



Effectiveness of International Practicum Training Program as assessed by the Bachelor of Science in Hotel and Restaurant Students of a Private University in Iriga City, Philippines

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Abstract. This descriptive study on the Effectiveness of International Practicum Training (IPTP) Program as assessed by the 25 Bachelor of Science in Hotel and Restaurant Students of University of Northeastern Philippines in Iriga City, Philippines. It determined the Impact of the International Practicum Training Program (IPTP) on the Business Education students; Problems encountered by the business education students who undergone IPTP; and the recommended solutions or suggested measures to improve the IPTP of the 25 college students at the University of Northeastern Philippines, Iriga City, during the end of the Second Semester of the Academic Year 2018-2019. Quota sampling was utilized. The weighted mean, rank, and verbal interpretation were used to describe the said dimension. It revealed that there is a Much Achieved Impact of the International Practicum Training Program on the Business Education students; and the study yielded Much Serious Problems as encountered by the business education students who undergone International Practicum Training Program; that ascertained Much Urgent recommended solutions or suggested measures to improve the IPTP.

Keywords: Effectiveness, International Practicum Training Program, Bachelor of Science in Hotel and Restaurant Students, Private University, Iriga City, Philippines

I. Introduction

The Bachelor of Science in Hotel and Restaurant Management is a four-year degree program that equips students with the necessary knowledge, skills, and attitude to provide quality service in the hospitality industry. It contains subjects that will address the needs of different sectors in the hospitality industry such as culinary, front office, tourism, resort, and hotel operations. The program also helps students to develop effective communication and interpersonal skills which are essential in establishing positive customer relations. Its curriculum follows the Commission on Higher Education (CHED) Memorandum Order No. 31, series of 2001 and No. 30, series of 2006. The Objectives/Outcomes of the Program includes: Develop and discover students' talents, interests, individual potential, and attitude to become effective professionals; Promote the welfare of students by identifying the needs and providing opportunities for solutions to problem areas in their fields of specialization; Communicate effective learning to students for professional longevity in the industry where they belong; Provide opportunities for significant exposure to hospitality and tourism industry; Develop competitiveness amongst students for their professional success; and Inculcate values and work ethics as essential factors in socio-



economic development. The subjects of the course revolve around Housekeeping, Food and Beverage Operations, Front Office, Principles of Tourism, Culinary Arts Sciences, Human Resources, Accounting, Sales and Marketing, and Public Relation Purchasing. One of the final requirements of the course is to immerse its students in the International Practicum Program, of which the students will be immersed on the Hospitality Management Practices abroad.

According to Houghton (2018), an internship or field experience in the College's programs in accordance with State requirements could benefit participants' personal and professional development as they gain first-hand experience with a culture that is vastly different from their own in their own. A lack of understanding exists regarding how to organize international internships from a student-centered perspective (Hermann et al., 2021). Moreover, international counseling trainees, on the other hand, managed their unique challenges in general training experiences by exerting agency in their training, and participants reported being successful in their training because of their persistence, resilience, and positive perspectives (Lee et al., 2022). Also, internships teach students intercultural communication skills, and teamwork skills, all of which help them improve the attractiveness of their characteristics after graduation (Gilliland et al., 2020). Saudi Arabia is making progress toward adopting international standards; however, more work is needed to strengthen the training program, and IES (International Education Standards) 8 has yet to be implemented (AlMotairy, O. S., & Stainbank, L. J. 2014).

In addition, Park and Kim (2013) studied the effects of undergraduate internships on students' perceptions of careers in the hospitality and tourism sector, concentrating on the moderating effect of casual social interactions with coworkers and supervisors that might happen during the internship period. Undergraduate students majoring in hospitality and tourism management in two-year courses in the Seoul metropolitan area, Korea, served as the source of data for pre-internship expectations and post-internship perceptions. The findings imply that positive social experiences students have while interning with companies can eventually change students' perceptions, reducing unfavorable perceptions of various aspects of a career in the hospitality and tourism sector.

In addition, Joshi and Tyagi (2019) identified the elements that influence an intern's choice of internship among the available options.

For interns, there are primarily two options: domestic internships and international internships. A comparison of the two options for the internship is another goal of the study. This study looks at how internships affect the way that interns develop as people. It also measures how satisfied students are with their internship experiences and identifies the stakeholders who have the biggest impact on students' overall satisfaction. The results were based on internship planning, the variables that affected preferences between domestic and international internships, and the effects of internship on interns. However, the respondents perceived internship program planning as the most important factor in their internship. This shows that institutes play an important role in the internship experience of the students. The findings also showed that majority of the respondents were highly satisfied with their internship experience as it contributed positively towards the development of their personality. Also, Van Hoof (2000) examines the international internship as a way to combine professional development with global exposure and emphasizes the significance of sending students abroad. It argues that students who intern abroad are better equipped than their non-participating peers to handle some of the difficulties they will run into in the future's increasingly internationalized hospitality industry.

Moreover, Nagal and Torres (2015) researched the opinions of Filipino baccalaureate students, specifically those pursuing a bachelor's degree in hotel and restaurant management and a bachelor's degree in tourism management, on the value of the institutions' available international training programs. In addition to its educational significance to them, a web-based survey with 11 items was used to determine how students perceived the program offered by HEIs and their capacity to meet their training and/or exposure needs. The research's conclusions show that the students highly valued the internship component of their program, acknowledging its value to their education and future enrichment as well as its importance to their academic and professional development. The majority of the student respondents state that the training host or partner met their expectations, suggesting that the location of the training program itself had little bearing on the students' perceptions, which were more influenced by the amount of knowledge and experiences they gained while participating in the program. Similarly, Weiss and Hawkins (2005) examines the practicum experiences of hospitality students in Bulgaria, Dominica, and Honduras, highlighting the



difficulties encountered, the successes attained, and the lessons discovered. The experiences in Bulgaria, Dominica, and Honduras should be able to offer a useful framework for the replication of a consulting practicum that includes study abroad field studies, along with lessons learned from the relevant literature. In actuality, a lot of the concepts are transferable to a wider array of experience-based tourism courses and programs. These might include advanced topical studies, mentorship programs, applied research courses, externship programs, and programs for internships and externships. According to surveys, students gained more knowledge about consulting and are, for the most part, applying the skills they acquired. The knowledge transfer inherent in the consulting practicum process has also benefited the clients. In some instances, clients have already noticed observable effects. However, these advantages must be compared to the unavoidable expenses and difficulties that everyone involved in the process will encounter. The unique circumstances and resources at the institution will ultimately determine whether a practicum is appropriate for a particular tourism institution. It should be noted that the practicum is by no means a replacement for more conventional learning environments, but rather an addition to them. The knowledge that will later be applied and reinforced through experiential learning that occurs during the practicum is created in the traditional classroom setting. A powerful synergy between the two can occur when they are combined, enabling the educator to carry out the increasingly crucial task of "preparing students to think, to solve problems, to apply knowledge, to engage in constructive teamwork, and perhaps most importantly, to develop their capacity to continue learning throughout their lives."

Furthermore, Jones and Park (2021) In order to understand how virtual internships were used in the wake of COVID-19, this study interviewed a small group of interns and site supervisors to examine virtual internship practices and the adaptation to changes brought about by the current COVID-19 pandemic crisis. The study's conclusions offered several new perspectives on virtual internships. Overall, well-planned and designed virtual internships, like traditional fieldwork, could be an empowering learning opportunity that enables students to draw on their practical skills while applying what they learn in the classroom to real-world management situations. In addition, Grobelna (2015) argued that the fact that hospitality organizations are increasingly conducting business internationally makes it

difficult for managers and staff to communicate and collaborate effectively with people from various cultural backgrounds. Intercultural communication between managers and employees, as well as between employees and hotel guests from various cultural backgrounds, may be the cause of many issues. Hence, improvement of industry and academic organizations should be strengthened to enhance the international practicum. Likewise, Singh (2012) investigated strategies for fostering internships and helping students become familiar with their previous work. An internship can be a great way to make use of your time and learn practical skills. Analysis of the effectiveness of the integration of hotel management education into the hotel operation during the study period was one of the study's specific objectives. The results showed that internship programs not only save time in hiring and recruiting, but also demonstrate to have financial advantages for meeting temporary staffing needs. By providing a "readily available hiring pool" for full-time positions after the student graduates, internship placements demonstrate that they have long-term returns on investment.

Similarly, Datta et al. al. (2013) asserted that the hospitality sector is expanding. The need for recent graduates to manage this growth is growing. Hotel schools are in charge of supplying skilled labor to meet demand. Hotel management students complete internships in various hotels, much like those in other professional programs, to learn about the operational skills that are not taught in hotel schools. However, it is clear that they have different expectations for their careers once their internship is over. The purpose of the study is to determine how individuals perceive their careers in the hotel industry differently. The goal of the study is to reveal how generally students feel about the hospitality industry in terms of the stigma associated with it and the potential level of commitment these students will have to finding employment after graduation. According to the study, students think that this field is expanding and offers lots of job opportunities. Students generally had positive responses when asked about working in the industry. Expectations varied between those who had finished industrial training and those who had not. After completing their training, the students had a more critical view of the hotel business. Similar to how commitment levels varied between pre- and post-training students, those who had already finished their internships demonstrated a lower propensity to work in the industry in the near future. Since students majoring in hotel management are the essential human resource for the industry's



sustainability, the research work will attempt to highlight the issues that need to be addressed. And finally, Bilsland et al. al., 2020) examines the in-house internship of the hotel training center in Thailand with two specific goals in mind: (1) to look into students' expectations before taking an internship and compare them with their perceptions afterward; and (2) to examine experiences and skills that students interns gain and the impact of in-house internship on students' choice of job after graduation. In order to interpret the students' opinions obtained from the focus group interview and the narrative writing of the brief open-ended questions, this study uses a qualitative methodology that involves content analysis. The study's findings show how important an internal internship is to the tourism and hospitality management curriculum. In-house internships can equip and prepare students for real internship experiences in the hotel industry, according to the study. It also clarifies the in-house internship's pedagogical role in the tourism and hospitality curricula.

II. METHOD

The researchers used a descriptive research design to understand the Effectiveness of International Practicum Training Program as assessed by the Bachelor of Science in Hotel and Restaurant Students of the University of

Northeastern Philippines, Iriga City, Philippines. During the data gathering process, there were 25 students who responded to the survey.

This study determined the Impact of the International Practicum Training Program (IPTP) on the Business Education students; Problems encountered by the business education students who undergone IPTP; and the recommended solutions or suggested measures to improve the IPTP of the 25 college students at the University of Northeastern Philippines, Iriga City, during the end of the Second Semester of the Academic Year 2018-2019. Quota sampling was utilized. The weighted mean, rank, and verbal interpretation were used to describe the said levels that were interpreted using the following scale: Impact of the International Practicum Training Program (IPTP) on the Business Education students, 5-Strongly Agree (SA), 4-Moderately Agree (MA), 3-Agree (A), 2-Fairly Agree (FA), 1-Not at all (NAA).; Problems encountered by the business education students who undergone IPTP-5-Very Much Serious (VMS), 4- Much Serious (MS), 3-Serious (S), 2-LessSerious (LS), 1-Not at all (NAA); and the recommended solutions or suggested measures to improve the IPTP, 5-Very Much Urgent (VMU), 4- Much Urgent (MU), 3-Urgent (U), 2-LessUrgent (LU), 1-Not at all (NAA). Statistical Package for Social Sciences (SPSS) was also utilized to facilitate the statistical treatment.

III. RESULTS AND DISCUSSION

3.1 The Impact of the International Practicum Training Program on the Business Education students

Table 1: the Impact of the International Practicum Training Program on the Business Education students

Indicator	Average Mean	Verbal Interpretation
It helps increase their skills	4.47	MA
It helps increase their knowledge	4.06	MA
Prepares the students for future employment	4.26	MA
It develops their customer relations	3.74	MA
Maintains appropriate rapport with customer/clientele with enabled quality service delivery	3.28	AA
Develops intra and interpersonal relationship	4.05	MA
Develop spirit of teamwork	3.93	MA
Develop tactfulness	3.88	MA
Develop confidence	4.42	MA
Develop self-esteem among co-trainees	4.04	MA
Share leadership as means to uplift morale	3.64	MA
Develop skills in handling complaints	2.83	AA
Manage to practice career professionalism	3.64	MA
Develop students global competitiveness	4.47	MA
Develop student's international goodwill	3.68	MA
Develop good will and increase recognition of the university	3.42	AA
Updates curriculum of the course	3.23	AA



Increase enrolment	3.39	AA
Enhanced total growth of human resources towards the fulfilment of personal and organizational goals	3.56	MA
Improve the student's maturity	4.57	MA
Acquire new trends in the operation of hotel management and skills in terms of		
Bartending	2.62	AA
Waitering	2.75	AA
Front desk operations	2.59	AA
Housekeeping Management	2.01	PA
Kitchen management	2.43	PA
Catering	2.88	AA
Table setting	2.73	AA
Making sales report	3.27	AA
Merchandising	3.53	MA
Sales agent	3.22	AA
Cashiering	3.12	AA
Clerk Operations	2.76	AA
Average	3.78	MA

Table 1 shows the Impact of the International Practicum Training Program on the Business Education students. The table shows that the International Practicum Training Program is an efficient career-oriented program that interests the students on its benefits it poses, particularly in achieving the goals of becoming efficient and well versed in international hotel and restaurant practices.

As revealed, the respondents highly rated the following International Practicum Training Program help improve their skills and HRM competencies, namely: Improve the student's maturity, 4.57; It helps increase their skills, 4.47; Develop students global competitiveness, 4.47; Develop confidence, 4.42; Prepares the students for future employment, 4.26; It helps increase their knowledge, 4.06; Develops intra and interpersonal relationship, 4.05; Develop self-esteem among co-trainees, 4.04. However, much improvement should be made since they least rated the following:

Develop good will and increase recognition of the university, 3.42; Increase enrolment, 3.39; Maintains appropriate rapport with customer/clientele with enabled quality service delivery, 3.28; Updates curriculum of the course, 3.23; and Develop skills in handling complaints, 2.83. Moreover, they rated themselves in the following skills on IPTP along, Merchandising, 3.53; Making sales report, 3.27; Sales agent, 3.22; Cashiering, 3.12; Catering, 2.88; Clerk Operations, 2.76; Waitering, 2.75; Table setting, 2.73; Bartending, 2.62; Front desk operations, 2.59; Kitchen management, 2.43; and Housekeeping Management, 2.01. Thus, additional training after they return after their IPTP should be given to improve the least rated develop skills as their motivation is also affected by their competencies (E. C. . Avila & Genio, 2020) and (E. C. Avila et al., 2021).

3.2 Problems encountered by the business education students who undergone IPTP

Table 2 presents the Problems encountered by the business education students who undergone IPTP.

Table 2: Problems encountered by the business education students who undergone International Practicum Training Program

Indicator	Average Mean	Verbal Interpretation
Lack of orientation about the task to be undertaken within the duration of the training	3.46	Serious
No proper planning and orientation	3.89	Much Serious
Lack of knowledge and skills of the students acquired from classroom needed by the establishments	3.83	Much Serious
Lack of mastery of skills of the training personnel	3.18	Serious



Discrimination	3.85	Serious
Lack of financial and morale support from the university	3.36	Serious
No proper planning and distribution of task	4.02	Much Serious
No overtime payment	3.58	Much Serious
Distance of the establishment from the dormitory	4.51	Very Much Serious
Dormitories sanitation	4.67	Very Much Serious
Financial status of the trainee	3.34	Much Serious
Home sickness	4.53	Very Much Serious
Food adjustment	3.95	Much Serious
Too much expectation from the Filipino trainee	4.44	Much Serious
Average	3.90	Much Serious

The Table 2 shows that there were Much Serious problems encountered by the students who underwent International Practicum Training Program that should be given very much serious to much serious attention, to wit: Dormitories sanitation, 4.67; Home sickness, 4.53; Distance of the establishment from the dormitory, 4.51; Too much expectation from the Filipino trainee, 4.44; No proper planning and distribution of task, 4.02; Food adjustment, 3.95; No proper planning and orientation, 3.89; Discrimination, 3.85; Lack of knowledge and skills of the students acquired from classroom needed by the establishments, 3.83 and No overtime payment, 3.58.

3.3 The recommended solutions or suggested measures to improve the IPTP

Table 3 presents the recommended solutions or suggested measures to improve the IPTP. It revealed that there were sets of recommended solutions that are considered by the respondents as very much urgent such as: Eliminate discrimination, 4.65; Improve teaching strategy, 4.55; Monthly monitoring of dormitories, 4.54. While the indicators rated as much urgent were: Proper distribution of task, 4.41; Identify the weakness and strengths of the IPTP, 4.01; Proper planning and orientation, 3.95; Knowledgeable training personnel, 3.67; Morale and financial support from the university, 3.61; and University motivation, 3.53.

Table 3: The recommended solutions or suggested measures to improve the IPTP

Indicator	Average Mean	Verbal Interpretation
Conduct proper orientation	3.48	Urgent
Proper planning and orientation	3.95	Much Urgent
Improve teaching strategy	4.55	Very Much Urgent
Knowledgeable training personnel	3.67	Much Urgent
Eliminate discrimination	4.65	Very Much Urgent
Morale and financial support from the university	3.61	Much Urgent
Proper distribution of task	4.41	Much Urgent
Monthly monitoring of dormitories	4.54	Very Much Urgent
University motivation	3.53	Much Urgent
Identify the weakness and strengths of the IPTP	4.01	Much Urgent
Average	4.04	Much Urgent

Thus, the said recommendations identified by the respondents themselves who underwent the actual IPTP should be considered so that improvement of the said program is expected to reach for the next few years of the implementation of the same component of the BS in HRM curriculum within the same institution.

IV. Recommendations

Pursuant to the findings presented, the following recommendations are specified:

1. The College of Business Education must devise a program as to assist the business education students who are qualified to undergo the



International Practicum Training Program based on their socio-demographic profiles to avoid problems be encountered.

2. There is a need that the lowest rated indicators on the impact of IPTP should be considered by the management for the improvement of the said program in the university.

3. The problems encountered by the students who underwent the IPTP must be turned by the administration as challenge for the improvement of the said program. IPTP should be well coordinated and more improved linkages to hospitality industries should be maintained to minimize or eliminate the problems encountered by the students on the IPTP attendance. Management officials such as University Officials, faculty and training coordinators, policy makers and business education should assist students who are enrolled in IPTP to facilitate its success.

4. The recommended solutions or suggested measures given by the respondents must be given attention and action by the administration or person involved in the IPTP so that efficient and effective quality education and global competitiveness of business education students will be achieved.

5. A five year development plan for the IPTP is likewise recommended.

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