

A Comparison on the Compliance of Autonomous and Non-Autonomous Higher Education Institutions Offering Hospitality Management Program to the Philippines' Commission on Higher Education [CHED] Student Internship Program [SIPP] Requirements

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Abstract: The article describes the compliance of local autonomous and non-autonomous universities offering hospitality management programs on student internship requirements set by the Philippines' Commission on Higher Education [CHED] Student Internship Program in the Philippines [SIPP], as perceived by academicians of these selected higher education institutions [HEIs]. Using independent samples t-test, the study showed that there were no significant differences in the level of compliance to CHED's SIPP requirements between autonomous and non-autonomous HEIs. Hence, even with differences in accreditation levels among these universities, any developmental model or framework for student internship programs established for autonomous universities can be applied to non-autonomous universities.

Keywords: Compliance, CHED SIPP, HEIs, internship programs

I. INTRODUCTION

Recent developments strengthened the key role that a university plays in the transformation of global businesses. This led to the emergence of the entrepreneurial university phenomenon in the new knowledge-based society (Etzkowitz, 2013). The paradigm shift on the responsibility of a university from teaching and research to include business activities clearly put into action the helix model of industry, government and university relationships. This model further showed how a university becomes an important innovation key element in providing seed bed for new business human and financial capital (Etzkowitz, 2013). The entrepreneurship education [EE] has developed as a vital instrument to enhance entrepreneurial orientation and as such, has been highlighted in several policy measures, strategic recommendations, and action plans of diverse international organizations, such as the EU, the World Bank, OECD, and the World Economic Forum (Ndou, 2016).

The study of Mustafa, Hernandez, Mahon, and Chee Lai Kei (2016) emphasized the need for educational support of academic institutions through the creation of an environment conducive for entrepreneurship. A university which assumes a serious role in providing an entrepreneurial environment may provide the students with the relevant projects, activities, course works and industry immersions to help turn their business ideas into feasible entrepreneurial endeavors (Saeed, Yani & Muffatto, 2015).

To support consistency and uphold quality of tertiary education in the Philippines, the Commission on Higher Education [CHED] was established through Republic Act No. 7722, otherwise known as Higher Education Act of 1994. The agency is mandated to promote quality education, ensure the accessibility of education to all and protect academic freedom for continuing intellectual growth, advancement of learning and research, development of responsible and effective leadership, education of high-level professionals, and the enrichment of historic and cultural heritage. Part of CHED's task is to accredit universities using compliance checklist of various levels, and the highest accreditation level being awarded to universities is the autonomous level. Those granted with this level are bestowed the title Autonomous Higher Education Institutions [HEI]s. These are the institutions that "demonstrate instructional quality and enhancement through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of centers of Excellence and/or Development, and/or international certification." More importantly, CHED oversees and issue guidelines on student internship programs.

Internship is recognized to be an integral component of hospitality management students' academic journey. In the

Philippines, the BSHRM/BSHM internship program aims to provide the students the needed industry workplace exposure and training. The concept of a “Practicum Program” requiring a 3-unit internship with a minimum of 300 hours of supervised work experience, was revised to a minimum of 200 hours for each area of specialization (e.g., for Hotel and Restaurant Management majors, at least 200 in hotel operations and another 200 in restaurant operations) while maintaining the same prescribed number of units (CHED Memo No. 30 s. 2006; CHED Memo No.104 s. 2017). The program envisions the practicum training program as the “field laboratory” of the B.S. Tourism /B.S. Hotel and Restaurant Management curriculum. Adopted as a “through-process”, the practicum is designed to be interspersed between the basic and advanced Hospitality Management/Tourism courses. The completion of the minimum hour requirement may be spread across the regular semester period. It may also be accomplished or done continuously during the semester presupposing the enrolment of prerequisites and compliance with the minimum of 27 units of the core and major courses. The program is described as supervised exposure to actual practices in the tourism/hospitality industry with the following objectives: 1) exposure to training and work experience in the specific sector concerned to test the applicability of management concepts and practices learned in the classroom to actual operations in the sector; 2) familiarization with the range of positions and the labor force requirements of the sector; 3) enrolment for the development of proper work attitudes toward fellow workers, superiors as well as the clientele (CHED Memo No. 30 s. 2006; CHED Memo No 104 s.2017). Moreover, the Practicum course requires the following: 1) school and industry practicum orientation on concepts, objectives, mechanics, requirements, work and job operations’ overview; 2) completion of the required hours at a duly accredited establishment; 3) integration of the management aspects of industry operations in every department/unit practicum taken by the student; 4) provision for an evaluation mechanism of the program, the student trainees’ performance and the cooperating establishment to improve its objectives, content, mechanics and requirements; 5) submission of an analytical, descriptive and critical practicum report by the student trainees to provide the opportunity for them to synthesize and organize information gathered and experiences gained during the training. This also serves as an important aspect of the student’s performance (CHED Memo No. 30 s. 2006; CHED Memo No.104 s.2017). The practicum program concept also features credit that may be given by the concerned educational institutions to students who have previous work experience/s in tourism-related establishments on a case-to-case basis. The roles of the following participants are identified in the concept paper as: 1) Host Establishment (Industry Partner); (2) Supervisor

(Industry Partner); 3) School (Higher Education Institution); 4) Course Coordinator (Practicum Coordinator); and 5) Student Trainee/Student enrolled in the practicum (CHED Memo No. 30 s. 2006).

With CHED’s internship requirements in place, developmental internship models warrant initial evaluation of HEIs adherence to standards set by the agency. The objective of the study is to assess the level of compliance of selected HEIs’ across various regions in the Philippines on CHED’s Student Internship Program in the Philippines [SIPP] requirements, henceforth, the following hypothesis is formed:

H01: There is no significant difference on the level of compliance between autonomous and non-autonomous HEIs.

II. METHODS

To achieve the objectives of this study, quantitative research method was used via checklist that evaluated compliance/adherence of the HEI on CHED Memo 104 s. 2017 prescribed as a local internship standard. The survey questions were answered using the following scale: 1 – To no extent / Strongly Disagree; 2 – To a little extent / Disagree; 3 – To a moderate extent / Agree; and 4 – To a large extent / Strongly Agree. The limits for verbal interpretation were set as follows: 1 to 1.74 – To no extent / Strongly Disagree; 1.75 to 2.51 – To a little extent / Disagree; 2.52 to 3.25 – To a moderate extent / Agree; and 3.26 to 4 – To a large extent / Strongly Agree

Results of the survey were analyzed using T-test for difference of means of two groups, in which the two groups are independent of each other. The independent groups were the autonomous and non-autonomous universities. T-test for difference of means of two groups was used the accept or reject the null hypothesis H01.

The academic respondents of the study were limited to 52 HEIs representing Luzon, Visayas, and Mindanao which are recognized as Autonomous, Deregulated and CHED Centers of Excellence. Deregulated HEIs are those that “demonstrate very good institutional quality and enhancement through internal QA systems, and demonstrate very good program outcomes through a good proportion of accredited programs, the presence of centers of Excellence and/or Development, and/or international certification”. The sample institutions offer BS Hospitality Management / Tourism courses.

III. RESULTS DESCRIPTIVE STATISTICS

The data in Table 1 describes the characteristics of the HEI-survey respondents.

Table 1. Characteristics of the HEI-respondents offering BS HM/Tourism courses

Region	f	%	Type	f	%	Ave Student Enrolment	f	%
III	12	23.1	Diocesan College	1	1.9	less than 1000	10	19.2
IV-A	12	23.1	LUC	2	3.8	1001-5000	27	51.9
CAR	3	5.8	Private	1	1.9	10,001-20,000	3	5.8
NCR	11	21.2	Private Non Sectarian	1	1.9	20,001-30,000	1	1.9
VI	8	15.4	Private Non Stock/ Non Profit	22	42.3	5001-10,000	9	17.3
VII	4	7.7	Private Stock/ Profit	12	23.1	No Answer	2	3.8
XI	1	1.9	SUC	13	25.0	Total	52	100.0
XII	1	1.9	Total	52	100.0			
Total	52	100.0						

Accreditation Status	f	%	No. of faculty with business background	f	%	No. of Faculty handing Internship per Term	f	%
CHED Autonomous	24	46.2	1	1	1.9	1	17	32.7
CHED Deregulated	16	30.8	2	10	19.2	2	18	34.6
CHED Permit	1	1.9	3	10	19.2	3	4	7.7
CHED Recognized	1	1.9	4	25	48.1	4	6	11.5
CHED Regulated	5	9.6	5	1	1.9	5	1	1.9
None	2	3.8	19	1	1.9	7	1	1.9
PACUCOA Level III Accredited	1	1.9	No Answer	4	7.7	8	1	1.9
Republic Act 9500	1	1.9	Total	52	100.	No Answer	4	7.7
CHED Monitored	1	1.9				Total	52	100
Total	52	100.0						

A total of 24 out of 52 HEIs were autonomous, while 16 were CHED deregulated. The rest were CHED permitted, recognized, regulated, monitored, PACUCOA level III accredited. and under RA 9500 which is a declaration of being a national university. Majority of the faculty members (48 out of 52) have backgrounds in business, and 35 out of 52 HEIs assign at least two internships batch for BS HM/Tourism per term to their faculty members.

Compliance to CHED's SIPP Requirements Checklist

The survey is a self-assessment on compliance of the respondent-HEIs on the guidelines set by CHED as outlined in the CHED's SIPP Requirements as per CMO 104 s.2017. The reliability statistics of the SIPP questionnaire had a Cronbach's Alpha of 0.946 which satisfied the threshold of

more than 0.7 for internal consistency. The results of the survey are summarized in Table 2. The respondents perceived their respective institutions to be compliant to a larger extent with CHED's SIPP requirements.

The levels of adherence to requirements of CHED's SIPP checklist between autonomous and non-autonomous universities were compared. Using t-test for statistical significance in means, the results were summarized in Table 3. Results showed that there were no significant differences in adherence to CHED's SIPP requirements between HEIs that are autonomous and non-autonomous. Thus, the null hypothesis H01 was supported.

Table 2. Summary of compliance to CHED's SIPP requirements

	Mean	Std. Dev	Verbal Interpretation
HEI Obligations/Responsibilities; Planning/Engaging/Orientation	3.801	0.248	to a larger extent
HEI Monitoring and Evaluation	3.787	0.316	to a larger extent
HEI Reporting	3.605	0.709	to a larger extent
SIPP Coordinators Requirements	3.714	0.645	to a larger extent

SIPP Coordinators Obligations	3.869	0.244	to a larger extent
Student Intern Requirements	3.974	0.086	to a larger extent
Student's Obligations/Responsibilities	3.929	0.147	to a larger extent
Student's status in the HTE	3.776	0.369	to a larger extent
Host Training Establishments (HTEs) General Obligations	3.853	0.230	to a larger extent
HTE Specific Obligations and Responsibilities	3.858	0.248	to a larger extent
Parent/Guardian Obligations and Responsibilities	3.929	0.270	to a larger extent

Table 3. Test for significance of means

	Autonomous		Non-autonomous		t - test value	p - value	Decision
	Mean	Std. Dev	Mean	Std. Dev			
HEI Obligations/Responsibilities; Planning/Engaging/Orientation	3.785	0.289	3.817	0.207	-0.447	0.657	There is no significant difference
HEI Monitoring and Evaluation	3.810	0.288	3.764	0.344	0.503	0.617	There is no significant difference
HEI Reporting	3.514	0.768	3.693	0.652	-0.883	0.382	There is no significant difference
SIPP Coordinators Requirements	3.708	0.624	3.720	0.678	-0.063	0.950	There is no significant difference
SIPP Coordinator's Obligations	3.827	0.270	3.909	0.214	-1.170	0.248	There is no significant difference
Student Intern Requirements	3.964	0.105	3.983	0.063	-0.753	0.455	There is no significant difference
Student's Obligations/Responsibilities	3.913	0.188	3.943	0.095	-0.712	0.480	There is no significant difference
Student's status in the HTE	3.792	0.252	3.760	0.459	0.298	0.767	There is no significant difference
HTE Obligation	3.858	0.232	3.848	0.233	0.156	0.877	There is no significant difference
HTE Specific Obligations and Responsibilities	3.836	0.249	3.880	0.251	-0.617	0.540	There is no significant difference
Parent/guardian obligations	3.875	0.369	3.980	0.100	-1.373	0.176	There is no significant difference

IV. ANALYSIS AND DISCUSSION

The self-assessment done by respondent HEIs reveal scores that range from 3.5 to 3.9 which means perceptions of compliance to CHED's SIPP requirements was high. This implies that respondents perceive that quality of BS HM/Tourism internship education does not differ much between autonomous and non-autonomous universities. Nevertheless, the research acknowledges that high levels of subjectivity exist when respondents assess their own institutions. Another implication is that, models and frameworks for that will be developed for internship programs of autonomous HEIs can be applicable to non-autonomous HEIs. In effect, non-autonomous HEIs can implement new and updated models developed through academic research that is relevant to their respective internship programs, in the same way these models are applied in autonomous HEIs.

V. CONCLUSION AND RECOMMENDATION

The adherence to CHED's SIPP requirements is considered to be the first step towards development of internship program models for hospitality management and tourism courses. This helps provide assurance that quality of education for these courses are upheld as HEIs prepare for the highest accreditation (autonomous) being awarded by CHED. There

could be several reasons why some HEIs are yet to be accredited by CHED (e.g. size of the HEI, student enrollment, budgetary constraints, etc.), however, this should not limit the ability of the university to offer quality internship programs for their students. The study showed that self-assessment on compliance to CHED's SIPP requirements does not differ between autonomous and non-autonomous HEIs. It is recommended that CHED conduct independent assessment on compliance using the same checklist to validate the perceptions of the self-assessment.

REFERENCES

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APPENDICES

Appendix A - CHED Student Internship Program in the Philippines (SIPP) Requirements

Instruction: Please put a check mark to indicate your institution's extent of compliance with the SIPP requirements using the following scale:

4- To a large extent 3- to a moderate extent 2 –to a little extent 1- to no extent

I. Requirements for Parties Involved on:	Rate
A. HEI Obligations/Responsibilities; Planning/Engaging/Orientation	
1.	
a. Has government recognition (for private institution),	
b. Has board resolution (for government institution)	
c. Has local government ordinance for LUCs	
2. Assumes full responsibility over students during their internship in the Philippines	
3. Has existing internship policies on recruitment, placement, monitoring and assessment of student training program	
4. Selects qualified HTE partner with acceptable internship program and facilities	
5. Collaborates with HTEs on the training plan design with goals and objectives	
6. Ensures that student trainee learn and acquire desired competencies in every area, assignment and schedule of activities	
7. Has training plan that is part of the internship contract signed among the student, HTE and HEI	
8. Provides free medical and dental service and certification by a licensed medical doctor and dentist to the student trainees	
9. Provides appropriate insurance coverage to include travel, medical and health to the students during the duration of the student internship	
10. Assigns a qualified SIPP Coordinator for the student internship program	
11. Executes a duly notarized Memorandum of Agreement with THE	
12. Conducts a pre-internship orientation to the students as a prerequisites to deployment to assigned partner venues on environment issues, work ethics and laws on sexual harassment among others	

HEI Monitoring and Evaluation	Rate
1. Assures safety and protection of trainees during duration of internship from exploitation, harassment, training conditions that defeat purpose of internship	
2. Conducts initial and regular visit of trainee at the HTE venue to ensure his/her safety and well-being	
3. Monitors and evaluates student's performance jointly with HTE partner based on agreed training plan	
4. Monitors Student trainee's needs and concerns by coordinating with HTE and CHED and other concerned government authorities if necessary	
5. Takes appropriate action on any complaint against the student trainee in accordance with HEI policies	
6. Conducts monitoring and evaluation of the HTE to gauge its over-all performance and provide feedback mechanism	
7. Conducts a post training review and evaluation of the internship program and its performance with its HTE partner	
8. Evaluates and assesses prior training experience and provides credit for internship if applicable	
9. Issues a final grade to the student trainee upon completion of the training within the prescribed period following HEI's regulations on grading system and performance assessment of the HTE partner	

Reporting - Submits to CHED thru its Regional Office (CHEDRO) the following:	Rate
1. Annual report per school year on the implementation of SIPP on number of students per program, issues and concerns and actions to be taken to address the issues among others signed by the Dean or authorized representative and or Registrar.	
2. Copy of duly notarized MOA or Training Agreement	
3. List of partner HTEs and students certified by duly authorized school official to have completed internship	

B. SIPP Coordinators Requirements	Rate
1. Has an official designation by the HEI respective head/President on the basis of HEI's qualification requirements	
Obligations / Responsibilities	
2. Provides pre- internship orientation to student trainees prior to deployment to assigned training venues on work ethics, sexual harassment, environment issues among others	
3. Coordinates with the Dean or any school authorized coordinator for the purpose of internship orientation	
4. Inspects internship sites or venues	
5. Monitors and assesses student trainees periodically	
6. Coaches or mentors student trainees	
7. Assists and coaches student trainees in resolving issues and concerns encountered	
8. Validates outcomes of student internship at the end of the training period	

B. Student Intern Requirements The student intern should :	Rate
1.Be officially enrolled in a legitimate Philippine Higher Education Institution (HEI)	
2. Be officially enrolled in an internship course	
3.Be at least eighteen years of age from the start of the internship	
4.Comply with pre-internship requirements as indicated in the training plan	
5.Submit a medical certificate indicating he is physically and emotionally fit for the internship	
6. The medical certificate shall be based on a physical and psychological examination conducted or certified by the Department of Health accredited clinics and hospitals. He must also submit other medical related documents required by HTE, if any	
7.Have notarized legal written consent from parents or legal guardians (no waiver is allowed)	

Obligations/Responsibilities	Rate
1.Enter into an internship contract/ agreement with the school HTE partner	
2.Sign all required documents necessary for his participation the internship program including acceptance letter , internship contract/agreement	
3.Comply with the provisions of the contract/agreement including all rules and regulations of the CHED, HEI and HTE at all times	
4.Undergo the required internship orientation/internship program conducted by the HTE and HEI	
5.Report for internship to the HTE based on schedule indicated in the internship contract and or agreement	
6.Perform tasks and activities indicated in the internship plan	
7. Maintain confidentiality , when and where appropriate during and after the internship period of all the data, business or trade secrets where such information is not within the public domain and is indicated or understood to be confidential	
8.Adhere to the existing rules and regulations of HTE including the proper use of tools, instruments, machines and equipment	
9. Submit a journal of internship as required by the HTE reflecting the approved training plan, his or her experiences describing internship activities, problems/issues encountered and his or her reflections on the experience encountered to the SIPP Coordinator.	
10. Complete the duration of his internship; In case he or she will be unable to finish the training period, he or she must inform in writing the SIPP Coordinator at least three (3) days before his last day of duty stating his reason for the premature end of his training. His failure to complete his training without just reason shall disqualifies him or her from retaking the internship with the concerned HTE	
11. Report to the SIPP Coordinator for exit assessment at the end of the internship period.	

Student's status in the HTE	Rate
1.The student trainee shall be considered an intern of the HTE and not an employee until the end of the training period	
2. In case of a working student, the student trainee shall earn credits for internship upon evaluation and assessment of his or her particular assignment or task during his or her internship period by the HEI	

D. Host Training Establishments (HTEs) General Obligations	Rate
1. HTE has been duly authorized by the appropriate government entity e.g. LGU, SEC, DTI	
2. Is capable of providing appropriate internship program and has the capacity to co- develop along with the HEI, and follow an internship plan to be undergone by the student trainee in the HTE	
3.Has the capacity to mentor, provide and facilitate the provision of technical training to the student trainee	
4.Has the capacity to monitor and submit monthly reports to the SIPP Coordinator	
5.Follow the evaluation system of student performance provided by the HEI	

HTE Specific Obligations and Responsibilities	Rate
1.Designs and implements the internship plans in partnership with the HEI	
2. Encourages student interns to develop their personality and their professionalism, and to the extent possible, protect them from physical and moral danger	
3.Assigns a point person responsible for the implementation of all phases of the internship	
4.Orients the student trainee on the company policies, rules and regulations before signing the contract	
5.Enters into an internship contract or agreement with the student trainee	
6. Facilitates the processing of the documents of the student trainee in coordination with the HEI	
7.Provides practical experience or work experience in accordance to the pre-agreed training plan and schedule of activities	
8.Provides necessary incentives to the student trainees as contained in the MOA, such as free duty meals, travel allowance and uniform, if applicable	
9.Ensures that student intern does not assume tasks or duties of a regular position in the HTE	
10.Provides supervised applied learning experience for student trainee according to pre agreed training plan and schedule of activities	
11. Develops feedback mechanism to the student trainees	
12.Develops feedback mechanism to the HEI of the overall implementation of the internship and the student performance	
13.Provides monitoring and evaluation reports on the student internship performance or other information as may be required by the HEI	
14. Makes available accurate and current records and provide access to HEI of such record while on internship	
15.Notifies and provides within thirty (30) working days written notice to the HEI of a student's breach of contract or misconduct within the internship premises prior to the HTE decision to suspend or terminate the contract	
16. Issues certificate of completion for the student trainees not later than two weeks after the completion of the internship.	

Parent/Guardian Obligations and Responsibilities	Rate
1.Issues and signs the written consent	
2. Co-signs the internship contract and/or agreement to manifest approval or consent to the internship of their child	