IMPLICATION OF PRACTICUM KNOWLEDGE TRAINING IN RELATION
TO ACADEMIC PERFORMANCE OF THE BSHRM STUDENTS

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Article history:		Abstract:
		The key roles of learning are to be mentally prepared for the life of being a student. Developing academic performance is a challenge for school teachers of learning outcomes towards the application in the actual field of work. The purpose of this study was to determine the students' practicum training performance of selected resort hotels in Lapu-Lapu City Cebu in copulation to academic achievements. The study utilized the relational method to ascertain the relationship between Practicum Training Performance Evaluation Result and Academic Achievement which is the GPA (Grade Point Average) of the students enrolled in the College of Hotel and Restaurant Management – Main Campus. Descriptive method was used to describe the nature of a condition, as it takes place during the time of the study and to explore the causes of stated problem. The study employed both qualitative and quantitative approaches as to overcome the limitations of both approaches. After the study conducted, the practicum trainees were knowledgeable more on the grooming and professional image standards. However, most of them needs to improve and focus on basic terminology used in the hotel industry.

INTRODUCTION

The College of Hotel and Restaurant Management at University of Cebu-Main Campus will help students to enhance their academic performance in term of knowledge learned of each subject in the four corners of the classroom. It is an important component of the learning process geared towards preparing students for their future career. The College requires students to undergo such training within a specific number of hours as part of the curriculum. The advantages to the students taking up the practicum training are exposure to actual challenges in work that can hardly found in textbooks and classroom settings, opportunity to work with teams coming from diverse backgrounds and greater adaptability, enhancing mental capabilities, decision making and planning.

The University of Cebu (Main Campus) College of Hotel and Restaurant Management as part of curricular offering have been sending practicum trainees to different establishments like hotels, resorts, restaurants, tourist inns, etc. but the problem is there's no clear evaluation of their performances with regards to knowledge of practicum trainee towards hospitality industry in relation to academic performance as required item under criterion I in the area of instruction based on PACUCOA Accreditation. The University of Cebu (Main Campus) College of Hotel and Restaurant Management is now on Level III PACUCOA Accreditation status and preparing for CHEd – Centre of Development in HRM and one of the requirements is a correlation study between practicum training performance and academic achievement of the students in the college.

This study is anchored of Knowledge to Action (KTA) Framework by Graham et. al (2002), in response to the confusing multiplicity of terms used to describe the process of moving knowledge into action. They reviewed 31 planned action theories about the process of change. Most of the theories were interdisciplinary or from nursing and were published between 1983 and 2006. The findings informed their conceptual framework, which was intended to '*address the need for conceptual clarity in the KTA field and to offer a framework to help elucidate what we believe to be the key elements of the KTA process.* The KTA Framework comprises two distinct but related components: (i) Knowledge Creation (represented by the funnel) surrounded by (ii) the Action Cycle (Figure 1). Each component involves several phases which overlap and can be iterative; Graham and colleagues describe the phases as '*dynamic…can influence each other*'. Action phases may be carried out sequentially or simultaneously; knowledge phases may impact on the action phases. The Action Cycle outlines a process, representing the activities needed for knowledge to be applied in practice; knowledge is adapted to the local context, and barriers and facilitators to its use are explicitly assessed. Involvement of stakeholders, and tailoring knowledge to the needs of people who are going to use it, is crucial.
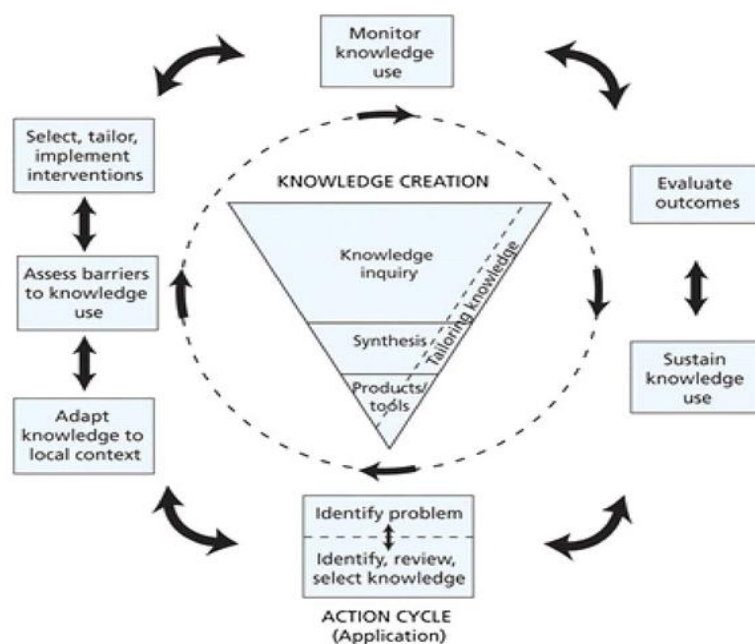
Figure 1
The Knowledge to Action Framework.

Akers and colleagues (Akers, 2001, 2011; Akers, Krohn, Lanza-Kaduce, & Radosevich; 1979) identified four core constructs of social learning: differential association, differential reinforcement, imitation or modeling, and definitions. Differential association refers to the direct association with groups who express certain norms, values, and attitudes. The groups with whom one is associated provide the social context in which all social learning occurs. The most important groups include family and friends, but can also include more secondary sources such as the media (Akers & Jensen, 2006). According to Albert Bandura the Social Learning Theory posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement. Don Elger (2007) develops and relates six foundational concepts (italicized) to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. It involves a performer's mind set, immersion in an enriching environment, and engagement in reflective practice. A Theory of Performance informs learning by organizations through the idea of examining the "level of performance" of the organization.

The literature further suggests that study habits are a predictive factor of academic performance. Ebele and Olofu (2017) found out that there is a significant relationship between study habits and students' academic performance. Looyeh, Fazelpour, Masoule, Chehrzad and Leili (2017) investigated the relationship between the Study habits and the Academic performance of Medical Sciences Students found out the significant relationship between the study habits of students and their academic performance. Similarly, Siahi and Maiyo (2015) studied study habits and academic achievement of students also found out that a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance. Furthermore, Chilca (2017) studied on the study habits and academic performance among university students in Peru concluded that study habits do influence academic performance.

With their mandate under R.A. No. 7722 or the Higher Education Act of 1994 to develop and promote policies, systems, procedures and programs that address globalization, changing policies, and liberalization of trade in goods and services, the Commission on Higher Education ("CHED") is tasked to supervise student internship programs in the country. Pursuant to this mandate, CHED issued CHED Memoradum Order (CMO) No. 23, Series of 2009 or the "Guidelines for Student Internship Program in the Philippines (SIPP) for all Programs with Practicum Subject" ("the Guidelines").

The researchers were astonished to find out that no such study has been made. Hence, the researcher is now best to study this to find out the gap between the on-the-job training performances to their academic performance. The purpose of this study is to provide and give importance to the academic performance of the students and its relationship to their practicum performance if it meets the learning of the trainee, that reflects their over-all performance specifically in lectures and their practicum training. This study helps those practicum trainees of the establishment on how will they cope up their performance in the organization from what they have learned in school and how they use this intelligence when they encounter organizational problems. The study sought to accept or reject the null hypotheses at 0.05 level of significance in terms of relationship and variance.

MATERIALS AND METHODS

This study made use the relational method to ascertain the relationship between Practicum Training Performance Evaluation Result and Academic Achievement which is the GPA (Grade Point Average) of the students enrolled in the

College of Hotel and Restaurant Management who took the HRM 16H (Practicum II). This study utilized also the descriptive method to describe the nature of a condition, as it takes place during the time of the study and to explore the causes of stated problem. The quantitative approach focused on obtaining numerical findings was used with the survey method. The interview on the other hand, made up the qualitative approach of the study as this focused on personal accounts, observations, description and individual insights of the respondents. This was conducted at the different resort hotels in Lapu-Lapu City Cebu namely: Abaca, Crimson Resort and Spa Mactan Island Cebu, EGI Resort, JPark Island Resort & Waterpark, Movenpick Resort & Spa Cebu and Shangri-La's Mactan Resort & Spa. The respondents were composed of managers and supervisors were selected through convenience sampling method. This method is a non-probability sampling that relies on data collection from population members who are conveniently available to participate in study and conducted where each member of a population has an opportunity to become part of the sample. In order to conduct this sampling strategy, the researcher defined the population first, listed down all the members of the population, and then selected members to make the sample. A standardized instrument on performance evaluation of the Practicum Trainee. The said instruments are made up of two parts. There were two parts of the said instrument, [1] contains the profile of the respondent and [2] contains the practicum performance indicators as assessed by the immediate supervisor/manager in the context of skills, knowledge and attitude will be rated excellent as the highest and poor as the lowest. In gathering data, the responses were retrieved after 3 weeks for statistical treatment interpretation and analysis.

RESULTS
Host Training Establishment (HTE)
This refers to a hotel and restaurant industry the provides internship opportunities and training program for the practicum trainee and must follow a Training Manual or Plan. As reflected in Figure 2, there were 50 total numbers of respondent composed of managers and supervisors from selected resort hotels Lapu-Lapu City, Cebu. Out of 50 respondents 38 are from EGI Resort and Hotel which has a distribution of 76% and obtained the first in ranking, 4 are from Jpark Island and Waterpark which has a distribution of 8% who was in the second rank, Crimson Resort and Spa Mactan and Abaca Boutique Resort obtained the third in rank which has the same distribution of 6%. Nevertheless, the lowest rank were Movenpick Hotel Mactan Island and Shangrila Mactan Resort who generated the distribution of 2%.
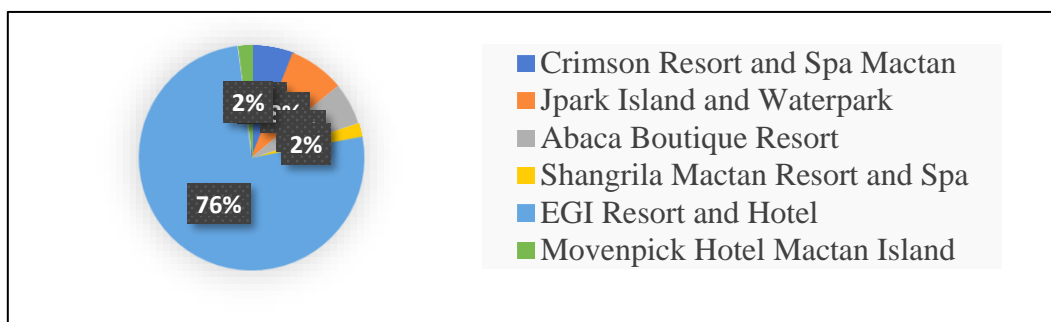

Figure 2
Host Training Establishment (HTE)

Area of Assignment
Student trainees will be assigned at the specific department of resort hotel as required for students endorsed to them for training. In terms of area assignment of the Practicum Trainee as shown in Figure 3, from 50 respondents 24 were assigned in the Housekeeping Department which has a distribution of 48. and obtained the first in ranking, while a department obtained second rank was Food & Beverage with a distribution of 36% respectively followed by with 7 respondents which was Sport and Leisure that had a distribution of 14% while a department got the lowest is the Front Office with only 1 respondent that has a distribution of 2% respectively.
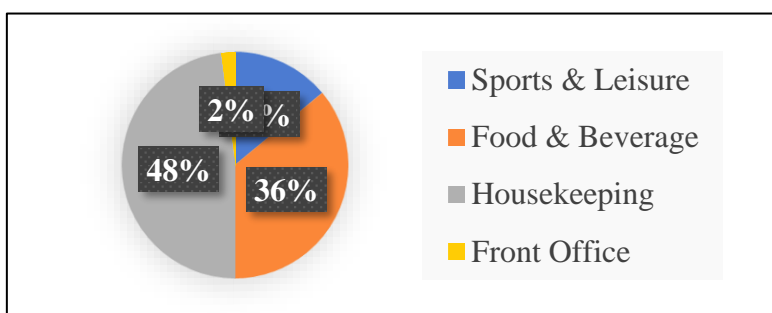

Figure 3
Area of Assignment

Level of Practicum Trainee Performance in term of Knowledge

Table 1 shows the level of Practicum Trainee Performance in terms of Knowledge. The knowledge of grooming and professional image standard captured a mean of 3.28 with an interpretation of Very Good and rank number 1; Knowledge of guest service standards and Knowledge of the realities involve in this type of work captured different mean 2.92 and 3.12 with the same interpretation of Good and very close in ranking 5 and 4; Knowledge of basic terminology used in the industry captured a mean of 2.88 with an interpretation of Good; Knowledge of hospitality products and services Knowledge of business management and ethics captured a mean difference of .26 from 3.16 to 2.90 with the same interpretation of Good; and Knowledge of leadership and organizational structure captured a mean of 3.14 with an interpretation of Good.

Although 5 indicators are considered as a Good by the respondents and knowledge of hospitality products and services has captured the highest mean of 3.16 which means that more respondents have indicated that this particular knowledge in the level of On-the-Job performance is Good. The seventh indicator that got a highest affirmation Knowledge of the leadership and organizational structure with a mean of 3.14 followed Knowledge of the realities involved in this type of work captured a mean of 3.12 while the fourth indicator that also got a higher affirmation are Knowledge of business management with a mean of 2.90 and ethics and Knowledge of basic terminology used in the industry captured the lowest mean of 2.88.

Table 1
Level of Practicum Trainee Performance
in term of Knowledge

Indicators	Mean	Description	Rank
1. Knowledge of grooming and professional image standards	3.28	Very Good	1
2. Knowledge of guest service standards	2.92	Good	5
3. Knowledge of the realities involved in this type of work	3.12	Good	4
4. Knowledge of business management and ethics	2.90	Good	6
5. Knowledge of hospitality products and services	3.16	Good	2
6. Knowledge of basic terminology used in the industry	2.88	Good	7
7. Knowledge of the leadership and organizational structure	3.14	Good	3
Aggregate Mean	**3.06**	**Good**	

Level of Students Academic Achievement

Figure 4 below shows the level of academic achievement among HRM students with on-the-job training, that illustrate the GPA of 2.1 – 2.9 obtained highest frequency of 27 out of 50 in equivalent of 54% described as Fair and followed by the 1.6 – 2.0 obtained the frequency of 20 or 40% but there is a frequency of 3 belong to 3.1 and above which described as failing grade. According to the EDP personnel, these students have a final grade of dropped which is equivalent to 5.0. There were no students got GPA of 1.0 as excellent, 1.1 – 1.5 as very good and 3.0 as passing grade, it reflected that most of them are at the average rating.
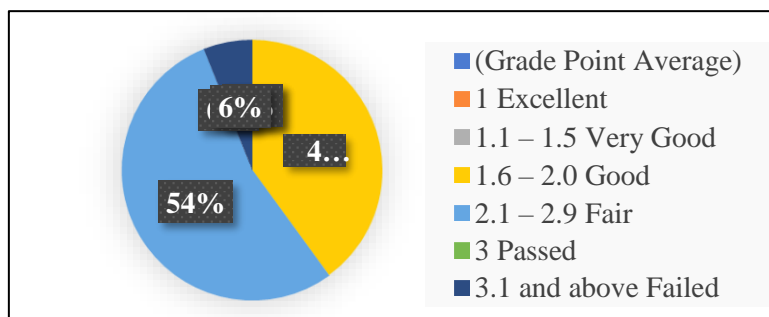

Figure 4
Academic Achievement

Knowledge and Academic Achievements

Table 2 below shows the significance degree of relationship between knowledge of practicum training performance and academic achievements among HRM students. As reflected, there is no significant relationship between Grade Point Average (GPA) as academic achievement and Practicum Training Performance because as observed many colleges want to evaluate GPA's using their own traditional teaching strategies, they often disregard conventional and current trend and technologies in teaching in which it is the most important to do well in the core academic classes.

According to former George Bush during his commencement address at Southern Methodist University, Dallas TX., he was highlighting the fact that grades don't dictate the rest of your existence, and life is full of limitless possibilities because there are a number of incredibly successful entrepreneurs who didn't allow their academic experiences to deter them from rising to the top.

The data computed using chi-square value of 5.32 is less than the critical value of 9.488 with 4df at 0.05. The result led to the non-rejection of the null hypothesis. Hence, there is no significant relationship between the GPA and Knowledge performance of On-the-Job Training students.

Table 2
Significant Degree of Relationship between Practicum Trainee Knowledge
Performance and Academic Achievements

Variables	Computed Chi-Square	df	Critical Value	Results	Decision
GPA vs. Knowledge	5.32	4	9.488	Not Significant	Accept H_o

Analysis of Variance on the Knowledge of the Practicum Training Performance among HRM Students reflected in Table 3, the computed P value of 0.07 is greater than 0.05 with 6df. Thus, the non-rejection of the null hypothesis was arrived at. Hence, there is no significant degree of variance on the perception of knowledge of the Practicum Training Performance among students. Furthermore, the practicum students do not differ on how they understand about guest service standards, business management and ethics, hospitality products and services, leadership and organizational structure and the basic terminology used in the industry.

Table 3
Analysis of Variance on the Knowledge of the
On-the-Job Training Performance among HRM Students

Variables	df	Sum of Square	Mean Square	Value	
				F	P (0.05)
Between Groups	6	7.30	1.22	1.85	0.07
Within Groups	343	225.56	0.66	Result: Not Significant	
Total	349	232.86		H_o: Accepted	

DISCUSSION

EGI Resort and Hotel is in need of Practicum Trainees for additional manpower services for their guests wherein they can save in terms of salary expenses compared to hire more regular employees. Unlike the Shangrila Mactan Resort and Spa as the lowest in the rank had a strict requirements and qualifications in selecting and hiring Practicum Trainees for their hotel facilities and services. Moreover, employers want to hire students who have knowledgeable in their field, a well-developed set of professional thinkers and have a sense of direction. Students need to know if the career path they've chosen to pursue is indeed a good fit for them in terms of interests and aptitude. The best way to determine that is through actual experience and observations. But for the employer and the student, not just any a knowledge will do.

In term area assignment, housekeeping department is the most requested by the resort hotels for the Practicum Trainee. The lowest in ranking was the Front Office Department, so therefore there has something to be done in the curriculum to revise and add more competencies in Front Office subject since this is one of the major subjects to learn more knowledge for HRM students.

Based from the data gathered, majority of the respondents as perceived by the student's Practicum Training performance was Good. Specifically in the area knowledge in term of guest service standards, realities involved in this type of work, business management and ethics, hospitality products and services, basic terminology used in the industry and the leadership and organizational structure. And only one indicator obtained the highest interpretation as Very Good was the knowledge of grooming and professional image standards with a mean of 3.28.

Furthermore, the students with high level of socioeconomic status perform better than the students with low level of socioeconomic status (Garzon, 2006 et. al). Things which are considered as major factors that set back academic performance are the teachers and their efficiency and ineffective instructional methods. These derogatory accusations

are unfair, since people knew that there are a lot of factors that needed to be considered, but research findings practical knowledge in literature researched (Wong, 2006), provided clear evidence that teachers have positively and significantly affects student's achievement and self-concept.

The finding implies that GPA does not affect the performance of On-the-Training students on the knowledge of hospitality products and services, business management and ethics, business management and ethics and leadership and organizational structure.

Lastly, the practicum students do not differ on how they understand about guest service standards, business management and ethics, hospitality products and services, leadership and organizational structure and the basic terminology used in the industry.

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