

Detecting CMT-BSHM OJT Performance Levels and Issues Affecting Performance: The Foundation for Competency Enhancement Program

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Abstract

A mixed method design was used in this study to collect and analyze both quantitative and qualitative data within the same study. using a self-created survey questionnaire The findings: (1) Zamboanguenos were the most common tribe among respondents, followed by Visayans and Tausugs, with the majority being females from middle-class families. (2) There were disparities in performance assessments between supervisors and students, particularly in terms of personality development. Supervisors rated the performance as moderate, while students thought it was excellent. (3) There is no significant difference in perceptions of the issues raised affecting work performance between the supervising agencies and the BSHRM OJT practicumers themselves. (4) There is no statistically significant relationship between BSHRM OJT performance and the problems and issues raised by them, as perceived by practicumers and supervisors in general. The following suggestion would be beneficial to this study: This study should focus on Region IX SUCs, specifically Hospitality and Tourism Business, including Entrepreneurship programs, to determine if females are more likely to enroll. CMT professors should adapt the research to develop a Competency Enhancement Program that focuses on psycho-social dimensions of CMT-BSHM OJT practicumers' academic performance and workplace behavior. A regular stakeholders' forum on business and tourism programs and a benchmarking on best practices on the OJT deployment system can help bridge the gap between competency skills earned and industry-specific skills demanded.

Keywords: Academic Performance, Competency Enhancement Program, OJT Practicumers



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INTRODUCTION

It is widely held that the school is the best place to develop students' competence and skills from theory to practice. According to the researchers, this occurs when the knowledge imparted by teachers to students is well kept and instilled by them and is shared by doing practice in the community or the business world for future career paths. In Zamboanga State College of Marine Sciences and Technology, the Bachelor of Science in Hotel and Restaurant Management (BSHRM) program has been in existence for almost a decade now and is still venturing other new courses as then proposed by the College of Business Administration (formerly College of Hotel and Restaurant Management). It is focused towards arming students with the relevant knowledge, skills and attitude to provide quality service in the hospitality industry and other business related field. The program encompasses subjects such as culinary, front office, tourism, resort and hotel operations. Students are required to have National Competencies (NCs) after graduation as to match with what the industries require.

According to Commission on Higher Education (CHED), the official governing body of both public and private higher education institutions), the suggested number of hours for on the job training required for the BSHRM program is 420 hours. In line with this, the college ensures that the BSHRM match the will address the needs of different sectors in the hospitality industry,. Its primary concentration is on the development of practical and management skills which are

achieved through the combination of theoretical classes, practicum exercises and experiential learning. The program also helps students to develop effective communication and interpersonal skills which are essential in establishing positive employer/employee/customer relations. With all this, well defined concepts, still there is a need to spotlight what are really the problems met by the students in this study.

Theoretical Framework

This research is anchored on Vygotsky's Social Development Theory which is considered one of the fundamentals of constructivism. This theory maintains that social interaction heads development; consciousness and cognition which are the end product of socialization and social behaviour. Vygotsky's Social Development Theory has three (3) major themes as demonstrated in figure 1:

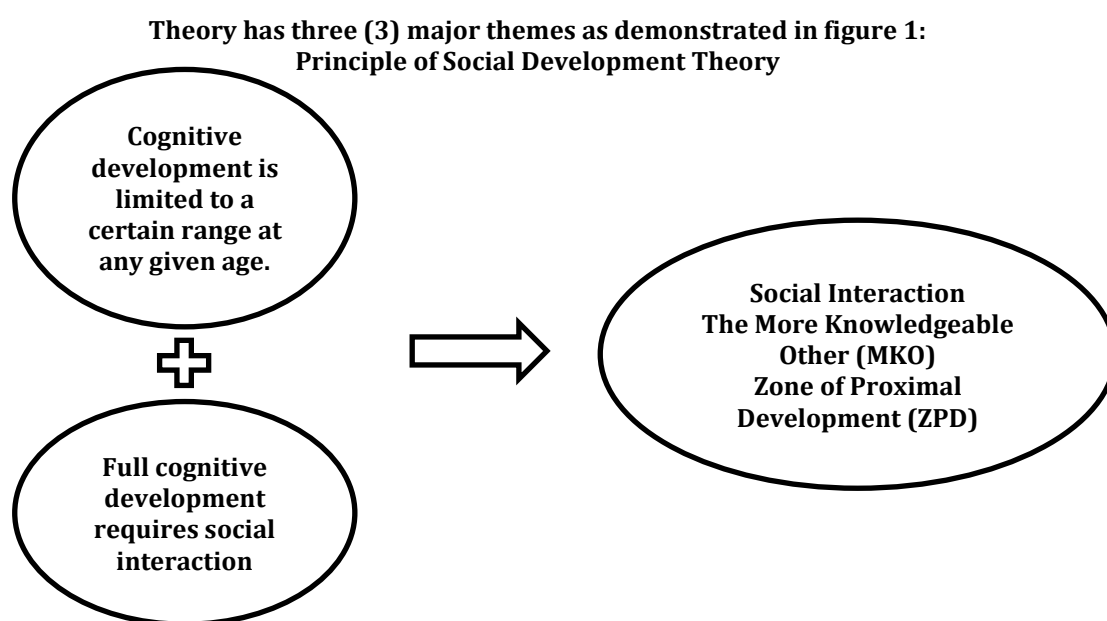


Figure 1: The Three Major Themes of Vygotsky's Social Development Theory

Source: Crawford, K. (1996). Vygotskian Approaches in Human development in the Information Era. Educational Studies in Mathematics

Application of Vygotsky's Social Development Theory to the Study

The Social Development Theory of Vygotsky focusing on the three major themes is well discussed comprehensively by the main researcher instilling personal insights and contentions. Social interaction is much enhanced when students socialize with other people in their many years in college. As a learned concept in sociology, it is a dynamic, changing categorization of social actions between individuals or groups such as students in their daily encounter with teachers and other group of people in the school environment. As one interacts, he learns, share and contributes to others personalities. It manifests social act, behavior and attitudes Social actions then are directed towards accomplishing a social goal, whether involving other selves or not, whether anticipating another's acts, actions, or practices as part of experiences comprising one's personality.

Relative to Vygotsky ideas, R.J. Rummel (1976) disclosed that social interactions are the acts, actions, or practices of two or more people mutually oriented towards each other's selves, that is, any behavior that tries to affect or take account of each other's subjective experiences or intentions. This means that the parties to the social interaction must be aware of each other-

-have each other's self in mind. Social interaction is not defined by type of physical relation or behavior, or by physical distance. It is a matter of a mutual subjective orientation towards each other. Thus even when no physical behavior is involved, as with two rivals deliberately ignoring each other's professional work, there is social interaction. Social interaction is well manifested during On- the Job-Training. For instance, when BSHRM students are deployed in their respective OJT work place, they interact with supervisor as cooperating head of the industry (hotels, restaurant or food chains). Thus, they gained experience influenced by the supervisor as monitored by the OJT Coordinator of the sending college, ZSCMST-College of Business Administration.

Next, applying Vygotsky's MKO theme, More Knowledgeable Other, the MKO refers to the trainer who has a better understanding or a higher ability level of the nature of the job in the workplace than the BSHRM OJT practicumers with respect to a particular task, process, or concept of performance. Thus, the trainer must be responsible for all the actual experience and learning acquired by the students within the duration of the entire OJT program. So whatever, the trainer instill during the supervising session bears influence on the practicumers' performance. Moreover, social interaction requires a mutual orientation. The spying of one on another is not social interaction if the other is unaware.

Conceptual Framework

Vygotsky gives recognition to the existence of this so called MKO theme which is relative to the teaching experience of both researchers with personal contentions expressed in figure 2:

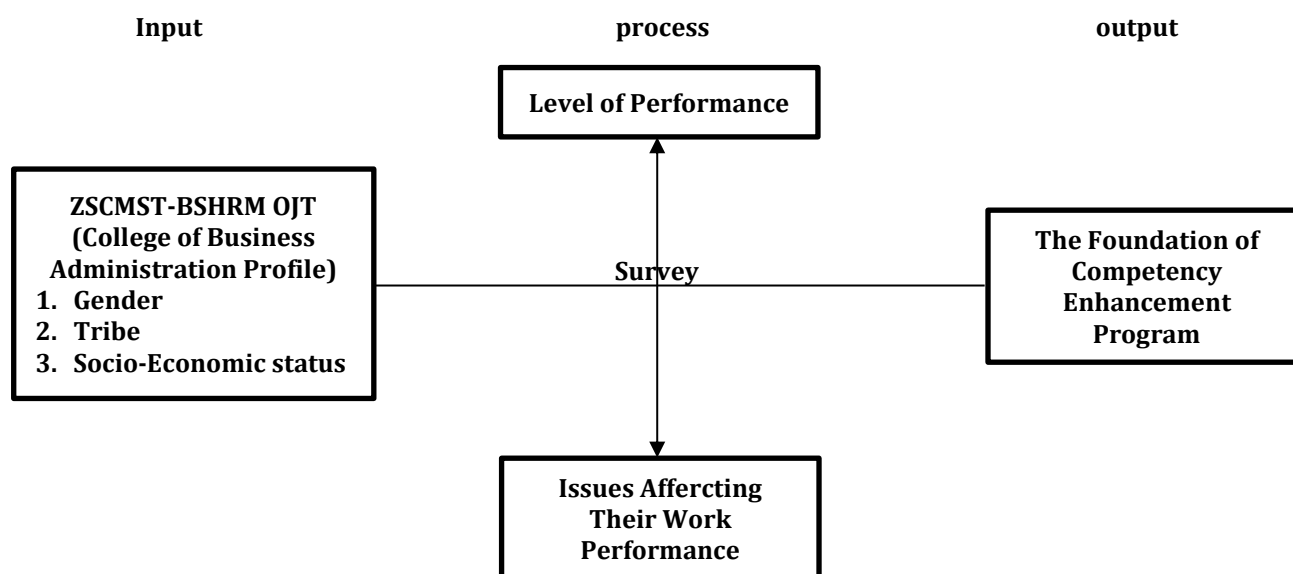


Figure 2. The Conceptual Framework of the Study

RESEARCH METHODS

This study employed a mixed method design in which the researchers collect and analyze both quantitative and qualitative data within the same study. The growth of mixed methods research in nursing and healthcare has occurred at a time when healthcare delivery is becoming increasingly complex on a global scale. There were seven (11) industries as supervising agencies across (who requested not to be exposed anymore so not to destroy company prestige and relationship) the city and eighty -nine (89) BSHRM OJT practicumers students from the College of Business Administration, ZSCMST who participated in this study employing the total

population sampling. This is a type of purposive sampling technique that involves examining the entire BSHRM students who are to do the OJT during the entire summer as requirements for the course.

RESEARCH RESULT AND DISCUSSION

The following findings of the study has been posited based on the problems raised. For the first query: 1. What is the demographic profile of CMT BSHM OJT practicumers when gender, tribe, and socio-economic status are considered? Table 1 presents the answer:

Table 1. The Demographic Profile of the BSHM OJT by Gender, Tribe and Socio-Economic Status (N= 100)

Gender	BSHRM OJT	Supervisors	Total
Male	38 (43%)	6 (55%)	44
Female	51 (57%)	5 (45%)	56
Total	89	11	100
Tribe			
Tausug	18 (20%)	2 (18%)	20
Visaya	21 (24%)	2 (18%)	23
Ilocano	15 (17%)	1 (10%)	16
Samal	4 (4%)	0	4
Zaamboangueno	28 (32%)	4 (36%)	32
Others	3 (3%)	2 (18%)	5
	89	11	100
Socio-Eco Status			
Rich	32 (36%)	4 (36%)	36
Average	39 (44%)	5 (45%)	44
Poor	18 (20%)	2 (19%)	20
	89	11	100

Evidently shown in Table 1, that the Zamboanguenos were the dominant tribe among the respondents, followed by Visayans and Tausugs, with most being females from average families. The dominance of Zamboanguenos, followed by Visayans and Tausugs, among the respondents has several implications. Firstly, it suggests that the study's findings may be specific to these particular ethnic groups and may not be representative of the broader population. Therefore, caution should be exercised when generalizing the results to other regions or ethnicities. Secondly, the fact that most of the respondents were females from average families implies that the study's conclusions may be more applicable to this specific demographic. The experiences and perspectives of males or individuals from higher socioeconomic backgrounds might not have been adequately captured in the research.

Understanding these implications is crucial for interpreting and applying the study's results appropriately. Researchers and policymakers should consider the limitations in generalizability and take into account the specific demographic characteristics of the respondents when implementing any recommendations or policies based on the findings. Moreover, the second query: 2. How do these BSHM OJT practicumers perform in the workplace in terms of the following parameters: personality development, knowledge and competence, and workplace attitude and behaviour? Table 2 presents the data:

Table 2. Level of Performance of CMT-BSHM OJTS on Personality Development

Performance (In this study, refers to how you do your task and added assignments when you're in your OJT in the 3 parameters identified).	Level of Performance of CMT BSHM OJT Practicumers			
A. Personality Development	SA (11)	Interpretation	OJTP (89)	Interpretation

1. Wearing the appropriate attire well-groomed to the office	4.11	Moderate Performance	4.43	Excellent Performance
2. Preserving your emotional maturity and self-assurance	4.39	Moderate Performance	3.46	Moderate Performance
3. Manifesting Polished in Poise and Attitude	2.40	Average Performance	3.44	Moderate Performance
4. Carrying yourself with a smile while on OUT	2.17	Average Performance	3.47	Moderate Performance
5. Possessing strong sense of humor	3.12	Average Performance	3.73	Very High Performance
Total Mean	3.24	Moderate Performance	3.71	Very High Performance
Legend: 5 (4.51-5.00) EXTP Excellent Performance 4 (3.51-4.50) VHIP Very High Performane 3 (2.51-3.50) MODP Moderate Performance 2 (1.51-2.50) AVEP Average Performance 1 (1.00-1.50) NENP Needs Enhancement of Performance				

As shown in table 2, the supervising agency and the OJT practicumers have opposite assessments for personality development, with the exception of statement no.2, which was assessed similarly to moderate performance. As evidenced by the high weighted mean of 4.43, the students believed they arrived at work well-groomed and attractive, with an excellent performance. However, the supervising agencies revealed that the BSHM students on practicum arrive at the workplace well-groomed and attractive, but their performance is only moderate, as evidenced by the computed weighted means of 4.11,4.39,2.40,2.17, and 3.12.The supervisors thought the BSHM students performed moderately (3.24), while the students themselves performed extremely well (3.71).

This finding is consistent with what Paris (2014) has emphasized. He revealed that being emotionally matured means having specific control over one's emotions. An emotionally mature person has gone through the gamut of emotions, understands the condition and accepts the consequences of each, and recognizes the advantages of having control over them. He or she is calm and does not panic when determining what must be decided. And considers the implications of his or her decision. When this behaviour and attitude are evident, it justifies his or her high self-esteem. One is also considered refined if he or she avoids bad habits like speaking too loudly, gossiping, or burping in public places. According to the lead researcher, if a person is refined, he or she must simply have a strong motivation to project confidence, poise, and grace in words and actions, especially when providing services to clients.

Table 3 presents the level of performance of CBA-BSHRM OJTS on personality development) confronted by BSHM OJT practicumers as perceived by the students themselves and the supervising agencies:

Table 3. Level of Performance of CMT-BSHM OJTS on Wittiness and Competence

Performance (In this study, refers to how you do your task and added assignments when you're in your OJT in the 3 parameters identifiend).	Level of Performance of CMT BSHM OJT Practicumers			
B. Wittiness and Competence	SA (11)	Interpretation	OJTP (89)	Interpretation
1. Instilling wisdom and using it proper with virtues	3.89	Very High Performance	4.00	Very High Performance
2. Getting directions easily from supervisor and other staff	2.73	Moderate Performance	3.44	Very High Performance

3. Competing, cooperating with others by initiating resourcefulness and responsiveness	2.42	Average performance	4.37	Excellent Performance
4. Performing task beyond duty to inspire others	2.40	Average performance	3.48	Very High Performance
5. Applying wisdom in the "right" and just "manner" always.	3.26	Moderate Performance	4.50	Very High Performance
Total Mean	2.94	Moderate Performance	3.96	Very High Performance
Legend: 5 (4.51-5.00) EXTP Excellent Performance 4 (3.51-4.50) VHIP Very High Performane 3 (2.51-3.50) MODP Moderate Performance 2 (1.51-2.50) AVEP Average Performance 1 (1.00-1.50) NENP Needs Enhancement of Performance				

According to Table 3, respondents rated statements no. 1 (on wittiness and competence) similarly. Both the supervising agency of the industries and the student-practicumers believed, as demonstrated by their respective weighted means of 3.89 and 4.00, that when on their OJT performance, the BSHM students easily get directions from the supervisors. Continuing (wittiness and competence, statements 3, 4, and 5) were evaluated with opposing arguments by the supervising agencies and the students themselves. According to the supervisors, the BSHM OJT practicumers demonstrated only a moderate performance when the idea contends that they courageously compete with others and initiate resourcefulness and responsiveness and when it comes to performing tasks. beyond the call of duty,

However, the students themselves stated that they have noticed that they are performing their tasks at a very high level. These claims are supported by their high computed means of 4.37, 3.48, and 4.50, respectively. The supervising agencies' low mean of 2.94 for the overall computed mean suggests that the practicumers manifest the characteristics to a moderate performance, whereas the students themselves confirmed that they manifested the condition to a very high performance, as justified by the 3.96 computed mean.

Finally, Table 4 shows the level of performance of CMT-BSHRM OJTS in terms of wittiness and competence of BSHRM OJT practicumers as perceived by the students and supervising agencies:

Table 4. Level of Performance of CMT-BSHM OJTS on Work Attitude and Behavior

Performance (In this study, refers to how you do your task and added assignments when you're in your OJT in the 3 parameters identifiend).	Level of Performance of CMT BSHM OJT Practicumers			
	SA (11)	Interpretation	OJTP (89)	Interpretation
C. Work Attitude and Behavior				
1. Leading the initiayive to solve existing problems through dialogue	3.92	Very High Performance	4.03	Very High Performance
2. Embracing constructive criticism in order to grow and improve	2.94	Moderate Performance	3.41	Moderate Performance
3. Being punctual and practice time management to be productive	2.40	Moderate Performance	4.43	Very High Performance
4. Having a high level of patience and diligence when it comes to assigned tasks and extra responsibilities	2.46	Average Performance	3.28	Moderate Performance
5. Exemplifying good rapport among OJT practicumers and supervisors	3.06	Average Performance	4.06	Very High Performance
Total Mean	2.96	Moderate Performance	3.84	Very High Performance

Legend:		
5 (4.51-5.00)	EXTP	Excellent Performance
4 (3.51-4.50)	VHIP	Very High Performane
3 (2.51-3.50)	MODP	Moderate Performance
2 (1.51-2.50)	AVEP	Average Performance
1 (1.00-1.50)	NENP	Needs Enhancement of Performance

The computed means of 3.92 and 4.03 revealed a similar assessment by the supervisors and the students themselves on statement no.1. Nonetheless, both respondents rated statement no. 2 similarly. They agreed that the students should take the initiative in dealing with a difficult situation. To an average extent, as evidenced by computed means of 2.94 and 3.41. The supervising agencies and the BSHRM OJT practicumers disagree with their assessment of statements 3, 4, and 5.

The supervising agencies believed that the students manifested this characteristic only to a moderate level of performance, as evidenced by their computed means of 2.20, 2.46, and 3.06, whereas the students disclosed that they manifested the characteristics to a very high level, as evidenced by their computed means of 4.43, 3.28, and 4.06. Students demonstrate strong patience and diligence to assignments, are polite in dealing with others, especially the supervisor, and work well with other OJT practicum students. The overall computed mean of 3.84 confirmed this, while the supervising agencies justified their claims with an expressed mean of 2.96.

When it comes to performance, the terms efficiency and effectiveness are new. Work efficiency and effectiveness behaviour of students doing OJT in the workplace is also a critical issue to evaluate among Zamboanga City's selected industries. Thus, Table 5 shows the calculated means for the problems (on work efficiency and effectiveness) encountered by BSHM OJT practicumers as perceived by the students, themselves, and the supervising agencies:

Table 5. Summary Result of the Significant Difference on the Levels Personality Development

Performance (In this study, refers to how you do your task and added assignments when you're in your OJT in the 3 parameters identified).	Level of Performance of CMT BSHM OJT Practicumers			
	SA (11)	Interpretation	OJTP (89)	Interpretation
A. Personality Development	3.24	Moderate Performance	3.71	Very High Performance
B. Wittiness and Competence	2.94	Moderate Performance	3.96	Very High Performance
C. Work Attitude and Behavior	2.96	Moderate Performance	3.84	Very High Performance
Total Mean	3.38	Moderate Performance	3.84	Very High Performance
Legend:				
5 (4.51-5.00)	EXTP	Excellent Performance		
4 (3.51-4.50)	VHIP	Very High Performane		
3 (2.51-3.50)	MODP	Moderate Performance		
2 (1.51-2.50)	AVEP	Average Performance		
1 (1.00-1.50)	NENP	Needs Enhancement of Performance		

The summary table only demonstrated that, in terms of the level of performance demonstrated by CBA BSHM OJT in the workplace among various agencies, it is very clear that they have assessed the three categories in a diametrically opposed manner. According to the

supervising agencies, the students only demonstrated the characteristics to a moderate degree, as evidenced by the 3.19 computed mean. The students, on the other hand, have emphasized that they demonstrated the characteristics to a very high level of performance.

For the third query: Is there is no significant difference on the perceptions between the supervising agencies and the BSHRM OJT practicumers, themselves on the issues raised affecting their work performance.? Table 6 presents the data:

Table 6. Summary Result of Computed Means on the Issues and Problems Raised by BSHM OJTs as Perceived by Supervisors and Themselves

ISSUE (is associated with difficult decision and disagreements that people are talking about).	Responses on the Extent of Effect to Performance (Computed Weighted Means)			
	SA (11)	Interpretation	OJTP (89)	Interpretation
A. Effectiveness of the BSHRM OJT Coordinator	3.39	To a Moderate Extent	3.15	To an Average Extent
B. ZSCMST-Industry MOA on OJT Program	4.00	To a Moderate Extent	3.96	To an Average Extent
C. Deloyment to the Receiving Industries/ Supervising Agencies	3.81	To a Moderate Extent	3.30	To an Average Extent
Total Mean	3.81	To a Moderate Extent	3.30	To an Average Extent
Legend: 5 (4.51-5.00) EXTP Excellent Performance 4 (3.51-4.50) VHIP Very High Performane 3 (2.51-3.50) MODP Moderate Performance 2 (1.51-2.50) AVEP Average Performance 1 (1.00-1.50) NENP Needs Enhancement of Performance				

Table 6 shows that the issues raised by students regarding personality development and deployment to receiving industries (supervising agencies) were evaluated similarly by both respondents. The computed means of the supervising agencies on the first issue raised of 3.39 and 3.15 justified that it is manifested to a moderate extent. This contention is supported by the students' expressed means of 3.96 and 3.95. Furthermore, for the last issue raised by students on ZSCMST- Industry MOA on OJT Program, the data on Table6 shows that respondents have an opposing opinion on the issue raised by students. The weighted mean of 4.00 for supervising agencies indicates that the issue is moderately manifested. The students, on the other hand, revealed that it was manifested to an average extent, as evidenced by their expressed computed mean of only 3.96. The overall computed mean of 3.81 from the responses of the supervising agencies and 3.81 from the students clearly demonstrate that they have an opposing viewpoint on the issue. There is a significant difference between the BSHM OJT and the supervisors.

The fourth query: Is there is no significant relationship between the BSHM OJT performance and the problems and issues raised by them as perceived by the practicumers and the supervisors? Table 7 presents the answer:

Table 7. Summary Result of the Significant Difference Between the BSHM OJT and Supervisors Perceptions on the Level of Performance

X-variable (Performance)	Y-variable (Issues)	R-value	Interpretation	P-value	Remarks	Decision on Ho
A. Personality Development	A. Effectiveness of the BSHRM OJT Coordinator	0.273	Negligible Correlation	0.176	Not Significant	Accept Ho
		0.061	Negligible Correlation	0.60	Not Significant	Accept Ho

B. Wittiness and Competence	B. ZSCMST-Industry MOA on OJT Program	0.179	Negligible Correlation	0.154	Not Significant	Accept Ho
		0.109	Negligible Correlation	0.368	Not Significant	Accept Ho
C. Work Attitude and Behaviour	C. Deployment to the Receiving Industries (Supervising Agencies)	0.194	Low Correlation	0.308	Not Significant	Accept Ho
		0.183	Negligible Correlation	0.231	Not Significant	Accept Ho
Total Mean		0.402	Low Correlation	0.189	Not Significant	Accept Ho
		0.491	Negligible Correlation	0.417	Not Significant	Accept Ho

The obtained r was the reliability of the test. This fourth problem implies that when the respondents' performance and issues were correlated, the P-values produced were all greater than 0.05 level of significance. This recommends that the null hypothesis is indeed true, that there is no significant relationship between problems and issues, hence the null hypothesis is accepted as shown in the decision on the table. Truly, there is no significant relationship between performance and issues raised by BSHRM OJT in this study.

CONCLUSIONS

The following conclusions posited in this study were: According to tribe, Zamboanguenos dominated the respondents, followed by Visayans. In terms of performance, there were differing assessments between supervisors and students, particularly in personality development. Supervisors rated the performance as moderate, while students believed it to be very high. There is no significant difference on the perceptions between the supervising agencies and the BSHRM OJT practicumers, themselves on the issues raised affecting their work performance. There is no significant relationship between the BSHM OJT performance and the problems and issues raised by them as perceived by the practicumers and the supervisors in general. Tausugs, as the top three, most of whom were females from average families.

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