

# The Bachelor of Science in Hotel and Restaurant Services Technology Skills Training of the Cebu State College of Science and Technology System Daanbantayan Campus Daanbantayan, Cebu: Basis for Instruction Enhancement

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**Abstract**---Skills training in hotel and restaurant services provides an intensive hands on training in the skills necessary for entry-level hotel and kitchen and dining room positions in restaurants and hotels. Intensive hands on training in the skills is necessary for employment and entrepreneurial entry-level housekeeping and kitchen and dining room positions in restaurants and hotels. The study sought to determine the Bachelor Of Science In Hotel And Restaurant Services Technology (BSHRST) skills training of CEBU STATE COLLEGE OF SCIENCE AND TECHNOLOGY SYSTEM DAANBANTAYAN CAMPUS Daanbantayan, Cebu, as basis for instruction enhancement, by profiling instructors and students, ascertaining extent of skills delivered by instructors and acquired by students, significant mean difference between instructors' and students' perceptions on extent of students' acquisition of skills, problems met in BSHRST, proposed instruction-based IGPs along students' skills acquisition and instruction enhancement program. It used the normative survey method and documentary approach in gathering data. Findings revealed that instructors' profile was bachelor degree with master units, instructor level-academic rank, taught BSHRST 15 years and below, seminars/trainings attended in BSHRST being two only and students' profile was aged 18-21, mostly male, single, finished first two curricular years of BSHRST and parents having five-and-above family members and combined monthly family income of P 5,000.00 and below. As perceived by instructors, extent of acquisition by students of BSHRST skills in hotel phase was adequately learned but among students as not adequate, though both instructors and students perceived skills in restaurant phase as adequately learned, showing a significant mean difference in perceptions. Problems met by instructors and students in BSHRST were generally economic and home-based. Conclusion, thus, would be that perceptions on extent of skills acquisition by students among instructors was adequate in both hotel and restaurant phases but inadequate among students themselves, recommending, to implement proposed BSHRST skills instruction enhancement program.

**Key Words**---BSHRST, skills training, hotel and restaurant phases, extent of implementation, enhancement program.

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## I. INTRODUCTION

Present students are generally described with low scholastic achievements as compared to the past. Low profile on performance of Filipino students in achievement tests shows deteriorating quality of Philippine education (Aboitiz, January 19, 2003). The poor performance of students is not limited to scholarship but has branched out even to skills development aspects. Most industries lament on poor skills capabilities of academic and technological graduates who basically compose new recruits; thus, industries dip their academic ladle into the implementation of science and technology curricular programs in higher educational institutions (HEIs), particularly, among state universities and colleges (SUCs), through conduct of on-the-job trainings (OJTs) among graduating students in industries, which academic activity being rationalized during tripartite conferences among Commission On Higher Education (CHED), academe, and industries, wherein industries evaluate performance of OJT students, as per their own industry standards (CSCST System BSHRST Minutes, December 2002).

The government has been keen to educate children. The Constitution specifically states that "The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development (Philippine Constitution, 1986)." Present Philippine educational practice has it that every barangay must have an elementary grade school, and if possible, a secondary school, too, to cater basic education and for higher education needs, as in countryside, are SUCs, for quality and excellence, relevance and responsiveness, accessibility and equitability, efficiency and effectiveness (CHED, 1994), which SUCs, as CSCST, in functions, are mandated to attain in all four areas as production, instruction, extension, and research.

As a way of preparing secondary graduates for extensive and comprehensive skills training in tertiary level, the defunct Secondary Education Development Program which goals were basically adapted by Revised Basic Education Curriculum, aimed for skills development in higher intellectual operations, in more complex comprehension and expression activities, and in reacting intelligently and creatively to life situations and acquire work skills, knowledge and information, and work ethics that are essential for making an intelligent choice of occupation or career and

for specialized training in specific operations (Olandria, 2001: 8), which skills-development oriented basic education curriculum specifically spelled out the importance of letting the students brace themselves to learn in higher education rudiments of how to make a living in the occupational world, especially, in entrepreneurial activities, as skills learning is primordially a concern not only by the academe but also by industries, establishments, and students themselves, as extent of learning is very important in landing a job. Basically learned skills pave way for a developed community toward economic decency.

It is at this juncture that schools must posit viable interventions for students to fare good in studies, especially, during OJT in industries, a very potent proof, then, to their thrust of quality and excellence. Finding academic means to assist students to fare best in studies, can be a boon to these young people, as implementation of enhanced instruction can be a considerable academic boost. It was along this premise that this study was conceived for a proposed instruction enhancement in academe.

## II. MATERIALS AND METHODS

The study employed the descriptive survey method using the questionnaire and interview techniques in gathering data to assess prevailing trends among instructors and students on extent of BSHRST skills training, as based on perceptions. Data treatment was by percentage, average weighted mean, and t-test of mean difference.

## III. RESULTS

**Profile of respondents**, as among four **instructors** in hotel and restaurant services technology, revealed that educational qualification was bachelor degree, with master units (three or 75.00 per cent), academic rank was instructor level (three or 75.00 per cent), number of years in teaching hotel and restaurant services technology was six to 10 years (two or 50.00 per cent), 11 to 15 years and five years and below (one or 25 per cent, each), seminars and trainings attended in hotel and restaurant services technology and management were predominantly conducted by CSCST SYSTEM and negligible few being hosted by other coordinating agencies and among **117 students** was aged at majority--18-21 (70 or 59.83 per cent) and above 21 (31 or 26.50 per cent), gender was predominantly male (74 or 63.25 per cent), civil status was single (113 or 96.58 per cent), curriculum year was first two curricular years (88 or 75.22 per cent), status of parents' family was big-sized--five and above family members (80 or 68.38 per cent), and combined monthly family income was below poverty line, as P 5,000.00 and below (68 or 58.12 per cent).

**Extent of acquisition by students of skills delivered by instructors in hotel phase**, as perceived by instructors and students themselves revealed that among instructors, seven aspects were described as adequately learned, with the whole hotel phase having a general AWM of 1.63 and among students, however, all seven aspects were perceived as not adequately learned, having a general AWM of 1.16, with an aggregate on both instructors' and students' perceptions, an

average general AWM of 1.40, described as not adequately learned at all.

**Extent of acquisition by students of skills delivered by instructors in restaurant phase**, as perceived by instructors and students themselves, revealed that generally, in 10 aspects, instructors perceived these to have a general AWM of 2.37, described as adequately learned still as in hotel phase and students perceived these as adequately learned also, with a general AWM of 1.52, having an average general AWM of 1.95, described as adequately learned. The grand AWM, therefore, for perceptions of instructors on extent of skills acquisition by students was 2.00, described as adequately learned while among students, the grand AWM, therefore, was 1.34 described as not adequately learned which were considerably different, though, the average grand AWM on such perceptions was 1.67, described as adequately learned in the entirety of whole hotel and restaurant services technology and management skills.

**Significant mean difference between instructors' and students' perceptions as to extent of acquisition of skills by students** revealed that computed t-values for skills aspects in both hotel and restaurant phases, on average was 5.4554, being greater than tabled value of 1.9600 at 0.05 level of significance at 119df, hence, hypothesis that there is **no** significant mean difference between instructors' and students' perceptions as to extent of acquisition of skills by students was **rejected**, substantiating data which showed that instructors' and students' perceptions on extent of acquisition of skills by students as delivered by instructors differed considerably--with instructors having "adequate" perceptions as against "not adequate" among students.

**Problems met by respondents in hotel and restaurant services technology** revealed that problems met by **instructors** in teaching were predominantly economic and home-based, all of which had three or 75.00 per cent responses, as Late attendance of students to classes because of late enrolment due to lack of money to pay entrance fees, late taking of examinations because of lack of money to pay tuition fees and all other fees on time, noncompliance of projects on time because of very scanty home financial support in buying supplies and materials for school needs as project-making, tardiness of students in coming to classes because of concerns at home, with only one problem related to scholarship which was difficulty of students in understanding lessons readily because of poor scholarship (three or 75.00 per cent) and among **students**, as also generally economic and home-based, in first three responses, as Late taking of examinations because of lack of money to pay tuition fees and all other fees on time (60 or 51.28 per cent), late attendance to classes because of late enrolment due to lack of money to pay entrance fees (45 or 38.46 per cent), and very scanty financial support in buying supplies and materials for school needs as projects-making (43 or 36.75 per cent).

## IV. DISCUSSION

Having the four instructors in hotel and restaurant services technology, as bachelor degree holders only would require

them to academically upgrade toward the master degree in the area of specialization and later to the doctorate. As seminars and trainings attended by instructors were predominantly conducted by the CSCST SYSTEM itself with negligible few hosted by other agencies pointed out the need to send them to other hosting agencies for skills and technologies other than those taught locally. Findings among 117 students coming from parents of big-sized families with five and above family members and combined monthly family income being below poverty line, as P 5,000.00 and below, indicated that students in BSHRST were very financially handicapped that would need an economic assistance during their studies, as through scholarships and students assistantship programs and establishment of viable income generating projects in their enhanced instruction.

On the extent of acquisition by students of skills delivered by instructors, as perceived by instructors and students themselves in hotel phase, revealing that among students, all seven aspects for whole hotel phase had a general AWM of 1.40, described as not adequately learned, as Security, Housekeeping and Cabin Stewarding, Front Office, Accounting, Engineering, Sales and Marketing, and Human Resource Development, indirectly informing the leadership to enhance instruction through adoption of viable programs, activities, and projects, and even monitoring schemes.

That the extent of acquisition by students of skills delivered by instructors was adequately learned, as perceived by both instructors and students in the restaurant phase, in all 10 aspects, as Cost Control, Kitchen Stewarding, Food Selection and Preparation, Storing, Food and Beverage with Dining Services and Food Production, Purchasing and Food and Beverage Production, Catering and Entrepreneurship Management, and Advanced Cookery, indicating that students were perceived to have capability to engage in hotel and restaurant services technology entrepreneurship activities if ever they would be given the chance by school officials through an instruction-based IGP and the guidance of instructors.

As there was revealed a significant mean difference between instructors' and students' perceptions as to extent of acquisition of skills by students, thus, rejecting the hypothesis, substantiating data that instructors' and students' perceptions on the extent of acquisition of skills by students as delivered by instructors differed considerably--with instructors having "adequate" perceptions as against "not adequate" among students, necessitating the strengthening of skills delivery by the instructors, even among the students in lower curricular years.

Problems met by instructors in teaching were predominantly economic and home-based, which home-based problems were also true among students, showing very low economic conditions among students, reflecting the need for them to be financially assisted, as through institutionalization of instruction-based income generating programs, as students in hotel and restaurant services technology were generally perceived as adequately equipped with skills in their discipline.

## V. CONCLUSION

Based on the findings, it could be stated, thus, that the extent of skills acquisition of the students as perceived by instructors was adequate in both hotel and restaurant phases but not adequate on part of the students, generally, however, being adequate in the average aggregate of both respondents sectors, revealing a significant mean difference between instructors' and students' perceptions, as to extent of acquisition of skills by the students, with a better perspective, though, among the instructors,

## VI. RECOMMENDATION

At this point would be recommended, thus, to implement a proposed instruction enhancement toward skills acquisition for possible financial alleviation even while still studying.

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