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TEACHING PERFORMANCE OF THE COLLEGE OF INTERNATIONAL TOURISM AND HOSPITALITY MANAGEMENT

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ABSTRACT

The quality of education depends on the teachers as reflected in the performance of their duties. This study aimed to determine the teaching performance of the College of International Tourism and Hospitality Management (CITHM) faculty, S.Y 2010-2011. Specifically, it will identify the profile of the CITHM faculty members, assess the teaching performance of the CITHM and a proposed faculty development program to address the result of the findings. The researchers used descriptive correlation method. The respondents were randomly and purposively selected and were proven capable of responding with the supervision to the questions given. Data were gathered through questionnaire and interpreted using statistical formula as weighted mean, frequency percentage distribution, composite mean and ANOVA. Research revealed that the CITHM faculty members are dominated by female, married, young teachers with mostly Masters Degree. Majority of the teachers experienced working in the industry they were engaged. The teaching performance of the CITHM faculty members was rated very good on instruction and communication skills.

KEYWORDS: Teaching Performance, Instruction and Communication Skills Expertise

1. INTRODUCTION

Teaching is indeed a very challenging job. The welfare of your students is the basic responsibility of a teacher. No matter how demanding the responsibilities of a teacher are, this is one of the most rewarding jobs in the world today. The efforts of teachers do not only lie in educating children but laying a foundation for future leaders. Teaching jobs should be taken seriously because the future of students is at stake. If they are not given the proper education and breeding in their early years, they might grow up in the wrong way. Although it may seem difficult, people should take into consideration that a teaching job is rewarding in so many ways. Seeing your student grow up to be someone important is definitely a part of your doing (Velayo & Soco, 2010).

The quality of education depends on the teachers as reflected in the performance of their duties. Overtime student's academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching. Teachers have shown to have an important influence on student's academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. Both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher. To be is the basis and foundation of to do. It is only when one determines his real genuine being can he do things according to that being (Puruganan, 1996 in Bautista, 2004). To perform, excel and be outstanding college teachers, it is paramount that the teachers discover and build up genuine teacher in themselves.

The researchers intends to know though this study effectiveness of the CITHM faculty member's teaching strategies and to assess if they really offer quality education to future hospitality professionals. The assessment of the teaching performance also aims to improve the teaching expertise and the quality of education being offered by the college. It is indeed a good idea to study the performance of the CITHM faculty members because they are the producers of the future world class HRM and Tourism practitioners in the hospitality industry. Because the researchers believe that the performs of the teachers will reflect the future performance of the students as they join the workforce of the industry.

2. OBJECTIVES OF THE STUDY

This study aimed to assess the teaching performance of the College of International Tourism and Hospitality Management faculty. Specifically it intends to identify the profile of the CITHM faculty members, to assess the teaching performance of the CITHM faculty members for SY: 2010-2011 Second Semester, and to propose faculty development program to further enhance the teaching performance of the faculty members of CITHM.

3. MATERIALS AND METHODS

The study used descriptive-correlation method. This kind of method is a fact-finding study with adequate and accurate interpretation of the findings. It describes with emphasis what actually exist such as current conditions, situations, or the phenomena (Aquino, 2006). It was used to determine the teaching performance of the College of International Tourism and Hospitality Management faculty.

3.1 Participants of the Study

The respondents of the study who assessed the teaching performance of the faculty are the students from the different programs of the College of International Tourism and Hospitality Management. From a total population of 2,650, 189 were used as a sample using a margin of error of 7% and distributed equally using proportional stratified allocation. Faculties also served as the participants of the study.

3.2 Data Gathering Instrument

The principal instrument used in this research was taken from the result of the faculty performance evaluation and faculty profile questionnaires conducted by the researchers. The faculty performance evaluation was divided into six parts mainly expertise on subject matter, classroom management, instructional, communication, diagnostic and relational. It has a scale of 5 – outstanding/ excellent, 4 – more than acceptable/ very good, 3 – acceptable or good, 2 – less than acceptable or fair, 1- minimally exhibited or poor. The second questionnaire was specifically intended for the faculty of the College of International Tourism and hospitality Management. It was divided into seven parts such as gender, marital status, age, educational background, teaching experience and job experience.

3.3 Data Gathering Procedure

The researchers, being concerned students of the College of International Tourism and Hospitality Management was motivated to carry out this study. They proposed two titles for approval of the adviser. Upon approval of the adviser, different researches were conducted to support the study. Questionnaires were distributed to students and faculty members. Returning of questionnaires followed immediately.

3.4 Data Analysis

To further analyze the data gathered, descriptive statistics was used such as frequency distribution, weighted mean and Eta – Squared. The data were treated using software, SPSS v.17 with 0.05 level of significance as the rejection point.

4. RESULTS AND DISCUSSION

Table 1 Distribution of the Faculty Profile

Profile Variables	Frequency	Percentage (%)
Gender		
Male	16	47.10
Female	18	52.90
Marital Status		
Single	15	44.10
Married	19	55.90
Age		
46 years old and above	4	11.80
41-45 years old	3	8.80
36-40 years old	4	11.80
31-35 years old	5	14.70
26-30 years old	7	20.60
21-25 years old	11	32.40
Educational Background		
Doctoral Degree	3	8.80
Doctoral Degree with Units	4	11.80
Masteral Degree	12	35.30
Masteral Degree with Units	6	17.60
College Degree	9	26.50
Course		
BSHRM	58.8	58.80
BST	14.7	14.70
BSHRM-CLM	2.9	2.90
Culinary Arts	8.8	8.80
Engineering	5.9	5.90
Foreign Service	2.9	2.90
AB English	2.9	2.90
AB Philosophy	2.9	2.90
Teaching Experience		
28-30years	1	2.90
25-27years	1	2.90
22 – 24 years	1	2.90
19 – 21 years	1	2.90
16 – 18 years	2	5.90
13 – 15 years	4	11.80
10 – 12 years	6	17.60
7 – 9 years	18	52.90
4 – 6 years	1	2.90
0 – 3 years	1	2.90
Job Experience		
Hotels	9	26.47
Restaurants	6	17.65
Travel Agency	2	5.88
Cruise Ship	3	8.82
Airlines	3	8.82
Academe/Teaching	34	100.00
PTO	1	2.94
Catering	3	8.82
Manufacturing	1	2.94
Custom made Pastry and Baked Products	1	2.94

Table 1 presents the percentage distribution of the CITHM faculty profile. As to gender, the department was dominated by female faculty with 18 or 52.90 percent. In terms of marital status, most of the faculties were married though majority of them fall on the age bracket of 21 to 25 years old. The younger ones seem to be more interesting than the older ones. Young ones are still filled with the excitement of teaching with lots of new ideas and ready to explore different teaching methods, understandable of any new career according to Weaver.

With regards to educational background, most of them obtained Bachelor Degree followed by a Masters Degree. Only few faculty members obtained Doctoral Degree. The same study was conducted by Bulanhagui and Mejia (2004) and posted the same result that most of the faculty members have obtained a Masters Degree.

Based on the results the faculty was dominated by BS HRM graduates and they have been teaching for 7-9 years which shows that they are already competent in their areas of specialization.

In terms of job experience the faculties are currently engaged in teaching though majority of them have experienced working in the industry. This result is a manifestation that faculty members are exposed to both the academe and the industry.

Table 2 Student's Evaluation of Faculty Member's Instructional Performance

	Weighted Mean	Verbal Interpretation	Rank
Subject Matter Expertise			
1. States clearly the objectives of the lesson	4.16	Very Good	2.5
2. Present ideas / concepts clearly	4.16	Very Good	2.5
3. Relates subjects to other fields and life situations	4.28	Very Good	1
Composite Mean	4.20	Very Good	
Classroom Management Expertise			
1. Ensures that the classrooms and other places where classes are conducted such as (kitchen laboratories, Le Cafe, Travel Bureau, Hotel Rooms & classrooms) that are conducive to learning (where appropriate)	4.24	Very Good	1
2. Efficiently records student's attendance by the use of seat plan	4.06	Very Good	7
3. Requires students to observe proper attire	4.18	Very Good	3
4. Requires students to present permit before taking examination	4.17	Very Good	4
5. Returns graded quizzes, examinations, reports, etc.	4.21	Very Good	2
6. Follows the schedule for periodic examination (preliminary, mid- term, semi- finals, finals)	4.10	Very Good	6
7. Attends class regularly and arrives / dismisses class on time	4.11	Very Good	5
Composite Mean	4.15	Very Good	

Table 2 (cont.) Student's Evaluation of Faculty Member's Instructional Performance

Instructional Expertise			
1. Makes use of various teaching aids (blackboard, visual aids, tapes etc.)	4.15	Very Good	3
2. Presents lessons using the appropriate methods/ technique (recitation, lecture, laboratory, demonstration, etc.) to ensure student's understanding	4.25	Very Good	1
3. Welcomes questions, stimulates interests, thinking and discussions in class	4.24	Very Good	2
Composite Mean	4.21	Very Good	
Communication Skills			
1. Has good command of the language of instruction	4.22	Very Good	1
2. Has good diction, clear and modulated voice	4.20	Very Good	2
Composite Mean	4.21	Very Good	
Diagnostic Expertise			
1. Gives fair tests and examinations	4.19	Very Good	1
2. Identifies and helps students who encounter difficulties in learning	4.05	Very Good	2
Composite Mean	4.12	Very Good	
Relational Expertise			
1. Shows genuine interests in students; rewards deserving students	4.16	Very Good	2
2. Shows respect and consideration of student's opinions and suggestions	4.24	Very Good	1
3. Is fair and impartial to all students; no favoritism	3.88	Very Good	3
Composite Mean	4.10	Very Good	
Over-all Composite Mean	4.17	Very Good	

As gleaned from table 2, assessment of the students based on the teaching performance of the faculty of CITHM was very good as revealed by the composite mean value of 4.17. In terms of the subject matter, relates subjects to other fields and life situations obtained the highest weighted mean of 4.28 which is also interpreted very good. It is followed by states clearly the objectives of the lessons and presents the ideas / concepts clearly with the weighted mean of 4.16. They are truly effective teachers as they possessed knowledge or mastery of the subject matter. 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.

With regards to classroom management, faculty members ensured that the classrooms and other places where classes are conducted such as (kitchen laboratories, Le Cafe, Travel Bureau, Hotel Rooms & classrooms) are conducive to learning (where appropriate), returns graded quizzes, examinations, reports, etc. and requires students to observe proper attire top on the rank with mean values of 4.24. 4.21 and 4.18 respectively. Though recorded very good efficiently records student's attendance by the use of seat plan got the lowest ranked. Classrooms and other places for imparting knowledge should always be conducive to

learning in order for the students to enjoy studying and learning, as cited in the mission statement of the Lyceum of the Philippines University- Batangas also similar to Salandanan's et al, (2003) study that the conducive learning environment should be adequately provided in order to enable the students to perform investigative activities with ease and freedom of movement. A non-threatening atmosphere enhances learning. A non-threatening and conducive classroom atmosphere is not only a function of the physical condition of the classroom but more a function of the psychological climate that prevails in the classroom. A permanent seat assignment will be a great help. Every recitation period may likewise be checked. Cases of tardiness are kept and traced. Attendance is consulted in cases of declining performance in classroom tasks. Causes of irregular attendance will easily be solved if they are promptly recorded (Bilbao et al. 2006).

In terms of instructional expertise presents the lessons using the appropriate methods / technique (recitation, lecture, laboratory, demonstration, etc.) to ensure student's understanding got the highest ranking with a weighted mean of 4.25, however makes use of various teaching aids (blackboards, visual aids, tapes etc.) got the weighted mean of 4.15 as the lowest. The uses of more innovative teaching aids are now being practiced nowadays in most of the universities. This is the way of the professors in order to capture student's attention and for them to be able to teach more creatively and effectively. There is no better teaching aid than a good teacher.

With regards to diagnostic expertise gives fair tests and examinations got the highest weighted mean of 4.19. It is given that all the faculty members of an institution must give fair tests and examinations so that they can check if their students learn. A common construal of fairness is the application of the same rule to all students; for instance, the same answer should get the same points. In particular, one may say that an exam is fair if it is based on explicit class objectives | say what you do and do what you say.

In terms of relational expertise shows respect and consideration of student's opinions and suggestions got the weighted mean of 4.24 as the highest. According to Duka, 2006 Article 8 of the Code of Ethics for Professional Teachers by the Board of Professional Teachers Section 1, teacher should recognized that the interest and welfare of the pupils are his first and foremost concern. Section 2 the teacher or school official should deal justly and impartially with every student. Exhibitions or prejudice or discrimination because of differences in student's intellectual ability, social standing, favors received from them or their parents, should have no place in the relations between a teacher or school official and his students. In line with the relational expertise, the teachers should always have the initiative to

ask their students their unease about the subject. They should interact their students with equality and fairness in nurturing the environment while building the confidence and competence of the teachers.

Table 3 Summary Table on Student's Evaluation of Faculty Member's Instructional Performance

Teaching Performance in terms of:	Weighted Mean	Verbal Interpretation	Rank
1. Subject Matter	4.20	Very Good	3
2. Classroom Management	4.15	Very Good	4
3. Instructional	4.21	Very Good	1.5
4. Communication Skills	4.21	Very Good	1.5
5. Diagnostic	4.12	Very Good	5
6. Relational	4.10	Very Good	6

As seen from table 3, students viewed that faculty members were very good in all aspects of teaching. In addition instructional and communication skills expertise got the highest rank. Teachers should be motivated to speak up their viewpoints in class and raise questions, if they are unable to grab certain topic. For this, it is vital for the teachers to communicate effectively with them. The teacher uses knowledge of effective verbal, nonverbal, media, and technological communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Much of teaching is about sending and receiving messages. Carefully planned and skilfully delivered messages can assure students that school is a place to share ideas, investigate, create, and collaborate with others. School can be a place to be understood as well as a place to gain understanding. But without intentional considerations and planning, the messages actually received by the students can be conflicting, confusing, or discouraging. For this reason, teachers need to monitor their personal verbal and nonverbal communication to ensure that it is characterized by clarity, organization, enthusiasm, and sensitivity. Teachers' oral and written communications need to be models of appropriate grammar, content, and syntax.

According to Corpus, (2007) all instructional materials are aids to instruction. They do not replace the teacher. Choose the instructional material that best suits your instructional objectives. Decide what you want to accomplish and then employ the tools that are most likely to achieve results. Do not let the media that is available to you determine how or what you will teach.

Though rated very good, relational expertise obtained the lowest value of 4.10 and ranked the least. According to Duka, 2006 Article 8 of the Code of Ethics for Professional Teachers by the Board of Professional Teachers Section 1, teacher should recognized that the interest and welfare of the pupils are his first and foremost concern. Section 2 the teacher or school official should deal justly and impartially with every student. Exhibitions or prejudice or discrimination because of differences in student's intellectual ability, social standing, and favors received from them or their parents should have no place in the relations between a teacher or school official and his students.

CONCLUSION AND RECOMMENDATION

Young ones are still filled with the excitement of teaching with lots of new ideas and ready to explore different teaching methods, understandable of any new career according to Weaver. 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. Exhibitions or prejudice or discrimination because of differences in student's intellectual ability, social standing, favors received from them or their parents, should have no place in the relations between a teacher or school official and his students. In line with the relational expertise, the teachers should always have the initiative to ask their students their unease about the subject. They should interact their students with equality and fairness in nurturing the environment while building the confidence and competence of the teachers.

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