

# Stakeholders Perception In Hospitality And Tourism Management Program Of Isabela State University

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**Abstract:** This paper presented the perception of stakeholders on hospitality management program of Isabela State University as basis for enhancement of the program. The quantitative approach was utilized in the study. Survey questions were administered to the respondents from several campuses of Isabela State University. A total of 283 student's respondents are involved in the study. Result shows that majority of the respondents strongly agree with all the aspects under assessment with Vision, Mission and Objectives and Administrative Operation which have the highest agreeable means. On the other hand, the participants just agree to the computerization, facilities and management, and practicum readiness in Hospitality Management where the same are iterated by the participants as problems encountered especially on the lack of laboratory equipment and laboratory for hotel management. The figures indicate that there are aspects in the implementation of the programs that has opportunities for improvements.

**Index Terms:** Adaptability, Critical thinking, Flexibility, Private Sectarian, Private Non-Sectarian

## 1. INTRODUCTION

The basic reason of this study is to find out what are some opportunities for improvement for the Hospitality Management (HM) and Tourism Management (TM) programs of Isabela State University (ISU). There are several related studies considered by the researcher because it sought to discover, in an assessment, curriculum development, administration, faculty, students, alumni and the ISU's Hospitality and Tourism Management for a proposed enhancement. The differences of the cited studies made use of industry executives and university administrators from foreign countries whereas the present study utilized the students of ISU campuses namely: Cabagan Campus, Echague Campus, Cauayan Campus and San Mariano Campus which offer BSHM and BSTM programs. Included also in the present study is the assessment made by school administrators and faculty members of the campuses mentioned on the University's BSHM and BSTM programs. Furthermore, the cited studies and how they were conducted used industry active executives and school administrators from different universities abroad. The literatures cited and their sources are very limited, especially in the Philippine setting, which is why majority of the literatures are from foreign studies. The information gathered served as background which guided the researcher in the process of completing the study. The findings from previous studies helped the researcher in selecting the data that were used in formulating problem statements, supporting questions and hypothesis.

## 2 RATIONALE OF THE STUDY

The study aims to determine the assessment of the stakeholders on the HM and TM programs of Isabela State University. The stakeholders are composed of administrators, faculty, students and alumni which has a total of 283 individuals. The number of participants per campus who participated in the research and were particularly selected being Administrators and Faculty members of the Department of Business Management particularly in the Bachelor of Hotel and Restaurant and Tourism Management (BS HRTM), (4th)

Fourth Year and (3rd) Third Year Students and the Alumni of the program in the Four Campuses at Echague, Cauayan, San Mariano and Cabagan Campuses. The participants for this study were selected using total enumeration for the administrators and faculty members. For the student participants, total enumeration among the 3rd year and 4th year groups were done while purposive sampling was used for the alumni participants where the researcher directed the questionnaires to them upon recommendation of the teachers as to who among the alumni are within reach during the time of the study. A questionnaire was employed as the main instrument in gathering the needed data for the research. It consists of the following:

1. For Administrator and faculty participants, it was derived from Wanderi's "An assessment of teacher's attitudes and their commitment to inclusive educational settings on Curriculum and instruction – curriculum design, curriculum contents, teaching and learning". Some questions were edited to better fit the research's need. Each variable was rated as 4 – Strongly Agree, 3 – Agree, 2 – Disagree and 1 - Strongly Disagree.

2. On Faculty and parts of the Administration variables, questions were derived from the Kadyschuck's research on "Teacher Commitment: A study of the organizational commitment, professional commitment and union commitment of teachers in public schools in Saskatchewan". Each variable was rated with 4 – Strongly Agree, 3 – Agree, 2 – Disagree and 1 - Strongly Disagree.

3. On the part of some of the administration's operations, Vision, Mission and Objectives, Computerization, facilities, faculty qualities and assessment, De Guzman, Uy, Siy, Torres, Tantioco and Fernandez's research on Asia Pacific Education Review was considered.

Each variable was rated with 4 – Strongly Agree, 3 – Agree, 2 – Disagree and 1 - Strongly Disagree.

4. The Practicum program and assessment of Tourism Management, Hospitality Management and Hospitality Management and Tourism Industry Management as a whole was derived from CHED's CMO-62, as a standard basis for any University and / or College that offers

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Hospitality Management as a bachelor's degree, implemented nationwide. Each variable was rated with 4 – Strongly Agree, 3 – Agree, 2 – Disagree and 1 - Strongly Disagree.

### 3 RESULT AND ANALYSIS

#### 3.1 Data Analysis

Mean, frequency count and percentage distribution were used to determine the participants' profile variables and assessment. Administrative operations, Vision, Mission and Objectives and Computerization, Curriculum Design, Curriculum contents, Teaching and learning, Facilities and Facility and resource management, Faculty qualities and Assessment and student performance indicators were used as the variables under assessment.

#### 3.2 Demographic Profile of the respondents

Table 1 presents the frequency and percentage distribution of the student respondents.

**TABLE 1**  
*RESPONDENTS' DEMOGRAPHIC PROFILE*

Participant	Cauayan	Echaque	Cabagan	San Mariano	Total
Administrators	1	1	1	1	4
Faculty	6	5	8	2	21
Students	90	75	74	44	229
Alumni	8	10	7	4	29

The table above shows the respondents of the study. It composed of administrators, faculty, students and alumni of different campuses of Isabela State University.

#### 3.3 Assessment of Stakeholders

##### 3.3.1 Administrative Operations

The program's Administrative operations resulted a mean of 3.39. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study are efficient and effective.

##### 3.3.2 Vision, Mission and Objectives

The program's Vision, Mission and Objectives resulted a mean of 3.41. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study are being followed and observed.

##### 3.3.3 Computerization

The program's Computerization resulted a mean of 2.84. It belongs to a Agree (A) descriptive interpretation which means that the stakeholders are convinced that this item under study are subject for improvement especially the accessibility of the internet and website.

##### 3.3.4 Curriculum Design

The program's curriculum design resulted a mean of 3.27. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study is effective. The result is supported by (Rahman, 2010) that there are small inconsistencies in the program's curriculum design and students may perceive this as ineffective as also observed by the student respondents.

##### 3.3.5 Curriculum Contents

The program's curriculum contents resulted a mean of 3.36. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study are sufficient. It was supported again by the result of the study of (Rahman, 2010) that there is a need to improve the hospitality management curriculum in order to combine the academic and skills preparation of both students and industry needs to bridge the gap between the needs of the industry and teaching in the academe.

##### 3.3.6 Teaching and Learning

The program's teaching and learning resulted a mean of 3.36. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study is effective to achieve learning outcomes. It is also emphasized by (Dopson & Tas, 2004) that teaching and learning are the two important factors in achieving quality of instructions.

##### 3.3.7 Facilities

The program's facilities resulted a mean of 3.33. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study are adequate to facilitate instruction, research and extension.

##### 3.3.8 Facilities and Resource Management

The program's facilities resulted a mean of 3.10. It belongs to Agree (A) descriptive interpretation which means that the stakeholders are convinced that this item under study are appropriately handled and maintained by competent individuals of the institutions.

##### 3.3.9 Faculty Qualities

The program's faculty qualities resulted a mean of 3.30. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study are given opportunities for development through frequent evaluations.

##### 3.3.10 Faculty Assessment

The program's faculty assessment resulted a mean of 3.31. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study can adjust to any learning styles of students.

##### 3.3.11 Practicum Readiness in Hospitality Management

The program's practicum readiness in hospitality management resulted a mean of 3.20. It belongs to Agree (A) descriptive interpretation which means that the stakeholders are convinced that this item under study conforms with the standards of the study of (De Guzman, Uy, Siy, Torres, Tancioco, Hernandez, 2008).

##### 3.3.13 Practicum Readiness in Tourism Management

The program's practicum readiness in tourism management resulted a mean of 3.32. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study conforms with the standards of the study of (de Guzman, Uy, Siy, Torres, Tancioco, Hernandez, 2008).

### 3.3.12 Practicum Readiness as a Whole

The program's practicum readiness as a whole resulted a mean of 3.32. It belongs to a Strongly Agree (SA) descriptive interpretation which means that the stakeholders are convinced that this item under study conforms with the standards of the study of (de Guzman, Uy, Siy, Torres, Tancioco, Hernandez, 2008).

## 4 CONCLUSION

The quantitative approach was utilized in the realization of the study. Surveys were utilized to get the perception of stakeholders of Isabela State University campuses that has Hotel Restaurant and Tourism Management program. Result shows that the descriptive interpretation of the assessment of participants on the Hospitality and Tourism Management Program of Isabela State University where it can be gleaned that, generally, the participants in this survey strongly agree with all the aspects under assessment with Vision, Mission and Objectives and Administrative Operation strands getting the highest agreeable means. On the other hand, the participants just agree to the computerization, facilities and management, and practicum readiness in Hospitality Management where the same are iterated by the participants as problems encountered especially on the lack of laboratory equipment and laboratory for hotel management. The records show that there are aspects in the implementation of the HRM and TM programs are welcome to some areas for improvement.

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