



## STUDENTS' ON-THE-JOB SKILLS TRAINING PERFORMANCE ON SELECTED RESORT HOTELS IN LAPULAPU CITY IN RELATION TO ACADEMIC ACHIEVEMENTS

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<p><b>Received</b> 11<sup>th</sup> February 2022 <b>Accepted:</b> 11<sup>th</sup> March 2022 <b>Published:</b> 28<sup>h</sup> April 2022</p>	<p>To be physically fit is the integral part of learning process in the field work especially for the student trainees. Skills are not the only point of reference for student performance but also measures on academic achievements. The purpose of this study was to ascertain the skills training performance of OJT students from selected resort hotels in Lapu-Lapu City Cebu against academic achievements. Convenience sampling method was used by identifying and made a list all the members of the population, and then selected members to make the sample. For this purpose, a self-administered survey questionnaire was given to the respondents to answer. The study utilized the relational method to determine the relationship between Skills Training Performance of Student OJT's and their Academic Achievement by the GPA of students enrolled in the College of Hotel and Restaurant Management in University of Cebu Main Campus during 2<sup>nd</sup> semester S.Y. 2015 – 2016. Descriptive method was used to describe the nature of a condition and employed both qualitative and quantitative approaches as to overcome the limitations of both approaches. The results reveal that the aggregate mean of 3.02 was generated with an interpretation of Good. In the ability to work as part of a team got highest mean of 3.32 with an interpretation of Very Good. However, the administrative skills for cash/credit, settlement, forms and report obtained the lowest rank.</p>

**Keywords:** Knowledge Performance, Training, Academic Achievements, Hospitality, Philippines

### INTRODUCTION

One of the requirements as an individual support to hotel operations is to be physically fit to work. It is important to ensure that they can perform their duties and responsibilities effectively and to accomplish the assigned tasks on a given period of time safely. Aspiring BSHRM students aim to work in a luxurious hotel and restaurant industry which is part of the program as On-the-Job Trainees. Improving academic achievement in preparation for actual field work is big challenge for the instructors in delivering instructions that conform industry's demand. may influence in the level of skills performance. The College of Hotel and Restaurant Management of University of Cebu Main Campus will help students to enhance their academic achievement and also their skills and performance. The college requires students to undergo such training within a specific number of hours as part of the curriculum. The dedication and commitment on the part of the students to achieve the purpose as envisioned in the vision, mission and objectives of the College of Hotel and Restaurant Management. The advantages to the students taking up the on-the-job 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 self-confidence, professionalism and skills. CHED Memorandum Order no. 104 of 2017 Article 1, Section 1 defined Internship program is meant to provide students with an opportunity to complement their formal learning with practical knowledge, skills and desirable attitudes and to gain hands experience in recognized Host Training Establishment (THE) Internships which can also spell valuable work experiences and further increase students' confidence. This is very important for students to determine their academic achievements and its relationship to their OJT performance if it meets the skills in the actual work in the industry. Such training reflects their over-all performance specifically in lectures and their OJT. This study helps those OJT students of the establishment on how will they cope up their performance in the organization from what they have learned in school.

**DOLE's On-the-job Training Manual for Students in tertiary level launched.** The manual aims to guide schools and institutions in the conduct of OJT of students. It specifically aims to make OJT relevant to students by providing

them the necessary actual workplace experiences and work values. According to DOLE Region 6 Director Ponciano M. Ligutom the lack of skills among fresh graduates has consistently been raised by industries during the validation meeting on Project JobsFit: The DOLE 2020 Vision. Fresh graduates still lack the necessary skills, which employers look for from applicants during the hiring process, despite the number of hours earned from OJT.

However, the said college has no records on the effect of academic achievements relatively to On-the-Job Training performance wherein data evaluations of the students were available and not being utilized in the conduct of further research study. A such data is the evidence required under Criterion I – Instruction of 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 OJT performance and academic achievement of the students in the college. 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.

This study is anchored Skills Model of Leadership by Mumford et al. (2000) expand the skills approach but considering "key kinds of capabilities, knowledge and skills brought to bear in leaders' problem-solving efforts" (p. 15). These skills are used to define a problem and develop a solution (Mumford et al., 2000, p. 15). Mumford et al. (2000) developed a skills model of leadership that involves the following five components: 1) competencies, 2) individual attributes, 3) leadership outcomes, 4) career experience, and 5) environmental influence. These components can be conceptualized in the diagram below (Northouse, 2015, pp. 47-56).

This study established the on-the-job performance among HRM Students in selected resort hotels and its relation to academic achievements. Specifically, it sought to [1] determine the individual personal background of the respondents in terms of name, company name, name of the OJT and assigned areas, [2] level of skills performance among Practicum Trainees, [3] level of academic achievements among Practicum Trainees as reflected in their GPA, relationship between OJT performance and academic achievements and [4] OJT performance among HRM students when grouped according to assigned department. The study sought to accept or reject the following null hypotheses at 0.05 level of significance that *H<sub>01</sub>*: there is no significant degree of relationship between OJT performance and academic achievements and *H<sub>02</sub>*: there is no significant degree of variance of the OJT performance among HRM students when grouped according to assigned department.

### METHODS AND MATERIALS

This study employed 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. According the Creswell (1994), the descriptive method of research is to gather information about the present existing condition. In terms of approach, the study employed both qualitative and quantitative approaches. relational method to ascertain the relationship between On-the-Job 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 this 2<sup>nd</sup> semester 2015 – 2016. It is descriptive research because it looks at what already exists in a population, the HRM students who took the HRM 16H (Practicum II), whereas relational research investigates the relationship between two or more variables. The independent variable was the On-the-Job Training Performance Evaluation Result, which will be gathered at the different resort hotels located at Lapu-Lapu City Cebu. The dependent variable will be the academic achievement which is the GPA (Grade Point Average) from all the subjects from first year to fourth year. The study was conducted at the different resort hotels in Lapu-Lapu City Cebu as assigned by the practicum coordinator to the HRM On-the-Job Training students, 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 study had the respondents directly from the chosen establishments. These were composed of managers/supervisors who evaluated the OJT performance of the HRM students from selected resort hotels in Lapu-Lapu City Cebu. All of these participants 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. For this purpose, a self-administered survey questionnaire was given to the respondents to answer.

The respondents were given 5 days to complete the survey questionnaire upon request. After collecting the questionnaires, the responses will be tallied, computed, analyzed, and recorded. The instrument was used is a standardized instrument on OJT performance. The said instruments are made up of two parts. First, contains the profile of the respondent such as name of evaluator, company and student and department assigned and second, contains the OJT performance indicators as assessed by the immediate supervisor/manager in the context of skills, knowledge and attitude. For skills there are 11 items, for knowledge there are 7 items and for attitude there are 13 items and rated using Likert scale. Frequency percentage, weighted mean, Chi-square and ANOVA were used in the statistical treatment for data analysis.

**RESULTS & DISCUSSIONS**

**Host Training Establishment (HTE)**

This refers to a hotel and restaurant industry that provides internship opportunities and training programs for the practicum trainee and must follow a Training Manual or Plan. As reflected in Figure 2, there were 50 total numbers of respondents composed of managers and supervisors from selected resort hotels in 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 and Spa who generated the distribution of 2%.

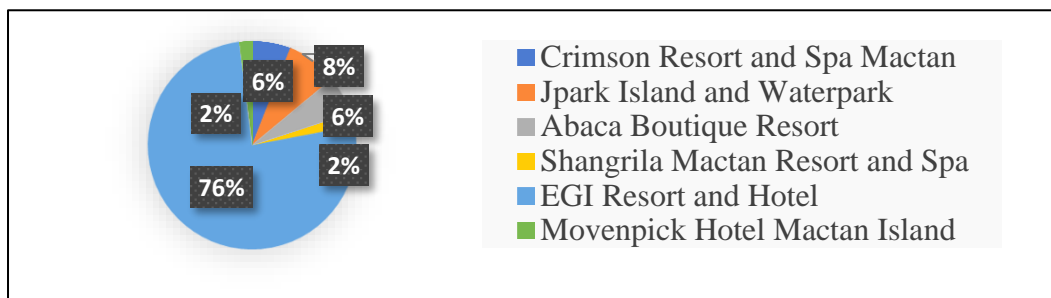


Figure 2  
Host Training Establishment (HTE)

**Area of Assignment**

Student trainees will be assigned to the specific department of a 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 that obtained second rank was Food & Beverage with a distribution of 36% respectively, followed by Sports & Leisure with 7 respondents which has a distribution of 14%. While a department that got the lowest is the Front Office with only 1 respondent that has a distribution of 2% respectively.

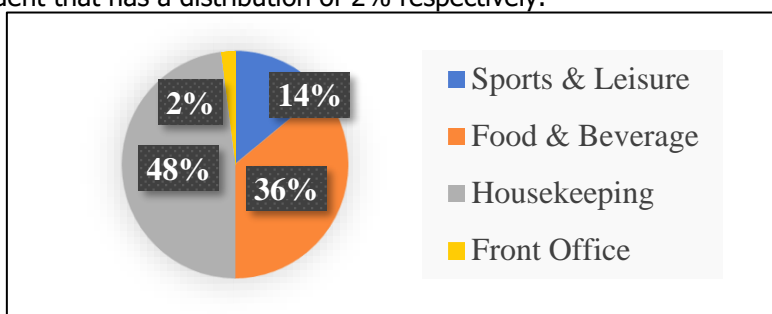


Figure 3  
Area of Assignment

**Table 1**  
**Level of the OJT Performance among HRM Students as rated by Evaluator in terms of Skills**

Indicators	Description	Rank
1. Ability to work as part of a team	Very Good	1
2. Effective listening, verbal and written communication skills	Good	2
3. Ability to project a professional image	Good	10
4. Ability to empathize with the guest experience	Good	9
5. Ability to anticipate guest wants and needs to provide service	Good	8
6. Ability to deal with daily uncertainties and changes in routine	Good	3
7. Ability to balance the needs of multiple guests at a given time	Good	7
8. Ability to generate an attitude of trust among co-workers	Good	5.5
9. Ability to make creative decisions to achieve service standards	Good	5.5

10. Ability to minimize use of resources while providing services	Good	4
11. Administrative skills for cash/credits settlements, forms, and reports	Good	11
<b>Aggregate Mean</b>	<b>Good</b>	

Table 1 shows level of the OJT performance among HRM students rated by evaluator in terms of skills. As observed that the Aggregate mean of 3.02 was generated with an interpretation of Good. Ability to work as a part of a team captured a mean of 3.32 with an interpretation of Very Good; Ability to generate an attitude of trust among co-workers and Ability to make creative decisions to achieve service standards obtained the same mean of 3.04 with an interpretation of Good; Ability to project a professional image and Ability to empathize with the guest experience captured with difference of 0.06 from 2.90 to 2.96 but still on the same interpretation of Good; Administrative skills for cash/credit settlements, forms and reports captured a mean of 2.69 with an interpretation of Good as the lowest in ranking; Ability to deal with daily uncertainties a changes in routine and Ability to balance the needs of multiple guest at a given time and captured the same interpretation as Good but obtained different mean from 3.02 to 3.10 respectively; while Ability to anticipate guest wants and needs to provide service captured a mean of 2.98 with an interpretation of Good. Although all indicators are considered as Good by the respondents, the On-the-Job Training Performance as to skills, "Ability to work as part of a team" has captured the highest mean of 3.32 which means that more respondents have indicated that it is Good. The second indicator that got a highest affirmation of the On-the-Job Training Performance was "Effective listening, verbal and written communication skills" with a mean of 3.12 while the third indicator that also got a higher affirmation was "Ability to deal with daily uncertainties and changes in routine" with a mean of 3.10.

**Table 2**  
**Summary of On-the-Job Training on the Level of Performance**

Dimension	Aggregated Mean	Descriptive Value
Skills	3.02	Good

So basing on the result presented skills has an aggregated mean of 3.02 was generated with an interpretation of Good. According to Peddle (2000), employability skills are skills that are basic and generic in nature, but very valuable in assisting every person entering the workforce. This skill involves not just the ability to formulate appropriate goals, but being able to implement them successfully in practice. In other words, "skill refers to the degree to which a performed behavior proves successful" (Miczo 2001:40). Ms.Conception (Mancelita, summer 1998) commented also that employees need to develop their skills, knowledge, attitude and values in order to obtain the hotel's efficiency and achieve the organizational goal to make standard hotel globally competitive. The result also agrees to the study conducted by Andrin ( 2016) which looks into the educational models that are now designed to provide more holistic learning experiences for students. They are more focused on conceptual and contextual understanding rather than on random pieces of information.

**Table 3**  
**Level of Academic Achievement among HRM Students with On-the-Job Training**

GPA (Grade Point Average)	Description	Frequency	Percentage	Rank
1.0	Excellent	0	0.00	4.5
1.1 – 1.5	Very Good	0	0.00	4.5
1.6 – 2.0	Good	20	40.00	2
2.1 – 2.9	Fair	27	54.00	1
3.0	Passed	0	0.00	4.5
3.1 and above	Failed	3	6.00	3

Table 3 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.

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.

**Table 4**  
**Significant Degree of Relationship between On-the-Job Training Skills Performance and Academic Achievements**

<b>Variables</b>	<b>Computed Chi-Square</b>	<b>df</b>	<b>Critical Value</b>	<b>Results</b>	<b>Decision</b>
GPA vs. Skills	4.07	4	9.488	Not Significant	Accept $H_0$

Table 4 indicates the computed chi-square value of 4.07 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 Skills performance of the On-the-Job Training students. Furthermore, the finding implies that GPA does not affect the skills performance of On-the-Training students on their ability to anticipate guest wants and needs to provide service, ability to deal with daily uncertainties and changes in routine, ability to balance the needs of multiple guest at a given time, ability to make creative decisions to achieve service standards and ability to minimize use of resources while providing services.

**Table 5**  
**Analysis of Variance on the Skills of the On-the-Job Training Performance among HRM Students**

<b>Variables</b>	<b>df</b>	<b>Sum of Square</b>	<b>Mean Square</b>	<b>Value</b>	
				<b>F</b>	<b>P (0.05)</b>
Between Groups	10	12.20	1.22	1.78	0.06
Within Groups	539	368.58	0.68	Result: Not Significant	
Total	549	380.78		$H_0$ : Accepted	

As reflected in table 5, the computed P value of 0.06 is greater than 0.05 with 10df. Thus, the non-rejection of the null hypothesis was arrived at. Hence, there is no significant degree of variance on the perception of skills of the On-the-Job Training performance among HRM students, Furthermore the On-the-Training students do not differ on how they work as part of a team, project a professional image, empathize with the guest experience, make creative decisions to achieve service standards and how they anticipate guest wants and needs to provide service.

**CONCLUSION**

In this study it was found out and reflected that the on-the-job training level of performance among the HRM students as perceived by their immediate heads in the context of; skills was Good; the identified on-the-job level of performance of the respondents is effective. Skills has an aggregate mean of 3.02 was generated with an interpretation as Good; As to conclude the hypothesis, that there is no significant relationship and variance between On-the-Job Training Performance and Academic Achievements among Hotel and Restaurant Management Students in resort hotels at Lapulapu City, Cebu.

Therefore, the housekeeping department is the most requested by the resort hotel for the HRM On-the-Job Training. 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 competence in Front Office subject since this is one of the major knowledge to learn for HRM students.

### RECOMMENDATIONS

Based on the aforementioned findings and conclusion made, the following recommendations are then offered;

1. The College of Hotel and Restaurant Management should formulate an updated orientation program for On-the-Job Trainings.
2. The college of HRM should conduct basic seminars, trainings and orientations for the students to familiarize the standard operating procedures of each establishment so as to equip the Skills, Knowledge and Attitude of students.
3. The Practicum teacher or Practicum Coordinator must conduct an industry forum so that the Practicum teachers would know the basic needs of the industry today.
4. The college should revise a curriculum that administrative skills for cash/credits settlements, forms, and reports are integrated as a major subject for HRM.
5. The teachers must have a regular immersion program not only for experience enhancement but also to know the basic terminologies currently used in hotel for student's learning.
6. All teachers in the college must use a situational case analysis/study to students as part of the assessment requirement every subject in order to develop their problem-solving ability.

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