

Departmental Examination Among the Tourism and Hospitality Management Students

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Abstract

This research study aimed to assess the Departmental Examination of the College of International Tourism and Hospitality Management (CITHM). More specifically, to compare the assessment to departmental examination of CITHM as perceived by the respondents. The study specifically aimed to determine the problems encountered by the respondents in the departmental examination; to analyze if there is significant relationship on the effects of departmental examination as perceived by the respondents and to propose an action plan that will improve the results of CITHM departmental examinations. Descriptive type of research was utilized in the study. Results showed that students have the same perception on the effects of the departmental examination. Students had seen that their teachers have different styles and teaching strategies inside the classroom. Moreover, students discovered that teachers have their own structure, order and choice of topics to discuss.

Keywords: Departmental Examination, Tourism Students, Hospitality

INTRODUCTION

Departmental examination was conducted on year 2009 when the New Curriculum from DusitThani was created. Departmental examination of College of International Tourism and Hospitality Management is constructed through collection of test items or questions from the faculty teaching the same subjects.

Construction of departmental examination based on the interview of the researchers to Mrs. Kabaitan Dinglasan, Department Chair in ITTM Program, and the professors teaching the same subject collate questions with its corresponding key to correction. After conducting questions, the assigned lead faculty combines all the collected item questions to form one particular examination.

After the examination the result will undergo item analysis. Item analysis can be a powerful technique available to instructors for the guidance and improvement of instruction. For this to be so, the items to be analyzed must be valid measures of instructional objectives. Further, the items must be diagnostic, In addition, instructors who construct their own examinations may greatly improve the effectiveness of test items and the validity of test scores if they select and rewrite their items on the basis of item performance data.

Each faculty will do item analysis and this will be taken for the final examination, then finally this will serve as the standardized examination of the particular subject.

All the constructed examinations will be submitted to the focal person/ faculty to check the format of the

examination.

Departmental examination is also known as Standardized examination. It is any form of test that requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that is scored in a standard or consistent manner, which makes it possible to compare the relative performance of individual students or group of students. While different types of tests and assessments may be standardized in this way, the term is primarily associated with large-scale tests administered to sizeable populations of students, such as a multiple-choice test given to all the eighth-grade public-school students in a particular state, for example.

Departmental examinations take the form of a series of questions with multiple choice answers which can be filled out by thousands of test takers at once and quickly graded using scanning machines. The test is designed to measure test takers against each other and a standard, and standardized tests are used to assess progress in schools, ability to attend institutions of higher education, and to place students in programs suited to their abilities. Many parents and educators have criticized standardized testing, arguing that it is not a fair measure of the abilities of the test taker, and that standardized testing, especially high-stakes testing, should be minimized or abolished altogether.

In addition to the familiar multiple-choice format, standardized tests can include true-false questions, short-answer questions, essay questions, or a mix of question types. While standardized tests were traditionally presented on paper and completed using pencils, and many still are, they are increasingly being administered on computers connected to online programs. While standardized tests may come in a variety of forms, multiple-choice and true-false formats are widely used for large-scale testing situations because computers can score them quickly, consistently, and inexpensively. In contrast, open-ended essay questions need to be scored by humans using the same guidelines or rubrics to promote consistent evaluations from essay to essay—a less efficient and more costly option that is also considered to be more subjective.

While standardized tests are a major source of debate in the United States, many test experts and educators consider them to a fair and objective method of assessing the academic achievement of students, mainly because the standardized format, coupled with computerized scoring, removes the potential for favoritism, bias, and subjective evaluations. On the other hand, subjective human judgment enters into the testing process at various stages—e.g., in the selection and presentation of questions, or in the subject matter and phrasing of both questions and answers. Subjectivity also enters into the process when test developers set passing scores—a decision that can affect how many students pass or fail, or how many achieve a level of performance considered to be proficient.

Studies about student academic achievement and building condition conclude that the quality of the physical environment significantly affects student achievement. 'There is sufficient research to state without equivocation that the building in which students spend a good deal of their time learning does in fact influence how well they learn' (Earthman, 2004). Desirable designs include having 'friendly and agreeable' entrance areas, supervised private places for students, as well as public spaces that foster a sense of community, with particular attention to the colour used (Fisher, 2000 in McGregor, 2004). Today's schools must create spaces that students want to go to, similar to the way cafes attract people, rather than the space being purely functional (Bunting, 2004).

Other research has acknowledged that ‘student achievement lags in shabby school buildings’ but go on to say that research ‘does not show that student performance rises when facilities go from decent buildings to those equipped with fancy classrooms, swimming pools, television studios and the like’ (Stricherz in Higgins et al 2005:36).

Another study about the significant improvements in the learning environment were attributed to the better attitudes to teaching and learning the improvements in the physical environment created amongst all users (Berry in Higgins et al 2005:14). There are many arguments in the research about the optimal teaching and learning spaces and their contribution to improving student achievement. These range from those who advocate de-schooling – pulling down the walls – to those who propose open space arrangements, to those whose research reports the benefits of more traditional classroom arrangements. Horne challenges us to ‘tear down the school walls’ because students are being forced to learn in contexts so different from the world where they are required to put their knowledge to use. His view of schools as being similar to ‘fortresses’ is the cause of lower levels of parental involvement with schools and prevents the much needed improvement to parent/teacher and parent/parent relationships that in turn contribute to improvements in teaching and learning (Horne, M 2004:6).

Stevenson(2007) also advocates schools being opened more widely for community use, but points out the implications of this on materials, design and maintenance. According to Mark (2001) advocates of open plan schools argue that students ‘should be allowed to learn ways suited to their individual differences’ and that the most effective teaching and learning strategies allow teachers to work collaboratively with each other and team teach. The traditional classroom boxes with desks lined up in rows impede teachers’ efforts to work in teams and have students ‘in the flexible and varied groupings necessary:

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

According to the study of Tolentino et, al. (2013), each person has different learning preferences and styles that benefit them including auditory, visual, logical, social, solitary or tactile. It is not uncommon for people to discover certain learning style that work best for them or styles that are preferable in certain situations.

Agno (2009), added that teaching process is the touchstone to effective instruction particularly in basic education. Teaching becomes more effective and productive when teachers are equipped with knowledge, abilities and skills in planning instruction for the learners. Every teacher has a teaching style of his/her own. This is usually reflected in his/her actions, verbal interactions, questioning and evaluating learning.

According to Haskvitz (2013), teachers are always eager to learn new things, expand their knowledge base, experiment with better ways to achieve success. In reality, setting high standards bring out the best in students and creates in them a feeling of accomplishment. Highly effective educators are adept at monitoring student problems and progress. They remediate when necessary and differentiate as needed. The students are encouraged to look for help and answers on their own. They are passionate about not teaching, but facilitating learning. They promote a deeper understanding of concepts and work habits than just learning the curriculum suggests. According to Ogembo (2009), enhanced supervision of curriculum implementation in school, increases the amount allocated for tuition and release the funds in good time to enable prompt acquisition of learning

materials. School managements, in conjunction with other stakeholders, should enhance teacher motivation and provide more and better teaching and learning facilities to enable a more conducive environment for learning.

According to Nyamba and Mwajombe (2012), both students and teachers suggested that performance differed between boys and girls, so sex difference proved to have influence on performance.

People exhibit differences in cognitive styles because of their differences in gender. The contention here is placed on the idea that males and females approach a cognitive task in several ways. They show a lot of differences in the ways they gather process and evaluate information. O'Brien and Guiney (2011), cited in a proposed number of principles for differentiation and pointed out that successful differentiation is not about planning to troubleshoot for some students, but must be a practice that is applied to all.

The Lyceum of the Philippines University-Batangas(formely Lyceum of Batangas) is an institute of higher education located in Capitol Site, Batangas City. It was founded by Dr. Sotero H. Laurel in 1966 using the educational philosophy of his father, former President Jose P. Laurel. Its flagship courses were Nursing, Medical Technology, Marine Engineering and Customs Administration. Now Lyceum of the Philippines University has 42 degree and non degree programs to offer. The school employs over 500 teaching and non teaching personnel to cater to the needs of its 10,000 student population, the biggest amongst all Lyceum campuses.

College of International Tourism and Hospitality Management envisions to be a Center of Excellence in the tourism and hospitality education in the Asia Pacific Region by 2022. Part of the initiative for the improvement in the area of instruction, departmental examination during midterm and finals was adapted by the college.

Departmental examinations of selected professional subjects like Principles of Tourism 1 and 2, Philippines Tourism , Travel and Tour Operation, World Tourism, Tour Guiding Services, Transportation Management, Airline Business, Hospitality and Tourism Law, Tourism Marketing, Principles of Safety, Hygiene and Sanitation, Principles of Food Production, Food and Beverage Service Operations, Introduction to Pastry and Bakery, Western Cuisine 1 and 2, Food and Beverage Control, Asian Cuisine, Vegetable and Fruit Craving, Housekeeping Operations, Front Office Operations, Computer Systems for Front Office Operations, Restaurant management and Development, Hotel Management, and Hospitality and Tourism Research Methods and Techniques are fully implemented.

The hospitality sector is one of the world's consistently expanding industries. Its scope includes airlines, cruise ships, travel agencies, resorts, dining, gaming and recreation establishments, local, national and international tourism programs offering a wide range of opportunities for specialist managers and entrepreneurs. The researchers conducted this study to understand how the departmental examination were done and its significance to the CITHM students. Also, this will determine the contributions and improvement to the instruction. On the other hand, this examination may suggest effective teaching strategies that will certainly benefit the students.

Objectives of the Study

The study is aimed to assess the CITHM Departmental Examination. More specifically, to compare the

assessment of departmental examination of CITHM as perceived by the respondents. Furthermore, to determine the problems encountered by the respondents in the departmental examination; and, to analyze if there is significant relationship on the effects of departmental examination as perceived by the respondents. Finally, to propose an action plan that will help to improve the CITHM departmental examinations.

Hypothesis: There is no significant relationship on the effects of the departmental examination as perceived by the students and faculty of CITHM.

METHOD

Research Design

The researchers utilized the descriptive method of study. It was designed to gather information about the present and existing condition. It involved the process of gathering, analyzing, classifying and tabulating data about the cause and effect relationship and then making the adequate and accurate statistical methods.

Respondents of the Study

The respondents were the 1st to 4th year students who took up the departmental examination of the College of International Tourism and Hospitality Management and members of the LPU-Batangas. There were 22 respondents from HRA; 26 from CLOCA; 17 from CLOHS; 8 from CAKO; 31 from ITTM and 26 faculty members.

Data Gathering Instrument

The main data were gathered from the College of International Tourism and Hospitality Management of LPU-Batangas. A self – structured questionnaire was used as the main instrument of the study. The researchers utilized different references to look for related information that served as basis in making the questionnaire. The questionnaire consisted of three parts which revolve on the profile of respondents, the perceived advantages and disadvantages of the departmental examination and the problems encountered in the execution of the Departmental Examination. Interview was used also to support all the data gathered.

Data Analysis

All data gathered were presented graphically to interpret the result and descriptive statistics such as frequency distribution and weighted mean was used. Frequency distribution and weighted mean was utilized to determine advantages and disadvantages of the departmental examination in the College of International Tourism and Hospitality Management.

RESULTS AND DISCUSSION

Table 1 showed the comparative assessment on the effects of departmental examination of CITHM as perceived by the students and teachers. For the students, all items yield from 2.87 to 3.08 weighted mean with agree verbal interpretation. The coverage of the final exam is the same and the students were given a list of key pointers to study ranked first, while the students have mock up test/review in the classroom before the actual test ranked last with 3.08 and 2.87 weighted mean and verbally interpreted as agree respectively. The composite mean of 2.98, verbally interpreted as agree, suggests that students have the same perception on the effects of the

departmental examination in the college.

Table 1. Comparative Assessment on the Effects of Departmental Examination of CITHM

Positive Effects	WM		VI		Rank	
	S	F	S	F	S	F
1. The departmental examination has a common schedule.	3.05	3.57	A	SA	3	1
2. The coverage of departmental examination is the same.	3.08	3.36	A	A	1.5	6.5
3. The students have enough time to prepare/study before the examination.	3.04	3.36	A	A	4	6.5
4. The students have common test items/examinations.	2.92	3.39	A	A	8.5	5
5. There is uniformity in instruction.	2.95	3.46	A	A	6	4
6. Students will have synchronized learning.	2.93	3.11	A	A	7	9
7. The students were given a list of key pointers to study.	3.08	3.18	A	A	1.5	8
8. The students have a mock up test/review in the classroom before the actual test.	2.87	2.93	A	A	10	10
9. The students have enough time to answer the departmental examination.	2.92	3.54	A	SA	8.5	2.5
10. Covered common topics per grading period.	2.98	3.54	A	SA	5	2.5
Composite Mean	2.98	3.34	A	A		

Legend: 3.50 – 4.00 – Strongly Agree (SA); 2.50 – 3.49 – Agree(A); 1.50 – 2.49 – Disagree (D); 1.00 – 1.49 – Strongly Disagree(SD)

Table 1 showed the comparative assessment on the effects of departmental examination of CITHM as perceived by the students and teachers. For the students, all items yield from 2.87 to 3.08 weighted mean with agree verbal interpretation. The coverage of the final exam is the same and the students were given a list of key pointers to study ranked first, while the students have mock up test/review in the classroom before the actual test ranked last with 3.08 and 2.87 weighted mean and verbally interpreted as agree respectively. The composite mean of 2.98, verbally interpreted as agree, suggests that students have the same perception on the effects of the departmental examination in the college.

The same assessment on the effects of departmental examination in the CITHM was presented in table 1 as rated by the teachers. It can be viewed that all items yield from 2.93 to 3.57 weighted mean with agree and strongly agree verbal interpretations respectively. In contrary with the students' perception on the effects of the departmental examination, the departmental examination has a common schedule and ranked first for the teachers. The teachers agree with the students in rating students were given mock up/review before the actual test as the last in rank. Further, the composite mean of 3.34, verbally interpreted as agree indicates that teachers had higher perception on the effects on departmental examination than with the students.

In schools where test scores are steadily increasing, teachers report that instruction is more innovative and higher-order thinking skills are addressed more often in the classroom setting. Those same teachers feel that they hold a greater stake in decision-making within their schools. Teachers in successful schools report that there is an overall higher standard for student performance and that teachers take more pride in their work. It is important to note, however, that lower-achieving schools do not share these opinions.

It can be noted that Departmental exam in any form of test requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that is scored in a standard or consistent manner, which makes it possible to compare the relative performance of individual students or group of students.

The quality, or adequacy, of any standardized testing instrument, whether norm-referenced or criterion-referenced, is directly empirically supported by both reliability and validity studies. Professional testing associations or organizations often publish standards that practitioners can refer to when evaluating the quality of a testing instrument. (<http://www.education.com/reference/article/standardized-testing/>)

Helen Van (2011) noted from her research that standardized achievement tests are known for their reliability. With a few exceptions, such as essay portions, standardized tests are primarily computer graded. This minimizes the chance of human error and provides a universally fair grading system. The questions remain unchanged regardless of where the test is being administered, ensuring that all areas of the country maintain the same learning requirements. (www.ehow.com/info_8537863)

Table 2. Comparative Assessment on the Problems Encountered in Departmental Examination

Problems	WM		VI		Rank	
	S	F	S	F	S	F
1. Proctors administering the examination are late.	2.41	2.43	D	D	2	1
2. Schedule of examination are not strictly followed.	2.39	2.39	D	D	4	2
3. Examinations are time constraint.	2.40	2.18	D	D	3	5
4. Not all topics are covered/discussed during the examination	2.43	2.32	D	D	1	3.5
5. Inquiries cannot be addressed to the proctor.	2.36	1.75	D	D	6	7
6. Examination venues are not conducive for examination.	2.34	1.86	D	D	7	6
7. Conflicting schedule of subjects during departmental exam.	2.37	2.32	D	D	5	3.5
Composite Mean	2.39	2.07	D	D		

Legend: 3.50 – 4.00 – Strongly Agree (SA); 2.50 – 3.49 – Agree(A); 1.50 – 2.49 – Disagree (D); 1.00 – 1.49 – Strongly Disagree(SD)

Table 2 showed the responses of the students and teachers on the problems encountered in the execution of the departmental examination. It was observed that both the students and teachers assessed it as disagree with composite mean values of 2.39 and 2.07 respectively.

Based from the assessment of the students, not all topics are covered/ discussed during the examination ranked first with weighted mean score of 2.43. This means that students had seen their teachers to have different styles and teaching strategies inside the classroom. Moreover, students have discovered that teachers have their own structure, order and choice of topics to discuss. It was followed by proctors administering the test were late. Examination venues are not conducive for examination ranked last.

On the other hand, the assessment of the teachers to problems encountered in the departmental examination was lower than the assessment of the students ($2.07 < 2.39$). It can be viewed that proctors administering the tests were late ranked first with weighted mean of 2.43 and verbally interpreted as disagree. It was followed by schedule of examination were not strictly followed. The last rated problem was inquiries cannot be addressed

to the proctors. This means that teachers were not properly oriented of the subjects that were assigned to them for proctoring. Moreover, teachers had experienced to be asked of questions not related to their expertise.

Proctors administering the examination are late rank 1 among the responses of the faculty. Similar to the findings of Johnson Center Organization, where they mentioned that when a standardized test is administrated, it is done so according to certain rules and specifications so that testing conditions are the same for all takers. According to the study of Tolentino et, al. (2013), each person has different learning preferences and styles that benefit them including auditory, visual, logical, social, solitary or tactile. It is not uncommon for people to discover certain learning style that work best for them or styles that are preferable in certain situations. It is also possible for the individuals to develop learning styles never utilized in the past or further home preferred styles. It is very beneficial to know the learning styles that best suit one's personality when selecting a major, signing up for classes, and preparing for a test.

A teacher that facilitates learning is strikingly attractive. Her charisma entices everyone around and a feeling of delight and fascination is aroused. She is amiable and friendly in her being approachable, admirable and understanding. She is also elegant and grand for being impeccable, refined and polished. She is ready to participate in school activities and is always depended upon for long work time because she is dynamic and diligent. Her temper or disposition and emotional state vary from good humor to gloominess.

A teacher-leader commands, guides and directs students toward learning goals. She can inspire persuade and "show the way" through shepherding and setting the example. Lastly, she portrays exemplary and lofty character that adheres strictly to moral and ethical standards.

Table 3. Correlation of Effects of Departmental Examination

	r value	p-value	Decision	Interpretation
Effects to Students – Effects to Faculty	-0.019	0.922	Accepted	Not Significant

Legend: Significant at p-value < 0.05

Table 3 presented the correlation of the effects of the departmental examination in the College of International Tourism and Hospitality Management as rated by students and teacher. It can be gleaned that when effects of departmental examination of students is correlated to the effects of it to teachers, it exhibited no relationship at all. This was attested by the r value of -0.019. Based from the result, the computed p value was greater than the 0.05 level of significance, thus the null hypothesis of significant relationship between the effects is accepted. This means that respondents had viewed the effects of the departmental examination in the College of International Tourism and Hospitality Management similarly.

Table 4. Plan for improvement on Departmental Examination

Objective	Programs/ Activities	Person Responsible
Punctuality	Schedule of the examination may start at least 8:30 in the morning.	Dean, DCs, Faculty
Schedule of examination	-Preparation must be 3 days before the examination.	Dean, DCs, Faculty
Scope of the Examination	-Submission of test paper should be done 1 week before the examination	Dean, DCs, Faculty
Development of test book	-Teachers handling the same subject must communicate about the coverage of the topics. -Teachers must consult first the others handling the same subject before preparing the examination.	Dean, DCs, Faculty

CONCLUSION

From the response of the teachers and students as to the advantages both group responses on the advantages were similar with verbal interpretation of agree. Students and faculty members both disagree on the problems mentioned in the survey. The effects of departmental examination of students are correlated to their effects on teachers, and no significant relationship was noted. A plan of Improvement is proposed by the researchers on the execution of the Departmental Examination.

RECOMMENDATION

Departmental Examination may be included in the school calendar of the college and university. Teachers handling subjects with Departmental Examination should have monitoring guide as to the completion of the subject covered per grading period. A review session may be given to the students before the Departmental Examination. Future researchers may undergo similar study using different variables.

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