

STUDENTS' EVALUATION ON THE TEACHING PERFORMANCE OF TOURISM AND HOSPITALITY MANAGEMENT FACULTY MEMBERS

Jake M. Laguador
Lyceum of the Philippines
University-Batangas
PHILIPPINES

Joseph Cezar L. Deligero
Lyceum of the Philippines
University-Batangas
PHILIPPINES

Aristeo Cueto
Lyceum of the Philippines
University-Batangas
PHILIPPINES

ABSTRACT

Faculty performance evaluation is one of the measures of higher education institutions to determine the quality of the delivery of instruction and student services inside the classroom. This study aimed to determine the teaching performance of the faculty members of the College of International Tourism and Hospitality Management based on the students' evaluation for the last three years from SY 2010 – 2011 to SY 2012 – 2013 in terms of subject matter expertise, classroom management expertise, instructional expertise, communication skills, diagnostic expertise and relational expertise. Descriptive type of research was utilized in the study. Results showed that the tourism and hospitality faculty members of the Lyceum of the Philippines University – Batangas obtained high performance rating in the evaluation from the students in terms of the six performance evaluation criteria with communication skills obtained the highest and classroom management expertise as well as relational skill obtained the least performance rating.

Keywords: Teaching Performance, Tourism, Hospitality.

INTRODUCTION

Evaluation is always part of the system in the human resource management as a measuring tool to identify the strong and weak points in the performance of certain group or individual employee. In education, student evaluation on the performance of their respective teachers in professional courses serve as a substantial input to determine the efficiency and effectiveness of the teaching strategies and classroom management employed by their professors. This feedback mechanism is also evident in Lyceum of the Philippines University – Batangas, wherein the assessment of the students in different aspects of services being rendered by the university is documented and served as the basis for improvement. Maintaining quality instruction is the goal of every higher education institution to meet the challenges and demands of internationalization. Teachers play an important role in the implementation of the curriculum. No matter how excellent the design of the curriculum, if it will not be delivered to the students proficiently, the goal of achieving the Outcomes-based Education would never be realized and accomplished.

Sets of expertise in the subject matter, classroom management, instruction, diagnostic and relationship are the areas being evaluated by the students. Equipping the faculty members of the College of International Tourism and Hospitality Management with the appropriate methodologies in bringing quality instruction to the future hotel and restaurant managers, flight attendants and customer service representatives would be great edge for the university to maintain its Center of Excellence and Center of Development. Training of faculty members serves as an important aspect of human resource management in higher education institutions that seeks to develop the competence of the teachers in delivering quality

instruction and services to students (An, Laguador, & Portugal, 2015). Teachers must always be updated of the latest trends and issues concerning their field of specialization to keep their students well informed on the situations of the corporate world (Bay, An, & Laguador, 2014). The result of this evaluation would serve as a basis for the Human Resource Department to offer trainings and workshops based on the identified needs and weaknesses of the faculty members.

OBJECTIVES OF THE STUDY

This study determined the teaching performance of the faculty members of the College of International Tourism and Hospitality Management based on the students' evaluation for the last three years from SY 2010 – 2011 to SY 2012 – 2013 in terms of subject matter expertise, classroom management expertise, instructional expertise, communication skills, diagnostic expertise and relational expertise. Differences on the teaching performance for the last three years will also be tested. The study also intends to propose a faculty development program for the CITHM based on the salient findings.

METHODS

Descriptive type of research method was used in the study. Documentary analysis from the database and records of Management Information System were utilized as the data gathering procedure. At the end of every semester, randomly selected students were asked to evaluate their teachers using a computerized evaluation system at the designated computer laboratories and at the Human Resource Department. The students were oriented by the assigned Human Resource personnel on what to do and how to evaluate their teachers. The researcher used the following arbitrary guide to interpret and analyze the gathered data from the students' evaluation: 4.50 – 5.00: Always/Outstanding; 3.50 – 4.49: Often/Very Satisfactory; 2.50 – 3.49: Sometimes/Satisfactory; 1.50 – 2.49: Seldom/Fair; 1.00 – 1.49: Never/Poor.

RESULTS AND DISCUSSION

Faculty Performance Based on the Students Evaluation for the Last Three Years from 2010-2011 to 2012-2013

The tourism and hospitality management faculty members states clearly the objective of the lesson (4.18) and present ideas/concepts clearly and relates subjects to other fields of life situations (4.16). They have very satisfactory performance rating in the subject matter expertise for the last three years. The faculty members satisfactorily require the students to observe proper attire (4.30) and to present permit before taking examination (4.18). They also follow the schedule for periodic examination (4.17) and efficiently record students' attendance by the use of seat plan (4.12). They obtained a very satisfactory performance evaluation rating from the students in the classroom management expertise. They welcome questions, stimulates interest, thinking and discussion in class (4.16); present lessons using the appropriate methods/technique to ensure students' understanding (4.15) and make use of various teaching aids (4.13). The cluster mean of 4.15 in the instructional expertise implies that the teachers have very satisfactory performance. In terms of communication skills, teachers have good command of the language of instruction (4.19) and have good diction, clear and modulated voice (4.17). The cluster means score of 4.18 implies that the faculty members have obtained very satisfactory performance in communication skills.

They give fair tests and examinations (4.19) and they identify and help students who encounter difficulties in learning (4.13). The total mean score of 4.13 implies that the faculty members of tourism and hospitality management have very satisfactory performance rating in diagnostic expertise. The faculty members obtained the highest mean of 4.30 on requiring the students to observe proper attire followed by having good command of the language of instruction and giving fair tests and examinations on the top 3 indicators. However, showing genuine interest in students; rewards deserving students; attending class regularly and arriving/dismissing class on time; and ensuring that the classrooms are conducive to learning obtained the least weighted mean scores.

They show respect and consideration of students' opinions and suggestions (4.18), they are fair and impartial to all students; no favouritism (4.13) and they show genuine interest in students; rewards deserving students (4.10). The cluster mean score of the faculty members in relationship expertise from SY 2010-2011 is 4.18 which is higher than their performance in SY 2011-2012 which is 4.15 and in SY 2012-2013 with 4.07 mean score. The total mean score of 4.13 implies that the teaching performance of the Hospitality Management faculty members in relational expertise is still very satisfactory.

Table 1. Summary of Faculty Performance Based on Students' Evaluation For the Last Three Years

	2010-2011	2011-2012	2012-2013	Total WM	VI	Rank
Subject Matter Expertise	4.21	4.19	4.10	4.17	Very Satisfactory	2
Classroom management Expertise	4.21	4.16	4.06	4.14	Very Satisfactory	5.5
Instructional expertise	4.21	4.16	4.08	4.15	Very Satisfactory	4
Communication Skills	4.23	4.19	4.12	4.18	Very Satisfactory	1
Diagnostic Expertise	4.20	4.18	4.10	4.16	Very Satisfactory	3
Relational Expertise	4.19	4.16	4.07	4.14	Very Satisfactory	5.5
Composite Mean	4.21	4.17	4.09	4.16	Very Satisfactory	

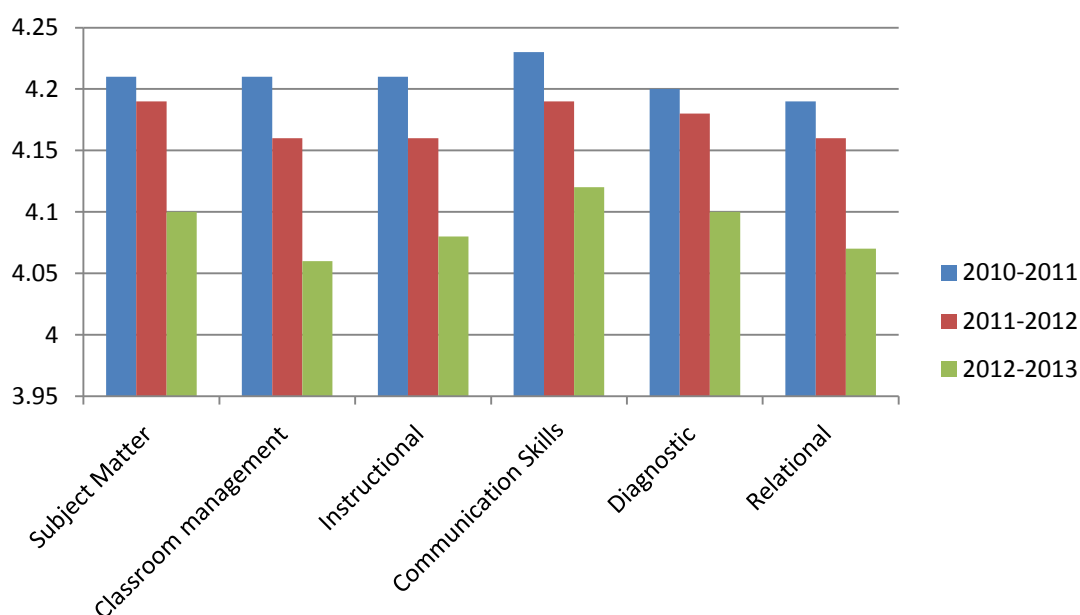


Figure 1. Areas of Expertise in the Faculty Performance Based on the Students' Evaluation for the last Three years

Tourism and Hospitality Management Faculty members obtained very satisfactory performance in all areas of evaluation specifically with the highest weighted mean score in communication skills followed by subject matter expertise and diagnostic expertise while classroom management expertise and relational expertise obtained the least score. It can also be noted that the faculty performance from SY 2010-2011 decreases by 0.04 to SY 2011-2012 and 0.08 decreases on SY 2012-2013. Although the department obtained a Very Satisfactory rating from the students' evaluation for the last three years, they really have to do something on the areas where they really need reinforcement to avoid the decline of their teaching performance. Mastery of the subject matter does not only call for the teachers expertise in their own field but it also needs their ability to make concepts understandable to the learners and to let generalizations to be formed (Ylagan, 2013).

Table 2. Differences on the Faculty Performance Based on the Students' Evaluation for the Last Three Years

	F	Sig.	Remarks
States clearly the objectives of the lesson	2.263	.107	Not Significant
Present ideas/concepts clearly	1.443	.239	Not Significant
Relates subjects to other fields and life situations	1.017	.364	Not Significant
Ensures that the classrooms and other places where classes are conducted such as gym (PE) , community (NSTP) are conducive to learning (where appropriate)	.899	.409	Not Significant
Efficiently records students' attendance by the use of seat plan	1.252	.288	Not Significant
Requires students to observe proper attire	.878	.417	Not Significant
Requires students to present permit before taking examination	5.176	.006	Significant
Returns graded quizzes, examinations, reports, etc.	4.778	.009	Significant
Follows the schedule for periodic examination	5.924	.003	Significant
. Attends class regularly and arrives/dismisses class on time.	3.758	.025	Significant
. Makes use of various teaching aids	2.343	.099	Not Significant
. Presents lessons using the appropriate methods/technique to ensure students' understanding	1.912	.151	Not Significant
. Welcomes questions, stimulates interest, thinking and discussion in class	2.147	.120	Not Significant
. Has good command of the language of instruction	.961	.384	Not Significant
. Has good diction, clear and modulated voice	1.283	.280	Not Significant
. Gives fair tests and examinations	1.149	.319	Not Significant
. Identifies and helps students who encounter difficulties in learning	1.849	.160	Not Significant
. Shows expertise in students; rewards deserving students	1.800	.168	Not Significant
. Shows respect and consideration of students' opinions and suggestions	1.643	.196	Not Significant
. Is fair and impartial to all students; no favouritism	1.448	.238	Not Significant

There is a significant difference on the teaching performance of the faculty members of the CITHM between SY 2010-2011 and SY 2012-2013 in terms of requiring the students to present permit before taking examination; returning of graded quizzes, examinations, reports; following the schedule for periodic examination; and attending class regularly and

arriving/dismissing class on time wherein SY 2012-2013 obtained significantly lower mean against the faculty performance from SY 2010-2011.

CONCLUSION AND RECOMMENDATION

The tourism and hospitality faculty members of the Lyceum of the Philippines University – Batangas obtained high performance rating in the evaluation from the students in terms of subject matter expertise, classroom management expertise, instructional expertise, communication skills, diagnostic expertise and relational expertise with the highest among these expertises is the communication skill. There is a little decrease in the faculty performance evaluation of the tourism and hospitality teachers from 2011 evaluation to 2013 which also obtained the lowest rating in the classroom management and relational expertise. Teachers may need to interact with the students and practice equality and fairness in nurturing the environment while building the confidence and competence of the learners (Ylagan, 2013). The management, through the Training Needs Assessment program of the Human Resource Department, provides training and seminar to the faculty for them to be familiarized with the concepts and practices on the conduct of research (Abarquez & Palbacal, 2013). In order to enhance the mastery of the subject matter and relate the classroom discussion with the real life situation, research may be conducted by the faculty members to explore the problems concerning the management of hotels and tourism in the locality and in the country. They may also be allowed regularly to attend training workshop and advanced studies. Learning as an outcome of the seminars and conferences attended would be utilized and observed through the improvement in job performance and attitude of the faculty members (An, Laguador, & Portugal, 2015).

Implementation of Outcomes-Based Education (OBE) is the main thrust of most Higher Education Institutions in the Philippines today to go along with the standards of foreign universities and colleges all over the world (Laguador & Dotong, 2014). Applying certain pedagogy aligned in the objectives of OBE would encourage student participation through cooperative learning and student-centered learning approach. The focus of the learning and development activities of the university is more on the orientation and processes involved in the Outcomes-based education wherein the implementation of OBE requires the faculty members to provide too much paper works for documentation as required by the external accrediting agencies (Laguador, De Castro & Portugal, 2014). Therefore, faculty members may be provided full support and assistance in order for them to carry out their function effectively as teachers.

REFERENCES

- Abarquez, R.R., Palbacal, J.A. (2013). Research Capabilities of International Tourism and Hospitality Management Faculty Members, *Journal of International Academic Research for Multidisciplinary*, 1(7): 185-194
- An, I. L., Laguador, J. M., & Portugal, L. M. (2015). Effectiveness Of Training Program Among Liberal Arts Faculty Members In An Asian University. *Asian Journal of Basic and Applied Sciences Vol*, 2(1).
- Bay, A. B., An, I. L., & Laguador, J. M. (2014). Organizational Satisfaction and Work Engagement of Filipino Teachers in an Asian University. *International Journal of Multidisciplinary Academic Research*, 2(4), 32-41.

- Laguador, J. M., De Castro, E.A., Portugal, L. M. (2014). Employees' Organizational Satisfaction and Its Relationship with Customer Satisfaction Measurement of an Asian Academic Institution, *Quarterly Journal of Business Studies*, 1(3), 83-93.
- Laguador, J. M., & Dotong, C. I. (2014). Knowledge versus Practice on the Outcomes-Based Education Implementation of the Engineering Faculty Members in LPU. *International Journal of Academic Research in Progressive Education and Development*, 3(1), 63-74.
- Ylagan, A.P. (2013). Teaching Performance of the College of International Tourism and Hospitality Management, *Journal of International Academic Research for Multidisciplinary*, 1(7): 425-434

APPENDIX A

Students' Evaluation of Faculty Members' Teaching Performance

	2010-2011			2011-2012			2012-2013		
	1ST Sem	2nd sem	Mean	1ST Sem	2nd sem	Mean	1ST Sem	2nd sem	Mean
Q1	4.31	4.17	4.24	4.19	4.22	4.21	4.12	4.09	4.10
Q2	4.27	4.14	4.20	4.16	4.20	4.18	4.12	4.07	4.09
Q3	4.27	4.13	4.20	4.18	4.16	4.17	4.13	4.09	4.11
Q4	4.13	3.99	4.06	4.01	4.09	4.05	4.01	3.97	3.99
Q5	4.28	4.07	4.17	4.08	4.17	4.12	4.12	4.02	4.07
Q6	4.38	4.30	4.34	4.23	4.36	4.29	4.29	4.23	4.26
Q7	4.38	4.18	4.28	4.17	4.16	4.17	4.09	4.11	4.10
Q8	4.31	4.09	4.20	4.12	4.11	4.12	4.03	3.98	4.00
Q9	4.29	4.19	4.24	4.21	4.24	4.23	4.06	4.03	4.05
Q10	4.23	4.09	4.16	4.07	4.16	4.11	4.00	3.97	3.98
Q11	4.28	4.11	4.20	4.14	4.15	4.14	4.11	4.00	4.06
Q12	4.27	4.13	4.20	4.14	4.20	4.17	4.12	4.03	4.08
Q13	4.33	4.14	4.23	4.14	4.17	4.16	4.16	4.05	4.10
Q14	4.29	4.16	4.23	4.17	4.22	4.19	4.18	4.10	4.14
Q15	4.31	4.14	4.23	4.16	4.20	4.18	4.16	4.06	4.11
Q16	4.28	4.16	4.22	4.19	4.21	4.20	4.17	4.10	4.13
Q17	4.27	4.08	4.17	4.14	4.16	4.15	4.09	4.03	4.06
Q18	4.24	4.06	4.15	4.09	4.14	4.11	4.06	4.00	4.03
Q19	4.32	4.13	4.23	4.18	4.21	4.19	4.18	4.07	4.12
Q20	4.24	4.08	4.16	4.16	4.15	4.15	4.10	4.02	4.06
Average	4.28	4.13	4.21	4.15	4.18	4.17	4.11	4.05	4.08