

# Acquired Skills of Bachelor of Science Hospitality Management 4<sup>th</sup> Year Students of St. Dominic College of Asia: Basis for Training Model Enhancement

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## *Introduction*

This study aimed to determine the level of acquired skills of the twenty selected hospitality management fourth year students during their hotel phase training as basis for a training model enhancement. Selected students were trained in the areas of food and beverage service, kitchen departments and housekeeping departments. The research paradigm of this study showed that the input was collected, analyzed and interpreted from the respondent's performance training evaluation results, which were divided into three parts: intrapersonal skills, interpersonal skills, and technical skills. The study used the quantitative descriptive design to answer the research questions. The result showed that 4th year hospitality management students of St. Dominic College of Asia need to improve certain areas of their skills such as their poise, punctuality, job knowledge, and judgment skills during hotel phase on-the-job training. The level of acquired skills of the respondents also showed that the interpersonal skills and intrapersonal skills resulted in an excellent rating, while the technical skills got a very good result. This shows that students need improvement in technical skills, specifically judgment, quality of work, job knowledge, and job performance. Interventions should be done by the college to enhance the technical skills of the students, since the Hospitality Management program is a skill-based program. The result of this study can contribute to curriculum design and training enhancement to be adopted by faculty members who teach in Hospitality Management programs. Furthermore, it is highly recommended that the future researchers should work on the industry-required skills through meeting, consultation, forum, or creation of an industry advisory council to better enhance Hospitality Management training requirements.

**Keywords:** Acquired skills, interpersonal skills, intrapersonal skills, technical skills.

## *Introduction*

Skills in general are required for students that will undergo on-the-job training. Technical skills are skills gained from trainings in schools for students to become competent in a specific field. Practice of competencies and vocational skills are provided and offered by different schools and training centers like the Technical Education and Skills Development Authority (TESDA), and give a great advantage to students who undergo on-the-job training. There are many programs offered in different schools and training centers that require only a number of days to complete. As proof for passing training, these schools and training centers give certificates to their students.

To practice all competencies acquired in school, colleges and universities in the Philippines have had their students undergo on-the-job training for a required number of hours. These trainings will be the student's edge in the Hotel Training Phase. However, students with certificates can adopt the work given to them more easily.

### ***Background of the Study***

St. Dominic College of Asia offers training for students who want to take up a Hospitality Management course or similar. This training is included in the institution's curriculum. St. Dominic College of Asia requires the students to undergo competency assessment in order for them to develop their inner abilities in the different areas of hospitality education such as bartending, front office procedures, housekeeping, and food and beverage. Techniques are taught in St. Dominic College of Asia to give their Hospitality Management students a competitive advantage over other schools offering the same program.

Bachelor of Science in Hospitality Management is a four-year program that develops and hones values and attitudes students will need in the Hospitality industry. For four years, students undergo competency assessments standardized by TESDA and held at St. Dominic College of Asia. The school possesses enough quality equipment and facilities for students while they train with subject professors and the TESDA assessment.

When students reach their third year, the school requires them to have on-the-job training during their Bar and Restaurant Training Phase. It becomes more complicated when the students reach their fourth year, where they have to take the Vessel Apprenticeship and Hotel Training Phase subjects to complete their program.

Mock interview and competency assessment are required by faculty members of the School of International Hospitality and Tourism Management in order to prepare the students in their Hotel Training Phase. This activity will help the students to check their marketing in the industry.

During the training, students trainees will be evaluated and assessed based on their interpersonal, intrapersonal, and technical skills.

### ***Statement of the Problem***

The main purpose of this study is to identify the acquired skills of Bachelor of Science Hospitality Management 4th year students of St. Dominic College of Asia as the basis for training model enhancement. Furthermore, this attempts to answer the specific questions:

1. What is the level of acquired skills of the respondents in terms of:
  - a. Intrapersonal Skills
  - b. Interpersonal Skills
  - c. Technical Skills
2. What is the level of acquired intrapersonal skills of the respondents in terms of:
  - a. Poise
  - b. Self-Control
  - c. Cooperation
  - d. Adaptability
  - e. Dependability
  - f. Honesty
  - g. Initiative and Independent Thinking

- h. Appearance
- 3. What is the level of acquired interpersonal skills of the respondents in terms of:
  - a. Attendance and Punctuality
  - b. Diligence
  - c. Human Relation
  - d. Attitude towards Work
  - e. Attitude towards Supervision
- 4. What is the level of acquired technical skills of the respondents in terms of:
  - a. Judgement
  - b. Quality of work
  - c. Job knowledge
  - d. Job performance
  - e. Quantity of work
  - f. Capacity to learn
  - g. Safety practices

### ***Scope, Delimitations and Limitation of the Study***

The study is also limited to 4<sup>th</sup> year students of St. Dominic College of Asia taking up Bachelor of Science in Hospitality Management, 2nd semester AY 2015-2016, during their training in the Hotel Training Phase. There are twenty students enrolled in hotel training phase equipped with skills and trainings acquired in school. These trainings are bartending, food and beverage service, housekeeping and front office management.

### ***Significance of the Study***

The following will benefit from the study:

1. Students - It may greatly help to improve their acquired intrapersonal, interpersonal, and technical skills in the Hotel Training Phase of their on-the-job training.
2. Professors - This serves as a guide for them about what field they should give focus to when instructing the students for the preparation of their practicum. This will also help them understand the dilemmas of students as an adviser.
3. School/Institution – This may help the school to improve the curriculum and training in the Bachelor of Science in Hospitality Management program.
4. Future researchers - Through this study, future researchers may improve and develop the data gathered in this study and make it more valuable to future students who will undergo practicum.

### ***Review of Related Literature and Studies***

#### **Local related literature**

***Hospitality management competencies: do faculty and students concur on employability skills?*** The vocational nature of Hospitality Management is ideal to utilize work-integrated learning as a method of transferring classroom activities to the workplace. Higher Education Institutions offering such programs have the infrastructure that allows the teaching of technical skills such as reception proficiency, culinary methods, and service to customers, which students will need in the workplace environment. These technical skills are then transferred to a real work environment via students who have a compulsory semester of work-integrated learning (Crebert et al., 2004; Fleming & Eames, 2005). The time spent in real life situations gives students the opportunity to apply abstract concepts learnt in the classroom. The soft skills are handled in a realistic manner rather than trying to simulate opportunities by carrying out role play or similar teaching methods in a classroom experience (Tovey, 2001; Waryszak, 1999).

Employers have indicated that students are often not prepared for the workplace and call on universities to produce more employable graduates (Barrie, 2006; Kember & Leung, 2005) by providing transferable skills that can be taken into the workplace (Smith, Clegg, Lawrence & Todd, 2007). Students' subject matter knowledge is usually satisfactory (Crebert, Bates, Bell, Patrick & Cragolini, 2004; Hind, Moss & McKellan, 2007) but by improving and developing their competencies such as interpersonal skills, teamwork, communication and problem solving skills, value will be added to their intellectual capabilities making them more employable (Hind et al., 2007; Maher &

Graves, 2007). Employers are expecting graduates to be work-ready and demanding a range of competencies and qualities of them (Yorke & Harvey, 2005). Educational institutions should be critical of their program offerings and question if they are nurturing the appropriate competencies and consider how best to ensure these are developed (Kember & Leung, 2005).

Competencies (the term which will be used in this paper for skills such as soft skills, behavioral skills, generic attributes) that are necessary in any field of work should be an important element in undergraduate programs (Bath, Smith, Stein & Swann, 2004), and are the responsibility of higher educationalists to incorporate as part of the teaching and learning of students (Hind et al., 2007). According to Rainsbury, Hodges, Burchell & Lay (2002), the literature suggests that there is insufficient importance placed on the development of soft skills by many higher education institutions. It is not advised that competencies be taught as a form of a check list, but be integrated and contextualized into a curriculum (Bath, et al., 2004). Employability skills need to be embedded not only in any one module, but must be throughout the curriculum at all levels (Hind et al., 2007). However, faculty members need to be mindful that attempts to introduce attributes into the curricula have generally been unsuccessful (Barrie 2006).

***TESDA assessment and certification.*** TESDA pursues the assessment and certification of the middle-level skilled workers through the Philippine TVET Competency Assessment and Certification System (PTCACS). The assessment process seeks to determine whether the graduate or worker can perform to the standards expected in the workplace, based on the defined competency standards. Certification is provided to those who meet the competency standards, which ensures the productivity, quality, and global competitiveness of middle-level workers. TESDA has a Registry of Certified Workers which provides a pool of certified workers for certain occupations nationwide. TESDA also has accredited assessment centers and competency assessors who conduct competency assessment processes for persons applying for certification.

***TESDA competency standards development.*** TESDA develops competency standards for middle-level skilled workers. These are in the form of units of competencies containing descriptors for acceptable work performance. These are packaged into qualifications corresponding to critical jobs and occupations in the priority industry sectors. The qualifications correspond to specific levels in the Philippine TVET Qualifications Framework (PTQF). The competency standards and qualifications, together with training standards and assessment arrangements, comprise the national training regulations (TR) promulgated by the TESDA Board. The TRs serve as basis for registration and delivery of TVET programs, competency assessment, and the certification and development of curricula for specific qualifications (TESDA, 2016).

### **Foreign-related studies**

***Employability skills and students' self-perceived competence for careers in the hospitality industry.*** The term "human skills", also known as interpersonal skills, refers to having knowledge about people and being able to work with them (Katz, 1955). Human skills are popularly known as people skills, or the abilities of a leader to work

amicably and effectively with followers, peers, and superiors towards the accomplishment of an organization's goals (Northouse, 2004). Leaders with human skills are usually more sensitive to the needs of others when making decisions. In other words, they are very concerned about keeping good relationships with those they work with. According to Northouse, "human skill is the capacity to get along with others as you go about your work". Northouse (2004) described conceptual skill as, "the abilities to work with ideas and concepts. Whereas technical skills deal with things, and human skills deal with people". Conceptual skills involve the ability to work with ideas. He contended that conceptual skills are very important to management, and they are central to creating a vision and strategic plan for an organization. According to Yukl (1989), conceptual skills are "general analytical ability, logical thinking, proficiency in concept formation, and conceptualization of complex and ambiguous relationships, creativity in idea generation and problem solving, ability to analyze events and perceive trends, anticipate changes, and recognize opportunities and potential problems." According to Katz (1955), the three basic skills described above are needed by managers to accomplish their daily activities or functions. The relative importance of each of the basic skills depends on the organizational context, and the leadership situation or manager's position in the organizational chart. Since top or upper-level management is more involved in strategic decisions, conceptual skills are more important to upper-level managers than at middle or lower or entry-level managers (Yukl, 1989). These skills are very essential for logical thinking, general analytical ability and creativity in idea generation and problem solving, anticipating changes, analyzing events and perceiving trends, and recognizing opportunities and potential problems. The need for conceptual skills increases as managers' move from entry-level management to upper-level management (Yukl). Unlike conceptual skills, technical skills such as accounting, finance, marketing, and business law, are more important to entry-level managers. They are necessary for providing the appropriate followers' training (Northouse, 2004; Yukl, 1989). Unlike the conceptual skills and technical skills that are more important to the upper-level and lower-level management respectively, human relation skills are very important for all levels of management. These skills are needed for establishing effective interpersonal relationships with followers, peers, superiors, and outsiders (Katz, 1955; Northouse, 2004; Yukl, 1989). Human relation skills allow a leader or manager to work cooperatively with employees towards the achievement of the organizational goals (Katz; Northouse; Yukl). Unlike the upper-level and lower-level managers, whose roles are more focused on conceptual skills and technical skills respectively, the role of middle managers is focused on supplementing existing structure and developing ways to implement the strategic decisions, and goals made at the higher levels (Yukl, 1989). This role seems to require both conceptual and technical skills, in addition to high human relation skills that are required by all management levels. However, the amount of conceptual and technical skills required for the middle management positions might not be as much as those required for the upper-level management and lower-level management (Katz, 1955; Northouse, 2004).

***Hospitality graduates' skills and competencies.*** To reflect the needs of the industry, it is important to define the skills and competencies expected from any hospitality graduate. There is indeed a clear shift in hospitality education where general management skills are introduced to complement the practical components. Several studies have been undertaken to determine the importance of hotel management competencies. Ineson and Kempa (1996) identified four main skills, namely: oral and written communication skills, supervising skills (staff motivation and training), ability to engender customer satisfaction, and service skills. In addition to these skills, other studies have identified additional skills such as problem solving, maintaining professional and ethical standards, and professionalism and leadership qualities to achieve operational objectives (Tas 1988; Baum 1990; Kay and Russette 2000; Christou and Sigala 2001). Public and staff safety obligations such as the management of hygiene and safety conditions and legal responsibilities (Baum 1990), identifying operational problems (Christou and Sigala 2001), and effectively managing life-threatening situations such as fire, bomb threat and serious illness (Kay and Russette 2000) have also been identified. Another interesting point is the absence of some of the strategic management skills' for the benefit of "hotel-specific operational skills". For Kay and Russette (2000) 'leadership' and communication skills are still seen as of major importance at the expense of the Administration, Technical, and Conceptual/Creative domains.

***Interpersonal skills.*** Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong interpersonal skills are usually more successful in both their professional and personal lives. Employers often seek to hire staff with "strong interpersonal skills" want people who will work well in a team and be able to communicate effectively with colleagues, customers, and clients. Interpersonal skills are not just important in the workplace; our personal and social lives can also benefit from better interpersonal skills. People with good interpersonal skills are usually perceived as optimistic, calm, confident, and charismatic - qualities that are often endearing or appealing to others (2016).

***Intrapersonal skills.*** Intrapersonal skills are those skills and communications that occur within a person's own mind, and are not to be confused with interpersonal skills, which refer to interactions with other people or personalities. Intrapersonal skills initiate an appropriate reaction and attitude because of positive internal dialogue occurring within the mind. Meditation, prayer, visualization, and affirmations are amongst the intrapersonal techniques that people use to sort out and evaluate situations and proposals. Awareness of your personal inner dialogue is the first step to improving your intrapersonal skills.

1. ***Visualization.*** Visualization is an intrapersonal skill used by athletes, actors, and musical performers to prep themselves to giving the best performance they are capable of before they embark on an event. Mental preparation skills are considered as important as physical skills in an overall performance assessment.

After all, it is the mental skills that drive the physical ones, and attitude and confidence are considered crucial for a top performance. Visualization techniques are taught in special workshops and courses, and develop naturally over time once the basic techniques are mastered.

2. ***Recognizing negativity.*** It is quite natural to have occasional negative thoughts, but an excess of negative thinking can reproduce negativity in one's life. It is important to be aware of your intrapersonal negatives and to correct patterns of negative thought as they occur. Skilled intrapersonal communicators can turn around a negative thought pattern and use it to bring fresh and inspiring ideas into their day. Attitude is everything when dealing with negativity and with practice, one can banish negative thoughts from their mind, brightening up their days, and providing them a fresh way of looking at things.
3. ***Compassion.*** Having compassion for others is an intrapersonal skill that allows one to see things from the perspective of others, and is important for teachers, team leaders, and anyone working closely with other people. Personal views can sometimes taint one's attitude toward others unconsciously, but with a measure of compassion, you can see things in a different light. Some people have a natural ability for compassion, while others need some guidance and tutoring to acquire intrapersonal compassion.
4. ***Positive affirmations.*** Using positive affirmations is similar to using visualization for changing intrapersonal dialogue patterns occurring within. After recognizing that some negative inner dialogue is occurring, the best way to reverse this is to include some positive affirmations, which can automatically reverse the effect of the negative thought. A positive affirmation changes your inner dialogue and allows you to see things differently.
5. ***Positive decision-making.*** Positive decision-making is a necessary intrapersonal skill required for many professions as well as for a healthy, happy personal life. Well-developed intrapersonal decision-making skills can be achieved with practice. When faced with the decision-making process, you must be able to scan through the available choices in your mind, consider each alternative and come to a practical decision without inner conflict and confusion.



### Top 6 hospitality skills

1. **Customer service.** This industry is all about people. It's up to the hospitality manager to ensure that all their guests have a wonderful time with nothing to worry about. It's all about meeting their customers' expectations. Good customer service is all about sending customers away happy - happy enough to give positive feedback to others.
2. **Languages.** Hospitality managers are going to meet lots of different people from lots of different places. The ability to communicate with speakers of other languages is an invaluable skill. The people who are successful in hospitality are always multilingual as this truly is an international industry.
3. **Communication skills.** If this isn't one of a hospitality manager's strong points, he/she has to work harder to make it one! In this industry, communication is key. Interacting with customers and addressing their needs is important. Any miscommunication can result in an unsatisfied customer.
4. **Financial management.** All employees must have a good understanding of their business' cash flow, profitability, and tax liabilities. This will help run a successful hospitality business.
5. **Understanding of the industry.** Anybody in this billion-dollar industry must keep up to date with the latest trends, success stories, and news. Hospitality managers can make it a goal to understand what their guests want and need.
6. **Cultural awareness.** Cultural Awareness is important as you'll need to interact with people from other cultures. Being understanding of the different cultures and behaviors is important for any career, especially in this industry. Keeping an open mind can help one avoid any misunderstanding that can occur as beliefs and values represent a person's culture (Studentglobal, 2016).

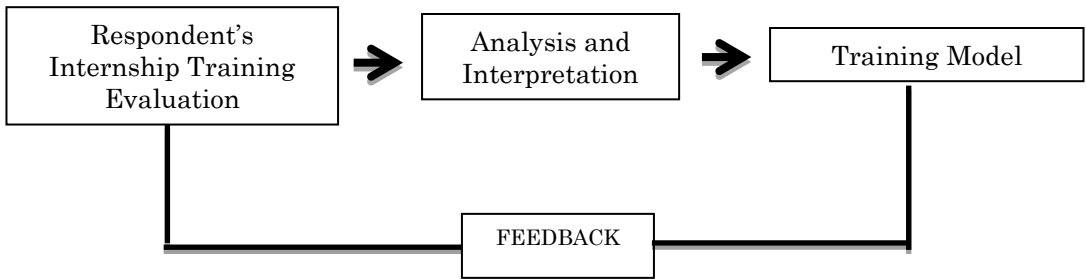
### Synthesis

The literature gathered by the researcher had a significant relation to the study in terms of helping him become aware of the current skills of hospitality managers, and what could be the possible courses of action to apply towards producing efficient people in this industry. Studies have been conducted on certain areas where interpersonal, intrapersonal, and technical skills can be found. This information will help the researcher further understand the nature of hospitality management students' skills, and further develop the existing teaching model in St. Dominic College of Asia.

### Conceptual Framework

The conceptual framework is composed of two variables: first, the acquired skills of students of St. Dominic College of Asia taking up Bachelor of Science in Hospitality Management, defined as intrapersonal skills, interpersonal skills, and technical skills. These will come from the evaluation data from their on-the-job training in different hotels. Second, the respondent's target respondents: 4th year students of St. Dominic College of Asia taking up Bachelor of Science in Hospitality Management. The study will flow with the respondent's internship training evaluation as the researcher will then analyze and interpret the results to create a basis for a training model enhancement.

## Research Paradigm



The research paradigm of this study shows that the input is collected through the respondent's internship training evaluation, and is divided into three parts: intrapersonal skills, interpersonal skills, and training. The researcher then processes this data by analyzing and interpreting the results of their performances. Through this, the researcher knows the level of the students' acquired skills and enhance St. Dominic College of Asia's training model when it comes to the hotel phase of the 4<sup>th</sup> year HM students' on-the-job training.

### *Definition of Terms*

1. **Intrapersonal skills** – this refers to the following set of skills of 4th year Hospitality Management students in St. Dominic College of Asia: poise, self-control, cooperation, adaptability, dependability, honesty, appearance, initiative and independent thinking.
2. **Interpersonal skills** – this refers to the following set of skills and attributes of 4th year Hospitality Management students in St. Dominic College of Asia: attendance and punctuality, diligence, human relation, attitudes towards work, and attitude towards supervision.
3. **Technical skills** – this refers to the following set of skills and attributes of 4th year Hospitality Management students in St. Dominic College of Asia: judgment, quality of work, job knowledge, job performance, quantity of work, capacity to learn and safety practices.
4. **Hotel phase on-the-job training** – this refers to the training of 4th year students taking Bachelor of Science in Hospitality Management in different hotels in different departments.

## Methodology

This chapter determines the process of accomplishing this study and how reflective this work is. It is the heart of the research paper itself.

## The Design

The study used the quantitative descriptive design to answer the research questions. The descriptive method answers what the levels of the acquired skills of 4th year Hospitality Management students are as a basis for training model enhancement.

## The Sample

The participants in this study were 4th year Hospitality Management students of St. Dominic College of Asia that have taken the hotel phase of their on-the-job training.

## Sampling Procedures

The researcher used the sampling procedure where the internship training evaluation of 4th year Hospitality Management students of St. Dominic College of Asia are gathered and analyzed by the researcher.

## The Instruments

The researcher used the data from the respondents' internship training evaluations from the hotel phase of their on-the-job training, which were made by their training managers and supervisors. The researcher will then get the weighted mean of each part of the evaluation sheets and define their acquired skill level.

## Data Collection

The data needed for the study was gathered from the faculty of the School of International Hospitality and Tourism Management with the authorization of Prof. Jenneifer Y. Yap. The data were then analyzed and interpreted by the researcher.

## Data Analysis Procedure

The results were gathered from the respondents' internship training evaluations. Statistical tools used in this data are percentage, frequency, and weighted mean.

### 1. Percentage

$$\frac{\text{is}}{\text{of}} = \frac{\%}{100} \text{ or } \frac{\text{part}}{\text{whole}} = \frac{\%}{100}$$

Percent means "per hundred" and the symbol used to express percentage is %. One percent (or 1%) is one hundredth of the total or whole, and is calculated by dividing the total or whole number by 100 (Statcan, 2016).

## 2. Frequency Distribution

$$S^2 = \frac{\sum f x^2 - \frac{(\sum f x)^2}{N}}{N-1}$$

A frequency distribution is a table that displays the frequency of various outcomes in a sample. Each entry in the table contains the frequency or count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of values in the sample (2016, Psychstat).

## 3. Weighted Mean

$$\bar{x} = \frac{\sum_{i=1}^n (x_i * w_i)}{\sum_{i=1}^n w_i}$$

A weighted mean is a kind of average. Instead of each data point contributing equally to the final mean, some data points contribute more “weight” than others. If all the weights are equal, then the weighted mean equals the arithmetic mean (the regular “average” you’re used to). Weighted means are very common in statistics, especially when studying population (statisticshowto, 2016).

## Presentation, Analysis and Interpretation of Data

This chapter shows the presentation of data analysis and its interpretation. The data were collected then processed in response to the statement of the problem showed in Chapter 1. The findings in this study may help the researcher understand what the levels of acquired skills of 4th year Hospitality Management are, and use this understanding as a basis for the enhancement of the training model.

Total number of respondent’s based on their internship training evaluation: 20.

**Table 1: The Level of Acquired Skills of the Respondents**

<b>Particular</b>	<b>Total Average</b>	<b>Interpretation</b>
Intrapersonal Skills	4.3	Excellent
Interpersonal Skills	4.5	Excellent
Technical Skills	4.2	Very Good
<b>TOTAL AVERAGE</b>	<b>4.3</b>	<b>Excellent</b>

The table shows that in of the 20 internship training evaluations of the 4th year Hospitality Management students, they excel in Interpersonal Skills with an average of 4.5. Students got the least grades in technical skills, with an average of 4.2.

**Table 2: Level of Acquired Intrapersonal Skills of the Respondents**

<b>Particular</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average</b>	<b>Interpretation</b>
Poise	6	10	3	1	0	4.05	Very Good
Self Control	6	12	2	0	0	4.2	Very Good
Cooperation	11	9	0	0	0	4.55	Excellent
Adaptability	6	12	2	0	0	4.2	Very Good
Dependability	9	9	2	0	0	4.35	Excellent
Honesty	11	9	0	0	0	4.55	Excellent
Initiative	7	11	2	0	0	4.25	Excellent
Appearance	10	9	1	0	0	4.45	Excellent
<b>TOTAL</b>						<b>4.3</b>	<b>Excellent</b>

The table shows that out of all the intrapersonal skills of the 4th year Hospitality Management students, Cooperation got the highest average of 4.55 while Poise got the lowest average of 4.05. Overall, the table interpreted intrapersonal skills as excellent.

**Table 3: Level of Acquired Interpersonal Skills of the Respondents**

<b>Particular</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Average</b>	<b>Interpretation</b>
Attendance And Punctuality	11	5	4	0	0	4.35	Excellent
Diligence	9	10	1	0	0	4.4	Excellent
Human Relation	13	7	0	0	0	4.65	Excellent
Attitude Towards Work	14	3	3	0	0	4.55	Excellent
Attitude Towards Supervision	13	5	2	0	0	4.55	Excellent
<b>TOTAL</b>						<b>4.5</b>	<b>Excellent</b>

The table shows that out of all the interpersonal skills of 4th year Hospitality Management students, Human Relations got the highest average of 4.65 while Punctuality got the lowest average of 4.35. Overall, the table interpreted interpersonal skills as excellent.

**Table 4: Level of Acquired Technical Skills of the Respondents**

Particular	5	4	3	2	1	Average	Interpretation
Judgement	4	14	2	0	0	4.1	Very Good
Quality Of Work	6	11	3	0	0	4.15	Very Good
Job Knowledge	4	14	2	0	0	4.1	Very Good
Job Performance	5	14	1	0	0	4.2	Very Good
Quantity Of Work	8	11	1	0	0	4.35	Excellent
Capacity To Learn	8	10	1	1	0	4.25	Excellent
Safety Practices	7	11	2	0	0	4.25	Excellent
Total						4.2	Very Good

The table shows that out of all the technical skills of the 4th year Hospitality Management students, Quantity of Work got the highest average of 4.35 while Job Knowledge and Judgment got the lowest average of 4.1. Overall, the table interpreted technical skills as very good.

### **Discussion, Conclusion, and Recommendations**

This chapter shows the summary of the study that was conducted, concludes the result yielded, and gives recommendations for further research and possible studies.

#### **Discussion**

Correlating the results, it shows that the 4th year students of St. Dominic College of Asia taking Hospitality Management need to improve their poise, punctuality, job knowledge, and judgment skills in the hotel phase of their on-the-job training. Students also have to improve their technical skills because out of all the skills, technical skills got the lowest average and interpretation.

#### **Conclusions**

1. The level of acquired skills of the respondents show that the interpersonal skills and intrapersonal skills rated excellent, while their technical skills rated very good. This shows that 4th year Hospitality Management students taking up the hotel phase of their on-the-job training in St. Dominic College of Asia need improvement in their technical skills.
2. The respondents' level of acquired intrapersonal skills show that there is a lack of skills regarding the students' Poise. 4th year Hospitality Management students taking up the hotel phase of their on-the-job-training in St. Dominic College of Asia need to practice gracefulness in the workplace.
3. The respondents' level of acquired interpersonal skills show that 4th year Hospitality Management students taking up the hotel phase of their on-the-job

training need to practice their attendance and punctuality. Students must improve their characteristic of being able to complete a required task or fulfil an obligation before or at a previously designated time.

4. The respondents' level of acquired technical skills show that students of Hospitality Management of St. Dominic College of Asia taking up the hotel phase training need to have better judgment at the workplace, this are the abilities to make good decisions. Students also needed to review their knowledge about the job assigned to them, and students must be technically skilled in all positions assigned to them.

## Recommendations

The current researcher recommend the following:

**Students.** To improve their intrapersonal, interpersonal, and technical skills, specially with poise, punctuality, job knowledge, and judgment skills in the hotel phase of their on-the-job training.

**Schools.** To develop students with intrapersonal, interpersonal, and technical skills so that the school will continue to enhance their training model.

**To future researchers.** Studies on intrapersonal, interpersonal, and technical skills of 4th year Hospitality Management students are rarely done by student researchers. It is best for them to understand better the skills of the students when it comes to the hotel phase of their on-the-job training so that future Hospitality Management students in St. Dominic College of Asia can have the opportunity to give more focus on skills that hotels least observe from their trainees.

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