

## Feedback on Student Outcomes as Perceived by the Hotel and Restaurant Administration Students

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**Abstract** - *Outcomes Based Education is an approach that focuses and organizes the educational system that is essential for all learners to know, value, and be able to do to achieve a desired level of competence. This study aims to assess the feedback on student outcomes as perceive by HRA students. Specifically, to presents the profile of the respondents in terms of age and sex; to assess the feedback in student outcomes of the respondents; to evaluate the OBE in presentation in terms of curriculum, faculty members, laboratory, method, instruction and assessments; to test the significant relationship of student outcomes and OBE implementation. This study used descriptive method, with HRA students as respondents. An adopted questionnaire was used and utilized percentage, frequency distribution, weighted mean and analysis of variance (ANOVA). Based on the result, the respondents were aware on the implementation of outcomes based education and answered it as highly effective in terms of relevance of the overall evaluation of OBE which is the Curriculum, Laboratory, Faculty Members, Assessments and Method of Instructions that there was no significant difference on the student outcomes and evaluation of OBE.*

**Keyword:** *Student Outcomes, Hotel and Restaurant Administration, Outcomes Based Education*

### INTRODUCTION

The vital component of the educational experience is the student learning in which each institution is committed to undergo regular assessment of its effectiveness in order to ensure the needs of each student, class subjects, and college – inclusive studies of student attitudes, presentation and satisfaction are encountered. “In fact, that assessment is the single most important aspect of the student academic life and it should direct their learning. The students who understand the assessment process may learn better” (Fletcher et al., 2012). Most commonly, school systems in many countries made use of Outcome Based Education. Student-centered teaching and learning is the

recommended approach to modern day pedagogy especially in the Outcomes-based Education where the teachers served as the facilitator of learning activities rather than performing the traditional lecture method (Laguador, 2014; Laguador & Dotong, 2013).

Some educators anticipated that most parents and citizens would reinforce a drive to more specific outcomes and means of evaluating them after hearing from political and business leaders. Philippine Higher Educations are encountering many changes and challenges brought by the new concept set by CHED. There are calls for curriculum revisions to meet global standard and work competitiveness (Bay, 2013) though study remains one of the means to standardized certification in evaluating qualified professionals (Gomez & Panaligan, 2013). Outcome-Based Education is a process of training and program of study scheming that emphasizes the results given by the students through their span of learning in an institution with the support of the on-the-job training programs (Bernardo et al., 2014; Martinez et al., 2014; Laguador, 2015; An & Mauhay, 2016). The core emphasis of this program is the contribution they would impart after being educated and molded by the teachers. Leadership capabilities are strengthened to maximize the potentials of the learners to handle higher responsibilities (Laguador, Velasquez & Florendo, 2013).

There are four principles of OBE which are as follows: Clarity Focus, Mapping Back, Student Centered and Evaluation. These four caters the outcomes of the students' learning by the preparation and assessment given by the schools, and the application of the different strategies and approaches that would be facilitated by the instructors' and professors (Barte, 2014)

HEIs update their program and facilities, as well as the instructional materials used in teaching and the approaches and strategies utilized by the instruction specialists (Flores et al., 2015). This movement of the university is to partake into the deliberation in forums and conventions in adopting international standards (Dotong & Laguador, 2015; Laguador, Dotong & De Castro, 2014; Ogundele & Laguador, 2017).

The objectives of HRM certificate program is to develop professionalism and skill competence of student in accordance to his responsibility in the area of specialization is a comfortable living environment and to develop communicate competency, ethical standard and specific skills required from a manager and leader (Mejia, Manzano & Menez, 2014; Agena et al., 2015; Flores et al., 2015; Mendoza et al., 2014; Encio et al., 2016).

This research tends to benefit the Hotel and Restaurant Management students by serving as a tool to give information and feedbacks of students regarding their learning outcomes. In addition it serves as a guide to know what to improve and to enhance the student's ability prior to entering the industry. Furthermore, it guides the student and its

graduates to conquer their weaknesses and find the solution for the problem. This research will benefit the university to build a competitive and progressive student.

### **OBJECTIVES OF THE STUDY**

The purpose of this research study is to determine the feedback on student outcomes as perceived by Hotel and Restaurant Administration (HRA) in LPU – Batangas. Specifically, this study aims to present the profile of the respondents in terms of age and sex; assess the feedback in student outcomes of the respondents; evaluate the OBE in presentation in terms of curriculum, faculty members, laboratory, method, instruction and assessments and test the significant relationship of student outcomes and OBE implementation.

### **METHODS**

#### **Research Design**

This study used the descriptive method in order to attain the accurate data of feedback of the student outcomes as perceived by BSIHM – HRA. It is considered to be the most appropriate method to be used because the current study analyzed the present status on the realization of student outcomes among the respondents.

#### **Participants**

The participants of the study consist of fifty five (55) students or one hundred percent (100%) of the population of the fourth year students under the program BS – IHM Specialized in Hotel Restaurant and Administration.

#### **Instruments**

The main instrument to be used in this study to gather pertinent or relevant data is a survey questionnaire which was adopted based from the program Educational Objectives provided by the CITHM in order to determine the feedback on student outcomes as perceived by BSIHM – HRA students. This questionnaire is composed of four parts, namely: (1) determining the knowledge of different theories and principles in the areas of hotel and restaurant operations, (2) composition of the student's outcomes accomplishment applied to BS IHM – HRA, (3) overall rating of the specified items in student outcomes and lastly, (4) survey questions that answered directly and accordingly by the respondent himself.

#### **Data Analysis**

Data gathered through the survey questionnaire was treated statistically and with confidentiality using different formulas. Specific statistical treatments are necessary to

ordain the responses of the target participants and respondents. The researches of the study used the following statistical tools in weighing the data. This includes the following: (1) frequency distribution and percentage, which is applied in order to present the profile of the respondents, (2) weighted means, which was used to assess the feedback on student outcomes, and lastly (3) ANOVA which has remain procedure towards assessment the important change among the feedback on student outcomes when grouped according to profile.

The given scale was used to interpret the result of the data gathered: Legend: 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 DISCUSSIONS

**Table 1. Percentage Distribution of the Respondents' Profile**

Profile Variables	f	%
<b>Age</b>		
19 – 20 years old	44	80.00
21 - 22 years old	7	12.70
23 - 24 years old	3	5.50
25 years old and above	1	1.80
<b>Gender</b>		
Male	24	43.60
Female	31	56.40

Table 1 presents the distribution of the respondent's profile. In terms of age, majority of the respondents are 19-20 years of age with a frequency of 44 or 80 percent. Seven of the respondents are 21-22 years of age with a percentage of 12.70 percent. Three of the respondents are 23-24 years of age with a percentage of 5.50 percent. And lastly, 25 years above has a percentage of 1.80 percent, which got the lowest item. The result showed that majority of the respondents is at the age of 19-20 years old because most of the graduating students are at this age bracket.

As stated by Brown (2011), a college graduate between the ages of 20-22 regardless of the gender will work right after graduation or even before. There are two factors to consider in defining this results, first is the age of both junior and senior high school and the age of the students who enter college right away after finishing senior high school program which aged from 17-19.

As for the gender of the respondents, the table implies that almost half of the population of the graduating students of the Program of BSIHM major in Hotel and Restaurant Administration were female with a frequency of 31 or 56.40 percent while male respondents got the frequency of 24 or 43.60 percent of the whole population.

The data above shows the division of the population. Female students gathered 12.80 percent a lot more different from the male students. This data assume that although they are the same in most of time in the figure, female students took the higher percentage which clearly explains that they have the higher interest in the program and most likely to finish the course. The interest of the students provides them an intrinsic motivation to pursue the program and manage the challenges that come along their way (Laguador, 2013; Aguado et al., 2015).

Male and female can obtain different values and can vary in their expectations and standards. Gender differences can obviously be seen in high school students. Females are less likely to register in Science at Mathematics subjects unlike men but are more engage in enrolling in English classes. One reason behind this, is that both male and female have different sensitivity, and with regards to their ability and competency, they know the area where they can excel and more likely to become experts. This is a clearer vision that both gender may fluctuate to each other but has only one goal—to learn and use that learning in the real world (Alpranis & Oliver, 2013).

**Table 2. Feedback in Student Outcomes of the Respondents**

Indicators	WM	VI	Rank
1. Ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division based on international standards.	4.44	Very Good	1
2. Perform and adjust to technological advancement and services of international standards using the different General Distribution Systems and/or Computer Reservations System.	4.31	Very Good	5
3. Speak articulately and express themselves clearly both oral and written form.	4.22	Very Good	8
4. Apply knowledge of different theories and principles in the areas of hotel and restaurant operations	4.29	Very Good	6
5. Manifest professionalism and self-confidence in performance of the duties and responsibilities in the practice of the profession.	4.33	Very Good	3.5
6. Conduct a research in the field of tourism and hospitality industry and utilizing the results for community development.	4.20	Very Good	9
7. Ability to conceptualize products, ideas and systems in hospitality businesses.	4.33	Very Good	3.5
8. Ability to establish hospitality related business	4.27	Very Good	7
9. Demonstrate respect to different culture and nationalities and awareness of social issues in the community	4.38	Very Good	2
<b>Composite Mean</b>	<b>4.31</b>	<b>Very Good</b>	

Table 2 depicts the assessment of the respondents on student outcomes. The over-all composite mean of 4.31 indicates that the student outcomes are assessed as very good.

Ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division based on international standards got the highest weighted mean score of 4.44 and ranked first. It was followed by demonstrate respect to different culture and nationalities and awareness of social issues in the community with the weighted mean of 4.38, Manifest professionalism and self-confidence in performance of the duties and responsibilities in the practice of the profession and ability to conceptualize products, ideas and systems in hospitality businesses, followed both have a weighted mean of 4.33.

In terms of feedback in student outcomes of the respondents, the result showed that ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division got the highest rank which means that the students contain the expertise and awareness they can use in their future workplace and can help them in providing good performances. This also implies that the students have enough knowledge in building their future career in the aspect of hospitality and business platform.

The HRA/HRM alumni certainly falls under the classification of outstanding leader as they have become well- trained professionals and several of them have accomplished remarkable positions in their profession. Performance which includes academic performance and student satisfaction as student feedback on their learning experience is very vital. On the contrary it will not fully signify the learning one student (Sokalingam 2013).

Even though all were positively assessed, items such as ability to establish hospitality related business with a weighted mean of 4.27, followed by speak articulately and express themselves clearly both oral and written form with a weighted mean of 4.22 and conduct a research in the field of tourism and hospitality industry and utilizing the results for community development got the lowest mean values of 4.20.

In terms of feedback in student outcomes of the respondents, the result showed that conduct a research in the field of tourism and hospitality industry and utilizing the results for community development got the lowest weighted mean which entails that most of the students had a hard time doing and coping with these research papers covered by the program. It also implies that most students find this field or area of their learning outcomes as the maker or the breaker of their learning process.

Research subjects such as thesis are becoming important nowadays where students learn how to become systematic and analytical in solving simple and complex issues. Due the dramatic changes, educators increase the critical value and quality of

these researches. It is inspected accordingly by professionals in education programs. At this point, some of those educators assessed and conclude that, too many research papers with critical quality assessments may discourage students to take the course (Hogeschool Rotterdam Profielen, 2015). The application of all learning outcomes can be measured through their job performance on the respective workplaces where employability skills are very much significant (Dotong et al., 2016; Chavez et al, 2016; Aguila et al., 2016; Macalalad et al., 2016; Encio et al.,2016)

**Table 3. Over-all Evaluation of Outcomes-Based Education**

Indicators	WM	VI	Rank
1. Curriculum	4.36	Very Good	1
2. Faculty Members	4.33	Very Good	3
3. Laboratory (e.g. hotel room, kitchen, le café, housekeeping)	4.35	Very Good	2
4. Method of Instruction	4.24	Very Good	5
5. Assessments (e.g. written exams, practical exam, national certification)	4.31	Very Good	4
<b>Composite Mean</b>	<b>4.32</b>	<b>Very Good</b>	

Table 3 shows the over-all evaluation of student outcomes. The over-all composite mean of 4.32 verbally interpreted as very good.

Curriculum got the highest weighted mean score of 4.36 and ranked first, was followed by Laboratory (e.g. hotel room, kitchen, le café, and housekeeping) with weighted mean of 4.35, and third Faculty Members with the weighted mean of 4.33.

Regarding the Over-all Evaluation of Outcomes – Based Education, Curriculum got the highest weighed mean which was acknowledged as Very Good, data above reveals that the curriculum of the program BS IHM – HRA at current point is effective and useful to its users, which are the students themselves. The students have enough knowledge in building their future skills in the aspect of hospitality and business platform. This also implies that an effective curriculum increases students' understanding about the world around them and prepares them to build their future career.

The curriculum was developed to integrate an in depth academics, laboratories and field internship programs that will ensure the efficiency and quality to meet the world class standards. The said curriculum is in line with collaboration of LPU and Dusit International with CHED CMO 30 Series of 2006.

Even though all were positively assessed, items such as, Assessments (e.g. written exams, practical exam, national certification and Method of Instruction got the lowest mean values of 4.31, and 4.24 respectively.

Regarding the Over-all Evaluation of Outcomes - Based Education, Method of Instruction got the lowest weighted mean which was acknowledged as Very Good. Based from the results of the evaluation, it implies that teachers are well-resourced with reliable facts and knowledge because they are the ones who will direct the way of each scholar, willing to teach and make the students learn and also they must base on the curriculum taken by the learners, to make connections.

To become a better assessor, student should have a better practice in assessing for a better outcome and judgment afterwards. It shapes their learning and determines how they will spend much of their time (Bloxham, 2011). It is said that the main reason of student's low class performance is tailed to unsuccessful teaching strategy of teachers that would highly impact the students (Adunola, 2011). Some research shows that the reasons of learner's achievements are mainly because of how they acquire the knowledge pass by the teachers. The purpose of teaching is to gain a desired outcome on learners in order to achieve their goals (Ayeni, 2011). Complexity is highly recommended for teachers to use to recognize the intensity of the concepts to be discussed (Adunola, 2011). On the present day, the efficiency of teaching strategy on students acquiring of knowledge is highly raised among diplomatic researches (Ganyaupfu, 2013).

**Table 4. Difference of Responses on Student Outcomes and OBE When Grouped According to Profile Variable**

Profile Variables	Student Outcomes			OBE		
	F-value	p-value	I	F-value	p-value	I
Age	2.000	0.126	Not Significant	1.888	0.143	Not Significant
Gender	0.541	0.591	Not Significant	0.341	0.734	Not Significant

*Legend: Significant at p-value < 0.05*

Based from the result of Table 4, all computed p-values were greater than 0.05 alpha levels, thus the researchers fail to reject the null hypothesis of no significant difference on the students outcomes and evaluation of OBE when grouped according to profile. This clearly states that both female and male students of any age, has the same feedback and assessment. This implies the significant difference with regards both gender and their varying observation. Feedback of the female students in OBE program gives different perspectives, same as with the males.

Female and males differs in their way of thinking. Female will always see what's behind the picture, and most of the time a negative thinker, while males, see



things positively on both sides. For men, hard work will diverge to their sense of well-being and for women; they are standing in their own conclusions and principles (World Economic Forum, APA 2015).

## **CONCLUSIONS AND RECOMMENDATIONS**

Majority of the respondents was composed of female and is aged 19-20 years old. Respondents, BSIHM – Hotel and Restaurant Administration students agreed on student outcomes they have acquired in studying their degree. There was no significant difference on the student outcomes and evaluation of OBE.

It is recommended that the BSIHM – Hotel and Restaurant Administration can make expansions in spite of having a good status now, and can continuously adapt to new changes. The College of International Tourism and Hospitality Management (CITHM) can send the faculty members into different trainings which will help them to gain new knowledge and ideas and share it to their learners. This will be the chance of the teachers to proceed to the next level of their teaching process and think of new approaches and strategies. The faculty members may use OBE in full implementation to lessen the loaded paper works of the students.

The college may conduct a seminar about research to increase the awareness of the students regarding research so that students will be motivated to conduct research, they will be more aware of the importance of research and appreciating its value. The instructors should encourage the students to speak English in class so that students' communication skills would be developed and enhanced (Buenviaje et al., 2016).

To come up with a seminar or workshop that invites successful entrepreneur as key speaker so that students will be more motivated and have an alternative option after graduation. Future research may be conducted for the next batch of students to future access on the student outcomes of the program

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