

# **Professional Development and Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao, Philippines**

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## **ABSTRACT**

The study examined the professional development and skills performance in two higher educational institutions of Northeastern Mindanao, Philippines. The study used the descriptive method employing the survey technique. It was conducted in two institutions using a survey questionnaire. The study used the mean and t-test. Results showed that the respondent's schools were outstanding in skills performance. Significant differences were --- in bartending and room serving. The study concludes that the knowledge and skills in waitering, bartending and room servicing can compete globally.

## **KEYWORDS**

Hospitality industry, performance development, skills performance, descriptive method, Philippines

## **INTRODUCTION**

Vocational education is an education that prepares the students for jobs at various levels from a craft or a trade to a professional position. This provides the students the opportunity to acquire functional skills, desirable work habits that will enable them to

work and become productive in the community and industrial-based economies.

In the Philippines, schools offering vocational and technical courses and programs undergo accreditation and approval by Technical Education and Skills Development Authority (TESDA). They offer Two-Year courses on technology and skills development like automotive technology, nursing aide training, tourism, hotel and restaurant management, food and beverage services, computer hardware servicing, computer programming, caregiver, electronics technicians, driving, masonry, welding and many others.

The skills training of the Technical Education and Skills Development Authority (TESDA) and vocational education are very much in demand and attuned to the needs of the company and global economy. The courses offered are chosen by the students based on their occupational interests and attitudes.

Upon graduation, the students will take a licensure examination or an assessment from Technical Education and Skills Development Authority (TESDA) to test the credibility of their knowledge and skills and if they are competent or not yet competent in their field of specialization. The students will obtain a diploma or certificate after passing the assessment.

This study seeks to find out the level of competence of the students in Food and Beverage Services NC II by assessing their knowledge and skills based on the competency standards of Technical Education and Skills Development Authority (TESDA). This will also determine if they are competent and not yet competent to their field and readiness for job opportunities in the labor market.

## **FRAMEWORK**

Professional developments is a set of skills and knowledge attained in a formal type of vocational education, post-secondary or poly-technical training leading to qualifications or credentials required to obtain or retain employment. Professional development is more than training or continuing education where learning occurs in the workplace as an integral part of working (“Developing Professional Skills • Guides to Lecturers • UK Centre for Materials Education,” n.d.). It was cited by Paracuelles (2004) that teachers are the number one active agents in the learning process that provide the students the tools and strategies to learn.

The ultimate goal of Professional Development is to improve student learning and achievements. On the other hand, Gamoran (2000) stated that student achievement is affected most directly by the quality of instruction. Furthermore, Corcoran and Goertz (1995) emphasized that instructions boosts student achievement through its technical resources, high quality curriculum, instructional materials, assessment instruments and adequate workplace.

However, teachers give value to student achievement as an outcome of professional development and a leap in student learning.

On the other hand, Overtoom (2000) cited that employability skill is a group of important skills instilled to every individual for employment to produce a productive workplace. However, advancement of new technologies changes the way works are done and brings a shift of workforce requirement from skills to workforce being well-informed and high skilled. Height of workforce production have positive relationships with education and training in which the higher the education and training a person gets, the higher the productivity achievement of an individual. Thus, Flippo (1995) also differentiated that education and training are two ends of a continuum of personal development ranging from a general education to specific training.

Moreover, Gardner (2007) emphasized that training and the acquisition of knowledge, skills and competencies are the result of the teaching of vocational and practical skills and knowledge relating to useful specific competencies. In training it involves not only the presentation and learning of contents but also a means for enhancing skills development and the improvement of workforce behavior. Training is acquiring of specific skills to perform a job better and Dahama (1989) agreed that training helps people to become qualified and proficient in doing jobs. Training may also help the students to perform better where their skills are develop from specific to a particular task.

Training is the process of teaching, informing or educating people to be qualified to do their job with greater responsibility. Work needs flexibility, ability, initiative to handle a variety of duties, a knowledgeable worker with high technical skills. Furthermore, Lange and Topel (2004) stated that a person with great skills will be able to increase employees or workforce productivity.

On the other hand, Peter Drucker (1993) argued that a skill cannot be explained in words, it can only be demonstrated and the only way to learn a skill is through apprenticeship and training. However, Jimmy Wales (2004) also believed that apprenticeship is a system of training the skills. Most of the trainings are done on the job while working for an employer who helps the apprenticeship learn their trade in exchange for their continuing labor to an agreed period after they become skilled.

Skill acquired during training and apprenticeship can have a high grade performance in many fields. It was also cited by the State of Oregon (2009) that apprenticeship is an occupational skill training that combining on-the-job experience that demand a wide range of skills, knowledge and independent judgment. The training of the students of learning their own trade has to undergo an assessment of their knowledge and skills.

According to Grant Wiggins (1998), the nature of assessment influences what is learned and the degree of meaningful engagement of the students into the learning process. To uplift the level by skills for youth employment the following laws has been enacted for economic development. According to RA 7796 of the Technical Education and Skills Development Authority (TESDA) it states the implementation of national system of skills standardization, assessment and certification to students and trainees in vocational education.

Based also to US Public Law 105 – 332 the law states to provide individuals with academic, technical knowledge and skills needed to prepare for a career. Vocational education includes competency applied learning contributes to the individual's academic knowledge, higher-order, general employability skills, technical skills and occupation.

Furthermore, the US Federal Law known as Job Training Partnership Act of 1982 emphasized the preparation of youth and unskilled adults for entry into the labor force that provide job training to economically disadvantage and other individuals facing serious barriers to employment. As cited on Presidential Decree No. 422 known as Labor Code of the Philippines, the Department of Labor and Employment mandates and promotes the gainful employment opportunities of every individual and optimizes the development and utilization of the country's manpower resources.

On the other hand, Article 72 of Department of Labor and Employment (DOLE) states that the Secretary of Labor and Employment may authorize the hiring of apprentice without compensation whose on-the-job training is required by the school or the training program curriculum or as requisite for graduation or board examination. Based on the speech of Secretary Tito Boy Syjuco of Technical Education and Skills Development Authority (TESDA), Manila Bulletin (November 6, 2009) stating that people who are trained or retooled do not just graduate but also will pass the skills assessment for a National Certificate (NC) and a Certificate of Competency (COC) for the mastery of specific skills.

Likewise, the Undersecretary of the Department of Labor and Employment (DOLE) Romeo C. Lagman said and recommends to make on-the-job training relevant to student's field of work and to review the existing Apprenticeship and Leadership Law for the purpose of strengthening industry-academic linkages. He cited the strict implementation and monitoring of the policy for the improvement of skills qualification of students increase their employability and resolve the problem of lack of experience of fresh graduates.

According to Manila Bulletin dated December 15, 2010 vocational education always had been a part of the educational system. They are established to answer the needs, teach and develop job specific skills particularly for those unable to pursue higher education. The Technical Education and Skills Development Authority (TESDA) trained people to become better and prepared workers and give them opportunities for employment in both local and international companies.

Meanwhile, British Council (2011) agrees that vocational education and training includes commercial, technical and Professional Development as well as transferable personal skills. The skills needed by the economy are constantly evolving in line with global trends and advance technology. Ellen Goldstein, World Bank Country Director for Bangladesh (2008) emphasized that skills development through vocational training allows domestic and migrant workers to compete with better jobs and earn higher wages. Furthermore, Rosalinda Dimapilis-Baldoz the Secretary of the Department of

Labor and Employment (DOLE) cited that DOLE's mandate is to promote gainful employment opportunities and human resources development.

Professional developments are ability of the learners to increase their knowledge and skills to learn at high levels in their field of specialization. It was cited also by the Chartered Institute of Personnel and Development (2000) that professional development is the improvement and updating of professional competence for career opportunities.

Based on the observation of the Labor Market (2008), there is a need to continue training beyond initial qualifications to maintain, upgrade and update the skills of the learner throughout his working life. It was also stated by the labor market that on-the-job training is recommended to the learner or trainee that will take place in a normal working situation where they can use the actual tools, equipment, documentations or materials until they are fully trained.

Stiggins, Aster and Chapius (1998) state that in assessment, there is a teacher to student communication which made assessment easy for the teacher to trace the student performance. The acquisition of appropriate information is based on a set of competencies in finding out the entire assessment is valid and reliable.

However, TESDA stated also that programs with Training Regulations like Computer Hardware Servicing, Hotel and Restaurant Management or Food and Beverage Services, Consumer Electronics, Computer Programming, Caregiver, Automotive, Front Office, Tour Guiding, Welding, Masonry and others undergo an assessment among students taking the course in order to determine the individual's vocational strengths, needs and career potentialities.

Moreover, there are institutions approved by Technical Education and Skills Development Authority (TESDA). They are government operated and privately operated. They also offer programs ranging from a couple of weeks to Two-Year diploma courses. Upon graduating from most of the courses offered, students and trainees are required to take a competency assessment in order to obtain the relevant certificate of their trained skills.

Based on TESDA Circular No. 09 S. 2007, a competency assessment is mandatory to all technical-vocational students and trainees of programs registered under promulgated training regulations for national certification on different classification levels as National Certificate I, National Certificate II, National Certificate III and National Certificate IV. National Certificate I – the student performs routine and predictable tasks and work with little judgment under the supervision of the instructor or the trainer. National Certificate II – the student performs prescribed range of functions including known routines and procedures, has limited choice and complexity of functions with little accountability. National Certificate III – the student performs a wide range of skills, works with complexity and choices, shows responsibility that contributes to problem solving and work processes. National Certificate IV – the student performs a wide range of application have responsibilities that are complex and non-routine and performs evaluation and analysis of work practices.

The competency assessment is designed to evaluate the levels of knowledge and manipulative skills of the students and trainees in a specific occupational trade area that consisted of written test and skills performance. An interview is also used to evaluate the candidates' competence regarding the updates of their knowledge and skills. Assessment seeks to determine whether the graduate can perform to the standards expected in the workplace based on the defined competency of Technical Education and Skills Development Authority (TESDA). This ensures the productivity, quality of learning and competitiveness of the graduates.

## **OBJECTIVES OF THE STUDY**

The study aimed to determine the professional development and skills performance in two higher educational institutions of northeastern Mindanao, Philippines.

## **HYPOTHESES**

The study was guided by the following null hypotheses tested at .05 level of significance.

Ho1. There is no significant difference in the extent of the professional development in two higher education Institutions of Northeastern Mindanao.

Ho2. There is no significant difference in the ratings of the skills performance in two higher educational institutions of Northeastern Mindanao.

## **METHODOLOGY**

### **Research Design**

The study used the descriptive method employing the survey technique which was used to determine the Professional Development and Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao.

### **Research Locale**

The research was conducted among two higher educational institutions of Northeastern Mindanao namely: Saint Michael College of Caraga located in the municipality of Nasipit that lies in the Northwestern part of the province of Agusan del Norte bounded in the east and south of the municipality of Buenavista and in the west the municipality of Carmen and north of Butuan Bay. It was also conducted at Father Saturnino Urios University in Butuan City. The City of Butuan is the regional center of the Caraga region. Both schools use the competency-based curriculum of Technical Education and Skills Development Authority (TESDA).

### **Research Instrument**

A researcher-made instrument was designed to facilitate the collection of data based on the training regulation of Food and Beverage Services NC II. It was submitted to an expert for content validation. His comments improved the construction of the item.

Two sets of questionnaire were developed to obtain the data necessary for the study. The first questionnaire was used to survey the Professional Development of the respondents while the other set of questionnaire was for the Skills Performance of the respondents.

### **Data Gathering Procedure**

After the validation of the questionnaire, the researcher asked permission from the Academic Director of Saint Michael College of Caraga (SMCC) in Nasipit, Agusan del Norte and the Dean of Business Administration Program of Father Saturnino Urios University in Butuan City to conduct a study. Having been granted the permission, the researcher personally conducted the distribution of the survey forms to the target respondents.

### **Statistical Treatment**

The researcher used two (2) types of statistical treatment to come up a reliable result, the mean and t-test.

## **RESULTS AND DISCUSSION**

The respondents of the two higher educational institutions of Northeastern Mindanao perceived the overall result of 3.86 as very satisfactory. This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have knowledge in bartending acquired through learning, exposure to industry and hands-on training in the classroom. According to Paracuelles (2004) that teachers are the number one active agents in the learning process of the students that provide them the tools and strategies to learn.

The respondents perceived the result of 4.53 or outstanding in competency 3. They also had a very satisfactory result in competencies 1, 2, 4, 5 and 6. The overall result was 4.24 or very satisfactory. This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have knowledge, skills and attitudes towards their tasks.

By good learning outcomes, the knowledge, skills and attitudes gave good value to student's achievements and opportunities. Both the respondents perceived the competence of often in competencies 1, 3, 4, 5, 6, 8, 9, 11, 12 and 13. They also perceived the competence of always in competencies 2, 7 and 10. It has an overall mean of 4.41 with a verbal description of often. This implies that the respondents of the Two

Higher Educational Institutions of Northeastern Mindanao are competent in the skills of waitering. According to Andrade, H., & Valtcheva, A. (2009), good instructions and training boost student achievements through the assessment of their skills and adequate workplace for learning.

The respondents perceived the competence of always in competencies 1, and 5. They also perceived the competencies 2, 3, 4, 6, 7, 8, 9, 10, 11, 12 and 13. It has an overall mean of 4.29 with a verbal description of often. This implies that the respondents are competent in bartending skills. As emphasized by Dahama (2000) that training helps the individual to be qualified and proficient in doing their jobs from a specific to a particular tasks.

The respondents of the viewed the competence as “often” in competencies 1, 2, 3, 4, and 6. They also perceived the competence as “always” in competencies 5, 7 and 8. It has an overall mean of 4.52 with a verbal description of always. This implies that the respondents perceived to be competent in room servicing. As stated by Gardner (2007) that training helps the students in the acquisition of their knowledge and skills relating these into useful competencies and cited also by Over toom (2000) that employability skills are instilled to every individual for employment in order to produce a productive workplace.

Table 1. Results of the t-Test of the Respondent’s Ratings on Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao in Bartending

Group	Mean	Description	t-Value	Prob.	Interpretation	Decision
SMCC	4.43	O	6.93	0.000	Significant	Reject Ho
FSUU	4.15	O				

As shown in Table 1, 6.93 was the t-value obtained in the skills performance of the respondents in terms of bartending. Although, there were mean difference between the two groups of respondents, these differences were significant enough to make the respondents to obtain a description of often which both deserved to be competent in bartending. Therefore, the decision was to reject Ho.

This finding implies that the respondents have the skills in bartending. According to Topel (2005) stated that training will improve skills and a person with great skills can increase the workforce productivity in a global economy.

Table 2. Results of the t-Test of the Respondent’s Ratings on Skills Performance in Two Higher Educational Institutions of Northeastern Mindanao in Room Servicing

Group	Mean	Description	t-Value	Prob.	Interpretation	Decision
SMCC	4.63	A	5.31	0.000	Significant	Reject Ho
FSUU	4.41	O				

As shown in Table 2, 5.31 was the t-value obtained in the skills performance of the Two Higher Educational Institutions of Northeastern Mindanao in terms of room serving. Although, there were mean difference between the two groups of respondents, these differences were significant enough to make the respondents of the Two Higher Educational Institutions of Northeastern Mindanao to obtain a description of always for Saint Michael College of Caraga and often for Father Saturnino Urios University which both deserved to be competent in room servicing. Therefore, the decision was to reject  $H_0$ .

This implies that the respondents of the Two Higher Educational Institutions of Northeastern Mindanao have the skills in room servicing and trained based on industry standards. According to Peter Drucker (1995) that skill cannot be explained in words, it can be demonstrated and learned through training and apprenticeship.

## **CONCLUSION**

From the findings of the study, the following conclusions were reached:

1. In waitering, bartending and room servicing, the professional development of respondents had an overall result of very satisfactory. Based on the findings of this study, that quality of instructions, training and exposure to industry gave a quality of learning outcomes and achievements to the respondents in preparation for job opportunities.
2. The respondents are competent in waitering, bartending and room servicing. Trainings and good instructions boost student's achievements through the assessment of their skills and knowledge from a specific to a particular task.
3. Assessment is important also in determining the professional development and skills performance of the respondents where the acquisition of knowledge and manipulation skills of the respondents are assessed according to the standards of vocational education in a specific occupational trade area.
4. Technical Education and Skills Development Authority of the respondents is offering technical courses towards manpower development and employment in the labor market.
5. The knowledge and skills in waitering, bartending and room servicing learned by the respondents of the Two Higher Educational Institutions of Northeastern Mindanao can also compete globally.

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