

Level of Competence of Food & Beverage Services NC II Passers: Basis for Strengthening the Training Program in Western Visayas

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ABSTRACT

This study aimed to assess the level of competence of Food and Beverage Services NC II certified passers in Western Visayas as part of ensuring that what industry wants (stated as a competency standards) comes back in outcomes of training (represented by a credential issued to a learner). Moreover, the result of the study serves as the basis for designing a proposed training plan in strengthening the Food and Beverage Services NC II Training Program in Western Visayas. The study surveyed 50 Food and Beverage Services Certified NC II Passers and 8 supervisors assigned in different hotel establishments in Western Visayas using the survey questionnaire based from TESDA's training regulations for Food and Beverage Services NC II to collect relevant data from the population of the study. The data was analyzed using frequency count, means, standard deviation, ranks and SPSS software for statistical analysis. Results of the study based on the data culled from the respondents' collated scores showed that NC II passers are fully aware of the competencies required by the industry in their workplace. T –tests indicated that there are significant differences among the responses of participants NC II passers and their respective supervisors. The obtained p value of 0 .008, 0 .006 and 0 .000 for t- test paired differences was less than 0 .05 alpha levels on basic, common and core competencies. Study also showed that there is a varying degree of responses on the perceived level of competence of Food and Beverage Services NC II passers in Western Visayas in all competencies as rated by the NC II passers' themselves compared to the ratings of their respective supervisors. Thus, this study supported to the thesis that on the perceived level of competence based on the core competencies, both respondents are in agreement in the importance of executive bodies of national systems that work in the field of competencies standardization and/or certification applied to meet the required standards of industry. Despite of the mandated standards of Food and Beverage NC II trainings and Competency Assessment, participants are in agreement that there are major issues and concerns to be accounted for further improvements.

Keywords: Competence, Food & Beverage Services, National Certificate, Training program

I. INTRODUCTION

Everywhere else in the world today, private and government sectors are gearing up to meet the challenges of the 21st century. The challenges of globalization, integration, and achieving economies of scale nations are identifying and building up their respective competitive advantages in different areas like in agriculture, manufacturing, technology or in a competitive world class manpower pool.

In Section 22 of Technical Education and Skills Development (TESDA) Act of 1994, the Establishment and Administration of the National Trade Skills Standards of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skills standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade association are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respected areas in accordance with the guidelines to be set by the Authority. Fidel V. Ramos, former President of the Philippines congratulates the Technical Education and Skills Development Authority (TESDA) Board for the coming up of

the Implementing Rules and Regulations (IRR) of the republic act No. 7796 known as the “Technical Education and Skills Development Act 1994” He was hoping that the IRR will henceforth serve as guide in the development of the high quality Filipino middle-level man power. The Technical Education and Skills Development Authority (TESDA), together with the private sector-led Tourism Industry Board Foundation Inc. (TIBFI) developed and approved the “Training Regulations for the Tourism and Hotel and Restaurant occupations in 1998 which was benchmark from the hospitality industry national Competency standards of the Australian National Training Authority (ANTA) since the country has a bilateral agreement with the Australian Quality Technical Vocational Education and Training (PAQTVET) which had been designed to teach Filipinos, skills required in certain industry sectors such as tourism, health care, information and communication technology, agriculture and fisheries. (www.sunstar.com.ph).The training regulations crafted by TESDA and TIBFI introduced competency based technical education and skills development (CBTESD) in the country and serves as the foundation in the developing competency

based curriculum to address the mismatch between the training provided by the TVET system and industry requirements. Competency-based education and training (CBET) is the term used to describe the TESDA and CHED way of adopting competency-based education, the leading paradigm for innovation both in the system level and at the level of learning environments, and has rapidly become popular in the vocational education practice and in the policy field in many countries because the emphasis the concept places on the positive side of the education and learning, and its alleged capacity to reduce the gap between the school system and the labor market. CHED on the other hand, introduced competency-based education through the promulgation of CHED Memorandum Order (CMO) No. 30 Series of 2006-PS, the propose of which is to rationalize the undergraduate tourism management/hospitality/hotel and restaurant and/or travel management education in the country with the end view of keeping pace with the demands of global competitiveness.

Competency is the possession and application of knowledge, skills and attitudes needed to perform certain work activities to the required standards of the workplace. These competency standards are the benchmark for training, assessment and certification in the Philippine Technical - Vocational Education and Training Qualifications Framework (PTQF). This is nationally promulgated framework (BR # 2003-05) of competency classification and recognition for middle level skilled workers. Technical Education and Skills Development Authority (TESDA), crafted the Training regulations (TR) which serve as basis for the competency assessment and certification, registration and delivery of training programs and development of curriculum and assessment instruments. It promulgated the competency assessment to analyze the competency standards. Considering that assessment is the process of collecting evidences and making adjustments on whether competencies have been achieved. The Food and Beverage Services NC II Qualification consists of competencies that a person must achieve to provide food and beverage service to guests in hotel, motels, restaurants, clubs, canteens, resorts and luxury liners by Training Regulations for Food and Beverage Services NC II, (Act of 1994, RA 7796, section 22). This Act mandates TESDA to establish national occupational skills standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade testing activities in their respected areas in accordance with the guidelines to be set by the Authority.

In this premise the researcher's yearning is to assess the concerns and issues in the need of the Industry. At present, the perspective of the hospitality industry is the problem of skills and job mismatch. Hospitality students who graduate today face many challenges when finding a job in the today's competitive job market. Graduates must the expectations of the industry. Questions arise on how education is responding to industry. Academic Hospitality programs are designed to teach

the skills that will prepare them to be competitive in the workplace. These skills should enable the graduate to manage the rapidly changing demands in today's hospitality industry addressing increased competition, changing consumer attitudes and employer demands (Wood, 2003). This study is therefore to determine the level of competence of Food and Beverage Services NC II certified passers in Western Visayas.

II. MATERIALS AND METHODS

The Research Design

This study utilized the descriptive research design. Descriptive research was a design, which aims to describe the nature of a situation as it exists at the time. The study was conducted to explore the causes of particular phenomena. Descriptive research was the most widely employed research design. The most common means of obtaining information were the use of questionnaire, personal interview and observations (Caipang, 2002).

Participants of the Study

The participants of the study were the food and beverage services NC II passers and their supervisors of different hospitality establishments in Western Visayas which was chosen through random sampling. Random sampling method was applied in the selection of hotel participants for the study. This method of sampling that allows the population to have an equal chance of being selected. According to Sanchez (2006), in random sampling there is a large body of statistical theory which quantifies the risk thus enables an appropriate sample size to be chosen.

Instrumentation

The questionnaire-checklist was the primary data-gathering tool used by the researcher. It consisted of three parts. Part I was the profiles covering participant's employer, place of employment, job position/rank, monthly salary, length of service, and educational attainment. Part II was the assessment questionnaire on the level of competence of Food and Beverage Services NC II certified passers which were divided into three areas, the basic competencies, common competencies, and the core competencies. Part III was the issues and concerns during the training and part IV on the conduct of the assessment.

Construction

The research instrument was constructed based on the Competency Standards for Food and Beverage Services NC II Training Regulations of Technical Education and Skills Development Authority (2005). The researcher prepared the questionnaire with the assistance of the adviser. It was constructed and worded so as to be easily understood by the participants of the study. Some experts were also consulted in the formulation of the questions. Comments and suggestions of the members of the panel were considered in the completion of

the questionnaire. To facilitate statistical treatment, the questionnaire was structured in such way that the participants simple check on each item provided.

Validation

The questionnaire was presented for critique by two (2) professors in hospitality management and evaluated by the researcher’s adviser who has master’s degree in their respective fields. Likewise, the study was evaluated by a research consultant from the University Research Unit.

Consultation with Experts

A survey questionnaire was presented to experts for their comments and suggestions for the content validity. Some of these experts, one of whom is the researcher’s adviser, gave her unselfish comments and suggestions to improve the draft to insure the efficiency and reliability of the results. All comments and suggestions from the consultation and constructive criticisms were used to improve the questionnaire before it will be tried out.

Data Gathering Procedure

Permission to conduct the study was prepared by the researcher from their respective establishment’s manager. The researcher personally administered the questionnaire and the certified passers and their employers were asked to answer the said questionnaire honestly. The respondents are assured that their responses are truly confidential and intended only to the study. After the completion of the questionnaire, each item may be analyzed separately or in some cases item responses may be summed to create a score for a group of items. Hence, Likert scales are often called summative scales (Trochim, 2006). Data collected were then tallied, tabulated, analyzed and interpreted. Results were then used to determine the level of competence of food and beverage services NC II certified passers in Western Visayas.

Statistical Treatment of the Data

Descriptive statistics was employed to make a meaningful quantitative analysis of the data gathered. The frequency and percentage were used to interpret data pertaining to profile of the Food and Beverage Services NC II passers and their employers. It was also used to determine the prevalent or most common issues and concerns during the training and the conduct of the assessment. The mean was used to determine the level of competence of food and beverage services NC II certified passers.

The above Likert Scale was interpreted according to the level of competence of the food and beverage services NC II certified passers were used for the interpretation of the weighted mean of each activity. A scale value that was equally divided was assigned to each of the five (5) responses. Starting with a particular point of view, all statements favoring this position would be scored. The t-test for paired-sample was used to determine the differences or the likelihood between two mean or to determine if there is a significant difference that exists among the ratings of the Food and Beverage Services NC II passers and their employers on the level of the competency standards of Food and Beverage Services NC II Training in terms of basic, common, and core competencies. The Statistical Package for Social Sciences Software (SPSS) was utilized in the computation of the gathered data.

III. RESULTS AND DISCUSSION

Result of the assessment of level of competence of Food and Beverage services NC II passers as rated by the participants of the study.

Basic Competencies

Both respondents gave the same “highly Competent” ratings on the effective questioning, active listening and speaking skills are used to gather and convey information; workplace interactions are conducted in a courteous manner; reporting requirements to supervisors are completed according to organizational guidelines; and hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment. This is confirmed by the mean scores that fall within the mean range of 4.21-5.0. These results imply that the NC II passers possess the knowledge and skills required to gather, interpret and convey information in response to workplace requirements.

The mean score of NC II passers respondents gave “Highly Competent” ratings on the roles and responsibility of other team members are identified and recognized (4.44); observed protocols in reporting using standard operating procedures (4.40); commitment to the organization and its goal is demonstrated in the performance of duties (4.32); resources are utilized efficiently and effectively to manage work priorities and commitments (4.40); certifications relevant to job and career are obtained and renewed (4.22). This means that the NC II passers believed themselves that they have enough knowledge in terms of basic competencies while the supervisors maybe did not meet their expectations in terms of teamwork and protocols to be observed in the organization.

Further, there were two items rated both respondents “Competent” which are “trainings and career opportunities are identified and availed of based on job requirements” (4.18); and “Emergency-related drills and trainings are participated in as per established organization guidelines” (4.14). This is because the NC II passers were not given a chance to attend trainings and seminars to develop themselves in their particular

Value Scale	WM Range	Interpretation
5	4.21 – 5.0	Highly Competent
4	3.41 – 4.20	Competent
3	2.61 – 3.40	Moderately Competent
2	1.81 – 2.60	Slightly Competent
1	1.00 – 1.80	Incompetent

field it is because most of the establishments do not allow employees to become regular staff in their employment.

The overall rating given by the NC II passers for the basic competencies was “Highly Competent”, obtained a mean of 4.38 while the supervisors rated the NC II passers “Competent”, obtained a mean of 4.12. This means that the NC II passers themselves believed that they are aware of the basic competencies performed in the workplace while the supervisors perceived that NC II passers were not observing on the highest level the standards of basic competencies in their workplaces.

These results further validate according to the guidelines of TESDA (2006) in Philippines TVET Qualifications Framework (PTQF) that basic competencies are competencies required for all qualification levels like food and beverage services NC II in all industry sectors. They are the units of competency that every worker must possess. It confirms also that the term “soft skills” is a catch-phrase that is open used to describe an employee’s non-technical skills and abilities. Attributes such as being able to solve problems, working well in a team environment, and motivating others are the kind of characteristics that are usually grouped into this category. (www.hcareers.com).

Common Competencies

Both respondents gave the same “Highly Competent” ratings on the information to assist effective work performance is obtained in line with job requirements; workplace hygiene procedures are implemented in line with enterprise and legal requirements; hygiene risks beyond the control of individual staff members are reported to the appropriate person for follow up; follow workplace procedures for health, safety and security practices; guests are greeted with a smile and eye-to-eye contact; customers are assessed for urgency so that priority for service delivery can be identified; appropriate rapport is maintained with customer to enable high quality service delivery; opportunity to enhance the quality of service and products are taken wherever possible; and appropriate action is taken to resolve the complaint to the customer’s satisfaction wherever possible. This is confirmed by the mean scores that fall within the mean range of 4.21-5.0. These results imply that the NC II passers were observing workplace hygiene procedures and preventing hygiene risks. Likewise, NC II passers were following health, safety and security practices including emergency situations and maintaining safe personal presentation standards. Further, NC II passers were good in attending and providing effective customer service.

The mean score of NC II passers respondents gave “Highly Competent” ratings on the updated knowledge of the industry is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities (4.54) and queries/information from customers is recorded in line with enterprise procedures (4.46). The supervisors on the other hand rated the NC II passers “Competent” for the same items 2 and 13 which are confirmed by the mean scores that fall within the mean range of 3.41 – 4.20. This means that the NC II passers

believed themselves that they have maybe did not meet the expectations of their supervisors in terms of updating knowledge and skills of the industry and not able to share it to customers/ colleagues in their workplace.

Further, both respondents gave the same “Competent” ratings on the accuracy of information entered into the computer using appropriate program/application is checked and saved; access information using computer; and procedures for ensuring security of data in the computer including regular back-ups and virus checks are implemented. This is confirmed by the mean scores that fall within the mean range of 3.41 – 4.20. This implies that most of the NC II passers were not knowledgeable on how to access and operate computer system procedures. This is because the NC II passers were not given a chance to perform computer operations during the training and besides they were not allowed to handle computer system in the workplace.

The overall rating given by the NC II passers for the basic competencies was “Highly Competent”, obtained a mean of 4.43 while the supervisors rated the NC II passers “Competent”, obtained a mean of 4.13. This means that the NC II passers believed themselves that they are possessing knowledge and skills in performing the tasks in terms of common competencies in the workplace while as viewed by their supervisors the NC II passers were not observed on the highest level the standards of common competencies in their workplace.

These results further validate according to the definition of the common competencies in Philippines TVET Qualifications Framework (PTQF) which are skills and knowledge needed by all people working in a particular industry (TESDA (2006).

Core Competencies in Provide Link between Kitchen and service Area

All items under this variable were rated “Highly Competent” by the NC II passers themselves. kitchen service points are attended to and monitored to ensure prompt pick up of food items (4.6); quality of food is checked in accordance with standards (4.52); service ware is checked for chips, marks, spills, and drips (4.56); and leftover food and disposables are disposed of in accordance with hygiene regulations (4.38) with an overall weighted mean of 4.52 for “Highly Competent” rating by NC II passers. Whereas, on the other hand the supervisors rated the NC II passers “Competent” for the same items 1 – 4 which is confirmed by the mean scores that fall within the mean range of 3.41 – 4.20 with a overall weighted mean of 4.00.

This means NC II passers believed themselves that they are possessing knowledge and skills in performing the tasks in providing link between kitchen and service area in their workplaces while according to the perceptions of their supervisors, NC II passers did not meet the expectations of the standards of their supervisors in their workplaces. It is because the according to their supervisors most NC II passers workers were not observing properly the standard operating procedures

in providing general assistance in food and beverage service operations like provisions between kitchen and service area particularly when it comes to sanitation and safety practices.

These findings supports the unit description of provide link between kitchen and service area that states, “These competencies covers the skills and knowledge required to provide general assistance in food and beverage service operations. It reflects the role of the “food runner” in food and beverage operations”. This applies to all hospitality establishments where food and beverage items are served. (TESDA Training Regulations for Food and Beverage Services NC II, 2005).

Core Competencies in Food and Beverage Services to Guests

The weighted mean score of NC II passers and supervisors on the level of competence in terms of Core Competencies in provide food and beverage service to guests. Both respondents gave the same “Highly Competent” ratings on the dining/restaurant area and customer facilities are checked for cleanliness prior to service and corrective actions are taken when required; tables are set within the required timeframes in accordance with establishment standards; cleanliness and condition of tables are checked prior to service; and customers are welcomed upon arrival.

Moreover, the same ratings in terms of customers are escorted and seated according to table allocations; information for customers is provided in clear explanations and descriptions; orders are taken and recorded accurately with minimal disruption to customers; recommendations and suggestions are made to assist customers with drink and meal selections; customer questions on menu items are answered correctly & courteously; glassware, service ware and cutlery suitable for menu choices are provided and adjusted in accordance with establishment procedures; food and beverage selections are collected promptly from service areas, checked for presentation and conveyed to customers safely, food and beverage are served courteously in accordance with establishment standards and hygiene requirements; bid goodbye to guests courteously from the dining area; and services are reviewed and evaluated with colleagues identifying possible improvements.

This is confirmed by the mean scores that fall within the mean range of 4.21-5.0. These results imply that the NC II passers were observing standard operating procedures in preparing dining/restaurant for services, setting the tables, welcoming customers, taking and processing of orders, serving and clearing food and drinks and close down restaurant and dining area.

The mean score of NC II passers respondents gave “Highly Competent” ratings on the menu variations and daily specials are verified with kitchen staff, information about any special requests, dietary or cultural requirements is relayed accurately to kitchen where appropriate, flow of service and meal delivery is monitored; delays or deficiencies in service are recognized

and followed up promptly; additional food and beverage are offered and served at the appropriate times; and accounts are organized, presented and processed in accordance with establishment procedures. This is confirmed by the mean scores that fall within the mean range of 4.21-5.0 with an overall mean of 4.56. Whereas, on the other hand the supervisors rated the NC II passers “Competent” for the same items 2, 11, 14, 15, 17, and 18 which is confirmed by the mean scores that fall within the mean range of 3.41 – 4.20.

The overall rating given by the NC II passers and supervisors for the core competencies in provide food and beverage service was “Highly Competent”, obtained a mean of 4.56 and 4.26 respectively. This means that the NC II passers were observing on the highest level the standards of core competencies in provide food and beverage service to guests in their respective workplaces.

These findings supports the unit description of provide food and beverage service to guests that states, “These competencies deals with the skills and knowledge required to provide food and beverage service to customers in different hospitality industry establishments. It reflects the role of a waiter or food and beverage attendant and may apply to different styles of service”. (TESDA Training Regulations for Food and Beverage Services NC II, 2005).

Core Competencies in Provide Room Service to Guests

Both respondents gave the same “Highly Competent” ratings on the details of orders in the telephone are clarified, repeated and checked with guests for accuracy; room service orders are recorded and relevant information is checked; orders are promptly transferred to appropriate location for preparation; entered guest’s rooms upon appropriate response from guests and greeted them politely; and charged accounts are presented to guests for signing. This is confirmed by the mean scores that fall within the mean range of 4.21-5.0.

Further, on the same table NC II passers respondents gave “Highly Competent” ratings on the telephone call is promptly and courteously attended and guest’s name is checked and used throughout the interaction (4.64); trays/trolleys are set-up for variety of meals like breakfast/lunch/dinner (4.40); and food, beverage and equipment are re-stocked and returned to room service area. Whereas, the supervisors rated the NC II passers “Competent” for the same items 1, 5, and 8 which is confirmed by the mean scores that fall within the mean range of 3.41 – 4.20.

The overall rating given by the both respondents for the core competencies in and provide room service was “Highly Competent”, obtained a mean of 4.59 while the supervisors rated the NC II passers “Competent”, obtained a mean of 4.13. This means that the NC II passers possessing enough knowledge and skills in performing the tasks in terms of provide room service to guests in the workplace as perceived by themselves and their supervisors.

These findings supports the unit description of provide room service to guests unit of competency that states, “These

competencies deals with the skills and knowledge required to provide room service in commercial accommodation establishments. This role is undertaken by food and beverage attendants in large establishments but may also involve front office personnel and kitchen staff". (TESDA Training Regulations for Food and Beverage Services NC II, 2005).

Core Competencies in Develop and Update Food and Beverage Knowledge

Food and Beverage Services NC II certified passers rated themselves as "highly competent" in all competencies in develop and update food and beverage knowledge unit of competency with a weighted mean of 4.71. This means that NC II passers believed that they have developed and updated themselves concerning to food and beverage knowledge.

Further, the responses of respondent-supervisors shows that the NC II passers as "highly competent" in assisting the customers on selection of food and beverage items is provided (4.38) and responding courteously and correctly to customer questions on menus and drinks lists (4.50) while the current knowledge of food and beverage is developed and maintained as required by the job (4.04) rated as "competent". This means that the NC II passers are knowledgeable in food and beverage knowledge as perceived by their supervisors.

The overall rating given by the both respondents for the core competencies in and provide room service was "Highly Competent", obtained a mean of 4.71 while the supervisors

rated the NC II passers "Competent", obtained a mean of 4.31. This means that the NC II passers possessing enough knowledge and skills in performing the tasks in terms of develop and update food and beverage knowledge in the workplace.

These findings supports the unit descriptor of develop and update food and beverage knowledge unit of competency of the TESDA's training regulations Food and Beverage Services NC II (2005) that states, " these competencies that deals with the knowledge, skills, and attitudes required to develop and maintain the general product knowledge required by food and beverage attendants. It brings together much of the product knowledge that underpins effective work performance in a range of food service roles and related to food knowledge and the relationships between different foods and beverages. The unit also focuses on the need of ongoing updating of knowledge for all food and beverage staff.

Summary of the Overall Weighted Mean on the Assessment of Respondents – NC II Passers and Supervisors on Basic, Common and Core Competencies

Table 1 presents the summary of the weighted mean on the assessment of respondents –NC II passers and supervisors on the level of competence of Food and Beverage Services NC II certified passers as to basic, common and core competencies.

Table 1
Summary of the Overall Weighted Mean on the Assessment of
Respondents – NC II Passers and Supervisors on Basic, Common and Core Competencies

Competency Standards	NC II Passer		Supervisor	
	Mean	INT	Mean	INT
Basic Competencies	4.38	Highly Competent	4.12	Competent
Common Competencies	4.43	Highly Competent	4.13	Competent
Core Competencies	4.57	Highly Competent	4.23	Highly Competent
Total Grand Mean	4.46	Highly Competent	4.16	Competent

Table shows that the Food and Beverage Services NC II passers rated themselves "highly competent" in all competency standards of Food and Beverage Services NC II with a total grand mean of 4.46. This means NC II certified passers believed themselves that they are highly competent in all competency standards of Food and Beverage Services NC II qualification set by TESDA and the industry.

Further, on the points of view of the supervisors on basic and common competencies, they rated NC II passers "competent" on their level of competence with a weighted mean of 4.12 and 4.13 respectively and rated "highly competent" on core competencies with a mean of 4.23. Combined mean ratings of the supervisors show that Food and Beverage Services NC II passers were "competent" with a total grand mean of 4.16. This means that the perceptions of their supervisors were not the same level to the perceptions of the

Food and Beverage Services NC II passers. Likewise, the NC II passers maybe did not meet the expectations of the industry.

Results of Hypothesis Testing

The results of the t-test on basic, common and core competencies show that there is a significant difference among the responses of participating Food and Beverage Services NC II passers and their respective supervisors on the competency standards for Food and Beverage services NC II.

Table 2 presents the results of the paired samples test on basic, common, and core competencies among NC II passers and their supervisors.

The obtained p value of 0.008 for t-test paired differences was less than 0.05 alpha levels on basic competencies, thus, null hypothesis was rejected. This means that there is a significant difference between the ratings of the NC II passers and the ratings of their supervisors on the basic competencies.

Table 2
Paired Samples Test (t-test) on Basic, Common and Core Competencies

		Paired Differences							Description	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	basic competencies NC II - Supervisor	0.26	0.65	0.09	0.07	0.44	2.77	49	0.008	Significant
Pair 2	common competencies NC II – Supervisor	0.30	0.7 5	0.11	0.09	0.52	2.85	49	0.006	Significant
Pair 3	core competencies NC II Supervisor	0.35	0.55	0.078	0.19	0.50	4.43	49	0.000	Significant

The computed p value of 0.006 for t-test paired differences was less than 0.05 alpha levels on common competencies, hence, rejecting the null hypothesis. This means that there is a significant difference between the ratings of the NC II passers and the ratings of the supervisors on the common competencies. The computed p value of 0.000 for t-test paired differences is less than 0.05 alpha levels; therefore, the null hypothesis was rejected. This means that there is a significant difference between the ratings of the NC II certified passers and the ratings of the supervisors on the core competencies.

Issues and Concerns

Table 3 presents the issues and concerns experienced by the Food and Beverage Services NC II passers.

Table 3

Issues and Concerns on the Conduct of the Food and Beverage Services NC II Training and Competency Assessment

A. Issues and Concerns on Training	F	Rank
1.Training facilities, tools, equipment and materials	10	4
2.Methodology/Strategies of Teaching	20	2
3.Qualification of the Trainer/Instructor	26	1
4. Training duration	7	5
5.Qualification of the trainees	16	3
B. Issues and Concerns on Assessment		
1. Preparation for the assessment.	12	5
2 Conduct of the competency assessment	28	2
3. Assessment methodology and procedures.	16	4
4 .Assessment venue	26	3
5. Competence of the assessor.	10	6
6. Issuance of COC/NC certificate	35	1

Issues and concerns on the conduct of Food and beverage Services NC II training, “Qualification of the Trainer/Instructor” gained the highest rank with a frequency of twenty six (26) as number one (1), because most of the trainers are not efficient and knowledgeable in food and beverage services; “Methodology/Strategies of Teaching”, because according to the trainees they are not given a chance to perform individually the different tasks required and most of the trainees are not properly trained and guided by their instructors, with a frequency of twenty (20) as number two (2); “Qualification of the trainees” as number three (3) with a frequency of sixteen (16), because most of the trainees did not meet the screening process and qualification entry requirements prior to the training; “Training facilities, tools, equipment and materials” as number four (4) with a frequency of ten (10), because most of the training centers are lack of facilities, tools and equipments required by TESDA and the industry” and lastly “Training duration” with a frequency of seven (7), it is because they are not given enough time.

This means that there are some trainers which are not efficient and knowledgeable in their respective field of specialization particularly in Food and Beverage Services and not aware of the standard methodologies, training approach and procedures on the conduct of the training. This implies also that the TESDA certification and assessment board failed to implement the standard guidelines of Philippine TVET Qualification Framework.

On issues and concerns among Food and Beverage Services NC II passers on the conduct of the competency assessment, “Issuance of COC/NC certificate” because the timeline for the issuance of COC/NC certificate is not released by TESDA after one week which gained the highest rank with a frequency of thirty five (35) as number one (1); “Conduct of the competency assessment” where according to some passers some of the

assessors are not assessing the trainees fairly, with a frequency of twenty eight (28) as number two (2); “Assessment venue” as number three (3), it is because most of the trainees are complaining that the assessment venues are not well-organized and some does not have complete tools and equipment for demonstration with a frequency of twenty six (26); “Assessment methodology and procedures” as number four (4) because there are some assessors which are not strictly following the assessment procedures and methodology as prescribed by TESDA with a frequency of sixteen (16); “Preparation for the assessment” as number five (5) because trainees are not well-prepared to perform all competencies required for the assessment with a frequency of twelve (12); and the last was “Competence of the assessor” as number six (6), because some of the assessors are not well-equipped with the knowledge and skills concerning to food and beverage services with a frequency of ten 10. This means that the competency assessors for Food and Beverage Services NC II assessment are not strictly following the guidelines and methodology in conducting the assessment. This implies also that the TESDA failed to follow the timeline in issuing the certificate on time.

IV. CONCLUSIONS AND RECOMMENDATIONS

There is varying degree of responses on the perceived level of competence of Food and Beverage Services NC II passers in Western Visayas in terms of basic competencies as rated by the NC II passers’ themselves compared to the ratings of their respective supervisors wherein it can be concluded that despite of the competency in the field of communication, teamwork, problem solving and planning, the Food and Beverage Services NC II passers need more training to improve their knowledge and skills of basic competences.

Likewise, in terms of common competencies on the level of competence of Food and Beverage Services NC II passers in Western Visayas, the findings resulted to a clear manifestation that Food and Beverage Services NC II passers need to ensure that education and training are directly linked to the expressed needs of the country. The application of competency standards at the individual level requires both workers and managers to develop an appreciation of their uses.

Generally, on the perceived level of competence based on core competencies, both respondents are in agreement in the importance of executive bodies of national systems that work in the field of competencies standardization and/or certification applied to meet the required standards of industry.

Results of hypothesis testing revealed that the three areas of basic, common and core competencies rated by the participants

are significant, thus hypotheses are rejected. Despite of the mandated standards of Food and Beverage Services NC II Training and Competency Assessment, participants are in agreement that there are major issues and concerns to be accounted for further improvements.

The training institutions offering Food and Beverage Services NC II qualification must hire qualified, efficient, knowledgeable and competent trainers. Formulation of a proposed training plan to strengthen the Food and Beverage Services NC II Training Program in Western Visayas to meet the required standards of the industry. This proposal inputs may be submitted to TESDA for evaluation and for immediate action. The Technical Education and Skills Development Authority can spearhead a Training-Workshop for enhancing teaching methodologies and updating knowledge and skills among trainers of Food and Beverage Services NC II trainers/instructors. Further research should be conducted in the other areas of the hotels and restaurants that require the application of the mandated competency standards in education and training such as housekeeping, front office, cookery, etc.

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