

# Technical Vocational Livelihood Track Immersion Curriculum and Hotel Standards of Selected Hotels in Major Cities of Region XII

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## Abstract

Technical Vocational Livelihood education in the international scenario is the backbone of the industry. Using a quantitative research design, the study evaluated the TVL Track Immersion curriculum (TVL-TIC) and hotel standards of selected hotels in the major cities of Region XII. Data gathered were analyzed using mean, and T – test and F – test. The study found that the extent of implementation of the TVL-TIC regarding teachers' qualifications was higher. In contrast, the facilities and resources for food and beverages, bread and pastry production, and cookery were sufficient. The extent of adoption of the TVL-TIC and core competencies in food and beverages, bread and pastry production, and cookery were of the highest level. The level of standard observed by the hotel industry in terms of personnel qualification was higher, and facilities and resources in terms of food and beverages, bread and pastry, and cookery were sufficient. The adoption of the hotel industry's core competencies in food and beverage services, bread and pastry production, and cookery was higher. There is no significant gap between the extent of implementation of the TVL-TIC and the hotel standard observed in teachers or personnel and the extent of adoption of the TVL-TIC and the level of adoption of the hotel industry standard regarding food and beverage services. There was also no significant difference between the extent of implementation of the TVL-TIC among the major cities of Region XII in terms of food and beverage services and the adoption of hotel standards among the major cities of Region XII in terms of food and beverage. Therefore, implementing the TVL-TIC of the different schools adheres to the guidelines and standards mandated by law in the qualifications and facilities, including the resources needed to provide quality education. On the other hand, the hotels comply with the standards mandated by law and the industry demands. The hotels and the schools comply with the qualification and resource standards, which signifies quality services.

**Keywords:** *TVL Track, Immersion Curriculum, hotel standards, quantitative research, qualification standards*

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## Introduction

The universal trend of Technical Vocational and Livelihood education is one of the advocacies of educational institutions. DepED urged focused options for career paths to be more responsive. It urges focused options for career paths to be more responsive and competencies modeled after international standards (Briones, 2017).

The curriculum content includes lessons on sustainable development and international standards, as well as practices to address problems caused by market defects and the difficulties of globalization. One of the modifications is including immersion programs in early education that include an immersion program track on the several strands they will select. The new curriculum consists of skills development and competencies based on international standards to give students more targeted options for career paths.

Moreover, Chu (2014) contends that tourism is currently the largest industry in the world, bringing in 1.48 trillion US dollars from millions of visitors while also employing hundreds of millions of people globally. One of the essential elements of tourism in a location is the hotel business. It impacts how the area creates and receives income, which can be both positive and harmful to the environment, economy, and culture. It can raise national living standards, foster self-confidence, and increase awareness of one's cultural and natural heritage.

As per Banoufatemeh (2015), the hotel industry is a crucial support system for the nation's tourism industry and can help the economy. While some nations are excellent at self-promotion, others still require substantial work. Any progressive nation has a sizable profit-generating industry like this one. It is, in large part, responsible for the expansion of the national economy.

According to CMO 62, s. 2017, the problems affected the Philippine tourism education system because the tourism industry produced 9.3 billion USD in total, making it a very alluring future career for students. Education experts said that a smart place to start with change would be to include it as a skill in the foundational education program rather than just a course in college. If students cannot continue their education or earn a college degree, this concept was created to provide them with the fundamental skills they would need to find a job. To do this, integration programs for the learners' immersion are used.

The set of tourism programs includes strengthening the hotel hospitality management and related fields to support the tourism industry and to specifically address its manpower needs in preparation for the full implementation of sustainable development, as the key to optimal tourism growth in the entire country, particularly in Mindanao, since it was left behind in the tourism industry for a long time as stressed by Mamondiong (2016). The DepEd offered scholarships to students, much like the Joint Delivery Voucher Program. This chance to improve their skills in the selected Technical Vocational Institution-Partner was offered to the learner-beneficiaries. The mode employed during this epidemic is online and modular. The online meeting or class is the location for orientation, instruction, and feedback. The learners' self-paced modular learning is offered based on their development.

Additionally, this software was implemented to evaluate student performances under the competencies listed in TESDA's training requirements. Developing, forming, and maintaining strategic thinking and attitudes toward lifelong learning and career growth are included in these competencies, which also encompass the information,

skills, and attitudes needed while displaying work values and functioning in varied environments. Therefore, the goal of rationalizing undergraduate hospitality, hotel and restaurant, and travel management education in the country's basic education program is to keep up with the needs of global competitiveness. The DepEd uses the Technical Education and Skills Development Authority's (TESDA) principles and standards as the foundation for evaluating and accrediting the staff and facilities of the schools.

As stipulated in CMO 62, s. 2017 With the emergence of the ASEAN community in 2017, demand for tourism, which includes hotel management, has expanded outside Philippine boundaries. As a result, the ASEAN member nations signed many mutual recognition agreements in 2017, including the ASEAN MRA for tourism professionals (2012). Consequently, the Philippine education system has included international best practices in hotel management, such as the Common ASEAN Tourism Curriculum (CATC), developed using the Philippine Qualification Framework Standards as its foundation.

When this K+12 curriculum was implemented, the researcher had notions about the possible problems encountered in education and industry standards, especially when the learners were deployed to the hotel industry. Seemingly, challenges such as figuring out how to win over teachers' and learners' dedication, addressing issues with school policies, programs, and teaching methods, and putting in place an evaluation system that would be manageable and accessible to both educators and the general public. Moreover, the keenness of the curriculum standard in unity with the hotel industry was too urgent for the teachers and learners. The learners also encountered, when they are forced to choose a strand, unavoidable discrimination and shift in an education environment. The lack of state-of-the-art facilities and equipment is essential to achieving positive outcomes in the teaching-learning process. In return, there are impressions of poor task performances of the learners during the immersion in the hotel industry.

### **Statement of the Problem**

The study evaluated the TVL-TIC and hotel industry standards of selected hotels in the major cities of Region 12. It answered the following questions:

1. To what extent is the implementation of the TVL-TIC in terms of teachers' qualifications, facilities, and resources?
2. What is the extent of adoption of the TVL-TIC and core competencies regarding food and beverage services, bread and pastry production, and cookery?
3. To what level does the hotel industry observe the standard in terms of qualification of personnel, facilities, and resources?
4. To what level is the adoption of the hotel industry's core competencies in terms of food and beverage services, bread and pastry production, and cookery?

5. Is there a significant gap between the implementation of the TVL-TIC and the hotel standard observed regarding teachers'/personnel qualifications and facilities and resources?
6. Is there a significant gap between the extent of adoption of the TVL-TIC and the level of adoption of hotel standards regarding food and beverage services, bread and pastry production, and cookery?
7. Is there a significant difference between the extent of implementation of the TVL-TIC among the major cities of Region XII regarding food and beverage services? b. bread and pastry production; and cookery?
8. Is there a significant difference between the adoption of hotel standards among the major cities of Region XII in terms of food and beverage services, bread and pastry production, and cookery?

## **Review of Related Literature**

### **Implementation of TVL Track Immersion Curriculum Teachers Qualification**

Guerriero et al. (2017) pointed out the essence of qualifications for teachers as one requirement for ensuring their competencies. The teacher's qualification certifies that they can comply with minimum standards towards the performance of teaching and demonstrations to their students. It contradicts Pedaste et al. (2019), who explained that trainers' training is a specialized training required for those training others. It is optional for teaching students. Often, this is taken by head teachers or supervisors to train their teachers.

Anthony and Elangkumaran (2020) stressed that teaching experience, educational qualification, and subject major were strong, significant positive predictors of student performance due to the abilities of the teachers to do their tasks competently. The qualifications ensure their vast experiences and training to guide the students.

The recent study by Alexakis and Jiang (2019), which investigated the perceptions of required skills and knowledge that hospitality students should possess, wherein a comparison is made with selected US hospitality management undergraduate curricula, revealed that technical skills such as care of the linens and other resources are basic and important skills to be developed. Similarly, Dolasinski and Raynolds (2019) concluded in their study that providing necessary resources as skills development programs for students prepares them to be work-ready. It can enhance their skills with the needed competencies of the industry. The same idea was expressed by Marneros et al. (2020) explained that the curriculum of schools today integrates skills development needed in the industry. These skills development made them prepared for careers in the future. The skills in hospitality work are among the most in-demand programs, opening wider work opportunities in the industry.

Ingco et al. (2019) mentioned that adequate baking and cooking resources contributed to the skills development of students. It made them practice the lectures. Also, Asilo et al. (2016) mentioned in their study that sufficient equipment has made

students develop skills and knowledge as they relate lectures to the equipment they see in the working areas. Also, Cantos et al. (2018) explained that schools are inspected and have complied with standard facilities and equipment needed to develop their competencies. It is important in the learning sessions of the students to have the opportunity to work in a realistic venue.

Cooking is a valuable life skill. The ability of people, especially youth, to cook can be a good source of livelihood in the future. Thus, when schools integrate this into their competencies, it can make them ready for their future career or lifelong skills. It can be attained by providing a good learning environment and practicing their knowledge in actual procedures (Lavelle et al., 2016).

The study of Del Mundo et al. (2017) explained that when there are sufficient resources during the cooking return demonstration of students, their cooking skills development is more effective since the students can plan and cook different menus. According to Mamondiong (2017), resource building for schools is one of the vital parts of the accreditation of schools, for it contributes to student development. Students could have better learning opportunities if the school had the needed resources. It agrees with Briones (2017), who explained that schools are allocated to ensure that learning resources are provided. The presence of facilities and resources in the senior high school is an important aspect of student competency building.

The study by Ariso et al. (2019) explained that the school curricula are integrated with skills development to equip students with skills that make them work-ready. These skills are lifelong skills necessary for work or home. Marneros et al. (2020) suggested that curriculum competencies in every course become the key indicators for the capacities of the students they produce. Students' competency development will make them ready for the future in finding jobs they may be qualified to perform based on industry needs. Meanwhile, Bharwani and Talib (2017) emphasized that the holistic competency development of students from skills to attitude in dealing with clients helped prepare students to become competent workers in the future. These are vital components of curriculum competency indicators.

The success of any food service business depends on the great extent of staff quality, competency, and staff behavior (Sasswata, 2020). Preparing dessert is one of the most important skills they must possess to provide the services expected by customers.

In 2020, the same idea was offered by the Technical Education and Skills Development Authority (TESDA), which pointed out that the curriculum of the TVL track is accepted internationally and is enriched with activities that develop the abilities of learners to perform services like bread and pastry cooking. It can help them find a future job using these skills. Cantos et al. (2018) cited that competency building in learners due to integrated curriculum made them globally competitive. The different competencies enshrined in the curriculum, like baking pastries or

cooking bread, can be useful in any work area in which the learner ventures in the future.

In the study of Ahn (2016), it was concluded that cookery competencies are highly needed in hospitality jobs. This competency is attained and mastered through cooking different delicacies under good chefs' or instructors' constant guidance and supervision. Harrell (2021) opined that one major factor in competency development in cooking is the learning curriculum, which embeds specific indicators of different skills to be attained. It is the content of learning activities provided to the learners that can improve their performance level. Kim and Kim (2018) explained that food handling is one important aspect of cookery lessons. The students in this course were taught how to prepare, cook, and pack the foods based on the delicacies they were preparing. It is one of the secrets in maintaining food quality service.

The hiring policy of an organization like a school is vital to finding the right personnel for the right job. The education sector demands competent teachers who are expected to provide quality student services. The competence of the personnel is often influenced by many issues and trends in the field of education, such as globalization, rapid technology development, and increasing demands for flexibility and efficiency. The hiring policy of an organization often experiences changes since the evolution of the educational environment undergoes transformation based on the current (Slezak, 2016).

In the Philippines, the DepEd implemented DO No. 7, Series of 2015, which describes the hiring guidelines for the Teacher-I position. It enumerates the hiring guidelines for teachers to comply with, which includes the definition of the basic rules of hiring and deployment of teachers. It includes eligibility and experience in the field of expertise. It also includes the description of the application process and requirements to be complied with by the applicant. Finally, it involves the Evaluation and Selection Committee of the DepEd in screening the qualifications of teachers to be hired.

However, according to Alpa (2018), principals often find it difficult to maintain the standards in hiring qualified teachers since there is a continuous shortage in numbers of teachers who passed the Licensure Examination for Teachers (LET) regarding the vertical alignment of qualification with the positions needed in the country. Thus, her study concluded the current hiring policy implemented by the Department of Education, and through these policies, the department can find development plans for hiring strategies.

In an article, Jobs (2018) mentioned that one of the most important aspects of hiring personnel is the person's character. Character development is an important aspect of quality service because he believed that once the person's behavior is satisfactory, their services and relationship towards the job and others are also positive. Basterrechea (2017) pointed out that strict compliance of hotels in hiring their personnel is mandated by law and certification standards. It is a basic requirement that gives quality assurance to the management of hotels.



## **Trainers Methodology Level I**

A TVET trainer and assessor must achieve the Trainer Methodology Level I and its accompanying competencies. This trainer enables a learner or a group of learners to develop competencies to perform a particular trade or technical work. The Units of Core Competency comprising this qualification include the following: Plan training sessions, facilitate learning sessions, Supervise Work-based learning, conduct competency assessment, maintain training facilities, and utilize electronic media in facilitating training. A learner who has achieved this qualification is competent to be a TVET Trainer/Technical Trainer, Training Facilitator/Coordinator, and Competency Assessor.

## **TVL Track Immersion Curriculum and Core Competencies**

In the Philippines, based on the CMO 62 of CHED, the tourism industry is the fifth driver in economic growth, which accounts for eight percent of the country's gross income, generating 4.7 jobs and contributing to more than 1.74 billion in tourist receipts. This situation increases the demand for highly skilled hotel management workers since hotels started to increase because of high demand in the industry. Thus, the education sector in the country formulated programs that can address this demand.

In 2018, the Department of Tourism (DOT) pointed out that human resource competencies, like training, TESDA certification, and personnel skills development, are important in hotel industries. Professional conduct and behavior are basic to all personnel, which can affect the services provided to the clients.

The Republic Act No. 7796, the TESDA Act 1994, mandates establishing national occupational skill standards. The certification and accreditation program of the private industry and trade associations will be developed and implemented by TESDA. It is done to conduct approved trade tests. The Training Regulations (TR) was crafted to be the basis of the competency assessment and certification, registration and delivery of training programs, and development of curriculum and assessment instruments. The TR is divided into four sections: Qualification, which refers to a set of competencies that describe various functions; Competency Standards, which outline the competencies necessary for efficient work performance; Training Standards, which provide information and specifications for designing training programs; and National Assessment and Certification Arrangements, which outline the regulations governing assessment and certification processes.

In the article published by the Trade Union Congress of the Philippines (TUCP, 2017), DepEd Memo, No. 40, Series of 2015 applied work immersion to the K-12 curriculum, which stated that work immersion subject will consist of 80 hours as part of the Senior High School Curriculum. The learners will experience hands-on or work simulation to expose them to actual workplace settings and to enhance the competence provided by the school. Immersion is done outside the school, like in

the offices, factories, shops, and hotels, where the school will partner with the said agencies to cater to the students. It includes training teachers in handling students during immersion.

Based on the Labor Advisory No. 8, Series of 2016 of the Department of Labor and Employment (DOLE), known as the Protection for Senior High School Students of the K-12 work immersion program, the students are provided an opportunity to work in different agencies and offices from 8 am to 5 pm only and those students below 15 years old need consent from their parents. These guidelines protect the students from abuse and other rights violations. These also highlighted that students should be allowed to learn the highest degree of excellence in-office procedures to develop their skills accordingly (Baldoz, 2016).

Rodriguez claims that the DOLE's Position on the K to 12 Work Immersion Program is a crucial component of the K to 12 Program in completely achieving its goal of producing job-ready graduates with industry-based skills. The DOLE highlights the need to consider the safety, well-being, and morality of persons younger than 18. To fully implement this program, it outlines the Time and Hours of Work Immersion, stipulates that Work Immersion shall not be regarded as an employment arrangement and shall never result in the replacement of or a reduction in the benefits of workers in the establishment, and lists activities that expose SHS students to immediate danger and are deemed hazardous and prohibited by DOLE.

Internship is a term that also applies to the actual immersion of the students in real work settings, which is a way to fulfill their dreams for future employment opportunities since skills are developed here. Experience working abroad is the best benefit for students since it allows them to experience working in a foreign culture. It can result in more job offers than individuals who need more work experience (Cox et al., 2015).

Experiential learning may be beneficial to learners. It is often accomplished through employment at an industrial facility (work experience) or internship/immersion programs (cooperative education). To better understand the advantages, difficulties, and existing practices, this part looks at senior high school learners' experiences with immersion activities in the hotel and restaurant management curriculum. In conformity with DepEd Order no. 30 s. 2017, the DepEd released guidelines to introduce work immersion in senior high schools. Its three main goals are to familiarize students with the workplace, prepare them for job simulation, and enable them to apply their skills in applicable topics and specialized areas in real-world settings. The learners were to be exposed to a real work environment to accomplish these goals.

The K-12 Basic Education Program's objectives are to help students develop the skills, work ethics, and values necessary for pursuing further education or finding employment. By making the Work Immersion course mandatory in the curriculum, basic education and the country's development goals may be aligned. The DepEd



Order's guiding concepts and policies should be used in collaboration with institutions.

The Work Immersion Curriculum requires parental approval, as well as a learning environment that is secure and safe. Parental permission is required for Work Immersion. Partner Institutions and Work Immersion venues should only be chosen after careful research, screening, and planning to guarantee that each location is secure, safe, and appropriate for learning. All TESDA, DOLE, and other work-related safety regulations that are pertinent to basic education should be followed. Any institution or group properly registered with or approved by accrediting government bodies may cooperate with schools. Cooperatives, Local Government Units (LGUs), properly registered businesses, and non-governmental organizations may be some (NGOs). For the safety of all parties, a Memorandum of Agreement (MOA) must be attached to every Work Immersion agreement at the school level.

The Senior High School Curriculum aspired to produce competent graduates equipped with 21st-century skills and prepared for the future, whether to continue in higher education, employment, or entrepreneurship. As a result of the consultations among the Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, other government agencies, and labor market partners, the SHS curriculum integrates the immersion program activities, which will develop the learners' livelihood and further education readiness (DO. 76, s. 2016).

According to DepEd guidelines as stated in the DO 30 (2017), the schools will partner with DOLE, CHED, DTI, TESDA, and hotel industries in drafting the policy and guidelines for the internship or immersion of the student. These guidelines ensure the protection of the students while on duty.

To create the strategy for executing the K–12 program, the Philippine government asked the Government of Japan and the Japan International Cooperation Agency (JICA) for assistance with the SHS Modeling Program. Intending to create a thorough design for a project to assist the Senior High School (SHS) modeling program within the ongoing K to 12 Reform, JICA sent a survey trip to the Philippines from February 17 to 23, 2013. On September 30, 2013, JICA and the DepEd signed a Memorandum of Understanding (MOU). It was agreed that JICA would carry out a technical assistance project titled "Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools." The Project commenced in February 2014.

The SHS curriculum consists of four tracks of specialized instruction and common core topics. Four programs are available: academic, technical-vocational livelihood, which the hotel sector falls under, arts and design, and sports. The Project concentrates on the second track and helps the SHS curriculum incorporate technical vocational education. Additionally, it is anticipated to improve the synergy with the "Development Policy Support Program Loan - Investment Climate (DPSP-IC)" that JICA and the Philippine government engaged in (DepEd, 2016).

Taylor (2023) stated several advantages to the immersion program for students. They stated in their research that immersion programs in hotel management must fulfill the demands of both students and industry, fostering the development of industry-specific skills while ensuring institutions provide high-quality instruction. Holding a part-time job while finishing school may be encouraged for students to gain industry-based skills beyond an internship; students and graduates who do not gain additional experience may not be adequately prepared for the work and demands of the hospitality industry since it is one of the ways of putting the theories they have learned in class into practice.

Likewise, as mentioned in DepEd Order 30 s. 2017, partner institutions and work immersion locations were chosen after careful consideration to ensure their fit for the students' exposure needs. The program follows all required safety regulations from TESDA, DOLE, and the work immersion location as usual procedures. Any government accrediting agency, such as cooperatives, Local Government Units, officially registered businesses, and non-governmental organizations, may accredit the immersion venue if it is properly registered and accredited. For both sides' security, MOA partnered the school with hotels. Assuring a secure and suitable learning environment at work is one of the concepts of immersion. The partner institutions must conduct orientation on the policies, procedures, and tasks they will do. Some schools charge insurance of students to the MOOE of the DepEd.

Balance (2017) stressed that an orientation of the guidelines in the immersion policy was conducted for teachers and supervisors. It was conducted to enhance the capabilities of the teachers and the school supervisors in implementing the immersion program properly. This activity included discussions of the basic guidelines and policy of the immersion activity.

To serve food and beverages to customers in various food and beverage service facilities, a person must possess the abilities that make up the Food and Beverage Services NC II Qualification. This Qualification is developed from the competency map of the Tourism Sector. The core competencies are: 1) Prepare the dining room/restaurant area for service, 2) Welcome guests and take food and beverage orders, 3) Promote food and beverage products, 4) Provide food and beverage services to guests, 5) Provide room service and 6) Receive and handle guest concerns. A person who has met this requirement is qualified to work as a Waiter or a Food and Beverage Service Attendant.

To clean kitchen areas and make hot, cold, and desserts for customers in various food and beverage service establishments, a worker must get the Cookery NCII Qualification. Clean and maintain kitchen facilities; make stocks, sauces, and soups; make appetizers, salads, and dressing; make sandwiches, make meat dishes, vegetable dishes, egg dishes, and starch dishes; make poultry and game dishes; make seafood dishes, make desserts, and package prepared food are the core competencies.

Quiambao et al. (2015) discovered significant connections between school facilities and educational efficiency and a positive association between laboratory facility quality and student performance. They concluded that the more resources and equipment a company has, the better services it can offer. In the study of Rajaguru and Hassanli (2018), maintaining good facilities and resources is one of the indicators checked in classifying their star level. The higher the hotel's standard, the more facilities and amenities it has. It will make the hotel more service-oriented to the public. Likewise, the study of Nucum (2018) cited that hotels with cafeterias are more favored by customers. Thus, hotels put cookery facilities as part of their services since this can increase customer satisfaction.

The result corroborates with Kim and Lee (2015), who explained that a complete facility and resources of hotels like food service facilities made them in demand by the public. It is also a main criterion for higher hotel standards and accreditation. Thus, having this as part of the hotel's facilities made them more satisfying to the customers. The result agrees with the study of Martin-Fuentes et al. (2018), who pointed out that almost all of the hotels had food and beverage services. However, some small hotels that need more capital and space do not offer such amenities. It may be one of the reasons for fewer customers. Lemon and Verhoef (2016) cited that extra services like room service are common among hotels. These services made them more commendable to many customers, which will lessen inconvenience in going in and out of rooms for certain purposes.

In the report of Smith Travel Research (2019), it was found that most of those hotels with breakfast and meals served are the most favored hotels of customers. It was a motivator for the hotel owners to provide services, especially delicious meals, for this can be a good business strategy. This idea agrees with Bhuian (2021), who explained that higher satisfaction ratings of customers are affected by hotel standards. Providing varied services like food access helps maintain not only quality but also responsiveness to the needs of the community.

Marneros et al. (2020) explained that hotels' freebies and other innovative and creative food services are attractive services that make the hotel more amenable to customers. Good food services often are the major reason for choices of customers. It agrees with Sharma and Srivasta (2018), who identified the cookery competencies of applicants are major points for hotel owners in choosing their personnel. The cooking competencies make the hospital services more satisfactory to the public, making them more interested in availing of their services. Lund (2019) stresses that many people also go to hotels to experience fine dining. Therefore, the competencies of personnel in preparing menus like desserts and egg-based viands can attract more customers, for they are commonly the favorite of many people.

The basic infrastructure to attract tourism development is the hotel industry. It is comprised of several sections, which cover a wide range of organizations and services. Today, the tourism industry has acquired an increasing number of competitors in many nations with the trends in frequent vacations. The importance of compliance to standards both in human and material resources becomes the edge

of hotels in competitiveness. Many nations look for effective and distinctive marketing approaches to draw visitors and make their vacations unforgettable. Learning can be accomplished through theoretical or practical study. It even become one of the most promising courses in the education sector (Timetric, 2013).

Training in hospitality management focuses on preparing students for managerial jobs in the hotel and catering sectors. It aids in establishing criteria for the high quality of the services they provide to their clients. A successful entrepreneur in a small or medium business can be developed via knowledge of hospitality management by fostering good attitudes toward the industry that have a beneficial influence (Sharma, 2013).

The hotel no longer offers basic lodging; instead, it now offers rooms with contemporary amenities. The telephone, alarm clock, television, and Internet access are modern extras included in hotel rooms. Some amenities are also available, like a minibar and equipment for producing hot beverages. Larger hotels provide a variety of extra amenities for guests, including a restaurant, a pool, daycare, a conference space, and social event services. Other hotels provide meals at the price of a paid night's stay. As a result, training for the hotel business includes restaurant management (Minh et al., 2015).

The hospitality management program that includes hotel management is designed to bring world-class hospitality education to students. The term "hospitality" refers to the knowledge of and development of interpersonal skills for the present and the future. The hospitality management training helps students perform work in the different fields of the hospitality business, like cost control measures to improve economic factors and success in business operations (Sharma, 2013).

### **Level of Adoption of Hotel Industry Competencies**

According to Sharma (2013), the hotel management institute must increase the internship or immersion period for more than one year of training to become more effective. As they are discovered to be qualified, knowledgeable, and advantageous, the hotels may recruit them as Hotel Management Trainees. The thoughts and attitudes of industry professionals and educators in the hospitality and tourism industries concerning the competencies taught in undergraduate programs in the United States were investigated by Millar, Mao, and Moreo in 2013. The research, which included in-depth interviews and a panel discussion, was conducted by 20 educators and other experts. These representatives accepted the requisite competencies. However, there were disagreements amongst the hotel agents, particularly in customer service, communications, and operational knowledge.

When giving hospitality students valuable work experience, industry stakeholders should be aware that their actions may impact the students' intentions to enter and remain in the hospitality business, according to Schoffstall (2013). Industry leaders should engage closely with hospitality programs and educators to ensure students establish realistic progression expectations and good perspectives of their future in

the hospitality sector. To hire working hospitality students while finishing a college degree, coaching and sharing their experiences by graduates who have established themselves in important positions and functions throughout the industry are in the best position possible.

## Methodology

### Research Design

The research study utilized the quantitative design using the open systems designed by Bertalanffy. It was a descriptive study since it described the TVL-TIC and hotel industry standards. According to Kakkar (2017), the descriptive design is appropriate for an assessment study since it will describe an existing phenomenon systematically through a survey and data analysis.

### Respondents

The study's respondents came from public senior high schools and hotels. These include all the principals and immersion teachers of the senior high schools that offer Food and Beverage Services, Bread and Pastry Production and Cookery, and hotel staff or supervisors assigned in the restaurants.

**Table 1**  
*School Respondents*

City Division	School	Grade 12- Food and Beverage Services Learners		Principal and Immersion Teachers	
		Actual Population	Sample Size	Actual Population	Sample Size
General Santos	Ireneo L. Santiago National HS of Metro Dadiangas	37	37	3	3
	General Santos City National HS	31	31	5	5
Koronadal	Koronadal National Comprehensive HS	34	34	5	5
	Saravia National HS	23	23	4	4
Tacurong	Tacurong City National HS	48	48	4	4
	Virginia F. Griño National HS	21	21	5	5
<b>Total</b>		<b>194</b>	<b>194</b>	<b>26</b>	<b>26</b>
					<b>220</b>

**Table 2**  
*Hotel Respondents*

City	School	Manager/s and Staff	
		Actual Population	Sample Size
General Santos	Tierra Montana Hotel	26	26
	Greenleaf Hotel	20	20
Koronadal	The Farm at Carpenter Hill	20	20
	Greenstate Suites	23	23
Tacurong	Alejandria's Travellers Inn	20	20
	Wyattel Suites	31	31
		140	140
<b>Total</b>		<b>140</b>	<b>140</b>
			<b>140</b>

## Research Instrument

A questionnaire developed by the researcher served as a primary research tool and utilized the training regulations of TESDA. It was formulated with the adviser's assistance and validated by a panel of experts. The public senior high school questionnaire had two (2) main parts. Part I was the Implementation of the TVL-TIC in terms of teachers' qualifications, facilities, and resources. Part II was the implementation of the TVL-TIC and Core competencies in terms of food and beverage services, bread and pastry production, and cookery.

## Procedure

The study had undergone different activities in the data-gathering process. It was done through a series of undertakings. The first activity was the preparation of an instrument to be used during the conduct of the survey and interview. Then, permission letters were distributed to the DepEd-Regional Director, school principals of the selected schools, and manager/supervisor of hotel industries. The actual survey was administered by the researcher personally. Proper ethical considerations during the data gathering, such as orientation, informed consent, and confidentiality, were strictly considered. A Brief orientation was conducted to obtain the consent of the respondents. The respondents were assured that their identities would be treated with utmost confidentiality and privacy. The data were collected, tabulated, and analyzed with the statistician's help. Subsequently, an interview was conducted to validate the results.

## Results and Discussions

Series of tables presents the curriculum, facilities and resources of the Teacher's Qualifications.



**Table 3**

*TVL Track Immersion Curriculum in terms of Teachers' Qualification*

Teachers Qualification	Mean Ratings	SD	Interpretation
Hotel and Restaurant Management graduate	4.15	0.51	Higher Level
National Certificate Holder	4.47	0.44	Highest Level
Certified Trainer/Assessor	3.62	0.41	Higher Level
With Medical/Health Certificate	4.30	0.50	Highest Level
With Industry Experience in Related Field	4.28	0.28	Highest Level
<b>Mean</b>	<b>4.17</b>	<b>0.39</b>	<b>Higher Level</b>

The extent of implementation of the TVL-TIC concerning Teachers Qualification is higher ( $M=4.17$ ,  $SD=0.39$ ). It means that 61% -89% of the TVL-TIC regarding teachers' qualifications has been implemented. Most of the responses are slightly varied because, based on the standard deviation, the items are between 0.28 and 0.51. The teachers in the Region XII schools are proficient in the TVL strands they are handling. Anthony and Elangkumaran (2020) mention that instruction agrees with this. The instructors' job proficiency, experience, education, and topic specialization were significant positive indicators of student achievement. The credentials guarantee that they have the extensive training and expertise to mentor the learners.

Hence, national certificate holders ( $M=4.47$ ,  $SD=0.44$ ) garnered the highest mean. The teachers are accredited and guided by TESDA, which certifies that they are qualified based on the standard mandated by law. It agrees with Guerriero et al. (2017), who stressed the essence of qualifications for teachers as one requirement for ensuring their competencies. The teacher's qualification certifies that they can comply with minimum standards towards the performance of teaching and demonstrations to their students.

It is followed by *industry experience in a related field* ( $M=4.28$ ,  $SD=0.28$ ), which obtained the second-highest mean. It is followed by *Hotel and Restaurant Management graduates* ( $M=4.15$ ,  $SD=0.1$ ). However, in *certified trainer/assessor* ( $M=3.62$ ,  $SD=0.41$ ), it obtained the lowest mean and was interpreted as a *higher level*. Some specialized qualifications are optional in teaching the students. It corroborates with Pedaste et al. (2019), who explained that trainers' training is a specialized training required for those training others. It is optional for teaching students. Often, this is taken by head teachers or supervisors to train their teachers.

**Table 4**

*TVL Track Immersion Curriculum in terms of Facilities and Resources of Food and Beverage Services Strand*

Food and Beverage Services	Mean Ratings	SD	Interpretation
Dinnerware	4.37	0.28	Very Sufficient

Cutleries	4.31	0.33	Very Sufficient
Glasswares	4.32	0.34	Very Sufficient
Linen and cloth	4.38	0.24	Very Sufficient
Servicewares	4.34	0.30	Very Sufficient
Tables and chairs	4.35	0.39	Very Sufficient
Accessories	4.37	0.40	Very Sufficient
Facilities	4.17	0.32	Sufficient
Mean	4.33	0.32	Very Sufficient

The implementation of the TVL-TIC in terms of facilities and resources of the food and beverage strand is *sufficient* ( $M=4.33$ ,  $SD=0.32$ ). It means that 81%-100% of the TVL-TIC in terms of facilities and resources is very sufficient. Hence, this implies that the schools provide sufficient resources to capacitate the students' skills development, like the hospital tasks during their work. It can help develop competencies needed for the students in terms of finding work in the future. Accordingly, Dolasinski and Raynolds (2019) concluded in their study that providing necessary resources as skills development programs for students prepares them to be work-ready. It can enhance their skills with the needed competencies of the industry.

The result indicated that *linen and cloth* ( $M=4.38$ ,  $SD=0.24$ ) garnered the highest mean. It shows that one of the commonalities essential in the hotel and restaurant standards emphasized in the TVL track is the care of linen and cloth. It is important for customer satisfaction, which corroborates with the recent study by Alexakis and Jiang (2019), who investigated the perceptions of the required skills and knowledge that hospitality students should possess. A comparison is made with selected US hospitality management undergraduate curricula, which revealed that technical skills, such as care of the linens and other resources, a basic and important skills to be developed.

It is followed by *dinnerware* and *accessories*, which both garnered a mean of 4.37 and a standard deviation of 0.28 and 0.40, respectively. The lowest mean was *facilities* ( $M=4.17$ ,  $SD=0.32$ ). Then, it was followed by *cutleries* ( $M=4.31$ ,  $SD=0.33$ ), with the second lowest mean. This result denotes that the schools provided learning opportunities to the students in different competency areas of hotel and restaurant management services, which can be an edge in their application later. Marneros et al. (2020) explained that schools' curriculum today integrates skills development needed in the industry. These skills development made them prepared for careers in the future. The skills in hospitality work are among the most in-demand programs, opening wider work opportunities in the industry.

**Table 5**

*TVL Track Immersion Curriculum in terms of Facilities and Resources of Bread and Pastry Production Strand*

Bread and Pastry Production	Mean Ratings	SD	Interpretation
Tools/Utensils	4.34	0.28	Very Sufficient

Operating equipment	4.29	0.22	Very Sufficient
Facilities	4.17	0.32	Sufficient
<b>Mean</b>	<b>4.27</b>	<b>0.27</b>	<b>Very Sufficient</b>

The 81%-100% of the TVL-TIC in terms of facilities and resources of the bread and pastry production strand is *very sufficient* ( $M=4.27$ ,  $SD=0.27$ ). All items accumulated a standard deviation of less than 1.0. There is a good learning facility and adequate equipment for students who are taking up the TVL track, which can help them become work-ready. Also, Cantos et al. (2018) explained that schools are inspected and comply with standard facilities and equipment needed to develop their competencies. It is important in the learning sessions of the students to have the opportunity to work in a realistic venue.

*Tools/utensils* ( $M=4.34$ ,  $SD=0.28$ ) got the highest mean. This answer shows that the schools had provided the needed equipment for enhancing students' cooking and baking abilities and how to use and care for this equipment. It ensures that the work environment of the students is well provided. It agrees with the findings of Ingco et al. (2019), who mentioned that adequate baking and cooking resources contributed to the skills development of students. It made them practice the lectures in actuality.

Meanwhile, it is followed by the second-highest item, *operating equipment* ( $M=4.29$ ,  $SD=0.22$ ). The result also shows that *facilities* ( $M=4.17$ ,  $SD=0.32$ ) obtained the lowest mean. This result shows that the schools had provided different necessary materials to help them do the task of baking and pastry making. Providing resources is key to building students' competencies, allowing them to do it in a realistic scenario. Asilo et al. (2016) also mentioned that sufficient equipment made students develop skills and knowledge as they relate lectures to the equipment they see in the working areas.

**Table 6**

*TVL Track Immersion Curriculum in terms of Facilities and Resources of Cookery Strand*

<b>Cookery</b>	<b>Mean Ratings</b>	<b>SD</b>	<b>Interpretation</b>
Tools/Utensils	4.32	0.26	Very Sufficient
Operating Equipment	4.33	0.32	Very Sufficient
Training Resources/Materials	4.12	0.23	Sufficient
Facilities	4.30	0.21	Very Sufficient
<i>Overall (Cookery)</i>	4.27	0.25	Very Sufficient
<b>Overall Mean</b>	<b>4.29</b>	<b>0.04</b>	<b>Very Sufficient</b>

The 81%-100% of the TVL-TIC in terms of facilities and resources of the cookery strand is *very sufficient* ( $M=4.27$ ,  $SD=0.25$ ). It can be noted that the standard deviation result of the items achieved a consistent spread of responses. The schools have provided quality teaching and learning services since resources and facilities

were available to provide learning opportunities. It can make the cooking activities more helpful to the students since cooking needs actual demonstration time to develop the skills.

The result agrees with Briones (2017), who explained that schools are allocated to ensure that learning resources are provided. The presence of facilities and resources in the senior high school is an important aspect of student competency building. It shows that *operating equipment* ( $M=4.33$ ,  $SD=0.32$ ) obtained the highest mean and was interpreted to be *very sufficient*. Students had a good opportunity to cook hands-on since the resources were available. It can make them more interested in performing cooking during learning sessions.

Del Mundo et al. (2017) explain that sufficient resources during the cooking return demonstration of students made cooking skills development more effective since the students could do the different menus they planned to cook. It is followed by *tools/utensils* ( $M=4.32$ ,  $SD=0.26$ ), interpreted as *very sufficient*. Meanwhile, the lowest mean rating is on *training resources/materials* ( $M=4.12$ ,  $SD=0.23$ ), interpreted as *sufficient*. These answers reflect the work scenario for students, which the schools will provide. It can increase students' competence development, giving them better working time during hands-on cooking procedures. According to Mamondiong (2017), resource building for schools is one of the vital parts of the accreditation of schools, for it contributes to student development. If the school has the needed resources, students have better learning opportunities.

The overall result of facilities and resources is *very sufficient* ( $M=4.29$ ,  $SD=0.04$ ). It denotes that schools are preparing students to become work-ready in cooking and hospitality. Cooking is a valuable life skill, and the ability of people, especially youth, to cook can be a good source of livelihood in the future. Thus, Lavelle et al. (2016) stressed that when schools integrate this into their competencies, it can make them ready for future careers or lifelong skills. It can be attained by providing a good learning environment and resources to practice their knowledge of actual procedures.

**Table 7**

*TVL Track Immersion Curriculum Core Competencies in terms of Food and Beverage Services Strand*

Food and Beverage Services	Mean Ratings	SD	Interpretation
Prepare the dining room/restaurant area for service	4.35	0.36	Highest Level
Welcome guests and take food and beverage orders	4.29	0.31	Highest Level
Promote food and beverage products	4.15	0.21	Higher Level
Provide food and beverage services to guests	4.21	0.33	Highest Level
Provide room service	4.25	0.36	Highest Level
Receive and handle guest concerns	4.13	0.22	Higher Level
<b>Grand Mean</b>	<b>4.23</b>	<b>0.30</b>	<b>Highest Level</b>

The 81%-100% of TVL-TIC core competencies in the food and beverage services strand have been implemented to the highest level ( $M=4.23$ ,  $SD=0.30$ ). This result shows that the students were provided with food and beverage preparation and serving learning opportunities that can make them perform it as part of their skills and can work in this area in the future. In the same way, Marneros et al. (2020) suggested that curriculum competencies in every course become the key indicators of the capacities of students they produce. The development of student's competency will prepare them for their future in finding jobs that they are qualified to perform based on the needs of the industry.

The result reveals that Preparing the dining room/restaurant area for service ( $M=4.35$ ,  $SD=0.36$ ) garnered the highest mean and is interpreted to be at the highest level. It implies that students can assist and perform the task of food service crew and can work for this kind of job. Arisco et al. (2019) explained that school curricula are integrated with skills development to equip students with certain skills that can make them work-ready in the future. These skills are lifelong skills necessary for work or home to prepare them to be competitive in the future.

It is then followed by Welcome guests and take food and beverage orders ( $M=4.29$ ,  $SD=0.31$ ), which obtained the second-highest mean and was interpreted to be at the highest level. However, the second lowest mean was obtained in Promote food and beverage products ( $M=4.15$ ,  $SD=0.21$ ). It is followed by Receive and handle guest concerns ( $M=4.13$ ,  $SD=0.22$ ), with the lowest mean and interpreted to be higher. The students had manifested abilities to perform procedures to serve beverages and drinks. In the study of Bharwani and Talib (2017), it was also emphasized that holistic competency development of students from skills to attitude in dealing with clients helped prepare students for future competent workers. These are vital components of curriculum competency indicators.

**Table 8**

*TVL Track Immersion Curriculum Core Competencies in terms of Bread and Pastry Production Strand*

Bread and Pastry Production	Mean Ratings	SD	Interpretation
Prepare and Produce Bakery Products	4.29	0.34	Highest Level
Prepare and Produce Pastry Products	4.24	0.33	Highest Level
Prepare and Present Gateaux, Tortes, and Cakes	4.18	0.30	Higher Level
Prepare and Display Petits Fours	4.13	0.18	Higher Level
Present Desserts	4.31	0.22	Highest Level
<b>Grand Mean</b>	<b>4.23</b>	<b>0.27</b>	<b>Highest Level</b>

The 81%-100% of TVL-TIC core competencies in the bread and pastry services strand have been implemented to the *highest level* ( $M=4.23$ ,  $SD=0.27$ ). It implies that the present curriculum offered to the students complies with the standards mandated to equip them with the right competencies in bread and pastry services.

Similarly, the TESDA (2020) pointed out that the curriculum of the TVL track is accepted internationally and is enriched with activities that develop the abilities of learners to perform services like bread and pastry cooking. It can make them able to work in the future using these skills. The result indicated that *present desserts* ( $M=4.31$ ,  $SD=0.22$ ) garnered the highest mean and were interpreted as the *highest level*. This result shows that the students can prepare and cook different desserts. Dessert preparation is important in motivating customers. These skills can come in handy in working in the hospitality industry.

This view agrees with Sasswata (2020), who mentioned that the success of any food service business depends greatly on the quality, competency, and behavior of the staff working there. Therefore, the skill of preparing dessert is one of the most important skills they must possess to be able to provide the services expected by customers. It is followed by *Prepare and Produce Bakery Products* ( $M=4.29$ ,  $SD=0.34$ ), which is interpreted to be of the *highest level*. The lowest mean was *Prepare and Display Petits Fours* ( $M=4.13$ ,  $SD=0.18$ ), and interpreted to be of a *higher level*. Then, it was followed by *Prepare and Present Gateaux, Tortes, and Cakes* ( $M=4.18$ ,  $SD=0.30$ ), with the second lowest mean and interpreted to be of a *higher level*. It manifests the positive contribution of the TVL track in providing varied skills towards pastry and bread production, which is important in hospitality management. The competence of students in baking bread and cooking different pastries can be an important talent that can be useful in finding jobs since this is an in-demand skill, especially now during the COVID-19 pandemic, wherein food is one of the best business ventures.

**Table 9**

*TVL Track Immersion Curriculum Core Competencies in terms of Cookery Strand*

Cookery	Mean Ratings	SD	Interpretation
Clean and maintain kitchen premises	4.33	0.26	Highest Level
Prepare stocks, sauces, and soups	4.27	0.26	Highest Level
Prepare appetizers	4.32	0.24	Highest Level
Prepare salads and dressing	4.28	0.31	Highest Level
Prepare sandwiches	4.28	0.21	Highest Level
Prepare meat dishes	4.27	0.28	Highest Level
Prepare vegetable dishes	4.31	0.23	Highest Level
Prepare egg dishes	4.32	0.33	Highest Level
Prepare starch dishes	4.25	0.31	Highest Level
Prepare poultry and game dishes	4.30	0.33	Highest Level
Prepare seafood dishes	4.33	0.31	Highest Level
Prepare desserts	4.31	0.36	Highest Level
Package prepared food	4.09	0.21	Higher Level
<b>Grand Mean</b>	<b>4.28</b>	<b>0.28</b>	<b>Highest Level</b>

The 81%-100% of TVL-TIC core competencies in the cookery strand have been implemented at the *highest level* ( $M=4.28$ ,  $SD=0.28$ ). The students in the K to 12 curricula are equipped with cooking skills. They can prepare, cook, and serve meals, an essential competence that can be used in daily life. Harrell (2021) opined that one major factor in the competency development in cookery is the learning



curriculum that embeds specific indicators of different skills to be attained. It is the content of learning activities provided to the learners that can improve their performance level.

*Clean and maintain kitchen premises* and *Prepare seafood dishes* both got the highest mean of 4.33 and standard deviation of 0.26 and 0.31, respectively, both interpreted to be at the *highest level*. It reveals that the students can cook menus such as viand and main course. Similarly, Ahn (2016) concluded that cookery competencies are highly needed in hospitality jobs. This competency is attained and mastered through cooking different delicacies under constant guidance and supervision by good chefs or instructors.

The second highest is *Prepare appetizers* and *Prepare egg dishes*. Both obtained a mean of 4.32 and a standard deviation of 0.24 and 0.33, respectively, interpreted to be the *highest level*. The result also shows that *Package prepared food* ( $M=4.09$ ,  $SD=0.21$ ) obtained the lowest mean. The second lowest is *Prepare starch dishes* ( $M=4.25$ ,  $SD=0.31$ ), and interpreted to be of *highest level*. This result denotes that the students can take measures to ensure that the packaging of foods they cook is done properly. In the study of Kim and Kim (2018), it was explained that food handling is one important aspect of cookery lessons. The students in this course were taught how to prepare, cook, and pack the foods based on the delicacies they were preparing. It is one secret for maintaining food quality served.

**Table 10**

*Standard Observed by the Hotel in terms of Personnel Qualification*

Personnel Qualification	Mean Ratings	SD	Interpretation
Hotel and Restaurant Management graduate	4.32	0.19	Highest Level
National Certificate Holder	4.15	0.08	Higher Level
Certified Trainer/Assessor	3.66	0.41	Higher Level
With Medical/Health Certificate	4.34	0.17	Highest Level
With Industry Experience in Related Field	4.27	0.28	Highest Level
<b>Mean</b>	<b>4.15</b>	<b>0.22</b>	<b>Higher Level</b>

As indicated, the result shows that 61%-80% of the hotel standard in terms of personnel qualification has been observed to a *higher level* ( $M=4.15$ ,  $SD=0.22$ ). It can be noted that the standard deviation result of the items achieved a consistent spread of responses. Hotels had maintained a good standard in the qualification of personnel. It can be a contributing factor to efficient services. It corroborates with the work of Basterrechea (2017), who stressed that strict compliance of hotels in hiring their personnel is mandated by law and certification standards. It is a basic requirement that gives quality assurance to the management of hotels.

The results show that the item *with a medical/health certificate* ( $M=4.34$ ,  $SD=0.17$ ) obtained the highest mean and was interpreted to be of *the highest level*. The answer reveals that compliance with the minimum standards for qualification is an important criterion for the operation of schools and hotels. It agrees with Slezak (2016), who explained that the integration of qualifications in the hiring policy of an

organization often experiences change since evolution in the educational environment transforms based on the current. However, it helps ensure that the right and competent individuals provide services to the said job.

It is followed by *Hotel and Restaurant Management graduates* ( $M=4.32$ ,  $SD=0.19$ ). Meanwhile, the lowest mean rating is on the *certified trainer/assessor* ( $M=3.66$ ,  $SD=0.41$ ), interpreted as a *higher level*. It implies that the hotels are hiring qualified individuals with educational backgrounds to ensure they can do such jobs. According to Marshall (2020), the essence of being strict in hiring qualifications of hotels becomes their edge in quality service delivery. Those with good qualification, such as an experienced educational background, often performs satisfactorily and knows their jobs.

**Table 11**

*Level of Standard Observed by the Hotel in terms of Facilities and Resources of Food and Beverage Services*

Food and Beverage Services	Mean Ratings	SD	Interpretation
Dinnerware	4.10	0.20	Sufficient
Cutleries	4.16	0.12	Sufficient
Glasswares	4.18	0.19	Sufficient
Linen and cloth	4.24	0.25	Very Sufficient
Servicewares	4.21	0.20	Very Sufficient
Tables and chairs	4.26	0.30	Very Sufficient
Accessories	4.20	0.26	Sufficient
Facilities	4.07	0.18	Sufficient
<b>Mean</b>	<b>4.18</b>	<b>0.20</b>	<b>Sufficient</b>

As indicated, 61%-80% of the facilities and resources were *sufficient* ( $M=4.18$ ,  $SD=0.32$ ) as to the level of standard observed by the hotel's food and beverage services. It means that hotels comply with the mandated standards. It can reassure the public that their services are customer-centered and for their comfort due to a wholesome environment. In the study of Rajaguru and Hassanli (2018), maintaining good facilities and resources is one of the indicators checked in classifying their star level. The more facilities and amenities the hotel has, the higher its standard is. It will make the hotel more service-oriented to the public.

*Tables and chairs* ( $M=4.26$ ,  $SD=0.30$ ) garnered the highest mean and were *considered sufficient*. The available facilities and equipment are needed to prepare and serve food and beverages. The result conforms with the standards mandated by DTI (2018), which states that hotels must have restaurants to serve food and beverages to comfort customers' needs.

It is followed by *linen and cloth* ( $M=4.24$ ,  $SD=0.25$ ). The lowest mean was *facilities* ( $M=4.07$ ,  $SD=0.18$ ), interpreted as *sufficient*. Then, it was followed by *dinnerware* ( $M=4.10$ ,  $SD=0.20$ ), with the second lowest mean and interpreted as *sufficient*. The hotels have the necessary materials and equipment can provide different food, serving, and drinks that customers will order. Akomolafe et al. (2016) stress that sufficient physical facilities will be one key for hotels to provide better services in

providing refreshments. The adequate resources and facilities made services more satisfactory.

**Table 12**

*Level of Standard Observed by the Hotel in terms of Facilities and Resources for Bread and Pastry Production*

Bread and Pastry Production	Mean Ratings	SD	Interpretation
Tools/Utensils	4.23	0.25	Very Sufficient
Operating equipment	4.23	0.33	Very Sufficient
Facilities	4.07	0.18	Sufficient
<b>Mean</b>	<b>4.17</b>	<b>0.25</b>	<b>Sufficient</b>

The 61%-80% of the facilities and resources were *sufficient* as to the level of standard observed by the hotel's bread and pastry production, resulting in an overall mean of 4.17 and a standard deviation of 0.25. All items accumulated a standard deviation of less than 1.0. The hotels have the needed facilities and resources that provide bread and pastry as part of food services. These amenities are very important in attracting customers. Sow et al. (2016) hold that the provision of extra amenities in hospitality businesses like hotels, providing resto to serve bread and pastries, made them more favorite of the public. It can make the services more convenient for the customers.

As seen in the results, *tools/utensils* and *operating equipment* both got the highest mean of 4.23 and standard deviation of 0.28 and 0.33, respectively, interpreted as *very sufficient*. It denotes that the hotels had adequate utensils to produce bread and pastries to ensure they could provide such services. Quiambao et al. (2015) found a positive correlation between the quality of laboratory facilities and student performance and a positive relationship between school facilities and effectiveness. They also found that the more resources and equipment they have in the industry, the better the services they provide to the customers.

The lowest is *facilities* ( $M=4.07$ ,  $SD=0.18$ ), interpreted as *sufficient*. Though it got the lowest mean, it still means it is available, but some facilities are still to be constructed since it entails a bigger budget. Galarpe (2017) explained that the facilities are often difficult for hotels to comply with since these are expensive. However, this will make them competitive in in-service delivery; thus, many hotels invest in facility development.

**Table 13**

*Level of Standard Observed by the Hotel in terms of Facilities and Resources of Cookery*

Cookery	Mean Ratings	SD	Interpretation
Tools/Utensils	4.24	0.29	Very Sufficient
Operating equipment	4.18	0.31	Sufficient
Training Resources/Materials	4.00	0.29	Sufficient
Facilities	4.09	0.22	Sufficient
<i>Overall (Cookery)</i>	4.13	0.26	Sufficient
<b>Overall Mean</b>	<b>4.16</b>	<b>0.03</b>	<b>Sufficient</b>

The 61%-80% of the facilities and resources were *sufficient* ( $M=4.13$ ,  $SD=0.26$ ) as to the level of standard observed by the hotel's cookery. Most of the responses are slightly varied because the items based on the standard deviation are between 0.28 to 0.51. Hotels maintain good standards in cookery services since this is important in their quality service delivery. The result reveals that *tools/utensils* ( $M=4.24$ ,  $SD=0.29$ ) garnered the highest mean and was interpreted as *sufficient*. There are restaurants in the hotels that serve food to their customers. Customers do not need to go out anymore since food services are available.

The study of Nucum (2018) cited that hotels with cafeterias are more favored by customers. Thus, hotels put cookery facilities as part of their services since this can increase customer satisfaction. It is followed by *operating equipment* ( $M=4.18$ ,  $SD=0.31$ ), which obtained the second-highest mean. However, in item *training resources/materials* ( $M=4.00$ ,  $SD=0.29$ ), it obtained the lowest mean. It is followed by item 4, *facilities* ( $M=4.09$ ,  $SD=0.22$ ), interpreted as *sufficient*. Hotels can handle staff training and practices towards cooking different menus. It is helpful in competency development.

Dolasinski and Raynolds (2019) mention that providing rooms and resources for cooking areas the staff will make hotels more comfortable for customers since food services are one of the services they are looking for in hotels. The mean of facilities and resources is 4.16, with a standard deviation of 0.03, considered *sufficient*. Hotels maintain good standards because they have the needed resources and facilities to provide food services to their customers. It corroborates with Kim and Lee (2015), who explained that a complete facility and resources of hotels like food service facilities made them in demand by the public. It is also a main criterion for higher hotel standards and accreditation. Thus, having this as part of the hotel's facilities made them more satisfying to the customer.

**Table 14**

*Adoption of Hotel Industry Competencies in terms of Food and Beverage Services Strand*

Food and Beverage Services Competencies	Mean Ratings	SD	Interpretation
Prepare the dining room/restaurant area for service	4.20	0.20	Higher Level
Welcome guests and take food and beverage orders	4.26	0.31	Highest Level
Promote food and beverage products	4.03	0.30	Higher Level
Provide food and beverage services to guests	4.24	0.26	Highest Level
Provide room service	4.27	0.22	Highest Level
Receive and handle guest concerns	4.12	0.26	Higher Level
<b>Mean</b>	<b>4.19</b>	<b>0.25</b>	<b>Higher Level</b>

The level of adoption of hotel industry competencies in food and beverage services is *higher* ( $M=4.19$ ,  $SD=0.25$ ). The 61%-80% of the hotel standard in competencies has been adopted. Not all hotels are adopting food and beverage services, but most have these services. These further show that hotels vary in their prioritized services. In the report of Smith Travel Research (2019), it was found that most of those hotels

serving breakfast and meals are the most favored hotels of customers. It motivates the hotel owners to provide services, especially delicious meals, for this can be a good business strategy.

Data reveals that *Provide Room Service* ( $M=4.27$ ,  $SD=0.22$ ) got the highest mean and was interpreted to have the *highest level*. The hotel has offered special services to comfort the customers, like room service, to increase their comfort. This view agreed with the study of Lemon and Verhoef (2016), who cited that extra services like room services are common practice among hotels. These services made them more commendable to many customers, which will lessen inconvenience in going in and out of rooms for certain purposes.

On the other hand, the lowest among the answers was *Promote Food and Beverage Products* ( $M=4.03$ ,  $SD=0.30$ ), and interpreted as a *higher level*. Not all hotels provide food and beverage services. It may be some of the differences between hotels in terms of services. The result agrees with the study of Martin-Fuentes et al. (2018), who pointed out that almost all the hotels had food and beverage services; however, some small hotels, which do not have sufficient capital and space, do not offer such amenities. It may be one of the reasons for fewer customers.

**Table 15**

*Adoption of Hotel Industry Competencies in terms of Bread and Pastry Production Strand*

Bread and Pastry Production Competencies	Mean Ratings	SD	Interpretation
Prepare and Produce Bakery Products	4.16	0.23	Higher Level
Prepare and Produce Pastry Products	4.12	0.28	Higher Level
Prepare and Present Gateaux, Tortes, and Cakes	3.91	0.40	Higher Level
Prepare and Display Petits Fours	3.88	0.24	Higher Level
Present Desserts	4.10	0.30	Higher Level
<b>Mean</b>	<b>4.03</b>	<b>0.28</b>	<b>Higher Level</b>

The adoption of hotel industry competencies in bread and pastry production is *higher* ( $M=4.03$ ,  $SD=0.28$ ). The 61%-80% of the hotel standard in competencies has been adopted. This result shows that most hotels are equipped with the needed competencies to ensure that bread and pastry delicacies are available for customers as part of the hotel services. It aligns with the recommendations of Ho et al. (2021) that by including a cafeteria with pastries and bread, hotel customers can access food services. It is part of the basic needs of people who check in at the hotel. The hotel will be more acceptable to the public through the competencies in bread and pastry personnel.

*Prepare and Produce Bakery Products* ( $M=4.16$ ,  $SD=0.23$ ) obtained the highest mean and were interpreted to be of *higher level*. The level of adoption of hotel industry competencies to provide available food like bread for their customers was observable. It can increase customer satisfaction with basic services.

This idea agrees with Bhuian (2021), who explained that higher satisfaction ratings of customers are affected by the standards hotels adopt. Providing varied services



like food access helps maintain not only quality but also responsiveness to the needs of the community. On the other, it was revealed that *Prepare and Display Petits Fours* ( $M=3.88$ ,  $SD=0.24$ ) got the lowest mean, which can be interpreted as higher. It denotes that attractive food packages like the Petit Fours are provided as innovative strategies to make the hotel more competitive. In the study of Marneros et al. (2020), it was explained that freebies and other innovative and creative food services from hotels are also attractive services that make hotels more commendable to customers. Good food services often are the major reason for the choices of customers.

**Table 16**

*Adoption of Hotel Industry Competencies in terms of Cookery Strand*

Cookery Competencies	Mean Ratings	SD	Interpretation
Clean and maintain kitchen premises	4.15	0.18	Higher Level
Prepare stocks, sauces, and soups	4.22	0.19	Highest Level
Prepare appetizers	4.19	0.12	Higher Level
Prepare salads and dressing	4.18	0.28	Higher Level
Prepare sandwiches	4.20	0.17	Higher Level
Prepare meat dishes	4.15	0.21	Higher Level
Prepare vegetable dishes	4.19	0.16	Higher Level
Prepare egg dishes	4.12	0.11	Higher Level
Prepare starch dishes	4.17	0.20	Higher Level
Prepare poultry and game dishes	4.14	0.21	Higher Level
Prepare seafood dishes	4.16	0.26	Higher Level
Prepare desserts	4.12	0.17	Higher Level
Package prepared food	3.85	0.24	Higher Level
<b>Mean</b>	<b>4.14</b>	<b>0.18</b>	<b>Higher Level</b>

The result reveals that the adoption of hotel industry competencies in cookery is *higher* ( $M=4.14$ ,  $SD=0.18$ ). 61%-80% of the hotel standard in terms of competencies has been adopted. It expresses that the hotels have provided good cookery services in serving meals to their customers. However, it can be noted that almost all of the competencies need more improvement, especially item 13, *Packaging prepared food*, by innovating packaging materials considering the environmental effect.

Lemon and Verhoef (2016) pointed out that the competencies of hotel personnel in cooking widen the service hotels provide. It can increase customers since travelers often want to eat a healthy meal after long travels. As shown, the respondents gave the highest mean rating to *Prepare Stocks, Sauces, and Soups* ( $M=4.22$ ,  $SD=0.19$ ) and interpreted to be at a *higher level*. The hotel personnel are knowledgeable in serving additional food requests for customers since they can make soup and sauces that can complete the food serving, they offer.

Sharma and Srivasta (2018) identify that the cookery competencies of applicants are major points for hotel owners in choosing their personnel. The competencies in cooking make the services of hospitals more satisfactory to the public, making them more interested in availing of their services. Meanwhile, *Prepare of Egg Dishes* and *Prepare Desserts* gained the lowest mean of 4.12 with standard deviations of 0.11



and 0.17, respectively, and were interpreted to be *higher*. It implies that the personnel can cook different delicacies known to people and may often ordered.

The study by Lund (2019) mentioned that many people also go to hotels to experience fine dining. Therefore, the competencies of personnel in preparing menus like desserts and egg-based viands can attract more customers, for they are commonly the favorite of many people.

**Table 17**

*Results of t-test Analysis between Hotel and School regarding Teachers'/Personnel Qualification.*

Teachers/Personnel Qualification	Mean	SD	Diff	df	t-test	p-value	Interpretation
Hotel	4.15	0.22	.02	2	0.062	.96	Not sig
School	4.17	0.39					

As shown, there is no significant gap between the extent of implementation of the TVL-TIC and the hotel standard observed regarding teachers/personnel qualification,  $t(2)=0.062, p=.96$ . The null hypothesis is not rejected. It shows that the qualification of teachers in the curriculum of the TVL track and the qualification of hotels have shown comparable results, which ensures that they can perform the task given to them. According to De Castro (2017), strict compliance with qualification requirements in hotel management becomes the foundation of good service delivery. The qualification can support the person's ability to perform a specific task. Thus, this requirement of the school or the hotel is part of the quality assurance.

**Table 18**

*Results of T-test Analysis between Hotel and School in terms of Facilities and Resources*

Facilities and Resources	Mean	SD	Diff	df	t-test	p-value	Interpretation
Hotel	4.16	0.23	.13	2	0.465	.69	Not sig
School	4.29	0.28					

There is no significant gap between the extent of implementation of TVL-TIC and the hotel standard observed in terms of facilities and resources,  $t(2)=0.465, p=.69$ . It can be inferred that the null hypothesis is not rejected. The schools and hotels provide the necessary resources as means to have a good working environment and be able to produce efficient output. In other words, there is synchronization in schools and hotels regarding TVL-TIC and hotel standards, respectively. Moreover, teachers are encouraged to innovate without the tools/utensils to maintain the TVL-TIC and hotel industry standards. According to Lusby (2018), having the needed resources in hospitality management and service delivery is the key to quality service. The resources are relevant in performing the procedures appropriately.

**Table 19**

*Results of T-test Analysis between Hotel and School in terms of Food and Beverage Services Strand*

Food and Beverage Services	Mean	SD	Diff	df	t-test	p-value	Interpretation
Hotel	4.19	0.25	.04	2	0.126	.91	Not sig
School	4.23	0.30					

There is no significant gap between the extent of adoption of the TVL-TIC and the level of adoption of hotel industry standards regarding food and beverage services,  $t(2)=0.126, p=.91$ . This denotes that the null hypothesis is not rejected. It means that the extent of adoption of the TVL track immersion curriculum is comparable with the hotel standards. The skills taught by schools in the Food and beverage Services specialization are as good as those practiced by the hotel industry. Although it is an important aspect of school and hotel services, it must be examined for planning purposes. It agrees with Panda (2021), who explained that school curriculum had been compliant with the standards of hotels and industry, for they are the one that hires their graduates.

However, this also contradicts Evans (2001) that there are frequently differing expectations between educators and industry, in which employers emphasize practical and general transferable skills. In contrast, educators are concerned with developing more conceptual and tourism specific knowledge. It implies that various stakeholders have competing interests, which may give rise to divergent opinions about how well the curriculum meets industrial needs.

**Table 20**

*Results of T-test Analysis between Hotel and School in terms of Bread and Pastry Production Strand*

Bread and Pastry Production	Mean	SD	Diff	df	t-test	p-value	Interpretation
Hotel	4.03	0.28	.20	2	0.761	.43	Not sig
School	4.23	0.27					

There is no significant gap between the extent of adoption of the TVL-TIC and the level of adoption of hotel industry standards observed in bread and pastry production,  $t(2)=0.761, p=.43$ . The null hypothesis is not rejected. It denotes that the adoption of the TVL-TIC is congruent with the hotel industry standards regarding bread and pastry production. The hotel standards have another basis for their classification, although the school adopts the hotels' standards. The findings are contrary to the conclusion of Arakit (2016), wherein it was pointed out that the school curriculum in bread and pastry cooking has a significant relationship since the students' learning is integrated into their related learning experiences in hotels and restaurants.

**Table 21**

*Results of T-test Analysis between Hotel and School in terms of Cookery*

Cookery	Mean	SD	Diff	df	t-test	p-value	Interpretation
Hotel	4.14	0.18	.14	2	0.54	.642	Not sig
School	4.28	0.28					

As revealed, there is no significant gap between the extent of adoption of TVL-TIC and the level of adoption of hotel industry standards in terms of cookery,  $t(2)=0.54, p=.64$ . It means that the null hypothesis is not rejected. It signifies that the extent of adoption of TVL-TIC synchronizes with the hotel standards in terms of cookery. It shows that the schools and hotels had comparable levels in terms of cookery standards. In the guidelines of TESDA (2017), it was stated clearly that the school curriculum standards align with the industry standards. The graduates are qualified based on the standards adopted by the hotels.

**Table 22**

*Results of One-way Analysis of Variance in terms of Food and Beverage Services Strand*

Food and Beverage Services	DF	SS	MS	F Statistics	P-value	Interpretation
Groups	2	0.351	0.175	0.980	0.470	Not sig
Error	3	0.537	0.179			
Total	5	0.888	0.178			

As shown, there is no significant difference in the extent of implementation of the TVL-TIC in terms of food and beverages services among the major cities in Region XII,  $F(2,3)=0.980, p=0.470$ . The null hypothesis is not rejected. All schools have comparable focuses on providing food and beverage services, which are part of hospitality management. Moreover, the students are work-ready wherever cities they may apply for a job.

TESDA (2020) emphasizes the integration of competencies and standards into the curriculum that will complement the industry standards. It will prepare the graduates to be ready for future job opportunities. Moreover, the standard was implemented based on TESDA. This certification was developed from the tourism sector's competency map, where learning skills and performance standards were consistently assessed for national certification. Thus, both the school and hotel have complied.

**Table 23**

*Results of One-way Analysis of Variance in terms of Bread and Pastry Production Strand*

Bread and Pastry Production	DF	SS	MS	F Statistics	P-value	Interpretation
Groups	2	0.296	0.148	0.562	0.621	Not sig.
Error	3	0.790	0.263			
Total	5	1.085	0.217			

There is no significant difference between the extent of implementation of the TVL-TIC in bread and pastry production among the major cities in Region XII,  $F(2,3)=0.562$ ,  $p=0.621$ . The null hypothesis is not rejected. Schools from major cities in Region XII have comparable bread and pastry production implementation. Schools specializing in bread and pastry production are equipped with the knowledge and skills to be ready for deployment in hotel immersion. Similarly, Basbas (2016) explained that curriculum and hotels patterned their services offered based on the needs of the public. Therefore, by strengthening the bread and pastry services, the main services mostly considered by clients are provided interventions that can improve services.

**Table 24**

*Results of One-way Analysis of Variance in terms of Cookery*

Cookery	DF	SS	MS	F Statistics	P-value	Interpretation
Groups	2	0.304	0.152	0.539	0.631	Not sig
Error	3	0.846	0.282			
<b>Total</b>	<b>5</b>	<b>1.150</b>	<b>0.230</b>			

As shown, there is no significant difference between the extent of implementation of the TVL-TIC curriculum among the major cities in Region XII regarding cookery,  $F(2,3)=0.539$ ,  $p=0.631$ . The null hypothesis is not rejected. It indicates that all the schools from major cities of Region XII have comparable immersion curricula by providing cookery activities in all competencies, which form part of the in-demand services in hospitality management. Moreover, the immersion curriculum of the schools' cookery strand in Region XII offers the same content and procedure.

According to Goldman (2020), the bread and pastry industry demand has increased during this pandemic. The provision of these services made hotels more attractive to consumers. Thus, integrating these competencies in the schools prepared the graduates to work in this field.

**Table 25**

*Results of One-way Analysis of Variance in terms of Food and Beverage Services Strand*

Food and Beverages Services	DF	SS	MS	F Statistics	P-value	Interpretation
Groups	2	0.255	0.128	4.150	0.137	Not sig
Error	3	0.092	0.031			
<b>Total</b>	<b>5</b>	<b>0.348</b>	<b>0.070</b>			

There is no significant difference between the adoption of hotel standards regarding food and beverage services among the major cities in Region XII,  $F(2,3)=4.15$ ,  $p=0.137$ . The null hypothesis is not rejected. The adoption of hotel standards is aligned, for they all provide quality food and beverage services. The arrangement of the table settings, table napkin folding, and styles of table skirting are of the same standard and procedure followed by most of the hotels in Region XII. According to

Blythe (2015), harmonizing curriculum and industry competency is the major goal of the education system. It matches the competencies of students to the needs of industry.

Table 26

*Results of One-way Analysis of Variance in terms of Bread and Pastry Production*

Bread and Pastry Production	DF	SS	MS	F Statistics	P-value	Interpretation
Groups	2	0.325	0.162	1.851	0.300	Not sig
Error	3	0.263	0.088			
Total	5	0.588	0.118			

There is no significant difference between the adoption of hotel standards regarding bread and pastry production among the major cities in Region XII,  $F(2,3)=1.851$ ,  $p=0.300$ . The null hypothesis is not rejected. It denotes a congruence in the services offered between the hotels. All bakeries of the hotels in Region XII offer quality bread and pastry production. Thus, the hotels in major cities of Region XII adopted hotel standards. According to Briones (2018), the DepEd uses industry competencies as the basis for its curriculum. It is the reason why most competencies of the students in the different tracks they offer match the industry demand.

Table 27

*Results of One-way Analysis of Variance in terms of Cookery*

Cookery	DF	SS	MS	F Statistics	P-value	Interpretation
Groups	2	0.123	0.061	2.556	0.225	Not sig
Error	3	0.072	0.024			
Total	5	0.194	0.039			

There is no significant difference between the adoption of hotel standards in terms of cookery among the major cities in Region XII in terms of cookery,  $F(2,3)=2.556$ ,  $p=0.225$ . The null hypothesis is not rejected. It signifies synchronization of the content taught and performed in the hotels. It is more apt in the previous table where you compare schools' and hotels' adaptation or implementation. Moreover, the hotels adopted the standards in cookery services. Similarly, Lavelle et al. (2016) explain that cookery services in the schools are congruent to those provided by hotels and bakeries. It made the students prepared to work in this field. It made the students technically skilled in cookery careers.

## Conclusions

The schools' implementation of the TVL-TIC complied with all legal requirements regarding the qualifications, facilities, and resources required to deliver high-quality instruction to the students. The hotels were compliant with the standards mandated

by law and demanded by the industry. Both the hotels and the schools were compliant with the standards for qualification and resources, which signifies quality services. The core competencies developed by the TVL track curriculum were aligned with the demands of the hotel industry standards. Both had adopted standards that can provide quality assurance of qualified personnel and work-ready graduates in the future. Although there was no direct gap between the school's curriculum track and hotel standards, they had both manifested the required standards and core competencies, which signified the harmonization of the content of services.

## **Recommendations**

In the light of the findings of the study, the following programs listed below are highly recommended:

1. The school can implement the annual update of the curriculum. The principal will coordinate with the curriculum heads, departmental heads, teachers, student representatives, parents, barangay officials, and representatives from areas of specialization.
2. Moreover, the acquisition of the school's facilities and resources will be identified and purchased based on the School Implementation Plan/ Annual Implementation Plan charged through Maintenance and Other Operating Expenses (MOOE). Thus, the teachers, department heads, curriculum heads, administrative staff, and principals should be involved in this program before the school year's budget for facilities and resources.
3. The school's administration, headed by the principal, will conduct an inventory of teachers with Trainers Methodology. A program matrix will be crafted to guide during training with TESDA. The training is under the scholarship program of TESDA, but if not, it will be charged to Maintenance and Other Operating Expenses (MOOE). This program is part of the Teachers Professional Development of the School Implementation Plan/ Annual Implementation Plan.
4. Businesses must fill these new positions with applicants who have the pertinent, specialized skill sets, as technology offers new possibilities and career positions inside the workplace. By upskilling their staff, businesses may preserve their present workforce, provide possibilities for employee growth, and fill these unfilled roles while bridging the digital skills gap.
5. Immersion Programs for Teachers. This program is intended for teachers to undergo industry immersion. It is to sustain the level of instruction in the industry-relevant TVL curriculum program. It is to immerse themselves into the operations and culture of the industry. With this program, it represents a unique opportunity to comprehend the essence of the industry, especially for those teachers without any experience in the industry.



6. Immersion Program for Hotel Staff. This program is intended for hotel staff to undergo industry immersion. It is to sustain the level of competencies in the industry-relevant hotel standard. The hotel staff will be immersed in the operations and culture of the industry. With this program, it assimilates a unique opportunity to comprehend the essence of the industry.

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