

Training Needs Assessment: An Action Research for the Community Extension Program of the College Of Hospitality and Tourism Management

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Abstract: *The Commission on Higher Education (CHED) assures high-quality college education via three functions: instruction, research, and community extension services. As a result, higher education stresses extension services alongside instruction and research. This research investigates the training needs in the community of Olongapo City as basis for community extension program of the College of Hospitality and Tourism Management (CHTM). This study used a descriptive research approach, with researcher-created survey questionnaires serving as the primary data collection tool to identify the training requirements assessment as the foundation for the College of Hospitality and Tourism Management's community extension program. This study's target demographic includes Barangay Workers, ALS Teachers and Learners, and Out of School Youth in Olongapo City. Respondents identified training needs were Housekeeping, Front Office, and Food and Beverages with National Certificate II (NC II) from TESDA which are said to be essential now a days in the hospitality industry. Respondents are willing to attend the Face-to-Face sessions since they don't have TESDA accredited certificates, and they are willing to take the NC II assessment. The researchers recommend maintaining the access to education by creating a proposal that will focus on training needs with TESDA National Certificate II (NC II) focusing on the top 3 most needed training such as Housekeeping, Front Office, and Food and Beverages. The proposed project must aim to help individuals in developing their skills through a rigorous training program offered from the selected TESDA – NC II that will boost individuals' chances of employability.*

Keywords: *training, needs assessment, community extension program, national certificate*

Introduction

Every college or university is committed to the community. Furthermore, the community extension services give a channel for people to express their goodwill. Community extension is one of the three primary functions of a higher education institution, in which academics and staff give individualized work in addition to their regular duties (Asio et al., 2022). Development in communities is primarily concerned with the fostering community behavior of individuals and community institutions, which leads to theories of norms about the local conditions required to foster resident engagement and skill-building, as well as the collective effort required of community institutions (Dorius 2011). It can be defined as a deliberate attempt to create assets that strengthen citizens' ability to improve their quality of life. These assets could include several types of community capital, such as physical, human, social, financial, environmental, political, and cultural (Green and Haines 2016).

Pursuant to the Higher Education Modernization Act of 1997, the Commission on Higher Education (CHED) ensures high-quality college education through three functions: instruction, research, and community extension service. As a result, in addition to instruction and research, higher education prioritizes extension services (Montalbo 2016). According to CHED Memorandum Order No. 52, series of 2016, extension programs at higher education institutions enable students to identify real-world, evidence- and science-based solutions to the social, economic, and environmental issues that their partner communities and individuals confront. As organizations that generate knowledge and ideas via research and innovations, this new extension strategy lays the way for enhancing people's lives. It lays the groundwork for long-term community growth. Terano (2023) mentioned on his study that extension services and activities must be long-term, comprehensive, well-planned, coordinated, and carried out with the support of administration, faculty extensionists, students, and the community. Research-based extensions for the

programs are also required, as practically all extension services and activities are demand-driven. Active participation of faculty members is required because extension is the faculty's least important responsibility in terms of launching extension services and activities, as seen by their involvement.

The Gordon College – College of Hospitality and Tourism Management handles programs including Bachelor of Science in Hospitality Management and Bachelor of Science in Tourism Management. These programs includes skills assessment which readies their graduates in the hospitality and tourism sector specifically in food and beverage services, housekeeping services, and front office services. Its faculty members have relevant training and certifications acquired from Technical Education and Skills Development Authority or TESDA. Established in accordance with the Republic Act No. 7796 or the Technical Education and Skills Act of 1994, TESDA provides hands-on training or online instruction. Nowadays, it is easy to learn new skills because there are various online and face-to-face classes available for you to enroll in. This is to guarantee that one of its aims, improving people's quality of life through demand-driven and research-based extension services, is met.

Thus, this study aims to assess the needs of the community within Gordon College in terms of hospitality and tourism related skills which can be provided by the faculty members. This action research could serve as a basis for community extension program of the College of Hospitality and Tourism Management (CHTM).

Objectives

This research investigates the training needs in the community of Olongapo City as basis for community extension program of the College of Hospitality and Tourism Management (CHTM). Specifically, the researchers sought to determine:

Profiles of the Respondents

Table 1. Frequency and percentage distribution of respondents according to age

Age	Frequency	Percentage
20 and below	7	11.86
21-30 years old	20	33.90
31-40 years old	13	22.03
41-50 years old	15	25.42
51-60 years old	3	5.08
61 and above	1	1.69

1. The profile of the respondents;
2. The training needs in the community of Olongapo City
3. To come up with a proposed plan to meet the needs of the respondents.

Methodology

This study utilized a descriptive research design using researcher-made survey questionnaires as the main instrument in gathering data to determine the training needs assessment as basis for community extension program of the College of Hospitality and Tourism Management. The target population of this study are Barangay Workers, ALS Teachers and Learners, and Out of School Youth from Olongapo City. To provide and gather data, a much informative and relative evaluation survey questionnaire was composed, and it has two parts. The first is the demographic profile of the respondents. The second part is the Training Needs Assessment from the Barangay Workers, ALS Teachers and Learners, and Out of School Youth from Olongapo City. Data gathering method started as soon as the permit to conduct the study was approved by the Barangay Officials, and Department of Education (DepEd) School Division Office of Olongapo City. After the approval, the data of the respondents such as the Barangay Workers, ALS Teachers and Learners, and Out of School Youth from Olongapo City was secured together with the reasons on the training needs. The researchers used the frequency and percentage Analysis to the demographic profile of the respondents and their reasons to have the identified trainings.

Results and Discussion

Statistical analyses of data, corresponding interpretation, and discussion of findings based on the conceptual framework that became the basis of this project are presented below.

Table 1 shows the distribution of respondents in according to age where from a total of fifty-nine (59) respondents there were 20 or 33.9 percent are from the age group of 21-30, 15 or 25.4 percent from 41-50 years old, 13 or 22 percent from 31-40 years old, 7 or 11.9 percent from 20 years old and below, 3 or 5.1 percent from 51-60 years old, and 1 or 1.7 percent from the age group of 61years old and above. It implies that

the majority of the respondents are from the age group 21-30 commonly referred to as "young adults" or "early adults." This stage of life is often associated with the transition from adolescence to adulthood, and individuals within this age range may be navigating educational pursuits, entering the workforce, establishing independence, and experiencing various personal and professional milestones.

Table 2. Frequency and percentage distribution of respondents according to sex

Sex	Frequency	Percentage
Male	11	18.64
Female	48	81.36
	59	100.0

Table 2 shows the Frequency and Percentage Distribution of Respondents according to Sex. The table reveals that majority of the respondents are Female with 48 or 81.4 percent and the Male

respondents has 11 or 18.6 percent. The table implies that the respondents who are interested to learn and develop more their skills are dominated by Females.

Table 3. Frequency and percentage distribution of respondents according to civil status

Civil Status	Frequency	Percentage
Single	26	44.07
Married	31	52.54
Widowed	2	3.39
	59	100.0

Table 3 presents the frequency and percentage distribution according to civil status. There were 31 or 52.5 percent who are married, 26 or 44 percent are single, and 2 or 3.4 percent from the respondents are widowed. This implies that the respondents are coming

from a status which it's important to approach these characteristics with sensitivity, recognizing that individual experiences and circumstances can vary widely.

Table 4. Frequency and percentage distribution of respondents according to number of child/children

No. of children	Frequency	Percentage
None	21	35.59
1	17	28.81
2	11	18.64
3	6	10.17
4	3	5.08
5 and above	1	1.69
	59	100.0

Table 4 presents the Frequency and Percentage Distribution according to the Number of Child/Children. Where majority of the respondents do

not yet have their Child/Children with 21 or 35.6 percent, 17 or 28.8 do have one child, 11 or 18.6 percent have two children, 6 or 10.2 percent have three

children, 3 or 5.1 percent have four children, and 1 or 1.7 percent five children and above. This implies that the respondents who are working parents hasn't felt

guilty about missing activities of their child/children as long they are working and doing their best for their family (Friedman, 2018).

TABLE 5. Frequency and Percentage Distribution of Respondents according to Classification

Classification of Respondents	Frequency	Percentage
ALS Teachers	10	16.95
ALS Learners	31	52.54
Baranggay Employees	5	8.47
Baranggay Residents	11	18.64
Others	2	3.39
	59	100.0

Table 5 presents the Frequency and Percentage Distribution according to the according to Classification of respondents where there were 31 or 52.5 Percent respondents from ALS Learners, 11 or 18.6 percent from the Brgy. Residents, 10 or 16.9 percent ALS Teachers, 5 or 8.5 percent from the brgy. employees, and 2 or 3.4 percent from others. This implies that majority of the respondents are Alternative

Learning System Learners who wanted to learn and continue enhancing their skills. In the work of Dweck (1999) and Bandura (1997), personal qualities affect the effectiveness of a person being employed. Therefore, perceived self-efficacy or ability will play an important role in choice of degree program, career choice and personal development, and is thus significant for an individual's employability.

Table 6. Frequency and percentage distribution of respondents according to employment

Employment	Frequency	Percentage
Employed	30	50.85
Unemployed	19	32.20
Self-employed	8	13.56
Others	2	3.39
	59	100.0

Table 6 presents the Frequency and Percentage Distribution according to Employment. There were 30 or 50.8 percent respondents who are employed, 19 or 32.2 percent unemployed, 8 or 13.6 percent who are self-employed, and 2 or 3.4 percent from the respondents' answered others. This implies that the respondents are working and wanted to continue their studies or on their way of gaining their

degree. In the work of Dweck (1999) and Bandura (1997), personal qualities affect the effectiveness of a person being employed. Therefore, perceived self-efficacy or ability will play an important role in choice of degree program, career choice and personal development, and is thus significant for an individual's employability.

Table 7. Frequency and percentage distribution of respondents according to preferrability of NCII training topic

Preferred NCII Training	Frequency	Percentage
Housekeeping NCII	20	33.90
Food and Beverage Services NCII	21	35.59
Front Office Services NCII	18	30.51
	59	100.0

Table 7 presents the Frequency and Percentage Distribution according to preferability of NC II training topic. The top three choice of the

respondents are: third highest training choice was the Food and Beverage Management which has 12 or 20.3 percent, second with 14 or 23.7 percent selected front

office, and the highest chosen topic was housekeeping with 15 or 25.4 percent. This implies that the respondents' best choices were the most demanding

topics with TESDA NC – II, and some of the respondents are working in the Hospitality Management Service.

Table 8. Frequency and percentage distribution of respondents according to willingness to attend face-to-face training

Willingness To Attend Face-To-Face Training	Frequency	Percentage
Yes	59	100.00
No	0	0
	59	100.0

Table 8 presents the Frequency and Percentage Distribution according to willingness to attend Face-to-Face Training. All the respondents are willing to attend the Face-to-Face Training. This implies that while online and virtual training options offer flexibility and accessibility, face-to-face training

remains a valuable and irreplaceable method for certain learning objectives and interpersonal dynamics. The choice between different training modalities often depends on the nature of the content, the audience, and the specific learning goals.

Table 9. Frequency and percentage distribution of respondents according NCII certificate passer

NCII certificate passer	Frequency	Percentage
Yes	50	84.75
No	9	15.25
	59	100.0

Table 9 presents the Frequency and Percentage Distribution according to NC II Certificate passer. There were 50 or 84.7 percent from the respondents who do not have TESDA NC II

Certificates, and 9 or 15.3 percent who have NC II Certificates. This implies that the respondents are eager to get National Certificates given by TESDA for employment purposes.

TABLE 10. Frequency and Percentage Distribution of Respondents according to willingness to take NC II assessment

NCII assessment	Frequency	Percentage
Yes	57	96.61
No	2	3.39
	59	100.0

Table 10 presents the Frequency and Percentage Distribution according to willingness to take NC II Examination. Majority of the respondents selected “YES” where 44 or 74.6 percent decided to take the NC II Assessment after the training program. This implies that the respondents are willing to take and finish the free training that will be given by Gordon College - College of Hospitality and Tourism Management community extension project for their career choice and personal development and is thus significant for an individual’s employability.

Through an action plan, it proposes a community extension program that may help individuals in developing their skills through a rigorous training program offered from the selected TESDA – NC II that will boost individuals’ chances of employability. It may give quality assurance to the project participants in terms of knowledge, skills, attitudes, and values competencies along the middle level skilled occupations.

Majority of the respondents are females with ages 21-30, married, and employed. They were not able to continue their studies in formal schooling and because of that they enrolled as ALS Learners and decided to return to finish their basic education.

Conclusion

This study investigated the training needs in the community of Olongapo City as basis for community extension program of the College of Hospitality and Tourism Management (CHTM).

Recommendation

Based on the conclusions derived from the study, the researcher recommends creating an intervention program such as community extension program to help students who have stopped pursuing their education from formal schooling to Alternative Learning System (ALS) due to their personal reasons and other factors achieve their goals by having national certificates from TESDA.

After the conduct of the project, participants are expected to take and pass the National Certificate (NC) – II based on accredited government standards and assess the program for sustainability.

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One way of improving yourself is through learning and acquiring new sets of skills. It is important to invest in yourself through self-improvement. Gaining skills from finishing a certificate course or training will help you be better in your chosen field or may potentially make you earn more money.

As a response to the result of the assessment on the training needs of the community in Olongapo City, the College of Hospitality and Tourism Management (CHTM) - Community Extension Services Unit proposed an action plan as part of their community extension program. The proposed action plan will be called **PROJECT JAYBAGS** (Jampacked Achievements set Yielding success Based on Accredited Government Standard). It aims to help individuals in developing their skills through a rigorous training program offered from the selected TESDA – NC II that will boost individuals' chances of employability. It may give quality assurance to the project participants in terms of knowledge, skills, attitudes and values competencies along the middle level skilled occupations.

Project JAYBAGS aims to help individuals in developing their skills through a rigorous training program offered from the selected TESDA – NC II that will boost individuals' chances of employability. It may give quality assurance to the project participants in terms of knowledge, skills, attitudes, and values competencies along the middle level skilled occupations. Finishing the training with such a nationalized certificate separates one from just a student who crashed the course.

PROPOSED INNOVATION