

Assessment Of Students In Hospitality And Tourism Management Program Of Isabela State University: Basis For Enhancement

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Abstract: The study aimed to determine the perception of students on hospitality management program of Isabela State University as basis for improvement. The descriptive method was utilized in the study in which survey questions were administered to the different campuses of Isabela State University who offers Hotel Restaurant and Tourism Management program. There are 229 students respondents are considered in the study. Result shows that the assessments of students on administrative operations was 3.42 with a verbal interpretation of strongly agree, program's vision, mission and objectives was 3.44 with a verbal interpretation of strongly agree, program's computerization was 2.59 with a verbal interpretation of agree, program's curriculum design was 3.19 with a verbal interpretation of agree, program's curriculum contents was 3.40 with a verbal interpretation of strongly agree, program's teaching and learning was 3.46 with a verbal interpretation of strongly agree, program's facilities of 3.44 with a verbal interpretation of strongly agree, program facility and resource management was 2.99 with a verbal interpretation of agree, program's faculty qualities was 3.35 with a verbal interpretation of strongly agree, program's faculty assessment was 3.39 with a verbal interpretation of strongly agree, practicum of hospitality management program was 3.14 with a verbal interpretation of agree, practicum of tourism management program was 3.41 with a verbal interpretation of strongly agree and practicum of hospitality and tourism management programs as a whole was 3.46 with a verbal interpretation of strongly agree. This indicates that the perception of the students on the hospitality and tourism management programs of Isabela State University is continuously improving. It is highly recommended that the reports or documents from the industry related to the program should be included in the program's related subjects, for students to be able to learn and have a grasp of how the industry is being run by industry managers and experts.

Index Terms: Adaptability, Critical thinking, Flexibility, Private Sectarian, Private Non-Sectarian

1. INTRODUCTION

The fundamental reason for this proposed enhancement of the BSHM and BSTM programs of Isabela State University (ISU) is the student's well being. The whole education system of the country is confronted by the massive transition to the K-12 program affecting all college offerings including the Hospitality Management program in all tertiary institutions in the country. The hospitality industry has always been attached to globalization which is why schools, like the ISU, need to produce globally competitive and industry-ready graduates. As mandated by the University's Vision and Mission that is to produce highly trained and globally competent professionals, educators and administrators of ISU are urged to produce graduates who are at par with ASEAN countries and the world. This is made true by the Common ASEAN Tourism Curriculum (CATC). Today, traditional teaching methods can only do so much for the 21st century. One way to deal with this challenge is to enhance more the capabilities of the university's curriculum in order to produce an enhanced and more capable type of graduates. Hospitality and Tourism is now becoming one of the world's largest industries. The hospitality industry and tourism industry have always been radical in the sense that radical means out of the ordinary, revolutionary, even what would mean to receive someone — a stranger — with a presence that was not just polite, but to receive them with revolutionary generosity (Rahman, 2010); (Dopson & Tas, 2004). Which is why students are prepared, in such a way that they deal with these kinds of situation. Universities, colleges and institutions, therefore, have the utmost responsibility in producing and training industry-ready graduates. With today's advancement in technology, especially in communication technology, the world has become a global village. In response to this call, the Hospitality Management and Tourism Management Programs of Isabela State University (ISU) offer

comprehensive mix of theoretical and practical courses for aspiring hospitality and tourism management students. As a faculty member of ISU, this study tackles how students are prepared for globalization and be industry-ready. This study, thus, aimed to assess the university's Bachelor of Science in Hospitality Management and Tourism Management curriculum for a proposed enhancement on the areas where the study determines parts that are, if not, to make the degree offering world class (Gersh, 2016). The Isabela State University has Eleven (11) campuses and Four (4) of which offer Hospitality and Tourism management program. The researcher has been teaching for 5 years in two of the University's four campuses that offer BS HRM and TM program, namely Echague and Cabagan Campuses, the researcher has always wanted to know how ready the graduates of the BS HRM and TM program really are for the industry which is why the researcher has been motivated to pursue this study.

2 CONCEPTUAL FRAMEWORK

This study identified fields and areas of concern in the Bachelor of Hospitality Management program of Isabela State University System. The areas that were identified to be weak or not up to CHED CMO -62 on the new curriculum for Hospitality Management courses in the country. This study proposes for the improvement of the university's Hospitality Management program. Most notably, areas like Administration, Curriculum and Instruction, Faculty, Student, as recommended by previous studies in their concepts and derivations which this study has adopted from were assessed. Included ultimately in the assessment and as a basis for curriculum improvement is the CHED CMO-62, implemented nationwide as basis for curriculum of BSHM to set a precedent. To be more specific, the CMO's subject is on Policies, Standards and Guidelines for the Bachelor of Science in Tourism Management Program (BSTM) and Bachelor of Science in Hospitality Management (BSHM). In Isabela State University, although is one system, the BSTM

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and BSHM program, being a relatively new program, encountered problems during its infancy. The program now is about 6 years, and throughout its existence had synchronization/enhancement problems which is why the university held a meeting in 2013 for the program's curriculum improvement (ISU-BOR, 2nd Qtr., 2013/ records) which were coupled with the results of this study for the BSHM and BSTM program of the Isabela State University System.

3 RESULT AND ANALYSIS

3.1 Rationale of the study

This study aimed to determine the Isabela State University's Hospitality Management Program in light of its curriculum deficiencies and weaknesses. (Kay & Rusette, 2000); (Milman, 2001); Tas, 1988) revealed that monitoring of the performance of program would lead to good management and basis for improvement.

3.2 Demographic Profile of the respondents

Table 1 presents the frequency and percentage distribution of the student respondents.

TABLE 1
RESPONDENTS' DEMOGRAPHIC PROFILE

Participant	Cauayan	Echague	Cabagan	San Mariano	Total
Student	90	75	74	44	229

The table above shows the number of participants per campus who participated in the research and was particularly selected from four campuses at Echague, Cauayan, San Mariano and Cabagan Campuses.

3.3 Assessment of Students

3.3.1 Administrative Operations

The program's Administrative operation was rated with the mean of 3.42 with an equivalent descriptive interpretation of Strongly Agree (SA) which means that the participants believe that the program's Administrative operations are being run efficiently and effectively.

3.3.2 Vision, Mission and Objectives

The program's Vision, Mission and Objectives were rated with the mean of 3.44 with an equivalent descriptive interpretation of Strongly Agree (SA) which means that the participants believe that the program's Mission, Vision and Objectives are being observed and followed.

3.3.3 Computerization

The program's Computerization was rated with the mean of 2.59 with an equivalent descriptive interpretation of Agree (A) which means that the participants see the program's Computerization (Publishing) of its, aims and objectives on the internet are not accessible and maintenance of the website is difficult due to ISU's location and its Internet connection.

3.3.4 Curriculum Design

The program's curriculum design was rated with the mean of

3.19 with an equivalent descriptive interpretation of Strongly Agree (SA) which means that the participants believe that the program's Curriculum Design is effective only to an extent and needs updating which may be likened to the study of Imran Rahman (2010) on Student's perceptions of effectiveness of hospitality curricula and their preparedness which concluded that there are small inconsistencies in the program's curriculum design and students may perceive this as ineffective.

3.3.5 Curriculum Contents

The program's curriculum contents was rated with the mean of 3.40 with an equivalent descriptive interpretation of Strongly Agree (SA) which means that the participants believe that the program's curriculum contents are sufficient and deliver holistic formation in student education such as stated in a study made by Imran Rahman (2010) on Student's perceptions of effectiveness of hospitality curricula and their preparedness which concluded that there is a need to improve the hospitality management curriculum in order to blend academic and skills preparation of students and industry needs.

3.3.6 Teaching and Learning

The program's teaching and learning was rated with the mean of 3.46 with an equivalent descriptive interpretation of Strongly Agree (SA). This implies that the program's Curriculum Design on "Teachers perform effective teaching to achieve learning outcomes", "Core courses and learning activities enable students to contact the hospitality industry and profession directly" and "Professional facilities and equipment are available to enhance teaching and learning". It is also emphasized by (Dopson & Tas, 2004) that curriculum and its development must be considered as one of the factors in continual improvement of the teaching and learning activities of the students.

3.3.7 Facilities

The program's facilities were rated with the mean of 3.44 with an equivalent descriptive interpretation of Strongly Agree (SA). This implies that the program's facilities are adequate and are professionally equipped to facilitate teaching, learning and research.

3.3.8 Facilities and Resource Management

The program's facilities and resource management were rated with the mean of 2.99 with an equivalent descriptive interpretation of Agree (A). This indicates that the program's facility, resources and resource management are properly handled and maintained by technicians and laboratory assistants.

3.3.9 Faculty Qualities

The program's faculty qualities were rated with the mean of 3.35 with an equivalent descriptive interpretation of Strongly Agree (SA). This implies that the program's Faculty bear professional qualities of an educator required by ISU and are given opportunities for growth and constantly monitored for their performance through evaluations from students, peers and the management done yearly in the institute.

3.3.10 Faculty Assessment

The program's faculty assessment was rated with the mean of 3.39 with an equivalent descriptive interpretation of Strongly

Agree (SA). This implies that the participants believe that the program and its instructors adjust to any learning style to assess student learning.

3.3.11 Practicum Readiness in Hospitality Management

The program's practicum readiness in hospitality management was rated with the mean of 3.14 with an equivalent descriptive interpretation of Agree (A). This implies that the Hospitality Management Program of ISU conforms with the standards of the study (Asia Pacific Review by de Guzman, Uy, Siy, Torres, Tancioco, Hernandez, 2008).

3.3.13 Practicum Readiness in Tourism Management

The program's practicum readiness in tourism management was rated with the mean of 3.41 with an equivalent descriptive interpretation of Strongly Agree (SA). This implies that the Tourism Management of ISU conforms with the standards of the study in the Asia Pacific Review by de Guzman, Uy, Siy, Torres, Tancioco, Hernandez (2008).

3.3.12 Practicum Readiness as a Whole

The program's practicum readiness as a whole was rated with the mean of 3.46 with an equivalent descriptive interpretation of Strongly Agree (SA). This implies that the Hospitality Management and Tourism Management of ISU conforms with the standards of study (Asia Pacific Review by de Guzman, Uy, Siy, Torres, Tancioco, Hernandez, 2008).

4 CONCLUSION

The descriptive method was utilized in the study in which survey questions were administered to the different campuses of Isabela State University who offers Hotel Restaurant and Tourism Management program. There are 229 students respondents are considered in the study. Result shows that the mean of all means and descriptive interpretation of the assessment of participants on the Hospitality and Tourism Management Program of Isabela State University where it can be gleaned that, generally, the participants in this survey strongly agree with all the aspects under assessment with Vision, Mission and Objectives, Administrative Operation, teaching and learning and practicum readiness as a whole getting the notable agreeable means. On the other hand, the participants just agree to the computerization and facilities and resource management in Hospitality Management where the same are iterated by the participants as problems encountered especially on the lack of laboratory equipment and laboratory for hotel management. The results also indicate that there are aspects in the implementation of the HRM and TM programs at ISU that are existing and needs to be improve for some aspects.

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