Quality Assurance of Hotel and Restaurant Management Program in Selected State Universities in Region III

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Abstract:

The study looked into the quality assurance of Hotel and Restaurant Management Program in selected State Universities in Region III. Specifically the study looked into two (2) major variables pertaining to the State Universities and level of accreditation and number of students. Another group of variables considered are the performance measures such as: Vision, Mission, Goals, and Objectives, Faculty, Curriculum and Instruction, Support to Students, Research, Extension and Community Involvement, Library, Physical Plant and Facilities, Laboratories, and Administration.

To identify the perceived quality assurance of the respondent, the researcher used questionnaire derived from the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) the instrument used for accreditation.

The findings revealed that only one (1) of the respondent universities have accredited Hotel and Restaurant Management Program. All the other three (3) universities haven't submitted their HRM Program for accreditation.

Key words: Administration and faculty, curriculum, facilities, quality assurance, students.

Introduction

State universities and colleges are faced with the challenge of working towards quality assurance of their program offerings. It is done through monitoring, evaluating, reviewing and updating their resources and capabilities, so that the whole system shall continuously improve on instructional processes-teaching and learning, and to produce quality students who shall meet the requirements and standards set by the industry and other accreditation body. Having quality graduates is a manifestation of having quality programs. A program offering by an State University and College (SUC) must be qualitatively assessed by Accrediting Agency of Chartered Colleges and universities in the Philippines (AACCUP) if quality and standards has to be achieved.

Accreditation is the practice of certifying schools and universities to ensure that their educational programs and practices meet generally recognized standards. It is primarily an assessment to ensure academic excellence. Accreditation process is designed primarily to encourage and assist the institution to evaluate itself objectively as the basic step, and then for accrediting body to validate the institution self evaluation. Accreditation has two fundamental purposes, namely: to ensure the quality of the program offerings of the institution and to assist in the improvement of the institution. Accreditation result certifies to the general public that the institution: has appropriate purposes, has the resources needed to accomplish its purpose, can demonstrate that it is accomplishing its purpose, and give reason to believe it will continue to accomplish its purpose. The basic characteristics of accreditation are: 1) its prevailing sense of volunteerism, 2) its strong tradition of self-regulation, 3) its reliance on evaluation techniques, and 4) its primary concern with quality (Mendoza 2004).

In the same manner, Zobaida (2008), espoused that in the present day national and international perspectives, quality is at the top of most agenda. Similarly improving quality of education is probably the most important task facing any educational institution. Quality of education has significant impact and invaluable contribution to the area of human development.

In view of quality assurance in education is the efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (students) that meet set standards and expectations of the society. Robinson (1994) defines quality assurance as the set of activities that an organization undertakes to ensure that a product or service will satisfy given requirements for quality. Its goals are the anticipation and avoidance of faults or mistakes by setting attainable standards for a process, organizing work so that they are achieved, documenting the procedures required, communicating them to all concerned, and monitoring and reviewing the attainment of standards.

On the same vein, Venkaiah (1995), sees quality assurance as a philosophy and a process in which all the functions and activities of an institution are treated equally, planned, controlled and implemented in a systematic and scientific manner. Harvey (1999), defines quality assurance as the process of ensuring effective resource input, control, refining the process and raising the standards of output in order to meet the set goals and satisfy public accountability. This definition raises the issue of promoting good value in the institutional management and supervision of teaching – learning process to produce quality learners from the school system. Raouf (2008), literates that quality assurance in education is the process of ensuring continuous improvement in all aspects of education business in an institution of learning to satisfy the needs and expectations of the institution's customers

(society). This approach is built around the premise that every step of the process of a service and of an operation has room for improvement. This was corroborated by Deming's cycle of continuous improvement which is normally based upon Plan, Do, Check and Act cycle (PDCA). This process enables the administrator to regularly monitor, assess and evaluate the resource inputs, instructional process and outputs by identifying the key elements/aspects that need improvement and ways of addressing these, implementing the plan, analyzing the result to ensure that significant agreement exists between the original goals and what is actually achieved, and acting on the plan full scale by conducting further work through feedback and reviews with those concerned (Deming 1986).

Literature Review

The Commission on Higher Education (CHED) Memo. Order no. 31, s 1995 set the guidelines for accreditation.State Universities and Colleges could be elevated into a particular level of accreditation if they satisfy the following to wit:

(1) Level I for programs which have undergone preliminary survey visit and are certified by the Federation of Accrediting Agencies of the Philippines (FAAP) as being capable of acquiring an accredited status within 2 years.

(2) Level II accredited status: for programs which have been granted accredited status by any of the members of the agencies of FAAP whose status is certified by the latter,

(3) Level III accredited status: for programs which have at least been re- accredited, and have meet the following additional criteria/ guidelines set by FAAP for this level. Accredited program must satisfy first two criteria and two others of the succeeding ones: (3.1) A reasonably high standard of instruction as manifested by the quality of its teachers: (3.2) A highly visible extension program(s), the nature and extent of student faculty and staff involvement, and other details shall be required documentation for this indicator. (3.3) A highly visible research tradition, the following must be

observable over a reasonable period of time (3.3.1) provision of a reasonable budget. (3.3.2) quality of completed outputs; (3.3.3) measurable results such as publication etc; (3.3.4) involvement of a significant number of faculty members; and (3.3.5) visible, tangible and measurable impact on the community. (3.4) A strong staff development tradition as evidence by an appropriate budgetary allocation and / or systematic plan for staff development programs, (3.5) A highly credible performance of its graduatesin the licensure examination over the last three years, (3.6) Existence of working consortia or linkages with other schools and/ or agencies. Documentary evidence shall include a description of the nature; mechanism, working agreements and other details of the consortia.

(4)   Level IV accredited status: institutions which have distinguish themselves in a broad area of academic disciplines and enjoys prestige and authority comparable to that of international universities. These institutions must have met the following additional criteria/ guidelines: (1) at least 75% of its programs have attained Level III status for a minimum period of ten years i.e. two consecutive terms of five years each. (2) excellence outcomes in: (2.1) research as seen in the number, scope and impact of scholarly publications in refereed national and international journals; (2.2) teaching and learning as proven in the performance of its graduates and alumni and the continuing assessment of student achievement; (2.3) community service and the impact of its contributions to the economic and social upliftment, or both regional and national levels. (3) evidence of international linkages and consortia, (4) well developed planning processes which support quality assurance mechanisms.

Edradon (2007), held a study about the predictors of quality-assured technical education and skills development system in selected TESDA institutions in Luzon, school year 2005-2006. The study sought answers to the extent of implementation of quality-assured technical education and skills development

system as predicted by different variables such as respondent-related variables which include type of respondent, civil status, educational qualification, length of service, seminars and trainings attended, work attitude and awareness of systems and policies; and work environment-related variables which consist of adequacy of facilities and equipment functions, school culture, and instruction.

In the same manner Aquines (2011), assessed the readiness of selected higher educational institutions to quality assurance through monitoring and evaluation. In a study on the principal's supervisory roles, found out: (1) the administrator assessment on the perceived readiness of the HEI- respondents on the quality assurance of governance and management and community relations were very favorable as reflected by a "very much ready" rating in the core indicators of governance. Management and financial control, relevance of programs, networking and linkages, and extension programs items listed; (2) the student assessment on the perceived readiness of the HEI-respondents on the quality assurance of support to students in terms of equity and access, student scholarship, and student services were favorable as reflected by a "ready" rating in the items listed; (3) that quality assurance, quality management, and excellent services are already in place in both institutions. The administrators still strive hard to maintain the quality services offered to the students as reflected in their respective quality policy statements.

Ashcroft and Rayner (2012), Analyzed quality assurance in higher education as a travelling idea. Based on interviews and site visits to stakeholders in Ethiopia's higher education, work with Higher Education Relevance and Quality Agency (HERQA) staff over several years, and desk based research, the idea's "journey" from northern industrial settings to Ethiopia and its adaptation and integration into a developing higher education system is explored. The transfer of ideas is described in a context of a rapidly expanding system and a largely

unregulated private market. Ideas of what higher education is for (culture, employability, democracy, entrepreneurialism) and methods of quality assurance (through quality assessment, quality audit inspection, location roles and relationships for quality assurance responsibility) are found to be valued and prioritized differently in Ethiopia. The article explores how ideas are adapted to the operation of differential power amongst stakeholders. Contradictions and dilemmas are described as resulting in creativity and tensions. The article concludes with the challenges faced by the emerging Ethiopian model of quality assessment and assurance, the relevance of different purposes and methodologies to the development context, and the consensus that has emerged from this process about values and processes for quality assurance.

The general problem of the study is to assess the quality assurance of hotel and restaurant management program in selected state universities in Region III.
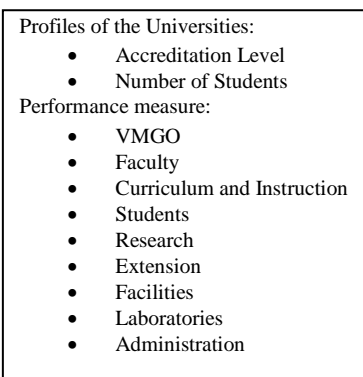
Specifically, it sought answers the following:

1. What is the profile of the state universities and colleges in terms of:
    1.1 accreditation level; and
    1.2 number of students enrolled?
2. How do the administrators, faculty, and students perceive the quality assurance of hotel and restaurant management program in selected state universities and colleges in terms of the following areas:
    2.1 vision, mission, goals, and objectives;
    2.2 faculty;
    2.3 curriculum and instruction;
    2.4 support to students;
    2.5 research;
    2.6 extension and community involvement;
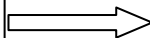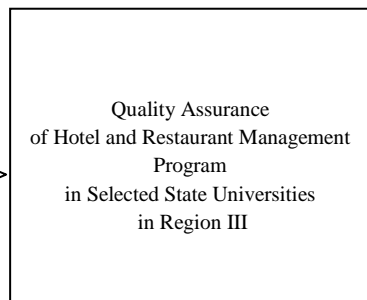   2.7 library;
    2.8 physical plant and facilities;

2.9 laboratories; and

2.10 administration

3. Is there a significant difference in the perception of the respondents as to the quality assurance of hotel and restaurant management program when grouped according to level of accreditation?

4. What implication can be derived from the findings of the study to enhance the delivery of quality assurance system?

The studies mentioned are related or significant to this study and was the basis, for the researcher to have a deeper insight and comprehension on the importance of having quality education. The present study focused on quality assurance of hotel and restaurant management program in selected state universities in Region III. Some areas of concern as measures of quality assurance in academic institutions specifically in selected state universities are considered. These measure or parameters to evaluate quality assurance is the same as the one used for accreditation of program offerings by the HEL's and SUC's.

Independent Variables   **Dependent Variables**

Profiles of the Universities:
- Accreditation Level
- Number of Students

Performance measure:
- VMGO
- Faculty
- Curriculum and Instruction
- Students
- Research
- Extension
- Facilities
- Laboratories
- Administration

Quality Assurance
of Hotel and Restaurant Management Program
in Selected State Universities
in Region III

The Perceived Quality Assurance of Hotel and Restaurant Management Program in Selected State Universities in Region III. As influence by the Profile of the University, and the Performance Measure in Selected State Universities.

Methodology

This study used the descriptive research. The methods sought to describe record, analyze and interpret conditions that exist. The descriptive method of research is fact-finding study with accurate interpretation of the findings.

The respondents of the study consisted of 4 administrators, 49 faculty members, 446 students of Bachelor of Science in Hotel and Restaurant Management of selected State Universities in Region III.

The data gathering instrument used the standardized questionnaire. The validated instruments of Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) on the ten areas which are the vision, mission, goals, and objectives, faculty, curriculum, student, research, extension, library, physical plant and facilities, laboratories, and administrators, was adopted as the main instrument in data gathering. However, these were slightly modified by the researcher to cover all other areas not covered by the present Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) instrument.

The researcher then personally administered the instrument to the respondents as mentioned earlier. Unstructured interviews and ocular visits to support other relevant data and information gathered were also conducted. The researcher had given enough time to allow the respondents to answer and provide the needed information. After all the survey questionnaire had been retrieved, a matrix was prepared where all the responses were tallied prior to statistical analysis by means of SPSS. The respondents were oriented regarding the purpose of the study. Hence, they had an

assurance that the answers were treated with utmost confidentiality.

Analysis of Variance (ANOVA) was used to ascertain the differences of perception of the respondents in this study. Finally 5-point likert scale given below was used in the survey instrument to convey the corresponding range and descriptive ratings. It was presented using appropriate tables and text. Data analyses and interpretations were done.

The following rating scale was used in the study:

Rating Scale

SCALE	RANGE	VERBAL INTERPRETATION
5	5 .0	Excellent
4	4 – 4.99	Very Good
3	3 – 3.99	Good
2	2 – 2.99	Fair
1	1 – 1.99	Poor

Results

One of the variables of the study is to know the level of accreditation of Hotel and Restaurant Management program of selected state universities in Region III.

Table 14.Test of Significant Difference on the Quality Assurance of the HRM Program Grouped According to Accreditation Level as Perceived by the Faculty and Students

Area	T	Sig.	Interpretation
VMGO	-1.954	0.056	Not Significant
Faculty	-1.601	0.115	Not Significant
Curriculum & Instruction	**-2.495**	**0.016**	**Significant**
Support to Students	-1.960	0.055	Not Significant
Research	-1.010	0.317	Not Significant
Extension & Community Involvement	-.724	0.472	Not Significant
Library	**-2.280**	**0.027**	**Significant**
Physical Plant	-.220	0.827	Not Significant
Laboratories	-.333	0.741	Not Significant
Academic Administrators	**-2.073**	**0.043**	**Significant**

Level of Significance = 0.05

Tables 15 and 16 show the results, of the test of significant difference on the perceived quality assurance of HRM program respondent. When grouped according to the accreditation level of the respondent schools, Curriculum and Instruction is significant as indicated by the t-value of -2.495 which is significant at 0.016. This finding can be explained by the differing curricular design of every SUC with somewhat varied content basically conforming only to the minimum requirements set by the CHED's technical panel. Moreover, HRM program that are accredited may have a better curricular standing than those that are not accredited as those that are accredited but with lower level. Similarly the area on library and administration are both significant with the computed t-values of -2.280 and -2.073 which are significant at 0.027 and 0.043 respectively.

The adequacy and sufficiency of library materials which are vital to better performance student is an indicator or measure of quality assurance. Similarly, the kind of leadership the academic administration exhibit of the school as the academic administration is the lead and guide person that propels, direction, development and growth of an academic institution.

Libraries of those state universities with higher level of accreditation are more conforming to the requisites of the accreditation level whereas those who are about to apply for candidate status appear to have inadequate library resources and not so extensive library service.

Differing perception on academic administrators as to the quality assurance of HRM may be attributed to the varied structures, recruitment and promotion schemes adopted by the state universities. Administrators tend to differ in approach as they implement their supervisory programs, thus, the difference in the perceived quality assurance.

The main concern of this study is to know the quality assurance of Hotel and Restaurant Management Program. In

table 15 it shows that number of student is important to achieve the quality assurance.

Table 15. Homogeneity of Variance Tests on the Quality Assurance of the HRM Programs Grouped According to the Number of Students

Particular		Sum of Squares	Degree of Freedom	Mean Square	F	Sig.
VMGO	Between Groups	2.617	3	.872	2.584	0.064
	Within Groups	16.883	50	.338		
	Total	19.500	53		Not Significant	
Faculty	Between Groups	1.452	3	.484	2.606	0.062
	Within Groups	9.290	50	.186		
	Total	10.743	53		Not Significant	
Curriculum & Instruction	Between Groups	2.062	3	.687	**3.067**	**0.036**
	Within Groups	11.201	50	.224		
	Total	13.263	53		**Significant**	
Support to Students	Between Groups	1.557	3	.519	**2.869**	**0.046**
	Within Groups	9.045	50	.181		
	Total	10.601	53		**Significant**	
Research	Between Groups	.568	3	.189	.565	0.640
	Within Groups	16.747	50	.335		
	Total	17.315	53		Not Significant	
Extension & Community Involvement	Between Groups	2.636	3	.879	2.717	0.054
	Within Groups	16.166	50	.323		
	Total	18.802	53		Not Significant	
Library	Between Groups	5.060	3	1.687	**5.313**	**0.003**
	Within Groups	15.874	50	.317		
	Total	20.935	53		**Significant**	
Physical Plant	Between Groups	2.617	3	.872	2.584	0.064
	Within	16.883	50	.338		

	Groups					
	Total	19.500	53		Not Significant	
Laboratories	Between Groups	1.452	3	.484	2.606	0.062
	Within Groups	9.290	50	.186		
	Total	10.743	53		Not Significant	
Academic Administrators	Between Groups	2.062	3	.687	**3.067**	**0.036**
	Within Groups	11.201	50	.224		
	Total	13.263	53		**Significant**	

Level of Significance = 0.05

On the perceived quality assurance of HRM of the respondent schools when grouped according to the number HRM students, table 16 reveals the results of homogeneity of variance tests.

A one-way analysis of variance test was employed to determine whether there exist significant differences on the quality assurance of HRM,

It shows that along the areas of curriculum & instruction, support to students, library, and administration differ significantly among schools as indicated by the respective computed F-values as follows: curriculum and instruction $F = 3.067$ (Sig. = 0.036); support to students $F = 2.869$ (Sig. = 0.046); library $F = 5.313$ (Sig. = 0.003); administration $F = 2.584$ (Sig. = 0.064) with respective levels of probability less than 0.05.

The significant differences may be attributed to the variations among schools on how their HRM programs are implemented. The respondents may have perceived based on their experiences, observations about the variable being tested. For instance, in the core curriculum implementation, differences may lie on the faculty profile involved in the program, plant and facilities, and the learning experience provided to the HRM students.

In terms of the significant differences on the area of library, lies the variability among schools on the library materials which are provided and available to the students.

This also includes the physical plant and other equipment to provide good learning environment such as air conditioning units, lighting facilities, space, furniture, computers, and others.

These can be further explained that the curriculum is an accumulation of the knowledge, skills, values and attitudes taught to students. It is a reflection of community values. Others suggest that the curriculum is an active negotiation and construction of knowledge Kampol et al. (1990), stated that the curriculum is "what the students have an opportunity to learn in school, through both the hidden and overt curriculum, and what they do not have an opportunity to learn because certain matters were not included in the curriculum." It occupies center stage in any educational program. The enhancement of the quality of these two allied areas deserves utmost consideration for they determine primarily the prestige and strength of the institution (AACCUP).

Library as stated by Sebastian (2003), in her study in any academic institution has vital role to play in order to provide a quality education to the students. Library as part of the educational set-up or organizational structure is also known as the depository of knowledge.

Administration according to Mendoza (2004), administration is a school component which facilitates the attainment of the school's purposes and objectives. The development of sound administrative practices and leadership ensure ethics, stability, and continuity in the operation of an accredited school. These practices must be clearly stated for the benefit of the clients and staff.

Summary

The summary of the findings are presented according to the sequence of the research questions of the study.

1. Three (3) of the four (4) selected State Universities and Colleges have yet to apply for their preliminary survey while one(1) has already been accredited for level 2. The number of students registered in the Hotel and Restaurant Management program do not vary much per State Universities.

2. Among the ten (10) areas, the perceived quality assurance of selected State Universities in terms of their Hotel and Restaurant Management program in nine (9) areas – (a) vision, mission, goals and objectives, (b) faculty, (c) curriculum, (d) students, (e) research, (f) extension, (g) library, (h) physical plant, and (i) laboratories do not vary much except in the administration area with a descriptive rating of very good.

3. The perception of student and faculty when the variables are grouped according to the profile of accreditation shows that there is no significant difference.

4. The perception of faculty administration when the variables are grouped according to the number of students revealed that there is no significant difference.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. The Hotel and Restaurant Management program is just a new offering to the majority of selected State Universities in Region III.

2. The Hotel and Restaurant Management program in selected State Universities it shows that they are ready to undergo the accreditation process among the ten (10) areas for improving the quality education.

3. Students and faculty did not record significantly in the profile of accreditation for quality assurance of Hotel and

Restaurant Management program in selected State Universities in Region III.

4. The accreditation process is one of the motivating forces in achieving the quality assurance of Hotel and Restaurant Management program in selected state universities in Region III.

Recommendations

In the light of the foregoing findings and conclusions of this study, the following recommendations were made:

1. The selected state universities of Hotel and Restaurant Management course should continue evaluating their program to meet and recognize the standards of quality education.

2. The state universities offering HRM program should continuously upgrade/ revise the curricular content in HRM to make it responsive to the quality assurance standards, and that it should be internationally comparable.

3. Library facilities and learning materials shall be improved and enriched to provide updated concepts and knowledge in the area of Hotel and Restaurant Services and Management which highly competitive in this area in this area.

4. Experiences provided to the students shall be leveled-up to attain international standard which is the demand of the market locally and internationally.

5. Based from the data of the study, it implies that the selected State Universities offering Hotel and Restaurant Management program to undergo themselves objectively through accreditation to assure the quality of the program and to improve the institution in general.

6. Replication of this study should be conducted for more comprehensive evaluation and verification of the relationship of the variables of their study.

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