

EFFECTIVENESS OF THE COMPETENCY STANDARDS OF FOOD AND
BEVERAGE SERVICES NC II TRAINING IN THE PERFORMANCE OF
CERTIFIED PASSERS IN WESTERN VISAYAS

A Thesis

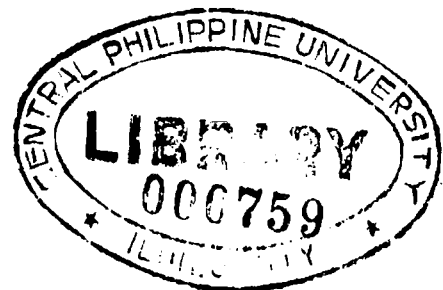
Presented to

The Faculty Committee of the Graduate School
The Philippine Women's University
Taft Avenue, Manila

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Business Administration
Major in Hotel and Restaurant Management

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2010



Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Everywhere else in the world today, private and government sectors are gearing up to meet the challenges of the 21st century. The challenges of globalization, integration, and achieving economies of scale. Nations are identifying and building up their respective competitive advantages in different areas like in agriculture, manufacturing, technology or in a competitive world class manpower pool.

In Section 22 of Technical Education and Skills Development (TESDA) Act of 1994, the Establishment and Administration of the National Trade Skills Standards of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skills standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade association are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respected areas in accordance with the guidelines to be set by the Authority.

Fidel V. Ramos, former President of the Philippines congratulates the Technical Education and Skills Development Authority (TESDA) Board for the coming up of the Implementing Rules and Regulations (IRR) of the republic act No. 7796 known as the "Technical Education and Skills Development Act 1994" He was hoping that the IRR will

henceforth serve as guide in the development of the high quality Filipino middle-level man power. He also talked about:

The enactment into law of the "Technical Education and Skills Development Act 1994" is the government's gain as it came at time when grater consciousness for International competitiveness of skilled manpower and the need for workers in trade-related job has increasingly become a national concern. Since I am confident that the IRR when fully operational zed shall bring into the fruition the efforts of the government and the private sector in empowering Filipino middle-level man power with an excellent blend of world class skills and desirable values.

The Technical Education and Skills Development Authority (TESDA), together with the private sector-led Tourism Industry Board Foundation Inc. (TIBFI) developed and approved the "Training Regulations for the Tourism and Hotel and Restaurant occupations in 1998 which was benchmark from the hospitality industry national Competency standards of the Australian national training Authority (ANTA) since the country has a bilateral agreement with the Australian Quality Technical Vocational Education and Training (PAQTVET) which had been designed to teach Filipinos, skills required in certain industry sectors such as tourism, health care, information and communication technology, agriculture and fisheries. (www.sunstar.com.ph)

The training regulations crafted by TESDA and TIBFI introduced competency based technical education and skills development (CBTESD) in the country and serves as the foundation in the developing competency based curriculum to address the mismatch between the training provided by the TVET system and industry requirements.

Competency-based education and training (CBET) is the term used to describe the TESDA and CHED way of adopting competency-based education, the leading paradigm for innovation both in the system level and at the level of learning

environments , and has rapidly become popular in the vocational education practice and in the policy field in many countries because the emphasis the concept places on the positive side of the education and learning, and its alleged capacity to reduce the gap between the school system and the labor market.

CHED on the other hand, introduced competency-based education through the promulgation of CHED Memorandum Order (CMO) No. 30 Series of 2006-PS, the propose of which is to rationalize the undergraduate tourism management/hospitality/hotel and restaurant and/or travel management education in the country with the end view of keeping apace with the demands of global competitiveness.

Competency is the possession and application of knowledge, skills and attitudes needed to perform certain work activities to the required standards of the workplace. These competency standards are the benchmark for training, assessment and certification in the Philippine Technical -Vocational Education and Training Qualifications Framework (PTQF). This is nationally promulgated framework (BR # 2003-05) of competency classification and recognition for middle level skilled workers.

Technical Education and Skills Development Authority (TESDA), crafted the Training regulations (TR) which serve as basis for the competency assessment and certification, registration and delivery of training programs and development of curriculum and assessment instruments. It promulgated the competency assessment to analyze the competency standards.

Considering that assessment is the process of collecting evidences and making adjustments on whether competencies have been achieved. The Food and Beverage Services NC II Qualification consists of competencies that a person must achieve to provide food and beverage service to guests in hotel, motels, restaurants, clubs, canteens, resorts and luxury liners by Training Regulations for Food and Beverage Services NC II, (Act of 1994, RA 7796, section 22). This Act mandates TESDA to establish national occupational skills standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade testing activities in their respected areas in accordance with the guidelines to be set by the Authority.

This study is therefore to determine the effectiveness of the competency standards of food and beverage services NC II training in the performance of certified passers in Western Visayas.

In this premise the researcher's yearning is to assess the concerns and issues in the need of the Industry. .At presents the perspective of the hospitality industry in the problem of skills and job mismatch. Hospitality students who graduate today face many challenges when finding a job in the today's competitive job market. Graduates must the expectations of the industry. Questions arise on how education is responding to industry. Academic Hospitality programs are designed to teach the skills that will prepare them to be competitive in the workplace. These skills should enable the

graduate to manage the rapidly changing demands in today's hospitality industry addressing increased competition, changing consumer attitudes and employer demands (Wood, 2003).

Background of the Study

Today more people than ever are eating outside the home and to meet this demand this is widening diversity in the nature and type of food and beverages on offer. Because of the expansion of the industry and increasing pressure for improved professionalism in food and beverage service staff, there is even greater need for more people to make their careers in this noble profession, a long side the need for improved confidence and performance through higher standards of knowledge and skills.

Food and beverage service is the essential link between the costumers and menu, beverages and other services on offer in an establishment. The server is the main point of contact between the costumers and the establishment and plays an important role in a profession with increasing national and international status. The skills and knowledge of food and beverage service, and therefore careers, are transferable between establishments, sectors and throughout the world.

Hospitality education redefines their curricular focus to meet the perceived needs of the industry. Hospitality education needs to research and then formalize a curricular response to the dynamic nature of today's hospitality industry. Thus, an

industry based research focusing on a demand driven system to be able to produce competent industry recognized graduates ready for the workplace.

The Philippines current labor market as having high unemployment, and uneven skills distribution, skills outflow to other countries, relatively low pay and productivity levels. Working age Filipino is generally well educated. More than one third completed college high school or higher and the proportion has increased. The proportion of those who completed college education likewise increased, which indicate a higher quality of the workforce compared to a decade ago. Tuble (2006), further states that the question is: "to what extent has this increase in the supply of the better educated workers resulted in a better match between actual and expected competencies are demanded by the employers.

The academic hospitality programs should address these skills, which are deemed necessary for graduates to have, yet these programs are leaving some or many of these skills to be taught by the employer (Wood,2003).

According to the Philippine Department of Tourism (2003), industry practitioners complain of the hospitality graduates whose knowledge and skills are inadequate that six month industry immersion is necessary industry knowledge to immediately fill the rank and file positions of the industry.

There are large discrepancies between formal training and employer demands in the hospitality industry and underscores the direct link to education in the fact it was discussed in the 2004 Annual COHREP Convention, that the problem of the Bachelor of

Science in the Hotel and Restaurant Management (BSHRM) graduates nowadays is that they lack competencies needed for the profession.

According to the Philippines Department of Tourism(2003), industry practitioners complain of the hospitality graduates whose knowledge and skills are inadequate that six month industry immersion is necessary industry knowledge to immediately fill the rank and file positions of the industry.

Hospitality education must now redefine their curricular focus to meet the perceived needs of the industry. Hospitality education needs to research and then formalize a curricular response to the dynamic nature of today's hospitality industry. Thus, an industry based research focusing on a demand driven system to be able to produce competent industry recognized graduates ready for the workplace.

To answer the concern and issues between what is taught in the school and what is needed in the industry/workplace, President Gloria Macapagal Arroyo has launched, through Executive Order No. 358 entitled, "To Institutionalize a Ladderized Interface Between Technical-Vocational Educational and Training (TVET) and higher Education (HE) in September 15, 2004 which mandates TESDA and CHED to develop and implement a unified national qualifications framework that establishes equivalency pathways and access ramps for easier transitions and progression between TVET and higher education. The Philippine National Qualifications Framework (PNQF) qualifications will be consistent nationally benchmarked to ensure confidence from national and international stakeholders.

The competency standards in the CMO No. 30, 2006, include (1) skill, competencies and the personal qualities and (2) professional and specific competencies. The specific profession upon the completion of the program includes, entry-level jobs and advance office positions, which are supervisory in the nature. The curriculum outline for the BSHRM comprises fifty-one (51) units of General Education Courses, twenty one (21) units business Core, twenty-two (22) units Tourism Core, thirty-six (36) units Specialized Subjects which are further broken down to required major subjects and free professional subjects, and seven (7) units of Practicum. The required major subjects are banquet function catering services procedures, housekeeping procedure, food and beverage control systems. TESDA has already developed Training Regulations (TR) for the procedural subjects however; TESDA has no existing TR's for the management and control subjects which are generally offered on the third year of schooling considering that it falls under the Higher Education.

It is on this premise that the researcher chose to determine the effectiveness of the competency standards of Food and Beverage Services NC II training in the performance of certified passers and enhance policy inputs in the existing Food and beverage Services NC II Training.

Research Locale

The locale of the study was focused on the Western Visayas Region 6 which composed of five provinces like, Aklan Antique, Capiz, Iloilo and Negros Occidental. Each Province has TESDA training centers and TESDA provincial office that caters the

trainees for different qualifications in respected area of competency. The TESDA provides Training Regulations (TR) for the competency standards of the industry workforce. Through the years, the implementation of TESDA Ladderized program is the word of mouth of the Industry and private and public Institutions.

Essentially, the Ladderized System caters to the multitude of Filipinos who can not afford a College Education, or complete Technical-Vocational Education and Training courses, and enter Job Platforms that will provide ladders of competencies, allowing them to rise to College Degree Programs or up to the optimum levels of individual achievement.

The Philippine Government believes that thru the assessment of industry practitioner, the quality of services of the employee will maintain.

The Oversight Commissioner on Ladderized Education, Dr. Nona S. Ricafort, further mentioned that, the revised programs objective is (1) to produce graduates that will manage to survive in the borderless economy. (2) to develop a curriculum that is market-driven in terms of content and structure rather than supply-driven. (3) to develop a curriculum that is responsive to the needs of the industry with the emphasis on the competencies. And (4) to produce a curriculum that complies with the international standards and practices particularly the general Agreement on Trades and Services (GATS) of the World Trade Organization.

Statement of the Problem

This study was conducted to determine the effectiveness of the competency standards of food and beverage services NC II in the performance of certified passers in Western Visayas.

Specifically, this study sought to answer the following questions:

1. What is the profile of the certified Food and Beverage Services NC II passers and their employers in terms of:
 - 1.1 Educational Attainment;
 - 1.2 Employer;
 - 1.3 Job Position/Rank;
 - 1.4 Monthly Salary;
 - 1.5 Place of Employment; and
 - 1.6 Length of Service.
2. How effective is the competency standards of Food and Beverage NC II as rated by the certified passers and their employers in terms of :
 2. 1 Basic Competencies;
 2. 2 Common Competencies; and
 2. 3 Core Competencies
3. Is there a significant difference between the ratings of the certified passers and their employers?
4. What are the issues and concerns on the Food and Beverage Services NC II training?
5. What are the issues and concerns on the conduct of competency assessment?

6. Based on the findings, what policy inputs can be proposed to strengthen the existing competency standards of Food and Beverage Services NC II training?