Hospitality management program evaluations: Bases for curriculum enhancement

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Abstract

Global standards in Hospitality Management in terms of academic learning and practical skills are very stiff competition in the industry. Interns' level of performance due to the individual KSA (Knowledge, Skill, and Attitude) evaluation CTU-Main HM collected. However, the internship performance of the Trainee depends individually in terms of KSA. A quantitative method structured questionnaire and distributed to evaluate how the individual factors of interns that would help determine the curriculum enhancement based on the results. Essential insights that advance understanding of the efficient design and informed management of internship programs based on evaluations among students can be invaluable in measuring outcomes from the internship program and the entire professional instruction program for future Hospitality Management professionals. It provides perspectives on coursework, activities, and suggested curriculum changes. Integrating program and internship assessment is appropriate since internships are part of the program. It attempted to explore the academic performance and internship performance in terms of KSA and personality of hospitality management students by examining their capacity before the internship and their skills enhancement needed for the internship experience following its completion. It reveals that an interaction that influence the individual factors is essential in shaping student expectations of the internship. Individual and organizational factors regarded as influencers on interns' experience, training factors about the transition of environment that regulate interns' experience and characteristics serve as mediators to the internship experience.

Keywords: internship, curriculum development, academic learning.

Avaliações do programa de gestão hoteleira: Bases para o aprimoramento do currículo

Resumo

Padrões globais em Gestão de Hospitalidade em termos de aprendizado acadêmico e habilidades práticas são uma competição muito acirrada no setor. Nível de desempenho dos estagiários devido à avaliação individual CHA (Conhecimento, Habilidade e Atitude) coletada pelo CTU-Main HM. No entanto, o desempenho do estágio do Estagiário depende individualmente em termos de CHA. Um questionário estruturado de método quantitativo e distribuído para avaliar como os fatores individuais dos estagiários ajudariam a determinar o aprimoramento curricular com base nos resultados. Insights essenciais que promovem a compreensão do design eficiente e gerenciamento informado de programas de estágio com base em avaliações entre os alunos podem ser inestimáveis na medição dos resultados do programa de estágio e de todo o programa de instrução profissional para futuros profissionais de gerenciamento de hospitalidade. Ele fornece perspectivas sobre cursos, atividades e mudanças curriculares sugeridas. A integração da avaliação do programa e do estágio é apropriada, uma vez que

os estágios fazem parte do programa. Ele tentou explorar o desempenho acadêmico e o desempenho do estágio em termos de CHA e personalidade dos alunos de gestão de hospitalidade, examinando sua capacidade antes do estágio e o aprimoramento de suas habilidades necessárias para a experiência de estágio após sua conclusão. Revela que uma interação que influencie os fatores individuais são essenciais para moldar as expectativas do aluno em relação ao estágio. Fatores individuais e organizacionais considerados como influenciadores da experiência do estagiário, fatores formativos sobre a transição de ambiente que regulam a experiência e as características do estagiário servem como mediadores da experiência de estágio.

Palavras-chave: estágio, desenvolvimento curricular, aprendizagem acadêmica.

1. Introduction

An internship is a necessary form of learning in which industrial trainees benefit from supervised learning experience to excel their practical knowledge in a specified area. This actual practical work experience is necessary along with classroom learning as it helps in the overall acquisition of essential traits in higher education (Patton; Dial, 1988; Kuh, 2008). According to Mccleland (2002), training changes an individual working in the organization. The process provides individuals with the knowledge and skills required for the operation set by the management (Sommerville, 2007). As perceived, this Educational training program is a significant factor in developing competencies needed by the industry.

There are three stakeholders of internship are the academic Scholars, the students, and the Industry (Chen; Shen, 2012). Wen (2010) he studied various characteristics of the students, resulting in the successful competition of the industrial training program with the different organizations. Multiple factors related to individuals contribute to the successful competition of the industrial training factors such as Self initiative, the right attitude, and academic preparedness of the students are instrumental in the successful competition of the industrial training program. Furthermore, the trainees who have basic knowledge about their field and their technical area.

This Training is advantageous for both the students and the hotel as it helps the student gain practical knowledge and simultaneously helps the hotel identifies the prospective employees. The individual factor is one of the crucial vital areas.Individual factors or characteristics such as academic knowledge, skills, and attitude are essential for completing the industrial training program. The personal qualities of the individual have a significant impact on the performance of the individual during the Training may have a good amount of result in the performance of the individual qualities such as positive attitude, right approach, and accountability towards their works shows the positive results regarding the industrial training satisfaction.

A properly trained individual with the application of set standard operating procedure handles the operation with self-confidence in performing a task related to the job as the individual knows the. It enables the Trainee to pursue the task given most efficiently and effectively. During the the operation, trainees are required a lesser amount of supervision and make the best use of the available resources, which helps the organization run economically.

A trainee will follow standard operating procedures that require a significant amount of involvement and practice from the individuals, which is helpful for the students once they start employment with the reputed hotel organization. This allows Trainee in various ways to acquire adequate knowledge and skills that provide confidence to the employee once the trainee follows the Standard Operating Procedure; also, a related issue of continuing concern is educational preparation related to industry work. It reduces the chance of accidents and damages to the equipment used in hotels, which economically benefits hotels.

An educational opportunity on current foodservice problems identifies its crucial role in bridging the gaps between workforce requirements and the present acquired skills. The worldwide problem of tourism and hospitality industries have been confronted with the attracting and retaining employees, which has led to a war of talents employees to staff the ever-growing number of hospitality businesses (Baum, 2006; Richardson, 2010). The educational quality in higher education institutions in the country is one of the fundamental goals for national development. Industrial Training in the students' curriculum is a bridge for classroom learning to acquire professional practice (Baird,1996). Further, it examines the role of these structured questions asked factors 12 criteria are to the 66 respondents who have completed their industrial Training from various reputed brand hotels. The survey's findings were analyzed using Likert 5-point scale.

This Study aimed to assess the level of performance of the interns as a result of the individual KSA (Knowledge, Skill, and Attitude) evaluation of CTU-Main Hospitality Management interns. Specifically, this paper has the following objective:

(1) To determine the Hospitality Management students' Individual knowledge, skills, and attitude

(2) To propose a curriculum enhancement plan for the performance development of the interns.

A review of the literature was done referring to various studies related to the research context. This Study was quantitative, and the Entire work focused on finding the role of individual factors and determining multiple individual factors that assist students in deciding the internship satisfaction of hospitality students. A questionnaire was circulated to the 66 students of hospitality courses.

2. Materials and Methods

2.1 Research design

A career is as a lifelong process of work-related experience (Hall, 2002), and its development is an ongoing stage characterized by unique concerns, themes, and tasks (Greenhaus et al., 2015). Industrial Training is an essential domain of the academic curriculum for Hospitality Management students across the globe. Students tend to enhance their practical skills and implement their theoretical knowledge during the tenure of industrial Training. Hence, this area is crucial in improving the practical skills of the students. Different students have different learning abilities.

These abilities depend on individual factors such as their academic knowledge, Skills and right Attitude towards work, and students' self-confidence. Significantly less research has been done to study and identify the factors of an individual that determine the industrial training satisfaction of the students of hotel management. The research paper uses the quantitative method. It examines the Hospitality Management students' Individual knowledge, skills, and attitude and propose a curriculum enhancement plan for the performance development of the interns. The discussion and suggestions concerning the findings are shared.

2.2 Data collection

Primary and Secondary data are instrumental in this research study gathered from Hospitality Management students of Cebu Technological University-Main Campus. This Structure questionnaire has 12 well-framed criteria with particular questions asked to the students focusing on the role of individual factors in terms of KSA (Knowledge, Skill, and Attitude) on their internship and various personal skills needed to be enhanced. This was collected from the students who have concluded their internship training from different reputed hotels - the Secondary data used for the research paper comprised considerable research, including significant research papers.

3. Results and Discussion

In Table 1 shows that among the 66 respondents. This table illustrates the descriptive analysis of the first section of the questionnaire, which presents the general information about the internship. The respondents were students of Cebu Technological University-Main Campus S.Y. 1st Semester 2020-2021. As shown in Table 1, out of the 66 respondents, 15 are Males, and 51 are females.

Table 1. Gender of the respondents.

N = 66		
Male	15	22.73
Female	51	7727
	66	100.00%

Source: Authors, 2023.

Table 2. Individual Factors of Interns in terms of Knowledge, Skills, and Attitude.

CRITERIA	MOST IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT SO IMPORTANT	NOT IMPORTANT	WEIGHTED MEAN	VERBAL DESCRIPTION	N	Total
KNOWLEDGE	5	4	3	2	1				
customer personel service	48	9	1	0	0	4.810344828	Most Important	58	279
Food Knowledge	32	25	1	0	0	4.534482759	Most Important	58	263
English Language	32	19	6	0	0	4.456140351	Most Important	57	254
Sales and Marketing	32	20	5	0	0	4.473684211	Most Important	57	255
Public Safety and Secutity	45	12	0	0	0	4.789473684	Most Important	57	273
Mathematics	13	30	15	0	0	3.965517241	Very Important	58	230
Inventory Management	27	26	4	0	0	4.403508772	Most Important	57	251
Education and Training	44	11	2	0	0	4.736842105	Most Important	57	270
SKILLS /ATTITUDE									
COMMUNICATION									
a. Oral /Verbal Communication	42	13	1	0	0	4.732142857	Most Important	56	265
b. Phone Etiquette	24	28	4	0	0	4.357142857	Most Important	56	244
c. Non- Verbal communication	25	27	3	0	0	4.4	Most Important	55	242
d.Customer Concerns	39	15	4	0	0	4.603448276	Most Important	58	267
e. Emotional Intelligence	29	23	5	0	0	4.421052632	Most Important	57	252
f.Written communication	24	27	7	0	0	4.293103448	Most Important	58	249
g. Multilingual	22	27	9	0	0	4.224137931	Most Important	58	245

Note: 1 = Not important, 2 = Not so important, 3 = Important, 4 = Very important, 5 = Most important. Mean interpretation: 1.0-1.80 Not important, 1.81-2.60 Not so important, 2.61-3.40 important, 3.41-4.2 Very important, 4.21-5.0 Most important. Source: Authors, 2023.

Means are calculated for the Individual Factors of Interns. Table 2. shows the Criteria for Knowledge the means for customer personnel service (4.81) Most Important, Food Knowledge (4.53) Most Important, English Language (4.46), Sales and Marketing (4.47) Most Important, Public Safety and Security (4.79) Most Important, Mathematics (3.97) Very Important, Inventory Management (4.40) Most Important and Education and Training (4.74) Most Important.

Skills and Attitude Category in Terms of Communication is that Oral/Verbal Communication (4.73) Most Important, Phone Etiquette (4.36) Most Important, Non-Verbal communication (4.40) Most Important, Customer Concerns (4.60) Most Important, Emotional Intelligence (4.42) Most Important, Written communication (4.29) Most Important, Multilingual (4.22) Most Important.

Table 3. Composure/ficus, attendance, and computer literacy.

CRITERIA	MOST IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT SO IMPORTANT	NOT IMPORTANT	WEIGHTED MEAN	VERBAL DESCRIPTION	N	Total
COMPOSURE /FOCUS									
a.Multitasking	43	11	1	0	0	4.763636364	Most Important	55	262
b. Flexibility/Adaptability	37	14	2	0	0	4.660377358	Most Important	53	247
c. Professionalism	40	13	1	0	0	4.722222222	Most Important	54	255
d. Professionalism Appearance	35	17	3	0	0	4.581818182	Most Important	55	252
e. Stress management	30	18	5	1	0	4.425925926	Most Important	54	239
f.Bearing	28	22	6	0	0	4.392857143	Most Important	56	246
g.Approachability	33	18	3	0	0	4.555555556	Most Important	54	246
h. circumstantial awareness	32	20	2	0	0	4.555555556	Most Important	54	246
i. diligence	37	16	2	0	0	4.636363636	Most Important	55	255
j. thoroughness	34	18	1	0	0	4.622641509	Most Important	53	245
ATTENDANCE TO DETAILS									
a. attentive	42	13	3	0	0	4.672413793	Most Important	58	271
b. memory	36	20	1	0	0	4.614035088	Most Important	57	263
c. active listening	38	18	1	0	0	4.649122807	Most Important	57	265
d.meal ingrediets	24	15	4	0	0	4.465116279	Most Important	43	192
e.situational awareness	32	23	2	0	0	4.526315789	Most Important	57	258
f.Clearing food	33	22	2	0	0	4.543859649	Most Important	57	259
g.prepare and cleaning tables	30	24	2	1	0	4.456140351	Most Important	57	254
h.food allergies	30	21	5	1	0	4.403508772	Most Important	57	251
i.handling money	37	18	1	1	0	4.596491228	Most Important	57	262
j. received and process phone orders	34	20	1	1	0	4.553571429	Most Important	56	255
k. Waiting on tables	25	26	4	1	0	4.339285714	Most Important	56	243
l.meal ingredients	34	20	2	1	0	4.526315789	Most Important	57	258
m.inform guest about daily specials	35	17	4	1	0	4.50877193	Most Important	57	257
n. good health and good grooming	39	16	2	0	0	4.649122807	Most Important	57	265
Computer Literacy									
a Central reservation system (CRS)	28	25	2	0	0	4.472727273	Most Important	55	246
b. Mathematics	16	32	7	0	0	4.163636364	Very Important	55	229
c. Microsoft Office	27	26	2	0	0	4.454545455	Most Important	55	245
d. Payment Processing	34	19	2	0	0	4.581818182	Most Important	55	252
e. Point of Sale System (POS)	36	16	3	0	0	4.6	Most Important	55	253

Source: Authors, 2023.

For Composure or Focus in terms of Multitasking (4.76) Most Important, Flexibility/Adaptability (4.66) Most Important, Professionalism (4.72) Most Important, Professionalism Appearance (4.58) Most Important, Stress management (4.43) Most Important, Bearing (4.39) Most Important, Approachability (4.56) Most Important, circumstantial awareness (4.56) Most Important, diligence (4.64) Most Important, Thoroughness (4.62) Most Important, Attendance to Details in terms of attentive (4.67) Most Important, memory (4.61) Most Important, Active listening (4.65) Most Important, Meal ingredients (4.47) Most Important, Situational awareness (4.53) Most Important, Clearing food (4.54) Most Important, Prepare and cleaning tables (4.46) Most Important, food allergies (4.40) Most Important, Handling money (4.60) Most Important.

Received and process phone orders (4.55) Most Important, Waiting on tables (4.34) Most Important, Meal ingredients (4.53) Most Important, Inform guest about daily specials (4.51) Most Important, Good health and good grooming (4.65) Most Important. Computer Literacy in terms of Central reservation system (CRS) (4.47) Most Important, Mathematics (4.16) Very Important, Microsoft Office (4.45) Most Important, Payment Processing (4.58) Most Important, Point of Sale System (POS) (4.60) Most Important.

Table 4. Criteria: Friendliness, organization, problem solving, sales, teamwork, safety and consciousness, physical speed and strength.

CRITERIA	MOST IMPORTANT	VERY IMPORTANT	IMPORTANT	NOT SO IMPORTANT	NOT IMPORTANT	WEIGHTED MEAN	VERBAL DESCRIPTION	N	Total
Friendliness									
a. Customer Service	42	11	1	0	0	4.759259259	Most Important	54	257
b. Courtesy	37	14	2	0	0	4.660377358	Most Important	53	247
c. Enthusiasm	41	12	1	0	0	4.740740741	Most Important	54	256
d. Energy	45	8	1	0	0	4.814814815	Most Important	54	260
e. Guest Relation	43	18	1	0	0	4.677419355	Most Important	62	290
f. Interpersonal	38	11	1	0	0	4.74	Most Important	50	237
g. Positivity	43	8	1	0	0	4.807692308	Most Important	52	250
Organization									
a. Atetntion to detail	32	18	3	0	0	4.547169811	Most Important	53	241
b. Efficiency	37	16	2	0	0	4.636363636	Most Important	55	255
c. Prioritization	39	14	2	0	0	4.672727273	Most Important	55	257
d. Time management	44	10	1	0	0	4.781818182	Most Important	55	263
Problem Solving									
a. Analytical	33	18	4	0	0	4.527272727	Most Important	55	249
b.Creativity	33	18	3	0	0	4.555555556	Most Important	54	246
c. Resolving complaints	32	21	2	0	0	4.545454545	Most Important	55	250
d. Trouble shooting	30	21	4	0	0	4.472727273	Most Important	55	246
e. Customer Service	43	9	2	0	0	4.759259259	Most Important	54	257
f. Decision making	38	12	4	0	0	4.62962963	Most Important	54	250
g. Proactive	35	18	2	0	0	4.6	Most Important	55	253
h.Problem sensitivity	32	19	5	0	0	4.482142857	Most Important	56	251
i. Logical Thinking	37	14	4	0	0	4.6	Most Important	55	253
j. Integrity	36	17	2	0	0	4.618181818	Most Important	55	254
k Empathy	38	14	3	0	0	4.636363636	Most Important	55	255
Sales									
a. Communicate sales and Promotion	29	16	1	0	0	4.608695652	Most Important	46	212
b. Promote facilities and services	36	16	14	0	0	4.333333333	Most Important	66	286
c. Recall customer Program	30	20	4	1	0	4.436363636	Most Important	55	244
d. Provide information on hotel service	43	10	3	0	0	4.714285714	Most Important	56	264
e. Upselling	36	18	3	0	0	4.578947368	Most Important	57	261
f. inform customers about daily specials	35	18	4	0	0	4.543859649	Most Important	57	259
g. Present menus and help the customers select menu items	34	16	4	0	0	4.555555556	Most Important	54	246
h. Suggest Menu item	35	18	3	0	0	4.571428571	Most Important	56	256
i. deliver food item on time	40	13	3	0	0	4.660714286	Most Important	56	261
Teamwork									
a. Integration	39	15	2	0	0	4.660714286	Most Important	56	261
b. Collaboration	38	16	2	0	0	4.642857143	Most Important	56	260
c. Leadership	42	9	3	0	0	4.722222222	Most Important	54	255
d. Teambuilding	40	13	3	0	0	4.660714286	Most Important	56	261
Safety and Consciousness									
a. Compliance	40	15	2	0	0	4.666666667	Most Important	57	266
b. Risk Assessment	34	20	2	0	0	4.571428571	Most Important	56	256
c. Follow Safety Procedures	40	11	2	0	0	4.716981132	Most Important	53	250
d. Conscientious	36	17	2	0	0	4.618181818	Most Important	55	254
Physical Speed and strength									
a. Ability to learn quickly	43	13	1	0	0	4.736842105	Most Important	57	270
b. Enthusiastic	41	13	2	0	0	4.696428571	Most Important	56	263
c. Fast worker	43	10	2	0	0	4.745454545	Most Important	55	261
d. Flexibility	42	14	0	0	0	4.75	Most Important	56	266
e. Work Quickly	41	15	1	0	0	4.701754386	Most Important	57	268
f. Physical Endurance	45	11	1	0	0	4.771929825	Most Important	57	272
g. Resilience	40	16	1	0	0	4.684210526	Most Important	57	267
h. Confidence	46	11	0	0	0	4.807017544	Most Important	57	274
i. Flexibility	43	14	0	0	0	4.754385965	Most Important	57	271
j. Motivation	44	11	1	0	0	4.767857143	Most Important	56	267

Source: Authors, 2023.

Friendliness in terms of Customer Service (4.76) Most Important, Courtesy (4.66) Most Important, Enthusiasm (4.74) Most Important, Energy (4.81) Most Important, Guest Relation (4.68) Most Important, Interpersonal (4.74) Most Important, Positivity (4.81) Most Important. Organization in terms of Attention to detail (4.55) Most Important, Efficiency (4.64) Most Important, Prioritization (4.67) Most Important.

Time management (4.78) Most Important. Problem-Solving in terms of Analytical (4.53) Most Important, Creativity (4.56) Most Important, resolving complaints (4.55) Most Important, Troubleshooting (4.47) Most Important, Customer Service (4.76) Most Important, Decision making (4.63) Most Important, Proactive (4.60) Most Important, Problem sensitivity (4.48) Most Important, Logical Thinking (4.60) Most Important, Integrity (4.62) Most Important, Empathy (4.64) Most Important.

Sales in terms of Communicate sales and Promotion (4.61) Most Important, Promote facilities and services (4.33) Most Important, Recall customer Program (4.44) Most Important, Provide information on hotel service(4.71) Most Important, Upselling (4.58) Most Important, inform customers about daily specials (4.54) Most Important.

Present menus and help the customers select menu items (4.56) Most Important, Suggest Menu item (4.57) Most Important, Deliver food item on time (4.66) Most Important. Team Work in terms of Integration (4.66) Most Important, Collaboration (4.64) Most Important, Leadership (4.72) Most Important, Teambuilding (4.66) Most Important. Safety and Consciousness in terms of Compliance (4.67) Most Important, Risk Assessment (4.57) Most Important, Follow Safety Procedures (4.72) Most Important, Conscientious (4.62) Most Important.

Physical Speed and strength in terms of Ability to learn quickly (4.74) Most Important, Enthusiastic (4.70) Most Important, Fast worker (4.75) Most Important, Flexibility (4.75) Most Important, Work Quickly (4.70) Most Important, Physical Endurance (4.77) Most Important, Resilience (4.68) Most Important, Confidence (4.81) Most Important, Flexibility (4.75) Most Important, Motivation (4.77) Most Important.
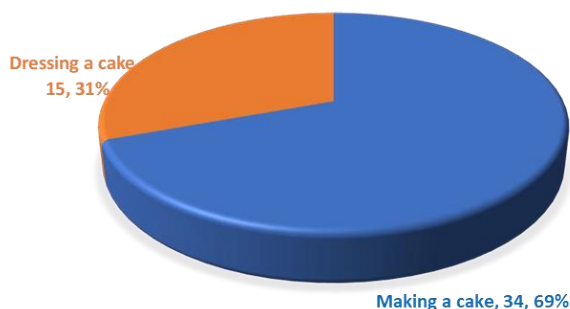

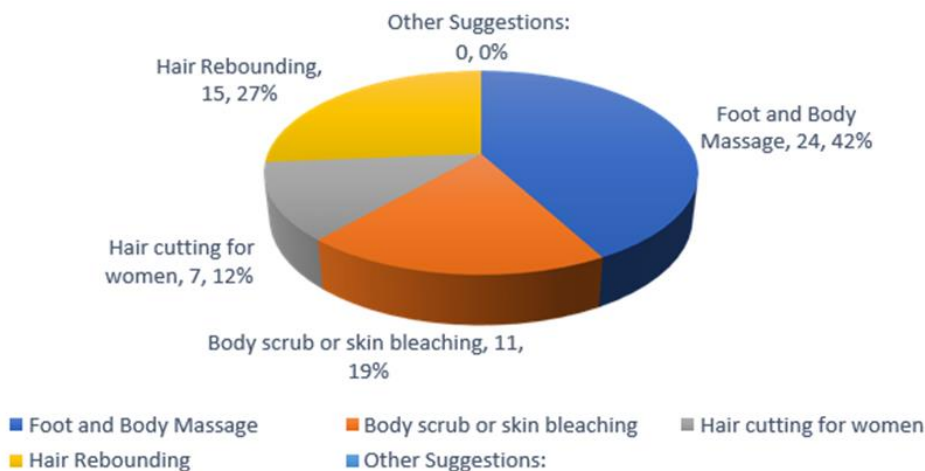**Figure 1.** Cake and pastry skills enhancement. Source: Authors, 2023.

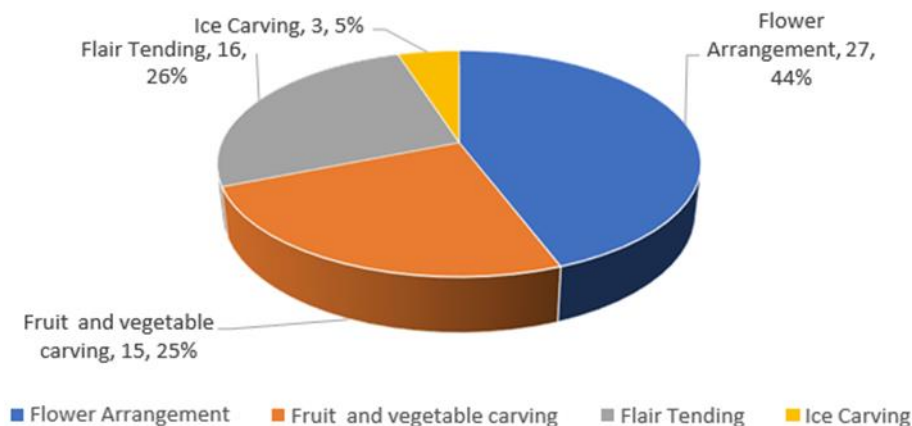**Figure 2.** Health and wellness. Source: Authors, 2023.

Figure 3. Needed skills of each student. Source: Authors, 2023.

Figure 3, show the needed skills of each student. The interaction and evaluations among students can be vital in measuring outcomes from the internship program and the entire professional instruction program for future Hospitality Management professionals. The evaluations provide information about students' knowledge, skills, attitudes, and perspectives on coursework, activities, and suggested curriculum changes. Integrating program and internship assessment is appropriate since internships are part of the program, and participants in the evaluations are readily available. Securing similar information once the students graduate and relocate is difficult.

By asking the Respondents which necessary additional skill, they would like to enhance in order to be ready for Industry internship of Hospitality Management students for the cake and pastry in dressing a cake (31%) or 15 students and in Making a cake (69%) or 34 students as shown in the (Figure 1).

4. Conclusions

It reveals that an interaction that influence the individual factors is essential in shaping student expectations of the internship. Individual and organizational factors regarded as influencers on interns' experience, training factors about the transition of environment that regulate interns' experience and characteristics serve as mediators to the internship experience.

The design of internship programs as the specificities of the Industry in question need to be considered. The future on hospitality education will be preoccupied with the effect of industry dynamics and evolve parallel to a rapidly changing environment. Further research is required to examine the impact of the employment outcomes needed of the Industry's labor force and consider employment outcomes by comparing and contrasting internships in various organizations and industry sectors.

According to Crawford & Wang's, (2016) argument that internships impact home and international students differently and proposes incorporating intercultural dimensions in the curriculum. Intercultural internship programs may contribute to higher education's potential for a collective transformation of society. Given the migration problem reported in Western Europe (Farmaki; Christou, 2018), further research to illuminate intercultural curriculum aspects.

It highlights the need for curricula in general and internships, to address issues of gender bias by considering the structures and practices that contribute to the development of gender inequalities. Knowledge derived from research of gender-based internship experiences, particularly in industries where dispositions of gendered habitus are noticed, can contribute to eliminating gender segregation within and beyond the university sphere.

5. Recommendations

The Hospitality Management (HM) of CTU-Main Campus can continue implementing the existing activities to deploy interns to different establishments such as Career Development Plan Seminar, Personality Development Seminar, English proficiency Seminar, etc. Pre-Internship Seminar and Orientation. The HM Department continues its mission to provide quality education by constantly updating the course syllabus by providing necessary training and seminars to hospitality professors and continuously implementing the Outcomes-Based

Curriculum.

The university can upgrade the quality of facilities and laboratories to constantly enhance the students' knowledge, skills, and attitude necessary to have future work assignments. Internships are a vital part of many academic programs and play an important role in students' transition from college to work environment transition. The proposed training plan may enhance the students' knowledge, skills, and values to prepare them for a more holistic approach to employment. Future studies are needed to conduct to confirm the results of this study further.

6. Acknowledgments

7. Auhors' Contributions

Leahlou E. Narvios: study design, reading, writing, data analysis, submission and publication. *Hubert G. Quiñones*: reading, writing, data analysis, scientific and grammatical corrections. *Florenda B. Gabuya*: reading, writing, data analysis, scientific and grammatical corrections.

8. Conflicts of Interest

No conflicts of interest.

9. Ethics Approval

Not applicable.

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