

Perceived Competencies of BSHM Students of AIMS Toward the National Certification Assessment: Basis for Professional Course Enhancement

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Abstract

The hospitality sector encompasses a diverse range of service-related industries, including hotel, food and beverage, events, theme parks, and transportation. With the services required, its manpower therefore entails highly-skilled individuals to extend maximum service. Following CHED rules, standards, and recommendations for a learning outcomes-based education, students are obliged to take the Technical Education and Skills Development Authority (TESDA) National Certification (NC) Assessment to measure their competencies. AIMS, as an abiding higher education institution, has been keen in complying with state requirements. However, besides the obstacles of a non-face-to-face laboratory brought about by the COVID-19 pandemic in 2020, a TESDA ocular examination held few years ago has revealed that the laboratory facilities, tools, equipment, and materials of the AIMS Hospitality Management department did not meet the required standards. It is of this reason that the study was aimed at determining the competency of BSHM students toward the National Certificate Assessment of TESDA as the results were essential in the enhancement of professional courses of the AIMS BSHM curriculum. Using descriptive-survey design, the study employed 42 Hospitality Management students to evaluate the provision and utilization of facilities and equipment of the BSHM laboratory courses as well as in measuring their perceived competency in TESDA NC II assessments. A semi-standard questionnaire with 3 parts was used as data gathering instrument. Part 1 determined the profile of the respondents. Part 2 was a checklist aimed at measuring the provision and utilization of facilities and equipment, and part 3 determined the perceived competency of the respondents toward the National Certification II courses. Measures on this part was adopted from the TESDA Self-Assessment Guide. To analyze the data, Frequency Distribution and Percentage were used to determine the occurrence and percentage of each variable employed in the study.

With more male than female, most of the respondents are between 18-22 years old and mostly from the 3rd year level. Likewise, most have completed all professional courses of the BSHM curriculum. Based on the composite summary, 86.12% of the respondents claimed that the laboratory facilities and equipment across all the professional courses have been provided while less than half (48.84%) claimed to have utilized them. On the average, 63.68% of the respondents perceived to be competent across the five NC II courses. Though the competency figures are fair enough in terms of respondents' self-assessment, the percentage rates still show a low level of competency. Hence, recommendation to monitor the conduct of

laboratory courses, provision of lacking laboratory facilities and equipment, equipping BSHM faculty members with NC II certifications and the enhancement of the BSHM curriculum.

Keywords: Competency, National Certification, TESDA, Professional Courses, Bachelor of Science in Hospitality Management, AIMS

1. Introduction

The hospitality sector encompasses a diverse range of service-related industries, including hotel, food and beverage, events, theme parks, and transportation. On the other hand, the tourism sector is involved in providing services to persons who have traveled temporarily away from their typical area of residence. This includes the hotel sector which focuses on clients' leisure and happiness. This may involve providing services to visitors and to non-tourists, such as residents enjoying their leisure time or persons visiting a region for non-tourism-related purposes.

With the services required in the hospitality industry, its manpower entails highly-skilled individuals to extend maximum service. Required skills therefore shall initially be articulated in the hospitality management curriculum. Thus, CHED Memorandum Order No. 62, Series of 2017 (CHED, 2017) has established the regulations, norms, and guidelines for the Bachelor of Science in Tourism Management and Bachelor of Science in Hospitality Management programs. It outlines the implementation of learning outcomes-based education to keep up with local and worldwide travel, tourist, and hospitality industry expectations to remain internationally competitive.

Hence, to keep up with the industry's requirement, the AIMS' Bachelor of Science in Hotel and Restaurant Management program (BSHRM) has been renamed to Bachelor of Science in Hospitality Management (BSHM) during the academic year 2019-2020. Following CHED rules, standards, and recommendations for a learning outcomes-based education, students are obliged to take the Technical Education and Skills Development Authority (TESDA) National Certification (NC) Assessment. With this policy, the BSHM program of AIMS has complied with the required technical knowledge and skills for students to acquire by reflecting in its curriculum the National Certification courses of TESDA. These are Housekeeping Services NCII, Food and Beverage Services NCII, Cookery NCII, Bartending NCII, Front Office Services NCII, Events Management NCIII, Housekeeping Services NCIII and Food and Beverage Services NCII. NCII holders in Housekeeping and Food and Beverage Services were first awarded to AIMS in 2016. It was supported by the Wilijado P. Abuid (WPA) Foundation, an affiliate foundation of AIMS and a TESDA-accredited assessment facility. In 2019, the NCII in Front Office Services was examined satisfactorily. Students enrolled in the first year of the BSHM program possess the TESDA NCII in Housekeeping and Food and Beverage Services.

The revised BSHM Program Specification for AY 2019-2020 states the required NC from the 1st to the 4th year. The first-year BSHM students are obliged to undertake Housekeeping Services NCII, Food and Beverage Services NCII, and Cookery NCII while second-year students are obliged to undertake NC II in Bartending, Front Office Services, and NC III in Events management. The fourth-year BSHM students are obliged to undertake NC III in Housekeeping and Food and Beverage Services. However, these NC requirements are facing obstacles because of a non-face-to-face laboratory brought about by the COVID-19 pandemic in 2020. Apart from that, the WPA Foundation noted that their intention to seek accreditation as a Cookery assessment center required them to provide laboratory facilities, tools, equipment, and materials that shall meet the standards required by TESDA. A TESDA official who conducted the first

ocular examination stated that the laboratory facilities tools, equipment, and materials of the Hospitality Management Department for Cookery did not meet the required standards. With this finding, vital learning of students may not be maximized as minimum standards should be met in order to gain the necessary skills and competencies in the technical aspect of the program.

Under Section 1 of CHED CMO No. 62, it was particularly stated that “The need to revise and update the current Bachelor of Science in Tourism Management (BSTM) and Bachelor of Science in Hospitality Management (BSHM) curricula is premised on the basic concept that higher education programs must always be abreast with the current times” (CHED, 2017). The continuous progress therefore is one of the major reasons in the attempt of this study to determine the competency of BSHM students toward the National Certificate Assessment of TESDA and its results became the basis in the enhancement of professional courses of the AIMS BSHM curriculum.

This study was conducted to validate the existing competencies of the BS Hospitality Management students of AIMS in preparation for their National Certification Assessment in relation to the provision of the physical facilities for professional courses with laboratory.

2. Literature Review

2.1 Producing Competent Hospitality Management Graduates. The hospitality industry offers a broad number of occupations at all levels, which require different levels of education and training. A competent workforce is a qualification needed by the hospitality industry. The hotel restaurant attendant position is a chance for BSHM graduates to display their fundamental techniques to perform a prescribed range of specialized functions in the areas of food and beverages, Front Office, and Housekeeping Operations as required in lodging, food and beverage enterprises, plans and initiates alternative approaches to skill and knowledge application across a broad range of technical and procedural requirements.

To become qualified in the hospitality industry, students need to be properly educated and trained inside the school. Roma (2021) stated in her study that Higher educational institutions (HEIs) play a substantial role in the development of knowledge and skills that can cope with the demands of industries in the fourth industrial revolution (4IR). It was explained that skills as pillars of competitiveness captures the general level of skills of the workforce and the quantity and quality of education (Schwab as cited in Roma 2021). The Hospitality Management Curricula must continuously innovate to adopt with the demands of local and global travel and to become globally competitive. HEIs need to take a look on these qualification of the hospitality industry to achieve quality education.

The BSHM curricular program addresses the needs of sectors such as fast-food chains, restaurants, and resorts, and makes sure that graduates are efficient, competent, and globally competitive. In terms of career opportunities, a list of job opportunities can be but is not limited to hotel and restaurant attendant and advanced office positions.

Cudis (2019) pointed out the mismatch of jobs and skills that contributed to unemployment and underemployment. It can be evident in the number of college graduates who are not employed, self-employed, or working in an industry totally different from their supposed expertise. The demand for skills does not match the prepared skills these graduates have to land a job where they can be fully productive. Based on the data of the Philippines Statistics Authority in October 2018, there is a 6.3% rate wherein 24% of this was under the category of college graduates. Despite the opportunities offered by the employer and labor sectors, competence criteria are certified. This assures middle-level employees' productivity, quality, and global competitiveness.

Job skills mismatch was elaborately defined as “the level or type of skills of jobseekers does not match the level or type of skills required in the workplace.” It was further explained that this mismatch was not unique to the Philippines. In terms of the academe’s side of intervention or plan to address this problem, (Fabella as cited in Cecilia 2019) explained that the academe may contribute a lot by monitoring the needs of the industry so the learning experiences will be suitable to the actual needs after graduation. The skill preparation for graduates should not be merely focused on entry-level work but rather even much higher positions such as supervisory level. Thus, colleges and Universities must invest in focusing on quality assurance systems, and seek not only local but international standards.

2.2 Legal Basis. The quality of education continues to suffer requiring CHED to issue a memorandum order no. 46 series 2012 which seeks to enhance quality assurance in Philippine Higher Education through an Outcomes Based and Typology –based QA. Outcomes Based Education (OBE) is the educational system preparing students to meet the highest standards of a particular profession. These standards are designed back into program outcomes, competencies, and converted into instructional goals and objectives. OBE is intended to match education with actual employment. Felicen (2021) cited that OBE as a process, curricular approach, a student center approach, needs time and materials, preparation for students lifelong learning and grounded outcomes.

Technical Education and Skills Development Authority (TESDA) aims to reorganize initiatives to promote and develop middle-level manpower; approve skills, standards, and tests; create an accreditation system for organizations engaged in middle-level manpower development; fund initiatives for technical education and skills development; and support trainers and training programs (TESDA,2022).

2.3 Compliance of the BSHM program on the provision of Laboratory Facilities. The integration of the Outcomes Based Education (OBE) of the AIMS BSHM program requires a learning environment that will provide adequate physical facilities conducive to learning for said courses. Appropriate facilities will achieve greater absorption of learning between theory and practice. Pareja et al (2017) stated in their study that optimizing the learning of students through the utilization of appropriate facilities like the front office, and those that are housekeeping, events, tourism, and travel management-related, is one of the goals that an academic institution would like to attain. Likewise, the level of performance obtained by the students as reflected in their lecture and laboratory grades is a manifestation of the student’s satisfaction with the facilities. Specifically, for an effective hospitality management curriculum, this end could be actualized when the facilities or laboratories are enough and functional and the learners are given sufficient activities to undertake with the aid of the facilities.

2.4 TESDA National Certifications. In developing learning outcomes, CHED declared on its guidelines the advantages of earned certifications from recognized government agencies (i.e. TESDA) in the Higher Education curricula to be considered. The importance of TESDA Certificates is a defining point to attest to the skills and specific level of competencies of learners from a discipline that requires certifications (Edukasyon, 2021).

In his study, Ingco et al. (2020) stated the “contribution of national certification to job placement in the hospitality industry for 2014-2015, among Hotel and Restaurant Administration (HRA) graduates”. The discussion of the study included the inquiry on the capabilities of graduates in terms of readiness to apply their skills to their actual job that will attest to the quality of competencies they have acquired based on

the standard quality practices provided. This will also assure the competitiveness of the graduates not just in the local workforce, but even in a global setting of this industry. After analyzing the gathered data, the study revealed that the National job certifications helped the respondents with their job application in terms of better opportunities for roles or positions, job offers, and possible promotion. TESDA Certificate Holders in Hotel and Restaurant Administration are competitive for staffing/job placement.

Manalo et. al. (2018) cited in a study the value of TESDA National Certification, explored in terms of its effectiveness in the cruise line operation in culinary arts graduates' inclusive year -2015-2016. The study focused on the profile, identifying national certificates taken by the respondents to determine the benefit of the certificates acquired to their knowledge and skills, and lastly, the effect of those variables on their employment. A descriptive method of research was utilized; thus, a survey questionnaire was used as an instrument for the study. After analyzing the gathered data, the findings reveal that having the national certificate is a huge support or benefit to the Cruise Line Operations Culinary Arts graduates in terms of the demand of the employers with the exemplary skills they require from their employees in this specific industry.

2.5 TESDA Self-Assessment Guide. Appropriate assessment of the learning strategies (Buendicho, as cited in Roma 2021) must be designed to confirm what students know, determine whether they have met curriculum outcomes or goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements. The Philippine Commission on Higher Education (CHED) recommends several assessment strategies for hospitality and tourism management programs (CHED CMO 62, 2017). This includes work projects, written and oral questions, reports, demonstrations and simulations, problem-solving, portfolios, journals, interviews, projects, and role plays. These assessment methods serve as a guide on how educators can assess the knowledge and skills of their students in the teaching-learning process. Teachers in the College of Tourism and Hospitality Management are encouraged to use these methods but the application and level of effectiveness of such methods in terms of appropriateness to every subject should be a constant discussion to develop the skills required by the tourism and hospitality industry in the 4IR.

The TESDA uses the "Philippine TVET Competency Assessment and Certification System, which determines the qualification of an individual and recognizes how capable they are at a particular level". The certificates serve as the gateway for graduates to land better jobs and explore opportunities equipped with the backup credentials of their earned degrees. The assessment also comes in different forms; this can be "written, demonstration, oral interview, and submission of work projects. The aim of the assessment process is to know whether the graduate or worker can execute the standards expected in the workplace based on the defined competency standards. The global competitiveness of middle-level workers is assured in terms of quality and productivity standards" (TESDA, 2022).

"The TESDA Self-Assessment Guide is a pre-assessment tool that will help the candidate and the assessor determine what evidence is available, and where gaps exist, including readiness for assessment. This document can identify the candidate's skills and knowledge; highlight gaps in the candidate's skills and knowledge; provide critical guidance to the assessor and the evidence that needs to be presented; provide guidance to the candidate on the evidence that needs to be presented; and assist the candidate to identify key areas in which practice is needed prior to the assessment" (TESDA, 2022).

The advantage of the Self-Assessment Guide is that it encourages the candidate to reflect on how their own work meets the goals set for learning concepts and competencies. Furthermore, the Self-Assessment Guide helps the candidate to be a realistic judge of their own performance and to improve their work.

3. Methodology

3.1 Research Design. The researcher utilized the descriptive-survey design to measure the provision and utilization of laboratory facilities and equipment for Hospitality Management professional courses and to determine the perceived competency of BSHM students toward their TESDA National Certification Assessment via the TESDA Self-Assessment test. By assumption, a well-provided and equipped laboratory facility for student hands-on training facilitates maximum learning, hence, promoting skills competency in a certain area.

3.2 Population and Samples. Employing a purposive sampling technique, the participants of this research was composed of first-year to fourth-year BS Hospitality Management students enrolled during the 3rd Trimester, SY 2021-2022 at the Asian Institute of Maritime Studies. The survey questionnaire was administered to forty-two (42) Hospitality Management students as the study's population. These students were assumed to have learned the theoretical aspects of their professional courses and likewise been exposed to various laboratory facilities and equipment during their laboratory activities, thus, are able to provide their perceived competencies toward the TESDA National Certification Assessment as aligned from their respective professional courses.

3.3 Research Instrument. The study employed a semi-standard questionnaire to yield the required data for the study. The semi-standard questionnaire was divided into three parts. In part one, it determined the profile of the respondents with respect to Gender, Age, Year level, and the completed Professional courses with laboratory.

Part two, on the other hand, is a checklist-type questionnaire that intends to determine the compliance of the BSHM program on the provision of the laboratory facilities and equipment and the extent of BSHM students' utilization under the following professional courses: Fundamentals in Lodging Operations (HPC 123 L6) TESDA equivalent=Housekeeping Services NCII); Fundamental of Food Service Operations (HPC 133 L6) TESDA equivalent=Food & Beverage Services NCII; Kitchen Essentials & Basic Food Preparation (HPC 113L6) TESDA equivalent=Cookery NCII; Bar and Beverage Management (ELECT223 BL6) TESDA equivalent=Bartending NCII and Front Office Operation (ELECT 223 CL6) TESDA equivalent=Front Office Services NCII. As such, these professional courses are identified counterparts of the TESDA National Certification (NC) courses reflected in this study.

Lastly, part three of the questionnaire elicited the BSHM students' perceived competencies in the TESDA National Certification courses. A standardized TESDA Self-Assessment Guide (SAG) was adopted to determine if the BSHM students are ready to take the National Certification Assessments for a certain qualification. The standardized Self-Assessment Guide is accessible at the TESDA website and any Hospitality Management student can take the National Certification assessment. The Self-Assessment Guide consists of the following information: Qualification for a specific TESDA course such as Housekeeping NC II, Certificate of Competency 2 that states the required competency for a Qualification and Certificate of Competencies Covered. Candidates who will be using the TESDA Self-Assessment Guide will only have two (2) choices in answering. These are Yes or No. For the purpose of the study, the

author opted to change the choices from yes and no to competent and not competent. This is to align the choices of answers to the purpose of the study in determining the competence level of the AIMS BSHM students.

3.4 Data Collection. The primary source of data came from the responses of the 1st to 4th-year BSHM students enrolled during the 3rd Trimester, SY 2021-2022. In compliance with the existing Inter-Agency Task Force (IATF) protocol of limited social interaction and face-to-face transactions as a preventive measure against the spread of the COVID-19 virus, the data-gathering procedure was done online. Thus, the questionnaire was converted into an online survey questionnaire using Google forms. The questionnaire was sent online to forty-two (42) BSHM students who were enrolled in the 3rd Trimester, SY 2021-2022, at the Asian Institute of Maritime Studies. The students were given the link to access the Google form through the department secretary.

3.5 Statistical Treatment. To analyze the data, Frequency Distribution and Percentage were used to determine the occurrence and percentage of each variable in the profile, in the utilization of laboratory facilities and equipment, and in the perceived competency of BSHM students toward the TESDA NC assessment. These are respectively reflected in the statements of the problem 1, 2 and 3 of the study.

4. Results

Table 1. Distribution of Respondents in terms of Completed Professional Courses with Laboratory and TESDA NC Counterpart (N=42)

Professional courses with laboratory under the BSHM curriculum	TESDA NC Counterpart	Frequency	%
2.1. Fundamentals in Lodging Operations (HPC 123 L6)	Housekeeping Services NC II	42	100
2.2. Fundamental of Food Service Operations (HPC 133 L6)	Food and Beverage Services NC II	42	100
2.3. Kitchen Essentials & Basic Food Preparation- (HPC 113 L6)	Cookery NC II	42	100
2.4. Bar and Beverage Management (ELECT223 BL6)	Bartending NC II	39	92.86
2.5. Front Office Operation (ELECT 223 CL6)	Front Office NC II	40	95.24

Table 1 presents the distribution of the respondents in terms of professional courses with laboratory under the BSHM curriculum. It can be seen from the table that 100% of the respondents have completed Fundamentals in Lodging Operations, Fundamental of Food Service Operations and Kitchen Essentials & Basic Food Preparation, 95.24% have completed Front Office Operation and 92.86% have completed Bar and Beverage Management. That means all BSHM students have completed the three professional courses with laboratory for 1st year since this course offering should be taken by 1st-year students.

1. Laboratory facilities and equipment provided by AIMS and used by the BSHM students based on the National Certification courses of TESDA.

Table 2. Facilities and equipment provided by AIMS and used by the Respondents in Fundamentals in Lodging Operations (N=42)

Fundamentals in Lodging Operations (HPC 123 L6) - TESDA equivalent to Housekeeping Services NCII	Provision			Utilization		
	Provided	%	Not provided	Used	%	Not Used
3.1. DEMO/MOCK/ ROOM (Standard Room containing a single and double bed and other facilities like bathroom and lavatory)	41	97.6	1	30	71.4	12
3.2. CLEANING TOOLS (Mops, Brushes, Brooms, Buckets, Dust Pans, Squeegee, Maid’s cart etc.)	41	97.6	1	38	90.5	4
3.3. CLEANING EQUIPMENTS (Carpet sweeper, Vacuum cleaner etc.)	42	100	0	30	71.4	12
3.4. LINENS (Bedsheets for single and double bed, pillows and pillowcases, bedspread, etc.)	40	95.2	2	30	71.4	12
3.5. CLEANING AGENTS (Cleaning Detergent, Sanitizing Agents, Fabric Softener etc.)	28	66.7	14	26	61.9	16
Average:		91.42			73.30	

Table 2 presents the distribution of the respondents in terms of the Laboratory Facilities and equipment provided by AIMS and used by the BSHM students in Fundamentals in Lodging Operations. It can be seen from the table that 100% of the respondents were provided with cleaning equipment, 97.6% with demo mock room and cleaning tools, 95.2% with linens and 66.7% with cleaning agents. An average percentage will show that 91.4% of the respondents agreed that the school provided the necessary Laboratory Facilities and equipment in Fundamentals in Lodging Operations. On the other hand, 90.5% of the respondents used the cleaning tools, 71.4% used the demo mock room, cleaning equipment and linens while 61.9% used the cleaning agents. An average percentage will show that 91.42% of the respondents were provided with adequate Laboratory Facilities and equipment while 73.3% of the respondents used these facilities.

Table 3. Facilities and equipment provided by AIMS and used by the Respondents in Fundamental of Food Service Operations (N=42)

Fundamental of Food Service Operations (HPC 133 L6) -	Provision			Utilization		
	Provided	%	Not provided	Used	%	Not Used

TESDA equivalent to Food and Beverage Services NCII						
4.1. LABORATORY AREA (Square/rectangular tables 4’s/6’s, round tables 8’s, Dining/Banquet chairs, Waiter station/cabinet)	42	100	0	29	69	13
4.2. DINNERWARE (Dinner plates, Salad plates, Fish plates, Dessert plates etc.)	42	100	0	29	69	13
4.3. CUTLERIES (Dinner knives and forks, Salad knives and forks, Fish knives and forks, Soup spoons, Dessert spoons and forks, etc.)	42	100	0	29	69	13
4.4. GLASSWARE (Red and white wine glasses, Water goblets, Champagne flute, Collins glasses etc.)	42	100	0	29	69	13
4.5. SERVICEWARE (Coffee and tea pot, Salt and Pepper shakers, silver platters, Round (bar) trays, Water pitchers, etc.)	42	100	0	29	69	13
4.6. LINENS (Tablecloths, Table skirting cloths, 16” x16” Cloth Table napkin etc.)	42	100	0	29	69	13
Average:		100			69	

Table 3 shows the distribution of the respondents in terms of the Laboratory Facilities and equipment provided by AIMS and used by the BSHM students in Fundamental of Food Service Operations. It can be seen from the table that 100% of the respondents agreed that the school provided the necessary Laboratory Facilities and equipment in Fundamentals in Food Service Operations while 69% of the respondents used these Laboratory Facilities and equipment.

Table 4. Facilities and equipment provided by AIMS and used by the Respondents in Kitchen Essentials & Basic Food Preparation (N=42)

Kitchen Essentials & Basic Food Preparation (HPC 113L6) – TESDA equivalent to Cookery NCII	Provision			Utilization		
	Provided	%	Not provided	Used	%	Not Used
5.1. LABORATORY AREA for COOKING AND STORAGE(Preparation table with sink & shelves, Sink with 3	41	97.6	1	28	66.7	14

compartments, Storage/stock room)						
5.2. EQUIPMENT (Stainless steel rack (5 shelves), Refrigerator, 4 burner gas range w/ oven, Liquid soap dispenser, Condiment cabinet, Bain Marie – table w/4 compartments, Plate rack)	41	97.62	1	28	66.7	14
5.3. PREPARATION/ MEASURING TOOLS (Measuring spoon and cup, weighing scale, Pocket thermometer, Meat tenderizer, ice cream scoop, soup ladle, Kitchen scissors, Cutting board, Colander etc.)	41	97.6	1	28	66.7	14
5.4. KNIVES (Chef’s knife, Boning knife, Cleaver knife, etc.)	41	97.6	1	28	66.7	14
5.5. POTS AND PANS (Stock pot, Frying pan, Wok, Double Boiler, Casserole, Paellera, Saucepan, etc.)	41	97.6	1	28	66.7	14
5.6. BAKING TOOLS (Baking tray, Spatula, Piping bag, Pastry tubes, baking pans, Pastry brush, muffin pan etc.)	40	95.2	2	10	23.8	32
Average:		97.2			59.62	

Table 4 presents the distribution of the respondents in terms of the Laboratory Facilities and equipment provided by AIMS and used by the BSHM students in Kitchen Essentials & Basic Food Preparation. It can be seen from the table that 97.6% of the respondents were provided with laboratory area for cooking, equipment, preparation tools, knives and pots and pans, while 95.2% were provided with baking tools. On the other hand, 66.7% of the respondents used the facilities such as the laboratory area, kitchen equipment, preparation and measuring tools and knives while 23.8% used the baking tools. An average percentage will show that 97.2% of the respondents agreed that the school provided the necessary Laboratory Facilities and equipment in Kitchen Essentials & Basic Food Preparation while 59.6% of the respondents used the facilities.

Table 5. Facilities and equipment provided by AIMS and used by the Respondents in Bar and Beverage Management (N=39)

Bar and Beverage Management with Lab (ELECT 223 BL6) - TESDA equivalent to Bartending NCII	Provision			Utilization		
	Provided	%	Not provided	Used	%	Not Used
6.1. LABORATORY AREA (Built in Bar counter with shelves (Mock bar))	29	74.4	10	11	28.2	28
6.2. BAR TOOLS (Jigger, Three-in-One Stainless Cocktail Shaker, Boston Shaker w/ mixing glass, Fruit Juicer, Bar spoon, Bar Strainer, Cork Screw, Speed pourer, etc.)	28	71.8	11	8	20.5	31
6.3. GLASSES (Old Fashioned glass, Hi Ball Glass, Collins Glass, Zombie Glass, Brandy Glass, Martini or Cocktail Glass, etc.)	28	71.8	11	10	25.6	29
Average:		72.6			24.8	

Table 5 presents the distribution of respondents in terms of Laboratory Facilities and equipment provided by AIMS and used by the BSHM students in Bar and Beverage Management. It can be seen from the table that 74.4% of the respondents were provided with Laboratory Bar area and 71.8% with bar tools and glasses. On the other hand, 28.2% of the respondents used the Laboratory Bar area, 25.6% used the bar glasses while 20.5% used the bar tools. An average percentage will show that 72.6% of the respondents agreed that the school provided them with facilities and equipment in Bar and Beverage Management while only 24.8% of the respondents used these Laboratory Facilities and equipment. There is no full compliance for the Bar and Beverage Management laboratory area, bar tools, and glasses when compared to the minimum requirements of TESDA. This suggests that there is a need to purchase the lacking tools and glasses.

The number of respondents who were not provided with adequate Laboratory Facilities is 11 and equivalent to 27.4%. On the other hand, the number of respondents who did not use these facilities has an average of 29 respondents which is equivalent to 75%.

Table 6. Facilities and equipment provided by AIMS and used by the Respondents in Front Office Operations (N=40)

Front Office Operations (ELECT 223 CL6) - TESDA equivalent to Front Office Services NCII	Provision			Utilization		
	Provided	%	Not provided	Used	%	Not Used
7.1. LABORATORY AREA (tables and chair for computer)	30	75	10	10	25	30
7.2. EQUIPMENTS (Computer (with reservation system) and printer,	27	67.5	13	6	15	34

Cash register, Fake Bills detector, Credit card imprinter, Key card marker, Key Card verifier, Key rack, Cash box drawer, Guest folio rack, Telephone, Typewriter, Fax machine, Safety deposit box)						
7.3. TOOLS (Credit Card Voucher holder, Bell boys' cart)	27	67.5	13	6	15	34
7.4. MATERIALS (Ving card, Luggage tag, Log book, Registration form, Cancellation booking form, No-show forms, General folio, Credit card voucher, Room key, White board/cork board)	27	67.5	13	6	15	34
Average:		69.38			17.5	

Table 6 shows the distribution of the respondents in terms of the Laboratory Facilities and equipment provided by AIMS and used by the BSHM students in Front Office Operations. It can be seen from the table that 75% of the respondents were provided with laboratory area while 68% were provided with front office equipment, tools and materials. On the other hand, 25% of the respondents used the laboratory area, while 15% used the front office equipment, tools and materials. An average percentage will show that 69.38% of the respondents agreed that the school provided the necessary Laboratory Facilities and equipment in Front Office Operations while only 17.5% used these facilities. There is no 100% compliance to the minimum requirements of TESDA for the Front office Laboratory area, equipment, tools and materials based on the results.

The number of respondents who were not provided with adequate Laboratory Facilities has an average of 12.3 respondents which is equivalent to 31%. On the other hand, the number of respondents who did not use these facilities has an average of 33 respondents which is equivalent to 82.5%. This may be attributed to the Front Office laboratory being shared with the Wilijado P. Abuid (WPA) Foundation.

Table 7. Summary of provision and utilization of facilities and equipment

Professional courses with laboratory	Provision	Utilization
1. Lodging operations	91.42	73.30
2. Food service operation	100.00	69.00
3. Kitchen essentials	97.20	59.62
4. Bar and beverage management	72.60	24.80
5. Front office operations	69.38	17.50
Composite Percentage:	86.12	48.84

Table 7 presents the summary of provision and utilization of laboratory facilities and equipment of the BSHM program. All the respondents (100%) claimed that the facilities and equipment in the Food

Service Operation laboratory were provisioned while majority also claimed that facilities and equipment in the Kitchen Essentials laboratory (97.20%) and Lodging Operations laboratory (91.42%) were provisioned. Lastly, more than one third of the respondents have seen these provisions in the Bar and Beverage Management laboratory (72.60%) and in the Front Office Operations laboratory (69.38%).

In terms of utilization, almost three fourths (73.30%) of the respondents claimed to have used the facilities and equipment in the Lodging Operations laboratory while more than one half claimed to have utilized the Food Service Operation laboratory facilities and equipment (69.00%) as well as the Kitchen Essentials laboratory facilities (59.62%). However, few claimed to have used the facilities and equipment at the Bar and Beverage Management laboratory (24.80%) and at the Front Office Operations laboratory (17.50%). Based on the composite summary, 86.12% of the respondents claimed that the laboratory facilities and equipment across all the courses have been provided while less than half (48.84%) claimed to have utilized them.

3. Level of Perceived Competencies among BSHM Students toward the TESDA National Certification Assessment.

Table 8. Perceived competence toward the Housekeeping Services NCII Assessment (N=42)

HOUSEKEEPING SERVICES NCII	Competent		Not Competent	
	Frequency	%	Frequency	%
8. 1. PROVIDE VALET/BUTLER SERVICE				
8.1.1 Provide Valet/Butler Service	39	92.9	3	7.1
8.1.2 Deal with/Handle Intoxicated Guests	39	92.9	3	7.1
8.2 PROVIDE HOUSEKEEPING TO GUEST				
8.2.1 Provide Housekeeping Services to Guests	39	92.9	3	7.1
8.2.2 Clean and Prepare Rooms for Incoming Guests	39	92.9	3	7.1
8.3. CLEAN PUBLIC AREA				
8.3.1 Clean Public Areas, Facilities and Equipment	39	92.9	3	7.1
8.4. PROVIDE LAUNDRY SERVICE				
8.4.1 Laundry linen and guest clothes	38	92.9	4	9.5
Average:		92.5		7.5

Table 8 shows the distribution of the respondents in terms of their competence level toward the Housekeeping Services NCII Assessment. It can be seen from the table that 92.5% of the respondents are ready to be assessed while 7.5% are not. Faculty-members who are holders of Housekeeping Services NCII have contributed to the skills development of the students before the pandemic. The online learning mode during the pandemic did not hinder the development of the skills necessary for the Housekeeping Services NCII Assessment. New technologies such as YouTube channel demonstration videos followed by an interactive dialogue with their instructor can facilitate the delivery of practical learning and skills development.

The non-usage of the laboratory facilities and equipment in Fundamentals of Lodging Operations of the respondents before and during the pandemic which may have contributed to the factor of not being ready

to be assessed. This is reflected in the 9.5% low competence level in terms of laundry linen and guest clothes and 7.1% in providing butler and housekeeping service as well as cleaning of public areas.

Table 9. Perceived competence toward the Food and Beverage Service NCII Assessment (N=42)

FOOD and BEVERAGE SERVICES NCII	Competent		Not Competent	
	Frequency	%	Frequency	%
9.1. Prepare Dining Room/Restaurant Area for Service	25	59.5	17	40.5
9.2. Welcome Guests and Take Food Orders	25	59.5	17	40.5
9.3. Promote Food and Beverage Products	25	59.5	17	40.5
9.4. Provide Food and Beverage Services to Guest	25	59.5	17	40.5
9.5. Provide Room Service	25	59.5	17	40.5
9.6. Receive and Handle Guest Concerns	26	61.9	16	38.1
Average:		59.9		40.1

Table 9 presents the distribution of the respondents in terms of their competence level toward the Food and Beverage Service NCII Assessment. It can be seen from the table that 59.9% of the respondents are ready to be assessed while 40.1% are not. Faculty-members who are holders of Food and Beverage Service NCII have contributed to the skills development of the students before the pandemic.

Learning strategies such as watching video demonstrations, live video conferences helped in the communication skills of the respondents in Food and Beverage Services during the non-face-to-face learning mode. They were taught the proper dialogues of a waiter from welcoming guests, taking and serving their orders to receiving and handling guest concerns. The non-usage of the laboratory facilities and equipment in Fundamentals of Foodservice Operations of the respondents before and during the pandemic may have contributed to the factor of not being ready to be assessed. This is reflected in the 40.5% competence level in terms of preparing the Dining Room, taking food orders, promoting Food and Beverage products, providing Food and Beverage services and Room Service followed by 38.1% low competence level in terms of receiving and handling guest concerns.

Table 10. Perceived competence toward the Cookery NCII Assessment (N=42)

COOKERY NCII	Competent		Not Competent	
	Frequency	%	Frequency	%
10.1. PREPARE AND COOK HOT MEALS				
10.1.1 Clean and maintain kitchen premises	31	73.81	11	26.2
10.1.2 Prepare stocks, sauces and soups	11	26.2	31	73.8
10.1.3 Prepare meat dishes	31	73.8	11	26.2
10.1.4 Prepare vegetable dishes	31	73.8	11	26.2
10.1.5 Prepare egg dishes	31	73.8	11	26.2
10.1.6 Prepare poultry and game dishes	31	73.8	11	26.2
10.1.7 Prepare seafood dishes	31	73.8	11	26.2
10.1.8 Prepare starch products	11	26.2	31	73.8

10.1.9 Package prepared food	31	73.8	11	26.2
10.2. PREPARE COLD MEALS				
10.2.1 Clean and maintain kitchen premises	31	73.8	11	26.2
10.2.2 Prepare appetizers	31	73.8	11	26.2
10.2.3 Prepare salads and dressings	31	73.8	11	26.2
10.2.4 Prepare sandwiches	31	73.8	11	26.2
10.2.5 Package prepared food	11	26.2	31	73.8
Average:		63.6		36.4

Table 10 presents the distribution of the respondents in terms of their competence level toward the Cookery NCII Assessment. It can be seen from the table that 63.6% of the respondents are ready to be assessed while 36.4% are not. Faculty-members who are holders of Cookery NC II have contributed to the skills development of the students before the pandemic. The non-usage of the laboratory facilities and equipment in Kitchen Essentials & Basic Food Preparation of the respondents before and during the pandemic may have contributed to the factor of not being ready to be assessed. This is reflected in the 73.8% low competence level in terms of preparing stocks, sauces, soups and starch products for hot meals. In preparing cold meals, a 73.8% low competence level is seen in terms of package prepared food. The skill of making sauces and starch products can be mastered only if there is an actual laboratory activity. The other skills in cooking other hot and cold meals can be developed through watching cooking videos and repeating them at home. The non-availability of some required kitchen tools and equipment for a return demonstration cooking video of students during the pandemic could also be a factor.

Table 11. Perceived competence toward the Bartending NCII Assessment (N=39)

BARTENDING NCII	Competent		Not Competent	
	Frequency	%	Frequency	%
11.1 Clean Bar Areas	20	51.3	19	48.7
11.2 Operate Bar	19	48.7	20	51.3
11.3 Prepare and mix cocktails and non – alcoholic concoctions	19	48.7	20	51.3
11.4 Provide Basic Wine service	19	48.7	20	51.3
Average:		49.4		50.6

Table 11 shows the distribution of the respondents in terms of their competence level toward the Bartending NCII Assessment. It can be seen from the table that 49.4% of the respondents are ready to be assessed while 50.6% are not. Faculty-members who are holders of Bartending NC II have contributed to the skills development of the students before the pandemic. The non-usage of the laboratory facilities and equipment in Bar and Beverage Management before and during the pandemic could be a factor for the respondents who are not ready to be assessed. This is reflected in the 51.3% low competence level in terms of operate a bar, prepare and mix cocktails and non-alcoholic concoctions and provide basic wine service.

Learning from Youtube demonstration videos during the pandemic can help in the skills development but the non-availability of the required bar tools and equipment for a return demonstration video for preparing and mixing cocktails, non-alcoholic concoctions as well as wine has prevented the

respondents from being competent. Holders of Bartending NCII are not included as respondents of this table.

Table 12. Perceived competence toward the Front Office Services NCII Assessment (N=40)

FRONT OFFICE SERVICES NCII	Competent		Not Competent	
	Frequency	%	Frequency	%
12.1 Receive and Process Reservations				
12.1.1 Receive Reservation Request	22	55	18	45
12.1.2 Record Details of Reservations	22	55	18	45
12.1.3 Update Reservations	22	55	18	45
12.1.4 Advise Others on Reservation Details	22	55	18	45
12.2 Computerized Reservation System				
12.2.1 Operate Computerize Reservation System Based on Property Standards	20	50	20	50
12.2.2 Create and Process Reservations	20	50	20	50
12.2.3 Send and Receive Reservation Communications	20	50	20	50
12.3 Provide Accommodation Reception Services				
12.3.1 Prepare Reception Area for Guest Arrival	22	55	18	45
12.3.2 Welcome and Register Guest	22	55	18	45
12.3.3 Perform “During Stay” Functions	21	52.5	19	47.5
12.3.4 Organize Guest Departure	21	52.5	19	47.5
12.3.5 Prepares Front Office Records and Reports	21	52.5	19	47.5
12.4 Provide Concierge Services				
12.4.1 Handle Guest Arrivals and Departure	22	55	18	45
12.4.2 Handle Guest Luggage	22	55	18	45
12.4.3 Respond to Request for Concierge Services	22	55	18	45
12.4.4 Manage Intoxicated Persons	22	55	18	45
12.5 Conduct Night Audit				
12.5.1 Process Internal Financial Transactions	21	52.5	19	47.5
12.5.2 Complete Routine Records and Reports	21	52.5	19	47.5
12.5.3 Provide Club Reception Services	21	52.5	19	47.5

12.5.4 Provide Information on Club Services and Process Memberships	21	52.5	19	47.5
12.5.5 Monitor Entry to Club	21	52.5	19	47.5
12.6 Provide Cashiering Services				
12.6.1 Prepare Guest Folio	22	55	18	45
12.6.2 Collects Cash, Cash Equivalents or Non-Cash Transactions	20	50	20	50
12.6.3 Process Receipts and Payments	20	50	20	50
12.6.4 Reconciles Financial Transactions at the End of the Shift	20	50	20	50
Average:		53		47

Table 12 presents the distribution of the respondents in terms of their competence level toward the Front Office Service NCII Assessment. It can be seen from the table that 53% of the respondents are ready to be assessed while 47% are not. The minimum compliance rate on laboratory requirements for computers with a reservation system, tools, and materials have contributed to the low competence level of the respondents. In addition, the non-usage of the laboratory facilities and equipment in Front Office before and during the pandemic could also be a factor for the respondents who are not ready to be assessed. This is reflected in the 50% low competence level in terms of operating a computerized reservation system, providing cashiering services such as collecting cash, process receipts and payments and reconciles financial transactions at the end of the shift. A 47.5% low competence level is seen in terms of perform “During Stay” Functions, organize guest departure, prepares front office records and conducting Night Audit. Faculty-members who are assigned to this course but are not holders of Front Office Services NCII have contributed to the poor skills development of the students before the pandemic.

Table 13. Summary of perceived competencies in TESDA certifications

TESDA National Certification Courses	Competent	Not Competent
1. Housekeeping Services NC II	92.50	7.50
2. Food and Beverage Services NC II	59.90	40.10
3. Cookery NC II	63.60	36.40
4. Bartending NC II	49.40	50.60
5. Front Office Services NC II	53.00	47.00
Composite Percentage:	63.68	42.32

Table 13 shows the summary of perceived competencies toward the TESDA certifications. Majority of the respondents (92.50%) claimed to be competent in the Housekeeping Services NC II assessment while more than half perceived to be competent in Cookery NC II (63.60%), Food and Beverage Services NC II (59.90%) and Front Office Services NC II (53%) assessments. Lastly, almost half (49.40%) claimed to be competent in the Bartending NC II assessment. On the average, 63.68% of the respondents perceived to be competent across the five NC II courses.

5. Conclusion

Based on the findings, it was found that not all respondents are ready for the NC II assessment. The study also implies the compliance of the AIMS BSHM program on the provision of the required learning environment for professional courses with laboratory components.

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