically analyze the data collected from OJT respondents, the study employs a combination of descriptive and inferential statistical tools. These tools are chosen to provide a clear, organized, and interpretable presentation of both the respondents' demographic profiles and their perceptions regarding the existing educational policies and governance practices in OJT programs. The use of appropriate statistical treatments ensures that the findings are not only summarized effectively but also allow for meaningful comparisons across groups, supporting valid conclusions and recommendations for enhancing industry–academic linkages in Higher Education Institutions (HEIs).

Simple Percentage and Frequency Count. To analyze the profile of OJT respondents (Research Question 1), the study utilizes Simple Percentage and Frequency Count. These tools are appropriate because the variables

under this question—such as age, gender, course, duration of OJT, and type of industry partner—are primarily demographic and categorical in nature. Simple percentage allows researchers to easily show the proportion of respondents in each category. For example, if 30 out of 50 respondents belong to the age group 20–21, this represents 60% of the sample, providing a clear demographic picture. Frequency count complements this by showing the actual number of respondents per category. For numerical variables such as age or OJT hours, Mean and Standard Deviation are applied to describe the average and variability within the group (Fraenkel, Wallen, & Hyun, 2019). This combination ensures a concise and comprehensive profile of respondents, which is essential for understanding their background before evaluating perceptions of OJT policies.

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter presents, analyzes and interprets the data obtained. Discussed in this regard are the related information about the respondent-groups.

In this section of the research, the data gathered are presented, analyzed, and interpreted. The data used in this study are obtained from the survey questionnaire administered by the researcher to selected On-the-Job Training (OJT) student-respondents from Higher Education Institutions (HEIs). The data presented include the profile of the respondents in terms of age and gender, course or major, duration of OJT, and type of industry partner. Moreover, the study presents the respondents' level of perception regarding the existing educational policies and governance practices implemented in OJT programs in HEIs in terms of policy and institutional framework, partnership governance with industry, implementation and quality of OJT, student experience and outcomes, monitoring, evaluation and quality assurance, and governance and policy support. Furthermore, the data include the extent of effectiveness of OJT policies and governance practices in strengthening industry–academic linkages in terms of relevance of training to academic preparation, alignment with industry needs, monitoring and supervision, and evaluation and feedback mechanisms. Lastly, the study determines whether there is a significant difference in the respondents' perceptions regarding the existing educational policies and the effectiveness of OJT governance practices. Based on the findings of the study, appropriate conclusions and recommendations are drawn.

THE PROFILE OF THE OJT RESPONDENTS AS TO AGE, GENDER, COURSE, DURATION OF OJT, AND TYPE OF INDUSTRY PARTNER

The profile of the OJT respondents includes their demographic and academic characteristics, specifically age, gender, course or major, duration of On-the-Job Training, and type of industry partner where they were deployed. This information provides a basis for understanding the background of the respondents and serves as a foundation for analyzing their perceptions and experiences related to OJT programs.

Level of Perception as to the Existing Educational Policies and Governance Practices Implemented in OJT Programs in HEIs

This section presents an overall summary of the respondents' perceptions regarding the existing educational policies and governance practices implemented in On-the-Job Training (OJT) programs in Higher Education Institutions (HEIs). It consolidates the six major dimensions: Policy and Institutional Framework, Partnership Governance with Industry, Implementation and Quality of OJT, Student Experience and Outcomes, Monitoring, Evaluation and Quality Assurance, and Governance and Policy Support. These dimensions collectively reflect how HEIs structure, manage, and maintain OJT programs to ensure effective learning experiences and industry relevance.

Level of perception as to the existing educational policies and governance practices implemented in OJT programs in HEIs

Dimension / Aspect	Mean Score	Verbal Interpretation
2.1 Policy and Institutional Framework	3.37	Moderately Satisfactory

2.2 Partnership Governance with Industry	3.35	Moderately Satisfactory
2.3 Implementation & Quality of OJT	3.3	Moderately Satisfactory
2.4 Student Experience & Outcomes	3.29	Moderately Satisfactory
2.5 Monitoring, Evaluation & Quality Assurance	3.32	Moderately Satisfactory
2.6 Governance & Policy Support	3.41	Moderately Satisfactory

Extent Perceived Effectiveness of the Set OJT Policies and Governance Practices in Strengthening Industry–Academic Linkages

This section presents an overall summary of respondents' perceptions regarding the effectiveness of OJT policies and governance practices in enhancing industry–academic linkages. It consolidates four key dimensions: relevance of training to academic preparation, alignment with industry needs, monitoring and supervision, and evaluation and feedback mechanisms. The overall mean scores provide insight into how well OJT programs integrate academic learning with industry expectations and support students' professional development.

Dimension / Aspect	Mean Score	Verbal Interpretation
1. Relevance of Training to Academic Preparation	3.42	Moderately Satisfactory
2. Alignment with Industry Needs	3.26	Moderately Satisfactory
3. Monitoring and Supervision	3.29	Moderately Satisfactory
4. Evaluation and Feedback Mechanisms	3.29	Moderately Satisfactory
Overall Effectiveness	3.32	Moderately Satisfactory

Table shows that all four dimensions were rated as "Moderately Satisfactory." The relevance of training to academic preparation scored the highest at 3.42, indicating that students generally perceive OJT experiences as closely linked to their academic knowledge. Alignment with industry needs scored 3.26, while monitoring and supervision and evaluation and feedback mechanisms each scored 3.29. The overall mean score of 3.32 suggests that respondents perceive OJT policies and governance practices as moderately effective in strengthening industry–academic linkages. This indicates that while OJT programs provide meaningful opportunities for bridging theory and practice, there is still room for improvement in better aligning training with evolving industry demands and ensuring consistent oversight and feedback.

The moderately satisfactory rating implies that OJT policies and governance practices provide a foundational framework for connecting academic programs to industry expectations but require further enhancement. Ensuring relevance of training to academic preparation strengthens students' ability to apply theoretical knowledge in practical settings (Turner et al., 2015). Greater alignment with industry needs ensures that students acquire skills that meet labor market demands, enhancing employability (Billett, 2011; Suleman, 2018). Effective monitoring, supervision, and feedback mechanisms promote continuous improvement, accountability, and student competency development, fostering stronger industry-academic partnerships (Jackson, 2015; Raelin, 2020). Enhancing these dimensions can lead to more responsive OJT programs, better-prepared graduates, and more sustainable collaboration between HEIs and industry partners.

Significant Difference Perception as to the Existing Educational Policies and Extent of the Perceived Effectiveness of the Set OJT Policies and Governance Practices in Strengthening Industry–Academic Linkages

Variable	Mean Score	SD	Statistical Test	Value(t/F)	p- value	Interpretation
Level of Perception on Educational Policies	3.35	0.42	Paired t-test	1.12	0.265	Not Significant
Extent of the Perceived Effectiveness of OJT Policies	3.32	0.39	Paired t-test	1.12	0.265	Not Significant

Table shows that the mean score for the level of perception on educational policies is 3.35 (SD = 0.42), while the mean score for the perceived effectiveness of OJT policies is 3.32 (SD = 0.39). The paired t-test value of 1.12 with a p-value of 0.265 indicates that the difference between the two variables is not statistically significant. This suggests that respondents perceive the level of educational policies and the effectiveness of OJT governance practices to be similar, both being moderately satisfactory.

The lack of a significant difference implies that students perceive educational policies and governance practices as consistently aligned with OJT objectives. This may indicate that existing policies and procedures are sufficiently integrated with the practical implementation of OJT programs, providing a stable framework for industry-academic collaboration (Billett, 2011). The result also suggests that improvements in policy clarity or governance practices may have a similar impact on students' perception and program effectiveness.

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendation.

Summary of Findings

The study involved 180 OJT respondents from various higher education institutions, and their profiles revealed that the majority of participants (79.4%) were aged 21–23 years, with a slightly higher representation of females (102) compared to males (75). Most respondents were enrolled in the College of Technology and Engineering (COTE) at 58.33%, followed by the College of Business and Management (CBM) at 25%, and the College of Education (COED) at 16.67%, indicating that technical and business students predominantly participated in the OJT programs. In terms of duration, a significant majority (90%) completed more than 300 hours, demonstrating that OJT programs provide substantial hands-on learning opportunities. Regarding industry placement, respondents were mostly assigned to government agencies (36.1%), followed by IT/BPO (27.8%), service industries (25.6%), manufacturing (3.9%), and miscellaneous sectors (6.7%), reflecting diverse industry exposure.

Respondents' perceptions of the existing educational policies and governance practices implemented in OJT programs were generally rated as moderately satisfactory across all dimensions, with mean scores ranging from 3.29 to 3.41. Governance and policy support received the highest rating (3.41), while student experience and outcomes scored slightly lower (3.29), indicating that while policies and institutional frameworks are adequate, there remains room for improvement in enhancing student experience, monitoring, and partnership governance. Similarly, the perceived effectiveness of OJT policies and governance practices in strengthening industry–academic linkages was rated moderately satisfactory across four dimensions: relevance of training to academic preparation, alignment with industry needs, monitoring and supervision, and evaluation and feedback mechanisms, with an overall mean of 3.32. Training relevance scored the highest (3.42), suggesting that OJT activities effectively reinforce academic learning, whereas alignment with industry needs scored the lowest (3.26), pointing to a need for better synchronization between academic preparation and workplace requirements. Monitoring, supervision, and evaluation mechanisms received moderate scores (3.29 each), indicating that guidance and feedback are generally provided but could be further improved.

A paired t-test comparing respondents' perceptions of educational policies (mean = 3.35) and the perceived effectiveness of OJT governance practices (mean = 3.32) revealed no significant difference ($t = 1.12$, $p = 0.265$), suggesting that students consistently view policies and practical governance as aligned. Overall, the findings indicate that OJT programs in HEIs provide a moderately satisfactory framework that supports student learning, industry exposure, and professional development. However, enhancements in aligning training with current industry demands, improving student experience, and strengthening evaluation and feedback mechanisms can further improve the effectiveness of industry–academic linkages and better prepare students for employment.

CONCLUSION

Based on the data gathered, it can be concluded that the OJT programs in higher education institutions provide a structured and moderately satisfactory framework for student learning and industry exposure. The respondents' profiles indicate that the majority are young adult students, primarily from technical and business courses, completing substantial OJT hours in a variety of industry settings. Students perceive the existing educational policies and governance practices as generally effective, and the perceived effectiveness of OJT policies in strengthening industry–academic linkages aligns closely with these perceptions. Although the programs successfully reinforce academic preparation and provide practical experience, there is room for improvement in aligning training with current industry demands, enhancing student experience, and optimizing monitoring, evaluation, and feedback mechanisms. Overall, OJT programs serve as a valuable bridge between academic learning and industry practice, supporting professional development and employability.

RECOMMENDATION

Based on the findings of the study, it is recommended that higher education institutions (HEIs) enhance the alignment of OJT programs with current industry needs by regularly reviewing and updating training activities and tasks in consultation with industry partners. Institutions should also strengthen monitoring, evaluation, and feedback mechanisms to provide students with timely guidance and constructive input on their performance, ensuring that learning objectives are effectively met. Additionally, efforts should be made to improve the overall student experience by providing sufficient resources, mentorship, and support throughout the OJT period. Strengthening governance and policy frameworks through clear communication, consistent implementation, and periodic updates based on stakeholder feedback can further enhance the effectiveness of OJT programs. Finally, continuous collaboration with industry partners through formal agreements and active participation in planning, supervision, and evaluation will help solidify industry–academic linkages and better prepare students for professional success.

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Cebu Technological University – San Francisco Campus November 2, 2016-December 2021

- Part-Time Instructor

Cebu Technological University – San Francisco Campus June 2014-October 2016

- Job-Order Worker

Cebu Technological University – San Francisco Campus HRMO/Records Office

April 2013-May 2014

- On-The-Job Training

Cebu Technological University – San Francisco Campus June 2012-March 2013

Research Interests

- Educational Policy and Governance
- On-the-Job Training (OJT) and Industry–Academic Linkages
- Technology Optimization and Service Innovation
- Digital Literacy and Cybersecurity Awareness
- Data Mining in Educational Planning

Research Works

- Educational Policy and Governance in Strengthening Industry–Academic Linkages through On-the-Job Training in Higher Education Institutions (Ongoing Dissertation)
- Technology Optimization: A Comparative Study on Internet Café and Wi-Fi Vendo Machine for Enhanced Operational Services (MSIT Thesis)
- Gamified Digital Literacy for Cybersecurity Awareness in Underserved Communities in Camotes Group of Islands, Cebu, Philippines (Research Study)
- Parental Engagement as a Strategic Tool in Educational Planning: A Study on Home-School Collaboration in Basic Education (Data Mining Research)
- Political Interventions and Their Effects on Teacher Appointments and Promotions in Public Schools (Research Project)

Conference Presentations & Participation

- 2025 PAEPI International Extension Congress, Siargao Island – Participant/Presenter
- 2024 PAGE 55th Annual Convention, Cebu City–"Optimizing Internationalization in Graduate Education"
- 2024 SUCTEA International Conference, Bukidnon State University – Research Presentation

Academic Contributions

- ICT Integration in Education: Co-authored research on "Aggregating ICT for Organizational Usage Outcome" (2022), assessing college students' ICT literacy in academic, personal, and social contexts, highlighting strategies for effective ICT implementation in higher education.
- Parental Engagement in Educational Planning: Conducted a study on "Parental Engagement as a Strategic Tool in Educational Planning" (2025), examining home-school collaboration in basic education in the Camotes Islands, emphasizing inclusive governance and stakeholder involvement.
- Impact of Political Interventions on Teacher Appointments: Investigated how political factors affect teacher appointments and promotions in Philippine public schools (2025), highlighting issues of fairness, transparency, and effects on teacher performance and morale.

Professional Affiliations

- Philippine Association of Graduate Education (PAGE)
- State Universities and Colleges Teachers Educators Association (SUCTEA)
- Philippine Association of Extension Program Implementers (PAEPI)