A Correlation Study between Student Performance in Food and Beverage Services Course and Internship in F&B Department of Hospitality Business

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Abstract

One of the biggest challenges hospitality educators face today is determining clear goals and objectives for the curriculum to the constantly changing needs of the industry. It is crucial to close the gap between what is taught to students and what the industry expects from the graduates being hired.

This study aimed to assess the relationship between the performance of the students on Food and Beverage Services Course and their internship performance in Food and Beverage department in different hospitality businesses where they were deployed. The researcher utilized the descriptive design of the study and used weighted mean and Pearson-Product Moment Correlation (Pearson-r) for data analysis. The participants of the study were the students of BSIHM-HRA for second semester school year 2012-2013.

The result shows majority of the intern has satisfactory performance in the Food and Beverage Services course and the interns obtained the highest very good performance evaluation rating in personality followed by attitude, knowledge and skills.   Study also shows that there is no significant relationship between the performance in Food and Beverage Service Course and the training performance of interns in the F&B Department of the restaurant and hotel. Performance of the interns in the Food and Beverage course obtained only satisfactory but the training performance was rated very good. The researcher recommends for the enhancement of the existing activities and teaching strategies to match industry needs.

Keywords: Food and Beverage, Student Performance,

Introduction

One of the biggest challenges that hospitality educators face today is determining clear goals and objectives for the curriculum that meets the constantly changing needs of the industry. It is

54

crucial to close the gap between what is taught to students and what the industry expects of the students being hired (Dopson & Tas, 2004).

In response to the academic challenges of national and international significance, higher education system needs to focus on systemic reform to strengthen and make more competitive their output and services.   In accordance with the pertinent provisions of RA 7722, otherwise known as the "Higher Education act of 1994", and pursuant to Commission en banc Resolution No. 148, dated April 19, 2009, the guidelines for Student Internship Program in the Philippines for all programs with practicum subject were adopted for the information, guidance and compliance of all concerned.

Since the beginning of the 20th century, higher education institutions have been trying to determine what the outcome of higher education is supposed to be. (Urciouli, 2005). Like the rest of the higher education institutions, hospitality schools have been trying to answer the same question. Hospitality educators agree with clear objectives that the curriculum should be determined and those objectives should meet the constantly changing needs of the industry in order to prepare graduates for a successful career (Gursoy & Swanger, 2004)

Lyceum of the Philippines University educate and train students to be competitive by providing them with applied learning opportunities that require talented workers and rank among the best in the world in terms of productivity, career, attitude and technical skills.   The College of International Tourism and Hospitality Management   provides quality education based on international curriculum with its tie-up to Dusit Thani International. As part of the curriculum, CITHM provides training to the students   through the memorandum of agreement   with different hospitality businesses. During this training, students can apply their knowledge, skills and attitude in providing effective customer service in Food and Beverage Department in the hotel, restaurant and other hospitality establishments

Bachelor of Science in Hotel and Restaurant Administration (BSIHM-HRA) students will be deployed for internship after they have passed the different professional courses required for the program. Such courses are Principles of Food Hygiene and Sanitation (FD 2), Principles of Food Preparation (FD 3), Food and Beverage Services (FD 4), Beverage Product Operations (FD 5), Housekeeping Operations (HRA 1) and Front Office Service(HRA 2). Food and Beverage Services course/subject provide students with the knowledge and skills in the Restaurant Services. Students are taught with the complete sequence in Restaurant Service Procedure, Wine Service and Room Service. College of International Tourism and Hospitality Management has complete laboratory tools and equipment to provide quality learning to the students.

In the desire of LPU- Batangas to have competitive students especially in the field of Restaurant Services, students will undergo National Certification (NC II) after the completion of the course, Food and Beverage Services (FD 4). The assessment will be held in LPU being an accredited TESDA Assessment Center. After the completion of the course,   student will be deployed to the restaurant, hotel and other hospitality business through the Internship Office. Interview by the staff-in-charge of the Internship office will be the first step in the process and the last will be the interview of the officer-in-charge or supervisor in the hospitality business.

This study was conducted to determine the effectiveness of the curriculum and the teaching strategies, methods and procedures used by the competent professor with the use existing laboratory tools and equipment for the course/ subject Food and Beverage Services (FD 4) in preparation to the their internship in Food and Beverage Department in the different hospitality business. An action plan based on the results of the study will be recommended.

Objectives of the Study

This study aimed to assess the relationship between the performance of the students on Food and Beverage Services Course and their internship performance in different hospitality businesses.

Specifically, this paper has the following objectives: to determine the level of academic performance of the students in the course Food and Beverage Services(FD4); to determine internship performance in Food and Beverage Department in the hotel, restaurant and other hospitality establishments in terms of knowledge, skills, attitude and personality; to test the relationship between the academic performance of the students in the course Food and Beverage Services (FD 4); and internship performance in Food and Beverage Department, and to propose an action plan to improve the course program in Bachelor of Science in International Tourism in Hospitality Management specializing in Hotel and Restaurant Administration

Review of Literature

In the hospitality industry, 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 the today's world. Hospitality program has to provide their graduates with the tools necessary to be successful in the ever changing world (Lyons, 2010).

Dopson and Nelson (2003) have looked at industry perspective regarding the importance of various skills and abilities necessary for success, none has taken that information and woven it into the academic arena through identification of a process for monitoring real time growth for students through assessment for hospitality programs housed in accredited colleges of business. Several researchers examined existing curriculum using data gathered from industry professionals, faculty and students regarding the skills necessary for success in the industry and proposed revised curriculum (Swanger, 2010).

Studies suggest the success of any curriculum revision, learning outcomes, the assessment of this outcome heavily relies on how well it fits into the culture in which it was created. A conflict between the institutions learning outcomes is likely to generate disastrous results for the department and students (Rutz, 2010).

According to Zao (2011), current look at hospitality and tourism education in China's colleges and universities, there has been a boom in the tourism industry in China within the last ten years. Hospitality and tourism education, especially higher education, has undergone rapid development. In 1978 there was not a single course offered in hospitality and tourism at any higher education institution. Today 69 institutions of higher education offer different programs at varying levels, including two-year diplomas, three-year certificates, and four-year Bachelor's and Master's degrees. This paper examines the development of higher education in hospitality and tourism, outlines the problems it faces, and discusses the possible solutions to the problems.

In the article, Job Competency Expectations for Hospitality and Tourism Employees present the findings of a central Florida study of hospitality and tourism management practitioners. It reports the findings of practitioner perceptions of desired knowledge, skills, and attitudes. It further demonstrates the overall impressions of practitioners concerning levels of preparation for entry-level positions in the industry (Teson, 2004).

A study on the factors associated with hospitality students' satisfaction with internship programs and the relationships between training, job satisfaction, and confidence about future careers in order to provide schools and industries with suggestions regarding course development and training during internships. Training classes made a significant difference in satisfaction with the supervisor and educational program. The regression analysis showed that training satisfaction played a positive role as a predictor of participants' job satisfaction and confidence about future careers. The effect of satisfaction with training on participants' confidence about future careers was mediated by their satisfaction with the internship (Wen, 2008).

Competencies are identified behaviours, knowledge, skills, and abilities that directly and positively impact the success of employees and organizations. Competencies can be objectively measured, enhanced, and improved through coaching and learning opportunities. Through this, interns know that competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations (Ylagan, et. al, 2013).

Learning takes place in different avenues and forms of human existence. Formal education from academic institutions is basically the proper venue for acquiring appropriate knowledge and skills necessary for future employment (Laguador, 2013). Skills and competencies required by food and beverage service management interns were assessed by surveying their Swiss hotel and restaurant supervisors' opinions. The survey comprised 48 skills and competencies, compiled from literature and curricular learning outcomes. Supervisors rated the importance of each competence and then assessed their interns' performances on each item. A comparative analysis of the data highlighted areas in which trainees exceeded the supervisors' expectations and uncovered developmental needs. According to supervisors' ratings, the most important competencies comprised personal qualities and inter-personal skills; students' highest performance ratings were reflected in their positive attitudes towards work colleagues (Fournier, 2012).

Methods

Research Design

The researcher utilized the descriptive design of the study to determine the relationship between performance of BSIHM-HRA students in the course Food and Beverage Services and the internship performance in F&B Department in the different hospitality business. The method is designed for the researcher to gather information on the performance of the interns in terms of interns knowledge, skills and attitude and personality during second semester school year 2012-2013.

Participants of the Study

The participants of the study are total population or 64 of the student interns in Food and Beverage Department in the different hospitality business establishment. They should be presently enrolled in Bachelor of Science in International Hospitality Management specialized in Hotel and Restaurant Administration. Students were evaluated by the managers or supervisor of the establishment where they have undergone their training.

Instrument

Researchers used the performance evaluation tool to measure and obtain the necessary information that pertained to the evaluation of the work performance of the interns of BSIHM-HRA students. This instrument is a standard performance evaluation tool provided by the CITHM to evaluate the performance of the interns. This is divided into four areas: knowledge, skills, attitudes and personality. The performance evaluation sheet score is divided into five (5) scoring grades where 1 is the lowest and rated as very poor, 2 is poor, 3 is fair, 4 is good and the highest is 5 rated as very good.

Data Collection Procedure

Documentary analysis was done on the evaluation forms provided to the students by the internship office which were accomplished or rated by the managers or immediate supervisor of the establishments where the interns were deployed. The evaluation forms were used to determine the work performance of the CITHM interns.

The researcher asked permission from the dean to access the data of the interns' evaluation form for the second semester 2012-2013. This will be presented to the statistician through the research center for data encoding.

Data Analysis

All data were encoded, tallied and interpreted using different statistical tools. These include frequency distribution and ranking in order to identify the performance of students.

58

Weighted mean was used to assess the internship performance in F&B Department on Hospitality Business in terms of knowledge, skills, attitude and personality. Pearson-Product Moment Correlation (Pearson-r) was used to determine the significant relationship between the internship performance in F&B Department   and academic performance in Food and Beverage Service (FD 4) course. To further analyze the result, the data was treated using SPSS software with 0.05 alpha level.

Results and Discussion

Table 1. Student Performance on Food & Beverage Service Course (N= 64)

Academic Grades	Frequency	Percentage (%)
Excellent	8	12.5%
Very Satisfactory	12	18.75%
Satisfactory	28	43.75%
Fair	12	18.75%
Poor	4	6.25%

Legend: 1.00 – 1.25 = Excellent; 1.26 – 1.74 = Very Satisfactory; 1.75 – 2.24 = Satisfactory; 2.25 – 2.74 = Fair; 2.75 – 3.00 = Poor

Based on the table, 43.75 percent of the interns has satisfactory performance level, 18.75 percent has very satisfactory and fair performance level, 12.5 percent got excellent and 6.25 percent has poor performance level in Food and Beverage Service. Students must learn the real value of competence in achieving excellence while maintaining credibility outside the boundaries of their strengths and weaknesses (Laguador, 2013).

The basis of this performance of students was that of 2nd semester 2011-2012 in Food and Beverage Service course. This course is required to the students of Bachelor of Science in International Hospitality Management specializing in Hotel and Restaurant Administration (BSIHM-HRA) before they can be deployed for internship in the F&B Department of the different hospitality business.

The result implies that the methods, procedures and strategies used by the professors to teach BSHRA students are not adequate to let all the students comprehend all the information they should learn in the course. The level of comprehension of the students does not match with the professors teaching styles. Another implication is that maybe the assessment tools used by the professor to assess the students' performance were not appropriate to their learning aptitude.

Table 2 presents the performance of the interns in terms of knowledge.

In terms of knowledge, interns' performance is very good with the composite mean of 4.28. The interns can comprehend/follow instructions easily having the highest mean of 4.34 followed by interns were able to organize work and analyze it with a weighted mean of 4.31. Being

competitive enough to do the job assignment and has the command of relevant general information and technology both got a weighted mean of 4.28 while the lowest is that interns can understand the operating procedures and techniques with a mean of 4.19.

Table 2. Performance of the Interns in terms of Knowledge (N = 64)

Knowledge	WM	VI	Rank
1. Comprehends/follows instructions easily	4.34	Very Good	1
2. Understands the operating procedures and techniques	4.19	Very Good	5
3. Competitive enough to his/her job assignment	4.28	Very Good	3.5
4. Able to organize work and analyze it	4.31	Very Good	2
5. Has the command of relevant general information and technology	4.28	Very Good	3.5
Composite Mean	**4.28**	Very Good	

 Legend: 4.50 – 5.00 = Excellent; 3.50 – 4.49 =Very Good; 2.50 – 3.49 = Good;1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor

This only implies that interns have enough knowledge on the courses that they took from the school as prerequisite for internship. They were able to apply the learning that their professor have shared to them using the competency based curriculum and Dusit Thani Curriculum. Based from the Training Regulations of TESDA and in accordance with the industry standards, Food and Beverage Services program is designed to enhance the knowledge, skills and attitude of the students. It covers core competencies on cleaning bar areas, operating a bar, preparing and mixing of cocktails, providing link between kitchen and service areas, providing room service, providing food and beverage service, developing and updating of food and beverage knowledge and providing wine services. (www.tesda.gov.ph)

Table 3. Performance of the Interns in terms of Skills (N = 64)

Skills	WM	VI	Rank
1. Perform tasks of order taking and maximize sales opportunities through knowledge of product and suggestive selling. Ensure Accuracy by repeating order(s) to the guests	4.34	Very Good	3
2. Ensure that dockets are written clearly and correctly so the cashier and kitchen can fulfill their duties effectively.	4.25	Very Good	2
3. Deliver orders promptly to the production area.	4.19	Very Good	4.5
4. Check ordered meals on collection from kitchen and deliver to guests promptly to maintain temperature and appearance; ensure items are announced	4.19	Very Good	4.5
5. Keep tables and service areas clean and tidy as per procedure manual. Maintain hygienic food service technique during service	4.28	Very Good	1
Composite Mean	**4.25**	**Very Good**	

 Legend: 4.50 – 5.00 = Excellent; 3.50 – 4.49 =Very Good; 2.50 – 3.49 = Good; 1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor

Table shows that in terms of skills, interns' performance is also very good with the composite mean of 4.25. The interns can perform tasks of order taking and maximize sales opportunities through knowledge of product and suggestive selling, ensure accuracy by repeating order(s) to the guests got the highest mean of 4.34 followed by that the interns can keep tables and service areas clean and tidy as per procedure manual, maintain hygienic food service technique during service got a weighted mean of 4.28. The item that the intern can insure that dockets are written clearly and correctly so the cashier and kitchen can fulfill their duties effectively while the intern can deliver orders promptly to the production area and check ordered meals on collection from kitchen and deliver to guests promptly to maintain temperature and appearance; ensure items are announced both got the lowest mean of 4.19.

The result implies that students learned the skills taught by their competent professors and skills were properly executed during their training. Skills were developed through seminars held every semester and during training especially if the students are joining the skills competition like CITHM skills Olympics, Food Showdown, Chefs on Parade and other regional and national competition.

Students gain valuable experience by way of applying their practical learning in the workplace, develop their skills in interacting with fellow workers, customers and management and discover in which direction they would like to steer their careers (McGlothlin Jr, 2003). Work Integrated Learning (WIL) has been shown in other research to be of benefit to the students by way of their learning being developed in both technical and competency skills (Fleming & Eames, 2005) and that work-integrated learning had enhanced the development of competencies (www.waceinc.org**).**

Table 4. Performance of the Interns in terms of Attitude (N = 64)

Attitude	Weighted Mean	Verbal Interpretation	Rank
1. Reports to the office with regular punctuality and finishes the duty as scheduled	4.45	Very Good	1
2. Reliable and imbues a sense of responsibility in handling the tasks assigned to him/her	4.35	Very Good	5
3. Enjoys comfortable working relationship with his/her superior or peers.	4.41	Very Good	3.5
4. Applies the virtues of integrity and honesty in all aspects of his/her work	4.41	Very Good	3.5
5. Positive attitude towards criticism and towards superior	4.44	Very Good	2
Composite Mean	**4.42**	Very Good	

Legend: 4.50 – 5.00 = Excellent; 3.50 – 4.49 =Very Good; 2.50 – 3.49 = Good; 1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor

Data show that attitude of the interns is deemed to be very good as noted by the composite mean of 4.42. Interns were also considered very good in reporting to the office with regular punctuality and finish the duty as scheduled as indicated by the weighted mean of 4.45 followed by that the intern has positive attitude towards criticism and towards superior. Interns can enjoy comfortable working relationship with their superior or peers and that they can apply the virtue of integrity and honesty in   all aspects of their work as both got the weighted mean of 4.41, while the item that interns are reliable and imbues a sense of responsibility in handling the tasks assigned obtained the least mean score of 4.35 with very good verbal interpretation.

This only implies that our students have positive attitude and therefore fitted as frontline employee that is worth far more than skills in the hospitality business. A good training program can develop most people to do their job very well and to satisfy the guests that come in the establishment. The best training program alone cannot maintain happiness and a positive attitude for employees. Anyone can facilitate programs to motivate people, improve staff morale and encourage a happy workplace.

At all levels of operation, it is better to examine each employees' attitude, how do they relate to the guests, co -workers and managers. Hire people who naturally enjoy their jobs and train them for success to create an environment that helps their attitude grow and thrive.   It's the least expensive way to improve sales and improve morale in any organization (www.restaurant-hospitality.com).

Based on the result, interns were rated excellent in reporting to work in proper attire and following proper personal hygiene which obtained the highest mean of 4.56 followed by the item that interns can accept miscellaneous jobs and tasks with the proper attitude without complaining which got the weighted mean of 4.47 interpreted as very good.

Table 5. Performance of the Interns in terms of Personality (N = 64)

Personality	Weighted Mean	Verbal Interpretation	Rank
1. Report for work in proper attire and follows proper personal hygiene	4.56	Excellent	1
2. Exercise self confidence and comfortable in airing his/her problems and difficulties with his/her supervisor	4.44	Very Good	3.5
3. Flexible in work and in dealing with people	4.34	Very Good	5
4. Accepts miscellaneous jobs and tasks with the proper attitude without complaining	4.47	Very Good	2
5. Shows interest and pride with the task assigned to his/her	4.44	Very Good	3.5
Composite Mean	**4.44**		

Legend: 4.50 – 5.00 = Excellent; 3.50 – 4.49 =Very Good; 2.50 – 3.49 = Good; 1.50 – 2.49 = Fair; 1.00 – 1.49 = Poor

Interns can exercise self confidence and comfortable in airing his/her problems and difficulties with their supervisor and shows interest and pride with the task assigned to them both got the weighted mean of 4.44 while interns can practice flexibility in work and in dealing with people obtained the least mean score of 4.34.

This implies that students have practiced wearing proper attire or proper uniform in the university. Following the policy of wearing uniform helps the student to maintain what they usually wear to be more pleasing to all the people they mingle with specially in the field of hospitality business when they are working as frontline staff or employee.

The first component of appearance is proper attire. Proper attire maintains our professional image. The second component of appearance is the area of grooming and hygiene. In this area people seek to achieve the standards of the traditional business environment. This only shows that the students are applying what they have learned and practiced in the university of wearing proper uniform (www.mindtools.com).

Faculty regularly remind students that they should be flexible in their attitude and abilities. This will enhance their ability to adapt to change. Faculty and students should realize that customer service is important, given that the hospitality sector is customer -service driven and both believe that students do demonstrate this competency. The students are assessed in the restaurants and it will be observed how they interact with the customers (www.waceinc.org).

Table 6. Relationship Between the Students' Performance on Food & Beverage Service Course and Internship Performance

Internship Performance	r-value	p-value	Decision	Interpretation
Knowledge	0.044	0.810	Accepted	Not Significant
Skills	0.056	0.761	Accepted	Not Significant
Attitude	0.136	0.458	Accepted	Not Significant
Personality	0.149	0.416	Accepted	Not Significant

Legend: Significant at p-value < 0.05

Based on the table, the computed r-values indicate almost negligible correlation and the resulted p-values were all greater than 0.05 level of significance, thus the null hypothesis of no significant relationship between the students' performance of food & beverage service course and their internship performance is accepted. This means that there is no significant relationship that exists between the treated variables meaning that the interns' performance is not affected by their performance in school.

Training performance of the interns in terms of knowledge, skills, attitude and personality were rated as very good by the supervisors and managers of the of the Food & Beverage Department of the restaurant and hotel where they had undergone their training. Actual performance is based on the training/orientation given by the business establishment where they are

63

deployed. Students who obtained low academic performance have the possibility of attaining high internship evaluation. Skills and knowledge acquired from the school were enhanced as they apply it in the workplace.

The result implies that performance of the students in the Food and Beverage Course does not have relationship or effects in the performance evaluation of the interns because manager or immediate supervisors' basis for the evaluation of the interns were the actual output or performance they have on the duration of the training. They were evaluated based accomplishment of the day to day activities that were assigned to them.

Table 7. Plan of Action

Objective	Activities	Duration
Knowledge To understand the operating procedures and techniques	A. Continuous implementation of Outcomes Based Curriculum (OBE) in all courses specially the professional courses such as Principles of Food Hygiene and Sanitation, Principles of Food Preparation, Food and Beverages Service Operations and Bartending Service Operation, Housekeeping Services and Front Office Services	From 1st semester of First year until first semester of Second Year.
	B. Communication Skills Seminar	5 days

Skills
To work efficiently and accurately
	A. Training/ seminar on the specific area to be assigned to each trainee
	  1. Food and Beverage Services
	  2. Housekeeping Services
	  3. Front Office Services
		5 days each program

	B. NC II Certification from TESDA for Food and Beverage Services	1 day per
Attitude To be reliable and imbues a sense of responsibility in handling the tasks assigned	Seminar on Improvement of Attitude or Discuss the Ways to Improve Attitude during the Orientation before deployment	2 days
Personality To be flexible in work and in dealing with people	Personality Development Seminar Or Interpersonal Skills Seminar	2 days

Conclusions

Students have satisfactory academic performance rating in the course Food and Beverage Services. The interns obtained the highest very good performance evaluation rating in

personality followed by attitude, knowledge and skills. There is no significant relationship between the performance in Food and Beverage Service Course and the training performance of interns in the Food and Beverage Department of the restaurant and hotel, performance of the interns in the Food and Beverage course were only satisfactory but the training performance were rated as very good.

Recommendations

The College of International Tourism and Hospitality Management (CITHM) of LPU Batangas may enhance the curricular program and existing activities in preparation for the deployment of interns to different establishments such as Personality Development Seminar, English proficiency Seminar and Pre-Internship Seminar and Orientation. The CITHM may continually update the course syllabus by providing industry exposure, training and seminars, to hospitality professors and continuously implement the Outcomes Based Curriculum. The university may upgrade the quality of facilities and laboratories to continuously enhance knowledge and skills of the students necessary to have future work assignments. The proposed training plan may be implemented to enhance the knowledge, skills, attitude and personality of the students to prepare them in more holistic approach to employment. Evaluation form used in Food and Beverage Services Operations Internship must be modified to obtain better results. Future studies may also be conducted using other factors or variable to further confirm the results of this study.

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65

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