

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry



Sarmiento, Aileen P.<sup>1</sup>, Layo, Pamela Dianne Faye S.<sup>2</sup>

<sup>1</sup>Lyceum of the Philippines University, Manila, Philippines

<sup>2</sup>University Of Southern Mindanao, Kabacan North Cotabato, Philippines

**ABSTRACT:** Hospitality management education has been a widely studied area. It has been studied by many authors by which and is still in deliberation in a true meaning. As the hospitality industry and a service-oriented area, most of the programs put more weight on industry demands and expectations, and opinions. As a result, most of the relevant program studies tend to focus on the employer's perspective, with very few focusing on the actual recipients and providers of education. The study was conducted to determine the competency assessment of hospitality management educators and hospitality industry employees in the province of Cotabato. A descriptive-correlational research design was utilized, and respondents were selected through random sampling. In addition, the scope of the extent of literature either focused only on one discipline (restaurant) or on hospitality in general, leaving the comparison of the relevant competencies between the core industries of hospitality, hotel management, and food and beverage management and the universities. Furthermore, the weighted mean with its corresponding verbal description was used to determine the competency assessment of hospitality management educators and the hospitality industry, and spearman-rank correlation to determine the relationship between competencies taught by hospitality management educators and competencies demanded by the hospitality industry. Results show that competencies taught by hospitality management educators have no significant relationship to the responses in the competencies demanded with a correlation coefficient of 0.304 and a probability of 0.103 and there was a significant relationship between the competencies taught and demanded by the hospitality Industry in Cotabato, Province.

**KEYWORDS:** Competencies, Competency-based education, Competency models, Hospitality management education, Hospitality industry

### I. INTRODUCTION

Hospitality and tourism education will be facing challenging years ahead. The Philippine Department of Tourism (DOT) is looking at a 10 percent increase in foreign receipts of \$ 6.5 billion with a target of 10 million international tourists since 2016 because of enhanced air connectivity and capacity expansion initiatives. This translates to more investments indirect and related tourism and related tourism facilities thereby increasing manpower requirements. The often-asked question, however, is whether graduates of hospitality education programs do in fact possess the necessary skills and abilities or competencies that the industry is looking for.

One of the biggest challenges of hospitality management educators is determining the objectives and goals for the curriculum to the constantly changing demanded needs of the hospitality industry. Closing the gap between what is taught to hospitality management students and what the hospitality industry demands from the graduates being hired are an essential step (Dopson & Tas, 2004). As change is an accepted and necessary part of doing business. Whether it is to stay ahead of the curve in everything from menu development to recently enacted legislation, hospitality operators must be able to position their business to be agile enough to remain competitive in today's world.

Hospitality management education has been a widely studied area. (Riegel, 1995) defines hospitality management education as a multidisciplinary field, which brings the perspective of many disciplines, especially those found in social sciences to bear on specific areas of practice and application in the hospitality industry. As one of the largest industries in the world, millions of jobs whose economic contributions are generated either directly or indirectly by the hospitality industry benefits large segments of society, as well as national and local governments (Golder & Ritchie, 2009). Hospitality is also one of the most diversified industries in the world because of the wide number of different occupations and professions involved in it.

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry

The wide array of hospitality fields has contributed immensely to the growth of hospitality education. With more and more 2-year or 4-year institutions opting in for hospitality curriculum has become a key issue as far as preparing a student for a successful career in the hospitality industry. According to Gill Rowley et. al (2000); Employers Skill Survey: Case Study Hospitality sector, skills required by employers were grouped into three categories: Industry-specific or vocational skills (mainly technical skills such as food production and preparation, stock management (cost control); generic skills and competence deriving from attitude to work. The same study stated that while nearly all employers reported a willingness to train staff in most technical skills and to an increasing extent in generic skills, which were found to be the most critical in terms of recruitment, hardest to address, and which they were most likely to see as a problem outside their remit and beyond their means to remedy. Therefore, to develop the missing work values and skills employees should extend their personal competencies in performing tasks. If for any reason, some essential competencies or qualifications are missing, participation in workshops, seminars, and training employees will be able to increase and broaden their knowledge. By doing this key results individual development and according to (Lee, Kahn & Ko, 2008), employees' high job satisfaction in the workplace can bring an improved quality of service to customers and rule out negative factors such as spending much time on handling customers' complaints, an irreparable reputation for the hotel, and low levels of motivation of employees to work. Thus, the development of employees' skills, competencies, and knowledge has a very direct effect on the quality of service and the output of the hotel.

This study will provide supplemental information on determining the competencies provided by hospitality management educators that comply with the competencies demanded by the hospitality industry. The study focused on the educators and employees in selected hospitality management colleges and hospitality industry establishments in Cotabato province.

### II. RESEARCH METHOD

The study utilized a descriptive-correlational research design. A researcher-made survey questionnaire was prepared and was divided into three parts: First, is identified the socio-demographic profile of the respondents using frequency counts and percentages. Second, identify the competencies taught by hospitality management educators by getting the weighted mean with its corresponding verbal description, and third identified the competencies demanded by the hospitality industry. It was validated by the Research Committee of the institution to gather data, particularly those pertaining to the competencies taught by hospitality educators and competencies demanded by hospitality including the essential and considered moderate importance as well as no importance to least importance.

The participants in the study were hospitality management educators from hospitality management colleges and hospitality industry managers from hospitality establishments in Cotabato province. A Spearman-rank correlation was used to determine the relationship between competencies taught by hospitality management educators and competencies demanded by the hospitality industry.

### III. RESULTS AND ANALYSIS

#### 3.1 Socio-Demographic Profile

Identifying the socio-demographic profile of the hospitality management educators and hospitality industry employees of Cotabato province, including the age, years in the profession, gender, civil status, and educational attainment. Table 1 indicated that out of 60 respondents 49 or 82% of the greater number of respondents were in the bracket of 22-35 years old; 1-5 years in the profession with 37 or 62%; mostly were female with 37 or 62%; single with 33 or 55% and able to reach college level or college graduates with 38 or 63%.

**Table 1. Socio-demographic profile of the respondents.**

Characteristics	Frequency (n=60)	Percentage (%)
Age		
22-35	49	82
39-49	10	17
50-63	1	2
Years in Profession		
1-3 years	37	62
6-10 years	14	23
11-15 years	9	15

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry

Gender		
Male	23	38
Female	37	62
Civil Status		
Single	33	55
Married	24	40
Widowed	1	2
Separated	1	2
Educational Attainment		
Elementary Level/ Graduate	38	63
High School Level/ Graduate	8	13
College Level/Graduate	14	23

### 3.2. The competencies taught by hospitality management educators In Cotabato Province

Generally, the competency assessment taught by hospitality management educators had an overall weighted mean of 4.722 with a verbal description of Essential. This implies that the competencies presented in each competency domain were important and a crucial influence on their competency-based education system. These competencies imparted by hospitality management educators were deemed necessary for the need to supply the industry with competent professionals and preparation of the students for a successful career in the hospitality industry. The result sustains the study of Tas (1988) as he believes that competencies are the activities and skills deemed necessary to perform a specific duty at a given job,

Specifically, the respondents revealed that "Ethics" as the most essential under the leadership domain got the highest with a mean of 4.94. It is because it encompasses a set of moral principles and traits an employee uses in his or her job in the industry. The result is supported by the idea of Sandwith (1993) as he believes that leadership is an important aspect of any industry. The leader of an organization must have the support of all employees if the company wants to succeed. Hospitality management educators focus on specific skills and abilities that employers might be looking for and emphasize the specification of the behaviors or competencies that can be promoted, altered, or acquired by the learner.

Results also showed that the respondents rated the remaining competencies as essential. On other hand, Knowledge of Market Development Theory under the conceptual domain gained considerable essential with a mean of 4.27. Result affirms the idea of Goodman and Sprague (1991) and Barrows (1999) that colleges and vocational schools focus on teaching the hands-on skills necessary to work in the hospitality industry and thus generate a good number of students that begin working at the line-level and four-year programs focus on preparing students for a management position in the hospitality industry. Knowledge of market development theory, under the conceptual, domain rated the lowest since the hospitality industry's expectations are complex and dynamic. Knowledge about the market and its function may be focused on competency-based education but its development theory may be still in the process of utilization.

**Table 2. The competencies taught by hospitality management educators in Cotabato Province.**

ITEMS	Weighted Mean	Verbal Description
Technical Domain		
Marketing	4.80	Essential
Sales Techniques	4.67	Essential
Technology Applications	4.70	Essential
Forecasting and Budgeting	4.60	Essential
Budget Development and Resource Allocation	4.47	Considerate importance
Facilitates and Occupancies Management	4.47	Considerate importance
Administrative Domain		
Strategic Thinking and Planning	4.87	Essential

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry

Staff Supervision	4.74	Essential
Staff Selection	4.60	Essential
Staff Evaluation	4.64	Essential
Change management	4.37	Considerate importance
Personnel Management	4.70	Essential
Interpersonal Domain		
Decision Making	4.87	Essential
Interpersonal Communication	4.90	Essential
Customer Services	4.87	Essential
Public Relations	4.80	Essential
Policy Development and Interpretation	4.70	Essential
Behavioral Education	4.84	Essential
Leadership Domain		
Personal Characteristics	4.87	Essential
Ethics	4.94	Essential
Motivation	4.84	Essential
Organizational Culture	4.70	Essential
Staff Training	4.84	Essential
Conflict Management	4.77	Essential
Conceptual Domain		
Assessment of Customer Needs and Interests	4.67	Essential
Awareness of Market Characteristics	4.67	Essential
Global Awareness	4.67	Essential
Knowledge of Company Functions	4.70	Essential
Familiarity with current Issues in the industry	4.70	Essential
Knowledge of Market Development theory	4.27	Considerable Essential
Overall Description	4.72	Essential

Legend:

Weighted mean	Verbal Description
4.50 – 5.00	- Essential
3.50 – 4.49	- Considerate Importance
2.50 – 3.49	- Moderate Importance
1.50 – 2.49	- Limited Importance
1.00 – 1.49	- No Importance

### 3.3 The competencies demanded by the hospitality industry in Cotabato Province

Table 3 presented the competencies demanded by the hospitality industry in Cotabato Province. As can be gleaned from the result, the competency assessment demanded by the hospitality industry had an overall weighted mean of 4.609 with a verbal description of Essential. It can be indicated that the hospitality industry demands that hospitality management educators impart these competencies and must provide their graduates with the tools necessary to be successful in the ever-changing world. Specifically, the respondents rated Decision making under the interpersonal domain as the highest with a mean of 4.90.

Results also showed that the respondents rated the remaining competencies as essential. On the other hand, change management under the administrative domain and global awareness under the conceptual domain both gained the lowest response with a mean of 4.30. The result runs parallel to the idea of the US Department of Education (2002) which defines competencies as a group or package of skills, abilities, and knowledge that can be used as currency in the workplace. They must all relate to skills or knowledge taught in the classroom that students can apply in the workplace.

Decision Making, under the administrative domain, rated as the highest competency of the hospitality industry, can be interpreted for its function as an action of hosing between possible solutions to a problem. It can be made through either an intuitive or reasoned process or a combination of the two. This competency is treated essentially for the hospitality industry

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry

because hospitality managers must consider that decisions need to be capable of being implemented, whether on a personal or organizational level. They, therefore, need to be committed to the decision personally and be able to persuade others of its merits. Change management under the administrative domain and global awareness under the conceptual domain both gained the lowest rate since expectations of the hospitality industry drive change in competency requirements as well. It identifies the level of proficiency and types of competencies required for a certain position and trains employees to be competent in skills and abilities which results in having the competencies at the least level.

**Table 3. The competencies taught by hospitality management educators in Cotabato Province.**

ITEMS	Weighted Mean	Verbal Description
<b>Technical Domain</b>		
Marketing	4.87	Essential
Sales Techniques	4.67	Essential
Technology Applications	4.47	Considerate importance
Forecasting and Budgeting	4.54	Essential
Budget Development and Resource Allocation	4.57	Essential
Facilitates and Occupancies Management	4.47	Considerate importance
<b>Administrative Domain</b>		
Strategic Thinking and Planning	4.64	Essential
Staff Supervision	4.64	Essential
Staff Selection	4.50	Essential
Staff Evaluation	4.70	Essential
Change management	4.30	Considerate importance
Personnel Management	4.67	Essential
<b>Interpersonal Domain</b>		
Decision Making	4.90	Essential
Interpersonal Communication	4.84	Essential
Customer Services	4.80	Essential
Public Relations	4.80	Essential
Policy Development and Interpretation	4.44	Considerate importance
Behavioral Education	4.60	Essential
<b>Leadership Domain</b>		
Personal Characteristics	4.80	Essential
Ethics	4.77	Essential
Motivation	4.77	Essential
Organizational Culture	4.44	Considerate importance
Staff Training	4.77	Essential
Conflict Management	4.40	Considerate importance
<b>Conceptual Domain</b>		
Assessment of Customer Needs and Interests	4.87	Essential
Awareness of Market Characteristics	4.50	Essential
Global Awareness	4.30	Considerate importance
Knowledge of Company Functions	4.54	Essential
Familiarity with current Issues in the industry	4.44	Considerate importance
Knowledge of Market Development theory	4.34	Considerable Essential
Overall Description	4.72	Essential

Legend:

Weighted mean	Verbal Description
4.50 – 5.00	- Essential

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry

3.50 – 4.49	-	Considerate Importance
2.50 – 3.49	-	Moderate Importance
1.50 – 2.49	-	Limited Importance
1.00 – 1.49	-	No Importance

### 3.4. The Relationship Between Competencies Taught by Hospitality Management Educators and Competencies Demanded by the Hospitality Industry in Cotabato Province

The responses in competencies taught by hospitality management educators and competencies demanded by the hospitality industry were correlated. The results show that there is a significant relationship between the competency taught and demanded in terms of facilities and occupancies management under the technical domain with a probability value of 0.047. The correlation coefficient is equal to 0.366 which shows a positive weak correlation. A positive correlation means that both the educators and hospitality industry agreed that this competency is essential. However, the relationship is weak other factors might be explored.

The results show that there was a significant relationship between the competency taught and demanded in terms of Global awareness under the conceptual domain with a probability value of 0.022. The correlation coefficient is equal to 0.428 which showed a positive weak correlation. A positive correlation means that both the educators and hospitality industry agreed that this competency is essential. However, the relationship is weak, other factors might be explored.

Furthermore, the results show that there was a significant relationship between the competency taught and demand in terms of knowledge of market development theory under the conceptual domain with a probability value of 0.012. The correlation means that both the educators and the hospitality industry agreed that this competency is essential. However, the relationship is weak, other factors might be explored.

The average responses on the competencies taught by hospitality management educators have no significant relationship to the responses in the competencies demanded by the hospitality industry.

**Table 4a. Test of the relationship between competencies taught by hospitality management educators and competencies demanded by the hospitality industry in Cotabato Province**

Variables	Correlation Coefficient	Probability
<b>Technical Domain</b>		
Marketing	-0.196 <sup>ns</sup>	0.299
Sales Techniques	0.100 <sup>ns</sup>	0.599
Technology Applications	0.048 <sup>ns</sup>	0.802
Forecasting and Budgeting	-0.050 <sup>ns</sup>	0.794
Budget Development and Resource Allocation	0.242 <sup>ns</sup>	0.197
Facilitates and Occupancies Management	.366*	0.047
<b>Administrative Domain</b>		
Strategic Thinking and Planning	0.141 <sup>ns</sup>	0.457
Staff Supervision	-0.116 <sup>ns</sup>	0.540
Staff Selection	0.220 <sup>ns</sup>	0.243
Staff Evaluation	-0.045 <sup>ns</sup>	0.812
Change management	0.209 <sup>ns</sup>	0.267
Personnel Management	0.000 <sup>ns</sup>	1.000
<b>Interpersonal Domain</b>		
Decision Making	0.196 <sup>ns</sup>	
Interpersonal Communication	0.149 <sup>ns</sup>	
Customer Services	0.049 <sup>ns</sup>	
Public Relations	-0.174 <sup>ns</sup>	
Policy Development and Interpretation	-0.189 <sup>ns</sup>	
Behavioral Education	0.183 <sup>ns</sup>	
<b>Leadership Domain</b>		
Personal Characteristics	0.049 <sup>ns</sup>	0.299

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry

Ethics	0.169 <sup>ns</sup>	0.432
Motivation	-0.247 <sup>ns</sup>	0.797
Organizational Culture	0.094 <sup>ns</sup>	0.356
Staff Training	0.208 <sup>ns</sup>	0.318
Conflict Management	-0.14 <sup>ns</sup>	0.334
Conceptual Domain	0.015 <sup>ns</sup>	0.935
Assessment of Customer Needs and Interests		
Awareness of Market Characteristics	0.238 <sup>ns</sup>	0.206
Global Awareness	.418*	0.022
Knowledge of Company Functions	0.198 <sup>ns</sup>	0.294
Familiarity with current Issues in the industry	0.262 <sup>ns</sup>	0.162
Knowledge of Market Development theory	.452 <sup>ns</sup>	0.012

Legend:

\*\* Correlation is significant at the 0.01 level

\*Correlation is significant at the 0.05 level

ns Correlation not significant

**Table 4b. The relationship between competencies taught by hospitality management educators and competencies demanded by the hospitality industry in Cotabato Province.**

Variables	Correlation Coefficient	Probability
Competencies taught and demanded	0.304 <sup>ns</sup>	0.103

#### IV. CONCLUSIONS

Based on the findings of the study, it has shown that the average responses to the competencies taught by hospitality management educators have no significant relationship to the responses in the competencies demanded by the hospitality industry. An understanding of how best to educate and develop human capital would benefit the tourism industry. Thus, the hospitality industry should improve its standards and expectations. The hospitality industry expectations are complex and dynamic and so its definition remains open to ongoing debate and research (Brotherton, 2002; Hemmington, 2007). As expectations drive to change from day to day, the business developing variables drive change in competency requirements as well. The following are the recommendations of the researcher, competency models must be utilized in teaching hospitality management education for it has been proven as a useful tool for identifying, categorizing, and summarizing competencies for the students. The hospitality educators must meet the demanded competencies of the hospitality industry to supply the industry with competent professionals and preparation of the students for a successful career in the hospitality industry. The hospitality management education and the hospitality industry must strive to have a significant relationship to adequately prepare the workforce and meet the demands of both industries. The hospitality industry must improve its standards and expectations based on the competencies taught by hospitality management educators to help educate and develop human capital that would benefit the hospitality industry.

#### REFERENCES

- 1) Brotherton, B. 2002. Finding the hospitality industry. A Final Response to Slattery. *Journa of Hospitality, Leisure, Sports & Tourism Education*. Vol. 2. Iss 2. Pp45-52.
- 2) Dopson, L.R & Tas, R. F. 2004. A practical approach to curriculum development. A case study. *Journal of Hospitality & Tourism Education*. The International Journal of Theories and Practice. Vol. 16. Iss 1. Pp.39-46.
- 3) Hemmington, N. 2007. From service to experience. *Service Ind. J.* Vol.27. Iss. 6. Retrieved from <https://www.eprints.bournemouth.ac.uk/836/hemmington-output4.ppt>.
- 4) Gill, Rowley et.al.2000
- 5) Goldner C.R and Ritchie, J.R.B. 2009. *Tourism Principles, Practices, Philosophies (11<sup>th</sup> ed.)*. Hoboken, NJ: Jhon Wiley
- 6) Goodman, R & Sprague L. 1999. The future of hospitality education: Meeting the industry's needs. *The Cornell and Restaurant Administration Quarterly*. Vol.32.Iss.2. pp. 66-70.
- 7) Lee, K, Khan M. & Ko, J. 2008. Outback steakhouse in Korea: a success story. *Cornell Hotel and Restaurant Administration Quarterly*. Vol. 49. Iss. 1. pp. 62-72.

## The Competency Assessment of Hospitality Management Educators and the Hospitality Industry

- 8) Riegel C.D.1995. An introduction to career opportunities in hospitality and tourism. A guide to College programs in Hospitality and Tourism (4<sup>th</sup> ed.). New York: Jhon Wiley & Sons, Inc.
- 9) Sandwith, P. 1993. A hierarchy of management training requirements the competency domain model. Public Personnel Management. Vol. 22. Iss 1. Pp. 43-62. Retrieved March 2006 from EBSCO database.
- 10) U.S. Department of Education. National OCenter for Education Statistics.2002. Defining and assessing learning: Exploring competency-bases initiatives. Washington, DC.



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.