

ON-THE-JOB TRAINING PERFORMANCE OF THE BACHELOR IN HOTEL AND RESTAURANT SERVICE TECHNOLOGY STUDENTS

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ABSTRACT

One of the important inputs the school may consider in crafting their program curriculum is the performance of the students in the workplace, so the researcher aimed to determine the level of on-the-job training performance of the Bachelor in Hotel and Restaurant Service Technology students at Bohol Island State University – Candijay Campus, SY 2016 - 2017. Profile of each BHRST student in terms of age, gender, and OJT grade was sought as well as the level of performance of the BHRST students as perceived by the industry heads in terms of knowledge, skills, and attitudes. Problems encountered by the students and immediate heads were also identified. A descriptive-correlation method of research was utilized. Profile, OJT performance, and the problems encountered were gathered, processed, analyzed, and interpreted. The findings served as the basis for a proposed action plan. Fifty (50) second-year BHRST OJT students, the School Year 2015-2016, and fifty (50) immediate heads of the ten (10) partner hotels purposively took the study. This study was conducted in Bohol Island State University – Candijay Campus, Bohol Province. The instrument used in this study is a researcher-made questionnaire and employed frequency, percent, weighted mean, ranking, mean ranges, and chi-square as statistical tools to summarize, analyze, and interpret the data. Findings revealed that most of the OJT students were female and commonly in the age of 18-19 years old. The OJT grade ranges from 1.0 – 1.4 as the highest grade generated. The performances evaluated by the industry heads were very competent, which signifies that they excelled in terms of knowledge, skills, and attitude. Though very competent in their performance, there were encountered problems during their OJT as perceived by the industry heads, and among these were having a hard time working with colleagues, low communication skills, no self-confidence, and always late in attendance. Problems perceived by the students themselves were the following: they missed their families and friends, uncomfortable staff house/boarding house, hard time working and dealing with colleagues, and difficulties in the duration of training was encountered during OJT. Despite these problems encountered, OJT students still performed well in their training as perceived as very competent in terms of their knowledge, skills, and attitude. This denotes that the BHRST students of BISU Candijay Campus gained competence as prescribed by the industry standards. Thus, the adoption of the proposed action plan was recommended to strengthen the OJT program.

Keywords: Attitude; Knowledge; OJT Performance; Problems Encountered; Skills

INTRODUCTION

Learning takes place in several avenues. Formal education is fundamentally the right scene for securing fitting information and abilities vital for

future work. On-the-job preparing (OJT) is a portion of the tertiary educational modules that interfaces the hole between hypothesis and hone as well as between classroom instruction and genuine industry life showing a more valuable learning



involvement that makes strides the significance of the scholastic program and shapes the see of individual and social convenience. This on-the-job training (OJT) is teaching the skills, knowledge, and competencies that are needed to perform a specific job within the workplace and work environment. On-the-job training uses the regular or existing workplace tools, machines, documents, equipment, knowledge, and skills necessary for an individual to learn and perform effectively his or her job. Through this, an individual can experience on-the-job in a normal working environment. It may occur as the trainee performs actual work or it may happen elsewhere within the workplace using training rooms, training work stations, or training equipment. On-the-job training is most frequently supplied by another employee who can competently perform the job that he or she is teaching. On-the-job training is occasionally performed by an external provider as in the case of specialized equipment. On-the-job training is normally the most effective approach to training students. In this era of globalization and technological revolution, education is considered an advantage and the first step for every human activity. It plays a vital role in developing human capital. Education occupies a central place in political, economic, social, and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. In the Philippines, every Filipino has the right to quality education. This is guaranteed in the 1987 constitution's provision that the state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all.

Sec. 2 of Republic Act no. 7722 otherwise known as Higher Education Act of 1994 states that the state shall ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high-level and middle-level professionals, and the enrichment of our historical and cultural heritage.

Commission on Higher Education (CHED) encourages and promotes strong academic

linkage with industries for cross-cultural training and skills enhancement to ensure the attainment of knowledge, skills, and desirable attitudes that will make Filipino students globally competitive.

Based on CHED Memorandum Order No. 23, series of 2009 that the program provides tertiary students enrolled in Higher Education Institutions (HEIs) in the Philippines the opportunity to acquire practical knowledge, skills, and desirable attitudes and values in reputable establishments/industries in the country; promote the competitiveness of students through their training; strengthen and enrich the degree programs in HEIs; provide opportunities to learn from and network with experienced professionals; handle new challenges and complex tasks or problems, and identify future career directions and become candidates for the future job opening. The objective of CHED in acquiring knowledge, skills, and desirable attitudes is to be industry-ready individuals. To prepare students for the industry, competencies taught in the classroom will be applied to actual work through an internship or on-the-job training (OJT). The purpose of which was to expose and enhance the knowledge and skills of the students through experience in the workplace. It enables the acquisition of specific competencies prescribed in the industry standards.

With this effective approach of training and with the advent of technology, competency-based education, and prescribed hospitality industry standards, the Bohol Island State University (BISU) – Candijay Campus offered Bachelor in Hotel and Restaurant Service Technology (BHRST), a Ladderized Education Program (LEP) whose main objective is to serve BHRST students to work locally and internationally for a jobs demand. Also, be at the par level in the global market standards in their areas of expertise. BHRST provides in-depth knowledge in hotel and restaurant operations, managing lodging and restaurant services in the hospitality industry, and prepares competent hoteliers in various skills necessary in the industry.

As such, Bachelor in Hotel and Restaurant Service Technology (BHRST) students of Bohol Island State University enables to acquire specific competencies as prescribed by the industry

standards with desirable work attitudes that will help promote competitiveness in their chosen field. For better acquisition of competencies in this field, understudies beneath this program are required to experience distinctive practicum in arrange for them to hone polished skills and pick up more information around future careers. Through On-the-Job Training (OJT), students can be more confident in their experiences by obtaining desired competencies and can help them more educated and become effective professionals someday.

This study is geared towards determining if the Bachelor in Hotel and Restaurant Service Technology (BHRST) students at the Bohol Island State University Candijay Campus effectively delivered the acquired learning and competencies taught in school into their actual exposure in the hotel and restaurant industry as well as meet the industry standards.

OBJECTIVES OF THE STUDY

This study determined the level of On-the-Job Training performance among the Bachelor in Hotel and Restaurant Service Technology (BHRST) students in the Province of Bohol. In accordance, it sought to achieve the following specific objectives: 1) To determine the profile of the Bachelor in Hotel and Restaurant Service Technology (BHRST) students in terms of age; gender; and OJT grade; 2) To ascertain the level of performance of the Bachelor in Hotel and Restaurant Service Technology (BHRST) students as perceived by the industry heads in terms of knowledge; skills; and attitude; 3) To identify the problems encountered by the students and immediate heads during the OJT program; and 5) To determine the significant relationship on the level of On-the-Job Training performance among Bachelor in Hotel and Restaurant Service Technology (BHRST) students.

METHODOLOGY

This study utilized the descriptive-correlation method of research. It aimed to determine the OJT performance of BHRST students at Bohol Island State University – Candijay Campus.

A survey was employed in this study. Demographic data of HRST students in terms of their age, gender, OJT grades, and OJT performance evaluation by the immediate heads were determined, analyzed, and interpreted.

This study was conducted in Bohol Island State University (BISU) – Candijay Campus formerly the Central Visayas State College of Agriculture, Forestry and Technology (CVSCAFT) operates campuses spread throughout the province, with the main campus in Tagbilaran City, Bohol. Moreover, industry partners are located in Tagbilaran city with equipped facilities and trained staff that are relevant to the standard operation of the industry. They are considered to take part in this study. This study used purposive sampling in selecting respondents. 50 (Fifty) second-year HRST students who underwent on-the-job training of the second semester for the academic year 2015 – 2016 were selected and 50 supervisors or immediate heads in 10 selected industry partners took part in this study. This study used a researcher-made instrument patterned from the training regulations of TESDA.

The said instruments were made up of two parts. Part one is for the students' demographic profile such as age, gender, OJT grade, and the problems encountered during training, while Part two contains the OJT performance as assessed by the students' immediate supervisor in the context of knowledge, skills, and attitude. For knowledge, there are 7 items; for skills, there are 11 items; and for attitude, there are 13 items and the problems encountered. The performance of the OJT was evaluated using the following scoring: 4 – Very Competent, 3 – Competent, 2- Less Competent, and 1 – Not Competent.

A letter of approval was sent to the Human Resource Department of selected hotels and resorts in Bohol in conducting the research and duly approved by them. Upon receiving the approved letter from the HRD of the hotel, research questionnaires were sent to the supervisors and gave them time to answer the questions. 1 week was the target period in retrieving the research questionnaires from the respondent supervisors.

On the other hand, a research instrument for the students was given in the school (Bohol Island State University – Candijay Campus). The



researcher had easy access to the student respondents since he is teaching in the said institution. After gathering data from industry partners and the students, these were organized, analyzed, and interpreted.

The following statistical tools were used in the study: Frequency and percent were used to summarize, analyze, and interpret the profile of the students involved in the study. The mean range was used to summarize, analyze, and interpret the OJT grades of the BHRST students. The OJT grade ranges from 1.0 – 1.4; 1.5 – 1.9; and 2.0 – 2.4. Weighted mean was used to summarize, analyze and interpret the level of performance of the bachelor in hotel and restaurant service technology (BHRST) students as perceived by the industry heads. Frequency, percent, and ranking were used to analyze, summarize and interpret the problems encountered by the students and industry heads during the OJT program; and Chi-square was used to determine the significance of

the relationship between the students’ profile and the level of on-the-job training performance.

RESULTS AND DISCUSSION

This is to present the analysis and interpretation of the data gathered from the immediate heads of the ten (10) partner hotels where the BHRST students had undergone their OJT program.

1. Profile of the Bachelor in Hotel and Restaurant Service Technology (BHRST) students in terms of age; gender; and OJT grade

Profiles of the students are essential to determine the capability and responsiveness of the individual to demonstrate the task. These profiles of the students include age, gender, and OJT grade. Presented below is the result of the data gathered from the subject of this research.

Table 1
Profile of the Bachelor in Hotel and Restaurant Service Technology Students

| Age (in Years) | Frequency | Per Cent (%) |
|----------------|-----------|--------------|
| 18 | 14 | 28.00 |
| 19 | 14 | 28.00 |
| 20 | 9 | 18.00 |
| 21 | 5 | 10.00 |
| 22 & above | 8 | 16.00 |
| Total: | 50 | 100.00 |
| Gender | Frequency | Per Cent (%) |
| Male | 19 | 38.00 |
| Female | 31 | 62.00 |
| Total: | 50 | 100.00 |
| OJT Grade | Frequency | Percent (%) |
| 1.0 - 1.4 | 38 | 76.00 |
| 1.5 - 1.9 | 9 | 18.00 |
| 2.0 - 2.4 | 3 | 6.00 |
| Total: | 50 | 100.00 |

As shown in Table 1, 28 % are aged 18 years old and the same with 19 years old are the students who underwent the OJT program. This implies that they were already at legal age. On the gender of the students who underwent the OJT

program, 62 % were females and only 38 % were males. Grades in OJT of students were the following: 76 % garnered the highest-grade point as evaluated by the industry heads with the grade range of 1.0 – 1.4 and only 6 % gained the lowest



grade of 2.0 – 2.4. This means that students who had undergone the OJT program possessed the necessary competencies needed for the industry.

2. Level of performance of the Bachelor in Hotel and Restaurant Service Technology (BHRST) students

2.1 Knowledge Performance

Table 2
Level of Performance of BHRST Students as Perceived by the Industry Heads in Terms of Knowledge

| Indicators (in Terms of Knowledge) | Mean | V.I. |
|--|-------------|-----------|
| Knows grooming and professional image-standard | 3.40 | VC |
| Knows guest service standards | 3.48 | VC |
| Knows realities involved in this type of work | 3.36 | VC |
| Knows business management and ethics | 3.18 | C |
| Knows hospitality products and services | 3.38 | VC |
| Knows basic terminology used in the industry | 3.12 | C |
| Knows leadership and organizational structure | 3.26 | VC |
| Overall Mean | 3.31 | VC |

As illustrated in Table 2, the performance of OJT students in terms of knowledge knows guest service standards, generated the highest mean of 3.48. This means that the OJT students were knowledgeable about the standard of service procedures in the hotel and restaurant industry. This only shows that they have obtained enough knowledge on the courses from the school. They applied what they have learned from professional courses such as Housekeeping and Food and Beverage Services (Felicen, et al., 2014). They possessed the knowledge and ideas in giving the standard of service that includes projecting a professional image as their knowledge in grooming and professional image standard generated the mean of 3.40. Knows hospitality products and services, the third among the seven indicators of the level of performance of BHRST OJT students in terms of knowledge garnered the mean of 3.38. This manifestation implies that BHRST OJT students were knowledgeable in the different products and services that the hospitality industry

offers. However, students were less knowledgeable in the basic terminology used in the industry. This area of student performance demonstrated the necessary communication improvement as to hospitality terms and vocabularies. Although not perfect in knowledge, the overall mean was 3.31 verbally interpreted as very competent.

2.2 Skills Performance. A skill is the ability to carry out a task with pre-determined results often within a given amount of time, energy, or both.

Table 3
Level of Performance of BHRST Students as Perceived by the Industry Heads in Terms of Skills

| Indicators (in Terms of Skills) | Mean | V.I. |
|--|-------------|-----------|
| Ability to work as part of a team | 3.68 | VC |
| Effective listening, verbal, and written communication skills | 3.42 | VC |
| Ability to project a professional image | 3.22 | C |
| Ability to empathize with the guest experience | 3.26 | VC |
| Ability to deal with daily uncertainties and changes in routine | 3.20 | C |
| Ability to anticipate guest wants and needs to provide service | 3.46 | VC |
| Ability to balance the needs of multiple guests at a given time | 3.28 | VC |
| Ability to generate an attitude of trust among co-workers | 3.58 | VC |
| Ability to make creative decisions to achieve service standards | 3.34 | VC |
| Ability to minimize the use of resources while providing service | 3.22 | C |
| Administrative skills for forms and reports | 3.20 | C |
| Overall Mean | 3.35 | VC |

It is often divided into – domain-general or domain-specific. Skills required in the hospitality industry do not focus only on domain-specific skills but should have general skills such as teamwork, leadership, and motivation. OJT students were assessed in their skills towards training. This is shown in Table 3 as evaluated by the industry heads.

Table 3 exhibits the OJT performance of the students in terms of their skills, ability to work as part of a team generated the highest mean of 3.68. This denotes that OJT students showed the



capability of belongingness and the capability of being team players. This indicator shows a good working relationship in the team. Another indicator of the skills performance of the BHRST OJT students was the ability to generate an attitude of trust among co-workers, which generated the second-highest mean of 3.58. A positive outlook of working conditions among OJT students to co-workers was manifested to be the building block of participation in performing the task among them. The ability to anticipate guest wants and needs generated the mean of 3.46 which was very competent. This means that students obtained the initiative of determining whether the guest needs the service. Among student's competence in terms of skills, they were low in administrative skills and ability to deal with changes in routine which generated the lowest mean of 3.20. This means that students were less to perform administrative tasks such as forms and reports and unable to adopt changes in their daily uncertainties. An overall mean of 3.35 of the skills performances of BHRST OJT students as perceived by the industry heads denotes that there is a very competitive level in the skills of the students.

2.3. Attitude Performance. Knowledge, skills, and attitudes (KSA) are the abilities and characteristics that enable a job holder to accomplish the activities described in a task statement that describes what the job holder does. Attitude is the element towards accomplishing the task. OJT students in the hospitality industry were taught how to deal with the various ability and these were assessed by their immediate heads upon evaluation. Table 4 illustrates the attitude of the students who underwent on-the-job training.

Table 4 shows the OJT performance of BHRST students in terms of attitude. These competencies in their attitude obtained the overall mean of 3.27 which is verbally interpreted as very competent. Believing hard work was rewarded through promotion generated the highest mean of 3.58. This means that the students adhered to good performance as performed with positive work attitude was recognized by the firm through compensation or promotion.

Table 4

Level of Performance of BHRST Students as Perceived by the Industry Heads in Terms of Attitude

| Indicators (in Terms of Attitude) | Mean | V.I. |
|---|-------------|-----------|
| Taking personal pride in satisfying the needs of others | 3.18 | C |
| Helping others before satisfying the needs of the self | 3.54 | VC |
| Moving towards possibilities, and opposed to avoiding negative outcomes | 3.34 | VC |
| Defining self as empathetic to the needs of others | 3.06 | C |
| Working with people over working with administrative tasks | 3.22 | C |
| Defining self as outgoing and social | 3.10 | C |
| Solving problems over the following procedure | 3.06 | C |
| Working in pleasant surroundings over clinical environments | 3.30 | VC |
| Working as part of a team over doing individualized work | 3.34 | VC |
| Preferring each day to be different over each day is the same | 3.34 | VC |
| Preferring challenging work over regimented work | 3.14 | C |
| Believing hard work is rewarded through promotion | 3.58 | VC |
| Working creatively over-analytical work | 3.36 | VC |
| Overall Mean | 3.27 | VC |
| Grand Mean | 3.31 | VC |

Anent to this, students get oriented on the good practices and a must-have performed to be praised and get rewarded by the hotel. On the other hand, helping others before satisfying the needs of the self-generated the second highest mean of 3.54. Thus, attitude will bring out personal personality without affecting personal professional image, and interns can show respect for others through attitude. (Felicen, et al., 2014).

OJT students are showing a positive attitude towards co-workers. Fulfilling the company's welfare is the best indicator that they are much concerned with the operation and the guests alike. Students are also creative in their works as shown in the 3.36 mean over-analytical work. They performed their works with an application of art. However, students are low in solving problems and being emphatic about the needs of others. This means that they need a positive outlook of life towards the procedures in resolving problems that they may encounter in the workplace. Further, students should be absolute to the needs of others.



The level of performance of BHRST students as perceived by the industry heads in terms of their knowledge, skills, and attitude generated a grand mean of 3.31. Students were very competent in the competencies that the hospitality industry required. This manifestation of OJT students' performances has an impact on the operation of the industry. They showed the adequacy and trust among the service standards' knowledge and skills as well as the positive attitude that the hospitality movers must-have.

3. Problems encountered by the students and immediate heads during OJT

Problems Encountered by Students. A strong foundation of what the students are now is an experience in life and those are problems in some cases. How they affect life expectancy and work performance depends on how an individual goes with the problems. Students who underwent OJT traced some problems they have encountered, and it is presented in Table 5.

Table 5
Problems Encountered by the Students during OJT Program as Perceived by the Students Themselves

| Problems | Frequency | % |
|---|-----------|-------|
| 1. Difficulties on the duration of training. | 8 | 16.00 |
| 2. Time conflicts when dealing with the Training Schedule. | 5 | 10.00 |
| 3. Hard time in travelling from boarding house to the hotel/restaurant. | 5 | 10.00 |
| 4. Uncomfortable staff house or boarding house. | 15 | 30.00 |
| 5. Difficulties on showing and performing their skills. | 1 | 2.00 |
| 6. Lack of self-confidence. | 3 | 6.00 |
| 7. Hard time working with colleagues. | 8 | 16.00 |
| 8. Hotel is unwilling to allow trainees to gain experience in all section of the department during practicum. | 6 | 12.00 |
| 9. Misses family and friends during the training. | 39 | 78.00 |
| 10. The hotel employees are hesitant in teaching us. | 6 | 12.00 |

Table 5 displays the problems encountered by the students during their OJT program. Item no. acquired by the students. Trainee has no self-confidence and is always late without prior notice

9, which is misses family and friends during the training ranked first with 78 %. This means that emotionally towards distance working, students are still attached to their family, and this is followed with uncomfortable staff house or boarding house which ranked second at 30 %. Difficulties on the duration of training and hard time working with colleagues ranked 3rd. This may entail that the students are not conditioned on the training duration and the arrangement among partner hotels and restaurants.

Problems Encountered by Industry Heads. The researcher perceived others status and individual's capability to do task. During training, students were told by their immediate heads on some factors that made them less productive. These were problems that arise during the duration of the OJT as presented in Table 6.

Table 6
Problems Encountered by the Industry Heads during OJT Program

| Problems | Frequency | % |
|--|-----------|-------|
| 1. Trainee is hesitant to learn from. | 0 | 0.00 |
| 2. Trainee is always late and absent without prior notice. | 3 | 6.00 |
| 3. Having hard time working with colleagues. | 6 | 12.00 |
| 4. Trainee has no self-confidence. | 3 | 6.00 |
| 5. Trainee shows difficulty in performing his task. | 1 | 2.00 |
| 6. Trainee does not follow hygiene and safety standards. | 1 | 2.00 |
| 7. Trainee does not utilize his training time. | 0 | 0.00 |
| 8. Trainee cannot follow directions/instructions. | 0 | 0.00 |
| 9. Low in communication skills. | 5 | 10.00 |
| 10. Trainee has no initiative. | 0 | 0.00 |

Table 6 shows the problems encountered by the industry heads during OJT program. Having hard time working with colleagues rank first among the 10 identified problems. And it was followed by low in communication skills. This problem is related to the performance of the students in their workplace. Communication is vital thus; it must be rank third (3rd). Trainee shows difficulty in performing his task and does not follow hygiene



and safety standards rank fifth (5th). With these problems identified by the industry heads are telling the need to strengthen the orientation and the memorandum of agreement of the school to the industry likewise with the OJT policy.

4. Students' Profile in Relation to OJT Performance

Table 7 shows the relationship of student's profile and the level of performance of HRST students

Table 7
Relationship of the Students' Profile and the Level of On-the Job Training Performance

| Variables | df | Computed Value | Critical Value | Decision on Ho | Interpretation |
|----------------------------|----|----------------|----------------|---------------------|-----------------------------|
| Age and OJT Performance | 4 | 4.191 | 9.488 | Failed to Reject Ho | No Significant Relationship |
| Gender and OJT Performance | 1 | 3.095 | 3.841 | Failed to Reject Ho | No Significant Relationship |
| Grade and OJT Performance | 2 | 1.027 | 5.991 | Failed to Reject Ho | No Significant Relationship |

With the computed value of 4.191 which is lower than the tabulated value (9.488), the hypothesis is accepted with 4 degrees of freedom. This means that there is no significant relationship between age and OJT performance. The relationship of gender and OJT performance computed value is 3.095 and is lower than the tabulated value of 3.841; therefore, hypothesis is accepted that gender and OJT performance has no significant relationship with 1 degree of freedom. And lastly, OJT grade and OJT performance has no significant relationship with a computed value of 1.027, lower than the tabulated value of 5.991.

CONCLUSIONS

Based from the data gathered, the following findings of this study were drawn:

1. Most of the respondents are female, 18-19 years old with a grade average of 1.0-1.4.
2. The level of performance of the BHRST students in terms of knowledge, skills and attitude were very competent as perceived by the industry heads.
3. The common problems encountered by the students are missing their family and friends during the training, followed with uncomfortable staff house or boarding house, and hard time working and dealing with colleague. On the other hand, having hard

time working with colleagues got first in the rank of the problems encountered by the industry heads during OJT program; low in communication skills, followed by trainee has less self-confidence, and tardiness and absenteeism without prior notice were observed.

4. There is no significant relationship between the level of performances among BHRST students.

After thorough analysis of data and the results, the level of performance of BHRST students of the Bohol Island State University-Candijay Campus is very competent in terms of their knowledge, skills and attitude.

RECOMMENDATIONS

The researcher strongly recommends the following in order to be more consistent with the program performance.

1. Conduct comprehensive OJT program orientation for BHRST students.
2. Parents and guardians must be well oriented of the OJT program.
3. Establish strong and active OJT linkages between the university and partner industries.
4. Conduct research on the curriculum responsiveness of the BHRST program for the academic preparations of the students.

- Develop and update comprehensive OJT program manual.

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AUTHOR'S PROFILE



Leo L. Simangca is currently connected to Bohol Island State University Candijay campus as instructor I of the Hospitality Department. He graduated his undergraduate degree- Bachelor in Hotel and Restaurant Service Technology in the same university where he is currently working. He graduated his master's degree at the University of Cebu main campus, Cebu city where he took Master of Business Administration major in Hotel and Restaurant Management. Because he wanted to broaden his background in his teaching career, he took his Certificate of Teaching Profession at Bohol Northern Star College, Ubay, Bohol. Furthermore, he is currently completing his Dissertation of the degree, Doctor of Philosophy in Technology Management at BISU main campus. His research interest led him to develop a novel food based-technology which is now under the substantive examination stage of Intellectual Property Office of the Philippines. His technical skills are geared towards ASEAN integration where his national competencies of TESDA are migrated such as Food and Beverage NCII, Tourism Promotions NCII, Front Office Services NCII, Housekeeping Services NCII, and Events Management Services NCIII. Moreover, he is currently an NTTC holder of the Food and Beverage Services NCII qualification of TESDA. He is one of the authors in research published in JPAIR Multidisciplinary Research (March 2021) entitled, Tourists' Satisfaction and Its' Challenges on Natural Attractions in a Rural Area.

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