

Analysis Of Different Perceptions In The Assessment Of Hospitality And Tourism Management Program Of Isabela State University: Basis For Enhancement

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Abstract: This paper revealed the assessment of the respondents of the programs for hospitality management and tourism management of Isabela State University. It further tested if the results of the assessment of the respondents are similar with each other. Descriptive method was used to test the difference with the use of analysis of variance. It shows that there is no significant difference in the assessment of the four groups of participants when grouped according to the following component variables; Administrative Operations, Vision, Mission, and Objectives, Computerization, Curriculum design, Curriculum contents, Teaching and Learning, Facilities, Faculty and Resource management, Faculty Qualities, Assessment, Hospitality Management and Hospitality and Tourism as a whole. Furthermore, it is recommended that enhancement must be made on the laboratories and exposures of students to several trainings.

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

1. INTRODUCTION

Some good schools that offer Hospitality Management (HM) and Tourism Management (TM) are those that have acquired international accreditation. But it does not mean that without this accreditation, a school cannot be a good source of HM and TM graduates. The Isabela State University (ISU) is one of the schools that offer HM and TM programs from four campuses at Echague, Cauayan, San Mariano and Cabagan Campuses. Since the researcher is connected with the institution, several studies and organizations have been considered as a source of possible information to be able to meet the objectives of the study. The Associated Equipment Distributors (AED) Foundation (2015), presents an interesting concept in the education arena in terms of preparing students to be college and career-ready. In association with the Association for Career and Technical Education (ACTE), they provide the following skills every college student and career ready graduates:

- 1.) core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities;
- 2) employability skills such as critical thinking and responsibility that are essential in any career area; and
- 3.) job-specific, technical skills related to a specific career pathway.

A myriad of studies also agrees with the concept of industry ready and competent graduates of both Hospitality and Tourism programs. Gersh (2016), Farleigh, Dickinson University, in her journal argued that their expertise in her university alone can effectively guide curriculum development; yet, the bottom line for hospitality leaders is that as they are positioned at the front lines of the industry, they are the ones who are truly cognizant of needed management competencies. In her further discussion and further cemented by previous studies, she argued that the preparation and success of students in the industry depend on the views of Hospitality Industry professionals. It is basic knowledge that, in

the Philippines, specifically in the hospitality and tourism industry, a manager should possess an impressive set of grades and qualifications required by hotels, restaurants and institutions that these graduates and aspiring managers apply for. According to Williams (2005), the industry demands a manager of a college degree and with specific qualifications for hospitality positions. Moreover, Sandwith (2012), presents 8 competency statements for an effective hospitality management professional which are Human Relations, Customer Relations, Motivation Principles, Leadership Skills, Supervision, Team-building, Positive Customer Relations as a leadership trait, and Human Relations as interpersonal trait. Sandwith further explained that Human Relations refers to dealings with or between people, particularly the treatment of people in a professional context; Customer relations is the process and manner by which a business develops, establishes, and maintains relationships with its customers; Motivation Principles pertains to reasons for people's behavior, actions, desires and needs, guided by moral standards; Leadership skills refers to a person's capacity to lead; Supervision is the action, process or occupation of watching someone or something ensuring the activity is done correctly; Team building pertains to the process of encouraging members of a group to work well together; Positive customer relations refers to the positive approach on customer treatment; Human relations is a program designed to develop better interpersonal and intergroup adjustments. This information is useful in conducting an assessment to the current offering of HM and TM programs at ISU. Moreover, it is also interesting to determine the similarity of the perceptions of the respondents that served as the basis of the recommendations for enhancement of their programs.

2 OBJECTIVES OF THE STUDY

The study aims to determine the assessment of the stakeholders on the HM and TM programs of Isabela State University on administration, curriculum and instruction, faculty and students. It also determined the significant difference in the assessment of the four groups of respondents on each of the given components.

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3 RESULT AND ANALYSIS

3.1 Data Analysis

ANOVA (Analysis of Variance) was used to determine if there is no significant difference in the assessment of the four groups of participants when grouped according to the following component variables; Administrative Operations, Vision, Mission, and Objectives, Computerization, Curriculum design, Curriculum contents, Teaching and Learning, Facilities, Faculty and Resource management, Faculty Qualities, Assessment, Hospitality Management and Hospitality and Tourism as a whole.

3.2 Result of Analysis

Table 1 presents the result of test of significance using ANOVA.

TABLE 1
RESULT OF TEST OF SIGNIFICANCE (N=283)

Components	Participants	Mean	SD	p-value	Decision at $\alpha=0.05$
Administrative operations	Administrators Faculty Students Alumni	3.67 3.65 3.00 3.05	.36	.18	Accept Ho
vision, mission, Objectives	Administrators Faculty Students Alumni	3.40 3.60 3.20 3.00	.25	.12	Accept Ho
computerization	Administrators Faculty Students Alumni	2.00 3.00 3.00 3.00	.30	.15	Accept Ho
curriculum design	Administrators Faculty Students Alumni	3.84 3.67 3.00 3.00	.41	.20	Accept Ho
curriculum contents	Administrators Faculty Students Alumni	3.60 3.60 3.00 3.20	.30	.20	Accept Ho
teaching and learning	Administrators Faculty Students Alumni	3.38 3.38 3.00 4.00	.25	.12	Accept Ho
facilities	Administrators Faculty Students Alumni	3.60 3.40 3.00 3.40	.30	.14	Accept Ho
faculty and management	Administrators Faculty Students Alumni	3.67 3.65 3.00 3.05	.28	.14	Accept Ho
faculty qualities	Administrators Faculty Students Alumni	3.38 3.38 3.00 4.00	.38	.19	Accept Ho
assessment	Administrators Faculty Students Alumni	3.60 3.40 3.00 3.40	.35	.17	Accept Ho

hospitality management	Administrators Faculty Students Alumni	3.67 3.35 3.00 3.05	.28	.14	Accept Ho
tourism management	Administrators Faculty Students Alumni	3.67 3.35 3.00 3.05	.28	.14	Accept Ho
hospitality and tourism as a whole	Administrators Faculty Students Alumni	3.38 3.38 3.00 4.00	.38	.19	Accept Ho

The table shows the significant difference in the assessment of administrators on the assessment of the program's administrative operations, vision, mission and objectives, computerization, curriculum design, curriculum contents, teaching and learning, facilities, faculty and resource management, faculty qualities assessment, hospitality management, tourism management and the hospitality and tourism industry as a whole in the four campuses of the university. Based on the analysis of the data, it shows that the probability value is higher than the .05 level of significance which means that the null hypothesis is accepted and that there is no significant difference on the assessment of the Administrators of the segments mentioned above. It is also shown similar results and information from [1], [2], [3], [4], & [5]. Furthermore, the table presents consistently that there is no significant difference on the assessment of Administrators on the segments mentioned above. This implies that on the assessment of the administrators on Administrative operations, Vision, Mission and Objectives, Computerization, Curriculum Design, Curriculum Contents, Teaching and Learning, Facilities, Faculty and Resource management, Faculty Qualities Assessment, Hospitality management, Tourism Management and the Hospitality and Tourism Industry as a whole has no significant difference in the four campuses. This is also included information of [6], [7], [8] & [9].

3.3 Problems Encountered of the Respondents

The following are the statements of both faculty and students on their needs/problems encountered in the program.

a. School activities are sometimes too long, together with holidays which eat up class schedules thus, would result in makeup classes during weekends.

b. Laboratories are under equipped and not furnished with safety features such as fire-fighting agents.

c. There was no available trained laboratory assistant at the time of the study.

d. When going to seminars off campus, it is always a hassle to organize modes of transportation; and seminar participants, although there are available university busses and vans, some are no longer road worthy due to maintenance problems and management which is why participants choose renting out public / private busses and vans instead.

e. There are no available books for purchase related to the subjects/courses of the program which leaves students to wait for lesson handouts from their instructors.

f. Some campuses have no laboratory hotel set up.

3.4 Suggestions for Enhancement

The following are the suggested by the respondents to

enhance the HM and TM programs.

a. School activities may be planned well ahead of time and away from public holidays so as not to cause very long class interruptions.

b. The laboratories may be updated and/or outfitted with safety features, especially fire resulting incidents.

c. There is a need for trained laboratory assistant to monitor laboratory equipment functionality and inventory.

d. The university has several busses and vans available although some are no longer road worthy, working units may be requested ahead of time for off campus seminars for a more organized and safe transportation for participants.

e. Titles of Books for some courses may be made available so that students may procure them or hand-outs should be given more often and be readily available.

f. Although some ISU campuses have their own lodging hostel facilities, some are not made available to students for their in-campus exposure to lodging operations.

4 CONCLUSIONS AND RECOMMENDATIONS

ISU offers HM and TM programs but there are aspects of the program that are loosely managed or implemented, such as a) Program's aims and objectives are not clear to the public; b) Online promotions and marketing activities are not evident; c) The Program's curricula are consistent with international trends; d) The Professional facilities and equipment are available to enhance teaching and learning; e) The program effectively uses professional training laboratories; f) The program implements management and maintenance methods for professional labs, equipment, and materials; g) Generation of required reports/documents from a Property Management System used in the accommodations industry; h) Development of a business for restaurant, hotel or allied ventures incorporating sales and marketing principles and financial analysis. With which, it can be said that the program does not fully comply with the minimum requirements set by CHED through CMO 62, especially in terms of faculty qualification handling the program, facilities and facility management, and students' co-curricular involvement and practice. It is highly recommended that the administration should provide opportunities for the attainment of eligibilities. In addition, there is a need to upgrade and tailor fit computer subjects, systems and programs to hotel, restaurant and tourism industry functionality. Finally, there is a need to update and enhance the already existing curriculum of the program, especially in adhering to CHED's CMO-62: Policies, Standards and Guidelines for BSHM and BSTM thru the Common ASEAN Tourism Curriculum.

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