



# On the Job Training: Pedagogy nurturing capability and experiential learning

**Dr. Shweta Y. Ghare**

Asst. Professor, Mulund College of Commerce (Autonomous)

Mulund Vanijya Mahavidyalaya Road, Mulund (West),  
Mumbai - 400080, Maharashtra, India

**Abstract:** This study investigates the impact of On-Job-Training availed by students on their academic performance and financial independence. With the growing emphasis on practical experience alongside formal education, On-Job-Training has become a key component in shaping students' professional and personal development. The research adopts a mixed-method approach, utilizing surveys and interviews with undergraduate & postgraduate and postgraduate students across various disciplines to assess how On-Job-Training influence their academic outcomes and financial behavior. Preliminary findings indicate that while most students were able to maintain or even improve their academic performance during On-Job-Training due to enhanced time management and motivation, a minority face academic challenges due to workload and stress. The study concludes that On-Job-Training, when well-structured and supported, provide significant educational and economic benefits, and recommends institutional policies that better integrate On-Job-Training opportunities with academic responsibilities.

**Keywords:** Experiential learning, major related training, performance.

## **Introduction:**

On-Job-Training (OJT) is a vital part of education in India, according to the National Education Policy (NEP) 2020. OJT seeks to prepare students for real-world settings by bridging the knowledge gap between academics and real-world job experience. Through active partnerships between academic institutions and business sectors, industry-institute collaboration promotes students' increased employability and industrial preparation. Increased apprenticeships, internships, self-employment, wage employment, and entrepreneurship options for students are anticipated employability outcomes. This pillar will cover the following activities: the establishment of a Research and Development Cell, the signing of Memorandums of Understanding for Industry-Institute Linkage, the internship/apprenticeship embedded degree program, and curriculum alignment with industry.

In today's competitive world, On-Job-Training has become an important part of higher education. It provides students with exposure to experiential learning and helps them to apply theoretical knowledge in practice. Alongwith improving academic understanding, On-Job-Training also enhances financial independence. This helps in building confidence and skill enhancement. However, the impact of On-Job-Training may vary depending on the duration, type of work, and support from the organization. Therefore, it is necessary to study how On-Job-Training affect students' academic performance and financial independence.

On-Job-Training provides opportunities for students to apply classroom learning in real-world professional environment. It helps in developing critical skills such as problem-solving, communication, teamwork, and time management. For many students, On-Job-Training also serves as a platform to explore career paths, gain industry exposure, and build professional networks.

While On-Job-Training is widely considered for its role in enhancing employability, but its impact on academic performance is an essential point of discussion. On one hand, practical exposure may reinforce classroom knowledge, improve understanding, and lead to better academic outcomes. On the other hand, balancing academic responsibilities with internship demands may lead to stress, reduced study time, and potential academic decline for some students.

### **Review of literature:**

The researchers aimed to determine whether experiential learning enhances students' ability to apply classroom knowledge in real-world scenarios. The methodology involved a qualitative analysis of student reflections and surveys collected from undergraduate & postgraduates who completed structured internship programs. Data were interpreted to examine the extent to which students perceived improvements in their practical understanding and academic outcomes (Beard & Morton, 1999). A mixed-methods approach was employed, combining quantitative surveys with follow-up interviews of graduating students who had completed On-Job-Training. The findings were derived from statistical comparisons between interns and non-interns, along with narrative accounts of skill development (Knouse, Tanner, & Harris 1999).

The methodology of Callanan & Benzing (2004) relied on structured questionnaires administered to business students, along with an analysis of academic records to identify correlations between internship completion and timely assignment submissions or improved exam preparation.

The research conducted by Coco (2000) intended to demonstrate how these soft skills extended benefits to students' academic performance, especially in collaborative projects. Comparative data were collected from both interns and non-interns to evaluate differences in skill acquisition and application in classroom environments.

The methodology adopted by Gault, Redington & Schlager (2000) involved a large-scale quantitative survey of graduating students across multiple disciplines, focusing on internship participation, job offers received, and reported motivation levels in academic tasks. Statistical techniques were used to identify significant differences between interns and non-interns.

### **Statement of the Problem**

Students often face challenges in balancing their academic requirements with the need for practical exposure and financial support. While On-Job-Training are seen as a bridge between education and employment, there is limited research on whether On-Job-Training truly improves academic performance and provide financial independence. This study aims to analyze the impact of On-Job-Training on both academic outcomes and financial independence of undergraduate and post-graduation students.

While some argue that On-Job-Training improve time management, motivation, and academic outcomes by exposing students to real-world challenges, others suggest that the additional workload and responsibilities may negatively affect academic performance. Similarly, On-Job-Training may provide opportunities for financial independence through stipends or part-time earnings, but disparities exist across fields, institutions, and socioeconomic backgrounds.

## **Research Gap:**

On-Job-Training has increasingly become an integral part of undergraduate & postgraduate education, aiming to bridge the gap between theoretical learning and practical application. It is often considered as a pedagogy to enhance students' employability, professional skills, and financial independence. However, there is limited empirical evidence on how On-Job-Training directly influence academic performance and financial stability of undergraduate & postgraduate students.

## **Objectives of the study:**

- To understand the effect of On-Job-Training on academic performance
- To assess the level of financial independence gained through On-Job-Training

## **Hypothesis of the study:**

$H_0$ : "There is no significant impact of including On-Job-Training in curriculum on academic performance of students"

$H_1$ : "There is a significant impact of including On-Job-Training in curriculum on academic performance of students"

## **Research Methodology:**

Research Design: The study adopts a descriptive and analytical research design.

Variables under study: It seeks to describe the impact of On-Job-Training undertaken by undergraduate & postgraduate students on their academic performance and financial independence.

Type of design: A quantitative, descriptive-analytical design with elements of a pre-post (paired) approach where applicable. The study will describe current states (descriptive) and test relationships (analytical) between On-Job-Training experience and outcomes (academic performance, financial independence).

Rationale: Quantitative methods allow objective measurement (e.g., stipend amounts, scores on standard scales) and hypothesis testing (e.g., did students' academic scores change after On-Job-Training).

Population under study: Include all full-time undergraduate & postgraduate students who have undertaken at least one On-Job-Training during Academic year 2025-26.

Tools of Data Collection: A survey-based quantitative approach is used to gather data, supported by descriptive statistics and inferential analysis. Data was collected through a self-administered survey using Questionnaire Forms and in-person distribution. This design is chosen because it allows for the collection of data from respondents and helps in identifying patterns, relationships, and trends.

Secondary Data: Gathered from journals, research papers, reports, Articles, and publications related to digital payments and consumer behaviour.

Sample Size: A total of 73 respondents from the undergraduate & postgraduate students were Selected for this study.

Sampling Technique: The study used a probability random sampling was used targeting individuals from undergraduate & postgraduate students who completed On-Job-Training.

Techniques for Data Analysis: The collected data was systematically organized and analyzed using Descriptive and inferential statistical techniques. The tools and Procedures used include Microsoft Excel and Google Sheets for data

entry and cleaning, descriptive statistics such as mean, percentage, and frequency distributions were used to summarize the data. Cross-tabulations and Chi-square test was used to examine relationships between variables. Graphs and charts were used for visual representation of findings.

### **Scope of the Study:**

- The study is limited to undergraduate and postgraduate students who have undertaken On-Job-Training as part of their academic program.
- It will focus on how On-Job-Training affect their academic performance, financial independence, and skill development.
- The geographical scope is limited to Mumbai, and data will be collected from students within this population.
- Students those who have not participated in On-Job-Training are excluded from the scope.

### **Significance of the Study:**

- This study is important because it helps to understand how On-Job-Training influence students in terms of their academic performance and financial independence.
- Many students participate in On-Job-Training during their studies, but their actual benefits are often not clearly measured. This research will provide clarity on how On-Job-Training contribute to both learning and financial support.
- The study will show whether On-Job-Training implemented as a pedagogy, helps in applying classroom knowledge to practical situations and whether stipends or allowances improve their financial independence. For colleges and universities, the findings will be useful to strengthen On-Job-Training programs and create better opportunities for students' academic growth.

### **Limitations of the Study:**

- The study is limited to a selected group of undergraduate and postgraduate students.
- Time and resource constraints has limited the depth of analysis.

### **Findings from the study:**

**Table 1: Inclusion of On-Job-Training as a part of curriculum**

	Frequency	Percentage
<b>Yes</b>	71	97.26
<b>No</b>	2	2.74

It was observed that 97.26% respondents pursued On-Job-Training as a part of their academic curriculum whereas 2.74% pursued On-Job-Training even though it was not part of their academic curriculum.

**Table 2: Improvement in academic performance after the On-job-training**

	Frequency	Percentage
<b>Strongly Agree</b>	25	34.25
<b>Agree</b>	45	61.64
<b>Disagree</b>	1	1.37
<b>Strongly Disagree</b>	2	2.74

On assessing the level of improvement in academic performance of students pursuing On-job-training, it was found that 34.25% respondents strongly agreed, 61.64% agreed, 1.37% Disagreed and 2.74% strongly disagreed.

**Table 3: Contribution of On-job-training in building professional network**

	Frequency	Percentage
<b>Yes</b>	70	95.89
<b>No</b>	3	4.11

95.89% respondents stated that their On-Job-Training experience helped them in professional networking, whereas 4.11% did not agree to this.

**Table 4: Changes in approach towards time management or studying habits after On-Job-Training**

	Frequency	Percentage
<b>Strongly Agree</b>	20	27.40
<b>Agree</b>	39	53.42
<b>Neutral</b>	14	19.18
<b>Strongly Disagree</b>	0	0.00

The data indicated that 27.40% respondents strongly agreed and 53.42% agreed that OJT changed their approach toward time management and studying habits. It was also observed that 19.18% were neutral to opine on this change in approach.

**Table 5: Job readiness after the On-Job-Training experience**

	Frequency	Percentage
<b>Strongly Agree</b>	18	24.66
<b>Agree</b>	43	58.90
<b>Neutral</b>	10	13.70
<b>Strongly Disagree</b>	2	2.74

24.66% respondents strongly agreed that were ready to face the corporate world after successful completion of OJT. Also, 58.9% respondents agreed to this accomplishment, but 13.70% were neutral to opine on this and 2.74% respondents disagreed to this.

### **Hypothesis Testing:**

Chi-Square Test: Relationship Between OJT included in curriculum and academic performance

**Table 5: Chi-Square Test Output**

Variables	$\chi^2$ value	df	p-value
Curriculum v/s Improvement in academic performance after the On-job-training	1.2795	3	0.734

The results from Chi-square test confirm that the inclusion of On-Job-Training in under-graduation and post-graduation curriculum has no impact on academic performance of student respondents. The table given above, clearly indicates that the p-value is higher than 0.05, thus failing to reject null hypothesis. Thus, it can be concluded that including OJT in the curriculum has no significant impact on the academic performance of students.

**Findings from the study:**

95.89% undergraduate & postgraduate students reported that On-Job-Training helped them apply theoretical knowledge in real-life settings, improving their understanding of academic concepts. 80.82% of students experienced an improvement in grades/academic performance after completing their internship, though the extent varied depending on the duration and quality of the internship. Students also noted increased motivation, confidence, and problem-solving skills, which indirectly contributed to better performance in academic tasks. 78.08% students who participated in paid On-Job-Training gained a level of financial independence, as stipends covered part of their personal or educational expenses and reduced dependence on family support and helped them save money for future needs. However, students in unpaid On-Job-Training did not experience financial benefits, though they acknowledged academic and skill-related gains. Longer On-Job-Training (more than 2 months) were more strongly associated with both academic improvement and financial stability compared to short-term On-Job-Training. Paid On-Job-Training had positive effect on financial independence, while both paid and unpaid On-Job-Training contributed equally to academic learning.

**Conclusions from the study:**

This study concludes that On-Job-Training play a vital role in enhancing the academic and financial aspects of undergraduate & postgraduate students' lives. On-Job-Training not only help students apply classroom knowledge in real-world contexts but also contribute to better academic performance and increased motivation for learning. In cases where On-Job-Training are paid, students experience greater financial independence, reducing reliance on family and supporting personal expenses. While unpaid On-Job-Training contribute primarily to academic growth and skill development, paid On-Job-Training provide the dual benefit of academic enhancement and financial support. Thus, On-Job-Training serve as an important bridge between academic learning and professional readiness, equipping students with practical experience, confidence, and employability skills. Overall, the study emphasizes that On-Job-Training should be encouraged and structured as an integral part of undergraduate & postgraduate education, as they significantly impact both academic performance and financial independence.

**References:**

- Beard, D. F., & Morton, L. L. (1999). Effects of internship predictors on accounting students' academic performance. *Journal of Accounting Education*, 17(3), 341–356.
- Knouse, S. B., Tanner, J. R., & Harris, E. W. (1999). The relation of college On-Job-Training, college performance, and subsequent job opportunity. *Journal of Employment Counseling*, 36(1), 35–43.
- Callanan, G., & Benzing, C. (2004). Assessing the role of On-Job-Training in the career-oriented employment of graduating college students. *Education + Training*, 46(2), 82–89.
- Coco, M. (2000). On-Job-Training: A try before you buy arrangement. *SAM Advanced Management Journal*, 65(2), 41–47.
- Gault, J., Redington, J., & Schlager, T. (2000). Undergraduate business On-Job-Training and career success: Are they related? *Journal of Marketing Education*, 22(1), 45–53.
- Divine, R. L., Linrud, J. K., Miller, R. H., & Wilson, J. H. (2007). Required internship programs in marketing: Benefits, challenges, and determinants of fit. *Marketing Education Review*, 17(2), 45–52.
- Weible, R. (2010). Are universities reaping the available benefits internship programs offer? *Journal of Education for Business*, 85(2), 59–63.
- Taylor, M. S. (1988). Effects of college On-Job-Training on individual participants. *Journal of Applied Psychology*, 73(3), 393–401.

- Knouse, S. B., & Fontenot, G. (2008). Benefits of the business college internship: A research review. *Journal of Employment Counseling*, 45(2), 61–66.
- Knemeyer, A. M., & Murphy, P. R. (2002). Logistics On-Job-Training: Employer and student perspectives. *International Journal of Physical Distribution & Logistics Management*, 32(2), 135–152.
- Seyfried, M. (2008). Internship programs and financial support: Reducing students' economic burden. *Higher Education Studies*, 4(1), 67–78.
- Silva, P., Lopes, B., Costa, M., Seabra, D., Melo, A. I., Brito, E., & Dias, G. P. (2016). The million-dollar question: Can On-Job-Training boost employment? *Studies in Higher Education*, 41\*(8), 1188–1206.
- Hergert, M. (2009). Student perceptions of the value of On-Job-Training in business education. *American Journal of Business Education*, 2\*(8), 9–14.
- Zhao, H., & Liden, R. C. (2011). Internship: A recruitment and selection perspective. *Journal of Applied Psychology*, 96(1), 221–229.
- Hora, M. T., Chen, Z., & Her, P. (2020). Problematizing college On-Job-Training: Exploring issues with access, program design, and developmental outcomes. *Innovative Higher Education*, 45(5), 369–387.
- National Association of Colleges and Employers (NACE). (2017). Class of 2017 student survey report. Bethlehem, PA: NACE.
- Richardson, J., Kaider, F., Henschke, K., & Jackling, B. (2012). Using authentic assessment and professional learning to enhance student learning. *Journal of Teaching and Learning for Graduate Employability*, 3(1), 1–19.
- Nguyen, N. (2015). The impact of On-Job-Training on student learning and career planning. *Journal of Applied Research in Higher Education*, 7(2), 239–252.
- Papadimitriou, A. (2011). Student On-Job-Training as a means of enhancing learning: The Greek experience. *Journal of Workplace Learning*, 23(3), 235–250.