

Teaching Performance of Hospitality and Tourism Management Faculty among selected Universities in Batangas City, Philippines

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Abstract- *The study was conducted to assess the perception of Teaching Performance of Hospitality and Tourism Management Faculty among Selected Universities in Batangas City. It aimed to determine the respondents' profile, on the level of teaching performance of the selected universities in Batangas city. A descriptive survey method was used to gather the necessary information. For the analysis of the data, percentage frequency, distribution and weighted mean were utilized. The result revealed that the teaching performance of the hospitality and tourism management faculty are all good in terms of subject matter, classroom management, instructional expertise, communication skills, diagnostic expertise and relational expertise. Conclusions and recommendation for the university, faculty and for Future researchers may conduct a full and complete study regarding teaching performance of hospitality and tourism management faculty.*

Keywords: *Teaching performance, university, hospitality & tourism management*

INTRODUCTION

Hospitality and Tourism management is a highly competitive sector, fast changing and vital, therefore the best and only the exceptional professionals prosper in this field. For one to be the best in tourism and hospitality management one must engage to one of the best universities and colleges offering Hospitality and Tourism management. Tourism and Hospitality management scopes the elemental of each industry joined by legal issues, tourism economics and food service (Ylagan et al., 2014).

The role of faculty members in achieving quality standard of every graduate is making them responsible and competitive enough in the industry like having them involve in the different National Certificate Assessment given by Technical Education and Skills Development Authority (TESDA) from which they can use that in their future

jobs. Hospitality Education is one of the trends when it comes to choosing their college program. Now, Tourism Industry has been a big industry which offers numerous jobs to choose from.

Learning is an individual process from which the professor can be the source of every student. Learning from their own personal experience is also one of the results of learning. The outcome of every education is extended to which student, professor or university has achieved their standard educational goals. The impact of this is whether the learning process or academic performance is done with an output. The welfare of the faculty members is an utmost importance to the higher education institution wherein they provide the core objective in delivering instruction which is the lifeblood of the academe. The commitment and dedication of the teachers manifest through their teaching performance (Bay, An & Laguador, 2014; Laguador, De Castro & Portugal, 2014; Laguador & Alcantara, 2013).

The core composition of this study is about the teaching performance of hospitality management faculty members among selected universities in Batangas City, Philippines. New studies can be conducted on this topic to analyze the impact and its importance.

The goal of this study is to conduct a survey to know the efficiency of professor's core competencies in relation to their creative teaching performance (Aguado et al., 2015; Laguador & Agena, 2013; Vidal et al., 2016). The research also presents a responsive relationship with co-workers which is important for teachers' creative teaching interpretation. This study can also be an effective tool for developing and improving the teaching performance of Hospitality Management department in selected universities in Batangas City, Philippines.

OBJECTIVES OF THE STUDY

The study sought to assess the Teaching Performance of Hospitality and Tourism Management Faculty among selected universities in Batangas City, Philippines. This study sought to (1) present the demographic profile of the respondents in terms of University, Age, gender and program; (2) to determine the teaching performance of the faculty members in terms of Subject matter, classroom management, instructional expertise, communication skills, diagnostic expertise and relation expertise.

METHODS

Research Design

The researchers used Descriptive Method. It utilized the survey methods together with observational method and lastly the case-study method. In the survey method the

respondents give their own answers and the questions are administered through adopted questionnaires.

Participants

There are 510 universities and colleges offering Hospitality and Tourism management here in the Philippines. Eighteen (18) universities and colleges here in Batangas region are offering such course. The researchers chose 3 universities in Batangas city, namely; Batangas State University, Lyceum of the Philippine University-Batangas and University of Batangas.

These three universities are known for having firm reputation when it comes to Hospitality Management programs. Batangas States University was selected as the receiver of the Gawad KALASAG 2016 last November 29, 2016 at the Development Academy of the Philippines (DAP), Barangay Sungay East, Tagaytay City. All of which are known as Higher Education Institution providing quality education in the field of hospitality. Lyceum of the Philippines University Batangas is the country's most honored Hotel Restaurant Management and Tourism School, And the Philippines center of development in tourism education. It is also the sole partner of Dusit Thani College. University of Batangas College of Tourism and Hospitality Management has been sustained by companies in the country and abroad for its conspicuous name, impactful faculty, and wealthy curriculum and accelerate career benefit in the international hotel.

The total number of International Hospitality Management (IHM) respondents is 213 while the Tourism Management respondents 72 with the total of 285 IHM students from selected private and public universities in Batangas city. This was based on an effect size of 0.26 and a power probability of 0.95 using G* Power 3.1.9. In addition, the respondents of the study were selected randomly and proportionally allocated per school.

Instruments

The researchers used questionnaire/survey used by Human Resource office in evaluating faculty members. The questionnaire consists of two parts. Part one focuses on the demographic profile of all the respondents in terms of university, age, gender and program. Part two determines the descriptions of how a faculty member teaches, performs, handles a class and relate.

Procedure

Upon the approval of the questionnaire, it was personally distributed among the Hospitality Management students from three universities under study. The respondents were informed regarding the purpose of the investigation and only those respondents who

are willing to participate in the survey were given the questionnaire. The respondents assured that their responses were treated with strict confidentiality. The data gathered were used only for the purpose of this study. After the retrieval of data, tallying and tabulation, presentation and interpretation followed.

Data Analysis

The needed data tallied, encoded and interpreted using different statistical test which includes frequency distribution, weighted mean and analysis of variants (ANOVA). The data gathered will be treated using statistical software, PASW version 18 to further analyze the result of the study. The given scale was used to interpret the data gathered: 4.50 – 5.00 = Excellent; 3.50 – 4.49 = Very Good; 2.50 – 3.49 = Good; 1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor

RESULTS AND DISCUSSION

Table 1. Percentage Distribution of the Respondents' Profile

Profile Variables		f	%
University	Univ 1	151	53.00
	Univ 2	38	13.30
	Univ 3	96	33.70
Age	16 - 18 years old	94	33.00
	19- 21 years old	177	62.10
	22 & above years old	14	4.90
Gender	Male	114	40.00
	Female	171	60.00
Program	International Hospitality Management	213	74.70
	Tourism Management	72	25.30

Table shows in terms of Age, 19-21 years old with 177 respondents or 62.10 percent got the highest item, followed by 16-18 years old with 94 respondents or 33 percent and 22 above years old with 14 respondents got the lowest percentage of 4.90. This implies that the respondents have biggest participation, because they are the ones who already experienced the teaching performance of every faculty in their institution (university) for about 3 years of staying in their school. The students above 22 years old have their time to do their career path as a result of being lowest percentage of respondents.

A particular mature-age college students experience a university culture dominated by junior students, who render dividing borderline between the social and the educational and to criticize the aged college students due to their theoretical operations. Furthermore, it was noticeable that the habit of mature-age college students negotiates the process of conforming legitimate affiliate of the learning association and the struggle they face in the process (Mallman et.al, 2016)

In terms of university, University 1 with 151 respondents or 53.00 percent got the highest item, followed by university 3 with 96 respondents or 33.70 percent and university 2 with 38 respondents got the lowest percentage of 13.30. This implies that university 1 have the biggest population when it comes to tourism and hospitality management. University 3 has to deal more with enrollment since this is the least number of respondents which means they have the least population.

Identifying the competencies and every role of faculty performing any crucial virtual environment in the higher education for them to build a common frame when it comes to training initiatives' and teaching techniques, one of the major goals is to identify and study the roles trough the most presentable survey (Carril et al, 2013; An, Laguador & Portugal, 2015).

In terms of gender, female with 171 or 60.00 percent got the highest while male got 114 or 40.00 percent. The study reveals that the majority students in these in the hospitality industry are female.

A community grounded tourism actions, demanding of a local woman's group and co-operatives, maybe an affordable and perfect entry point for woman into the paid workforce. They appear to bring on more long-term encouragement than initiative from outside. Some multiform cases were woman and woman's group have been dawned income-bringing activities on their own (Barquilla, 2016).

In terms of program, 213 respondents are from International Hospitality Management with a percentage of 74.70 while tourism management has 72 respondents with 25.30 percent. In the table shows that students from are more than the tourism management students. Many universities offer numerous tourism and hospitality management programs so that students could travel soon after graduation. Because of this other programs in tourism and hospitality management have the biggest enrollees in different universities.

Table 2 presents the Teaching Performance of faculty members as to the subject matter expertise with the composite mean of 4.40 rated as Good. This provides clear and interesting examples or illustrations to facilitate students' understanding with the weighted mean of 4.45 with followed answers and questions knowingly and convincingly showing high credibility with the weighted mean of 4.45 and organizes and presents ideas

and concepts clearly, evidenced by absence of confusion on the part of the students with the weighted mean of 4.41. Both interpreted as good.

Table 2. Teaching Performance of Faculty Members as to Subject Matter Expertise

Indicators	WM	VI	Rank
1. States clearly the objectives of the lesson	4.41	Good	3.5
2. Organizes and presents ideas and concepts clearly, evidenced by absence of confusion on the part of the students	4.41	Good	3.5
3. Gives lectures without reading notes/ books	4.27	Good	5
4. Answers questions knowingly and convincingly showing high credibility	4.45	Good	1.5
5. Provides clear and interesting examples or illustrations to facilitate student's understanding	4.45	Good	1.5
Composite Mean	4.40	Good	

Learned students easily apply the learning they obtained from their teachers which provides very clear and interesting agendas for them to facilitate the students learning. Education is a lifetime progress. It is also a long process that gives them recent instructions and meanings. Education directs and provides knowledge and literacy to amend the competency and skills of each student (Borsoto et al, 2014).

Meanwhile, indicator states clearly the objective of the lesson got a weighted mean of 4.41 and gives lecture without reading notes/books obtained the lowest weighted mean of 4.27.

Students do not understand a specific lesson unless they have the chance to read the topic to be discussed for them to understand the flow of discussion. To check if the students comprehend the lesson, the teacher should give quizzes and exercises with regards to the topic.

The present emphasis on applied experience with students should not be clarified as a movement away from theory. Rather, educational theory is being integrated with exercise. This integration realized that theory, to be internalized, must be well read in the context in which it is to be applied. In the past, prospective teachers were expected to translate theory into practice with less help. Often they were unproductive. Today, with the help of recently developed curriculum stuffs, containing written and video case studies, teachers and instructors assist students in situated contexts and give them feedback on their work. (Cooper, 2013)

Table 3. Teaching Performance of Faculty Members as to Classroom Management Expertise

Indicators	WM	VI	Rank
1. Routine activities such as checking of attendance thru seat plan, passing of papers setting of instructional materials, starting class and dismissing class on time; cleanliness of classroom (5s) are properly instituted and efficiently handled; syllabus and class record are available during observation; checks student's uniform ID	4.48	Good	1
2. Students behave according to class/ school norms and demonstrate respect and consideration for others	4.28	Good	5
3. Time is managed efficiently and productively	4.29	Good	4
4. Keeps the student's on task or highly engaged in learning	4.36	Good	3
5. Manages class disruption by disinterested or misbehaving students (absent or minimal)	4.37	Good	2
Composite Mean	4.36	Good	

Table 3 presents the teaching performance of faculty members as to classroom management with the composite mean of 4.36 rated as Good. That routine activities such as checking attendance through seat plan, passing of the papers, setting of instructional materials, starting the class and dismissing class on time; cleanliness of classroom (5s) are properly instituted and efficiently handled; syllabus and class record are available during observation; check students uniform and ID with the weighted mean of 4.48 by followed manages class disruption by disinterested or misbehaving students with the weighted mean of 4.37 and keeps the students' on task and highly engaged in learning with the weighted mean of 4.36. Both interpreted as Good.

Teachers doing this for so many years from different universities do the usual things like starting up with prayer and checking the attendance other check if females wear hairnets and heels, and check if classrooms are clean.

Assessing teaching performance is deliberated to enhance teaching effectiveness. The exercise of this structure can form the assessment conclusions more scientific and exact (Chen et al, 2015).

Meanwhile, such as time is managed efficiently and productively got a weighted mean of 4.29 and the students behave according to class/schools norms and demonstrate respect and consideration for others obtained the lowest rated mean of 4.28.

When a faculty member gives a first impression, the students may lose respect and the teachers may not give proper considerations. In some other points, students who do not give respect to their professors may not be able to communicate well with their teachers and will develop a negative student-teacher relationship

Table 4. Teaching Performance of Faculty Members as to Instructional Expertise

Indicators	WM	VI	Rank
1. Employs/ utilizes teaching strategies and instructional materials (textbooks and references) suited to students' interests, experiences and maturity levels	4.45	Good	2
2. Uses motivational techniques to introduce / present the lesson	4.43	Good	3
3. Utilizes various teaching aids (blackboard, visual aids, tapes, power point presentations, OHP)	4.41	Good	4
4. Makes classroom learning interesting and meaningful by relating lessons to students' life experiences or actual life situations	4.46	Good	1
Composite Mean	4.44	Good	

Table 4 presents the teaching performance of faculty members as to instructional expertise with the composite mean of 4.44 rated as Good with the weighted mean of 4.46 followed by making the classroom learning interesting and meaningful by relating lessons to students life experiences or actual life situations with the weighted mean of 4.46 and utilizes various teaching aids (blackboard, visual aids, tapes, power point presentation, OHP) with the weighted mean of 4.41 which are both interpreted as good.

Having the chance to give nice examples, teachers will help the students to understand the lesson better. Showing strategies which is new to the students experience will very remarkable in getting their attention to listen. Using clear visual aids will be the reason of giving a wide range of understanding of the students from their teacher and being able to apply it to their own experiences whether it may be about Hospitality and Tourism industry got the weighted mean

Proficiency in the classroom management, subject matter, instruction is being evaluated by the students. Preparation of the Faculty Members of College of International Tourism and Hospitality Management in giving quality classroom experience will be profitable for the students.

Meanwhile, utilizes various teaching aids (blackboard, visual aids, tapes, power point presentation, OHP) obtained the lowest weighted mean of 4.41. This has been the lowest because with the new generation everything should be exciting and different if the teacher would like a full attention in class. Many of the students don't just like presentations it must be challenging for them so that they could be able to expand their mind when it comes to understanding.

Parents already have this authority to reinforce by stressing the importance of education and listening to the teachers. Students knew that if they get a good score in

their classroom performance they will get an incentive to their parents. Classroom management usually consisted of nothing more than a teacher's stem look or a few well-chosen words (Canter, 2011).

Table 5. Teaching Performance of Faculty Members as to Communication Skills

Indicators	WM	VI	Rank
1. Is expressive in driving home a point through voice, facial expressions, hand and arm gestures and whole body movement	4.41	Good	3
2. Is fluent, articulate with good voice quality (modulated, pleasant, and not irritating to the ears)	4.37	Good	4
3. Listens attentively and welcomes students' questions and opinions	4.43	Good	2
4. Formulates questions clearly; gives clear instructions	4.45	Good	1
Composite Mean	4.42	Good	

Table 5 present teaching performances of faculty members as to communication skills with the composite mean of 4.42 rated as Good. Formulating questions clearly and gives clear instructions obtained a weighted mean of 4.45 followed by listening attentively and welcoming students' questions and opinions (4.43) and being fluent, articulate with good voice quality (modulated, pleasant, and not irritating to the ears) got the weighted mean of 4.37. All items got a verbal interpretation of good.

Every teacher is at their best when it comes to doing questions especially if it is much related to the topic being discussed. Many students want to have a very clear directions from the teachers. The more clearly, the more it will attract the attention of students most especially in examinations.

Education is aristocratic affirmation and professors are always helpful in the society. The instruction of a professor is desired in order to inculcate confidence to the youth not only to students. Professor's duty is to exhibit what they're going to discuss, to protect their students to denounce and set their standards higher in order to achieve goals and further attainments. Hence, professors need to espouse several plans in educating to be efficient for their jobs (Chamundeswari, 2013).

Meanwhile, Indicator is expressive in driving home a point through voice, facial expressions, hand and arm gestures and whole body movement with the weighted mean of 4.41 the indicator is fluent, articulate with good voice quality (modulated, pleasant, and not irritating to the ears) it obtained the lowest weighted mean of 4.37 and interpreted as good.

However, whether you are fluent to the second language there comes a time that everything they said is very clear and understandable, which may vary the modulation of

the voice and it could be soft-spoken words that can prevent misunderstanding between the students and Having a clear way of speaking helps the students to become more attentive most specially if the voice is modulated in a such way that the students understand more what the teachers say.

Table 6. Teaching Performance of Faculty Members as to Diagnostic Expertise

Indicators	WM	VI	Rank
1. Stops readily students who are experiencing learning difficulties	4.33	Good	4
2. Encourages students to express their concerns/questions/difficulties	4.39	Good	3
3. Checks on students' understanding by asking them directly (ex: Is it clear? Do you understand?)	4.46	Good	1
4. Provides immediate remediation or clarification is response to identified learning difficulties	4.40	Good	2
Composite Mean	4.39	Good	

Table 6 presents teaching performance of faculty members as to diagnostic expertise with the composite mean of 4.39 interpreted as Good. Indicator checks on students understanding by asking them directly (example: is it clear? Do you understand?) got a weighted mean of 4.46 followed by provides immediate remediation or clarification is response to identified learning difficulties with the weighted mean of 4.40 and encourage students to express their concerns/questions/difficulties with the weighted mean of 4.39. Allindicator are interpreted as good.

Being able to ask by the teachers is one way if the student really understands the lesson. Many students give a very nice response once they're being ask if they understand the lesson or not, so that the teachers can do something about the response of the students. The teachers should know what kind of teachers they are.

Learning environment may give a richer knowledge experience than either online or prescription modes of learning. Current literature denotes that a combined learning environment, rather than having a compromise among two extremes prescription and fully online learning, gives the student a broad range of affordability to raise the learning experience. Professors are the gate keepers to student knowledge. Professors, through their choice and design of learning experience, will affect the nature and rate of student learning. What students discover, they have the chance to do the experience and exercises designed by professors. Student's observation of the usefulness of such skills to their knowledge is strongly affected by their chance to use them. (Jeffry, Milne, Suddaby, Higgins, 2012)

Meanwhile, Indicator Encourages students to express their concerns/questions/difficulties got a weighted mean of 4.39 and Stops readily students who are experiencing learning difficulties obtained the lowest with the weighted mean of 4.33.

The professor should be the one who motivates the students not to stop their studies because in the near future education is the best tool for them to become successful in the field that they want after graduation.

Kounin (2014) methodically studied these two types of classrooms using observational procedures to construe how teachers with highly involved students relating to classrooms in comparison to teachers with students who were frequently uninvolved. One considerable finding from this research was that what teachers did after unfavorable doings occurred was typically ineffective. The difference between good managers and poor managers was the capacity of good managers to stop problems from occurring.

Table 7 presents the teaching performance of faculty members as to relation expertise with the composite mean of 4.47 rated as Good. That shows respect and consideration of students' opinions and suggestions; and allows time for each student to answer his or her question got a weighted mean of 4.56 followed by provides a psychologically safe environment evidence by making students feel relaxed and self-confident and affirmed with the weighted mean of 4.46 and the classroom atmosphere is free from threat, intimidation, ridicule or embarrassment with the weighted mean of 4.40. All indicators are interpreted as good.

Table 7. Teaching Performance of Faculty Members as to Relation Expertise

Indicators	WM	VI	Rank
1. Provides a psychologically safe environment evidence by making students feel relaxed and self-confident and affirmed	4.46	Good	2
2. The classroom atmosphere is free from threat, intimidation, ridicule or embarrassment	4.40	Good	3
3. Shows respect and consideration of students' opinions and suggestions; and allows time for each student to answer his or her question.	4.56	Very Good	1
Composite Mean	4.47	Good	

Showing respect to other people by listening to other opinion or even suggestion is one of the biggest factors every student is looking for; to express their ideas is such a special appreciation to every student. And that is why giving consideration reflects of

how you are genuine to his/her tough or idea. The teachers give more consideration than to other employees in other field because of the special relationship shared by teachers and students.

As teachers, he/she should have demonstrated set of goals for himself/herself as the facilitator of learning. Comparably, a teacher should have distinguished goals for the students to learn, at the end of a duty or course, students who achieve the goals are likely to have the grades they desired (Medallon, 2013).

Meanwhile, provides a psychologically safe environment evidence by making students feel relaxed and self-confident and affirmed got a weighted mean of 4.46 followed by the classroom atmosphere is free from threat, intimidation ridiculer or embarrassment obtained the lowest weighted mean of 4.40 and interpreted as good.

Table 8 presents the summary table on the teaching performance of faculty members with the composite mean of 4.41 interpreted as Good. Relational expertise got a mean of 4.47 followed by instructional expertise with the weighted mean of 4.44 and communication skills with the weighted mean of 4.42. All indicators are interpreted as good.

Table 8. Summary Table on the Teaching Performance of Faculty Members

Indicators	WM	VI	Rank
1. Subject Matter Expertise	4.40	Good	4
2. Classroom Management Expertise	4.36	Good	6
3. Instructional Expertise	4.44	Good	2
4. Communication Skills	4.42	Good	3
5. Diagnostic Expertise	4.39	Good	5
6. Relation Expertise	4.47	Good	1
Composite Mean	4.41	Good	

Classroom activities deal with the good relationship between students and teachers their goals and becoming a successful person someday. Assessment is a usual part of the process in the human resource management, basis to define the weaknesses and strengths point in the performance of every individual employee and every certain group. In educational institution, the students evaluating their respective instructors based on their performances in their professional courses will also serve as substantial input, to identify the effectiveness and efficiency of every classroom management and teaching strategies engaged by the instructors (Laguador et al, 2015).

Meanwhile, Indicator as subject matter expertise got the weighted mean of 4.40 followed by the diagnostic expertise with the weighted mean of 4.39 and classroom management obtained the lowest mean of 4.46.

Going to school every day is the most effective way to socialize and get learn was from other people.

Most of the professors' step into their career without enough practice in terms of classroom management and keep on doing the challenge over their professions. Hence, school-based imitator required a multi-tiered support (MTS) framework to know the professors who need some additional assistance, gives practice to all professors in classroom management, support the distinguished professors and to endure watching professors classroom management to acclimate support (Simonsen, 2014).

CONCLUSION AND RECOMMENDATION

Majority of respondents were female students taking up International Hospitality Management. Teaching Performance of Hospitality and Tourism Management Faculty among Selected Universities in Batangas City perceived to be good in regards to subject matter, classroom management, instructional expertise, communication skills, diagnostic expertise and relational expertise.

It is recommended that the teachers should create and promote the use of good illustration or visual aids for the student's easy understanding of the lesson Classroom management must be observed by the teacher following the start and end of the class on time. Following start and end of the class on time. Also, teachers should handle the class, checking the uniforms and id's and the cleanliness of the classroom.

In doing instructional materials, the teachers should make motivational activities like, bringing their students materials to be used in the discussion. The teacher should be more fluent in speaking the universal language most especially if the lesson is in English language for vibrant and interesting encounter with the students. To be able to lessen the dropping of the students in their class the teachers should do an immediate reporting on the guidance office to resolve the problem early. For future researchers, they may conduct a full and complete study regarding the expertise of Hospitality and Tourism Management Faculty among Selected Universities in Batangas City, Philippines

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