

# The Impact of Teacher-Hotelier Skills on Teaching Performance

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## ABSTRACT

The study assessed the teacher-hotelier skills and teaching performance from different selected schools/colleges of Bohol. There are 15 school heads / Dean, 100 teachers, and 400 students who participated in the survey. The researcher utilized descriptive, documentary analysis, and correlational research designs. Teacher-hotelier skills were measured using an adapted questionnaire. The gathered data were subjected to correlational analysis to assess the teacher-hotelier skills and teaching performance. The study found out that teachers obtained a very satisfactory teaching performance. On the other hand, the profile of the teacher-hoteliers is not a determining factor on their skills in teaching, there is no significant relationship between the teacher-hotelier skills and their teaching performance. It was concluded that Teacher-Hotelier are perform teaching effectively as they exhibited the skills acquired from work experienced and previous profession. However, there are some factors that needs improvement like problem solving, stress management and the like. Furthermore, teacher-hotelier skills have no influence to their Individual Performance, Commitment and Review (IPCR) rating.

**Keywords:** Hotelier, School, Skills, Teacher, Teaching Performance

## INTRODUCTION

After numerous years in a past profession, the one that bothers many individuals the most is changing into teaching. Second-career teachers' pathways to teaching are regularly not the same as the conventional pathways of first-career teachers prompting an alternate arrangement of skills and experiences. Second-career teachers like teacher-hotelier novel qualities make them ideal for enrollment into the teaching profession, and those remarkable attributes ought to be perceived, acknowledged, created, and upheld once they enter the classroom (Williams and Forgasz, 2009; Wilson & Deaney, 2010 as cited to by Kahn, 2015).

Some of these second-career educators have always wanted to be educators. Because of "negative parental and cultural attitudes, market forces, and/or financial commitments," they may have been discouraged from entering the field of teaching (Crow, Levine, & Nager, 1990, p. 204) as cited by Tan (2012).

Some researchers argue that each career change teacher is unique and that their efforts to construct career identity in the adaptability process will vary. They also note differences between the individuals who started their first career as teachers and second career teachers in constructing teacher identity Priyadharshini & Robinson-Pant, 2003; Wilson & Deaney, (2010) as cited by KOÇ, (2019). According to the study of Troesch and Bauer (2017) entitled Second career teachers: job satisfaction, job stress, and the role of self-efficacy show that second career teachers develop well in their new career and that they manage to maintain an advantage in general self-efficacy over the years, which seems to help them cope well with the demands of the teaching profession. According to a study cited by Magnaye (2020), high school students enter college unprepared. In another study conducted by Jawad (2017), students perceived a limited ability to adjust to social demands.

In the Philippines for instance, the introduction of the K to 12 programs promised a more prepared student for college. As per the Commission on Higher Education Memorandum Order 20, Series of 2013, high school students are expected to connect to the local, national and global communities concerns and challenges

In connection, undertaking any new workplace can introduce difficulties to workers, and the second vocation instructors like a teacher- hotelier enter the classroom interestingly should beat certain new obstacles, Kahn 2015. Consequently, they have effectively worked and gained different professional skills, social and individual encounters along the way; however, they are new to teaching. Career change teachers may feel they are not being perceived for the experiences and skills they already possess. They are not getting understanding and support explicit to their necessities.

The researcher was motivated to undertake this study with these prevailing situations to determine the teacher- hotelier skills and teaching performance in different selected schools of the Province of Bohol for the school year 2018-2019 with the end view of proposing a faculty personal development plan.

### **Objectives of the Study**

The main thrust of the study was to assessed the teacher- hotelier skills and teaching performance from different schools/colleges of the Province of Bohol on the school year 2018 - 2019.

Specifically, the study aims to answer the following questions:

#### **What is the demographic profile of the respondents in terms of:**

sex;

age;

highest educational attainment;

civil service eligibility;

National Certificate acquired;

Length of teaching experience;

Relevant training/seminar/workshop attended; and

prior career?

#### **What is the assessment of the respondents on the teacher- hoteliers' skills in terms of:**

managing;

organizing;

time management;

effective problem solving;

ability to multitask;

flexibility; and

stress management?

#### **What is the teachers' teaching performance?**

Is there a significant relationship between the teacher- hotelier skills towards their demographic profile?

Is there a significant relationship between the teachers' teaching performance and their hotelier skills?

## RESEARCH METHODOLOGY

This research utilized descriptive, documentary analysis, and correlational research designs. Teacher- hotelier's skills were measured using an adapted questionnaire. Results were then subjected to correlational analysis to determine the teacher-hotelier skills and teaching performance.

The researcher utilized descriptive, documentary analysis, and correlational research designs. Teacher- hotelier skills were measured using an adapted questionnaire developed by Pandit, R. (2011) entitled Problem- solving style questionnaire, Ben-Itzhak S, Bluvetein I, and Maor M (2014) entitled The Psychological Flexibility Questionnaire (PFQ): Development Reliability and Validity, Pierre Veyrant (2016) Creating Organizational Climate Survey Questions, OECD Teaching and Learning International Survey - TALIS (2008) entitled Principal Questionnaire (MS-11-01), Wayne State University (2007) entitled Time Management Questionnaire, Diwanji, Sameer Arvind (2015) Questionnaire for Hotel Industry, International Stress Management Association UK (ISMA) – Promoting Stress and Well-Being entitled Stress Questionnaire (2017). Results were then subjected to correlational analysis to assessed the teacher-hotelier skills and teaching performance. The questionnaire has two parts: the part I of the questionnaire begin with personal background of the respondent. Part II was the checklist of the hotelier skills.

The following rating scales categorized the questionnaires into Outstanding (5) Very Satisfactory (4); Satisfactory (3); Unsatisfactory (2); Poor (1) for the Respondents' Assessment on the Teacher-Hoteliers' Skills.

## RESULTS AND DISCUSSIONS

The treated data revealed the following findings:

Table 1. Profile of the Teacher-Respondents

<b>1.1 Age</b>	<b>Frequency</b>	<b>(%)</b>	<b>Rank</b>
21 – 30 years old	39	39.00	1
31 – 40 years old	27	27.00	2
41 – 50 years old	21	21.00	3
51 – 60 years old	13	13.00	4
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.2. Sex</b>			
Male	40	40.00	2
Female	60	60.00	1
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.3 Highest Educational Attainment</b>			
High School Graduate	0	0.00	
Bachelor's Degree	66	66.00	1
With Unit in Master's Degree	0	0.00	
Master's Degree Holder	23	23.00	2
With Units in PhD/EdD	0	0.00	
Doctorate	11	11.00	3
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.4 Civil Service Eligibility</b>			
<b>Licensure Examination for Teachers</b>	75	75.00	1
<b>Civil Service Eligibility</b>	11	11.00	3
<b>None</b>	14	14.00	2
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.5 National Certificate Acquired</b>			
<b>National Certificate II</b>	79	79.00	1

<b>National Certificate III</b>	9	9.00	3
<b>Trainers' Methodology 1</b>	12	12.00	2
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.6 Length of Service</b>			
5 years and below	51	51.00	1
6 - 10 years	13	13.00	3
11 - 15 years	18	18.00	2
16 – 20 years	9	9.00	4.5
21 years and above	9	9.00	4.5
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.7. Related trainings/seminars/workshops attended:</b> (Please specify).			
Personality Development/Communication Skills Lecture Workshop	28	28.00	1
Basic Fine Dining and Table Etiquette Workshop	7	7.00	5.5
Housekeeping and Bed Making Workshop	7	7.00	5.5
Bread and Pastry	17	17.00	3
Food and Beverage Training	8	8.00	4
Cookery	3	3.00	7
Dressmaking	2	2.00	8
ISO 1705	1	1.00	10
DepEd Bohol Webinar	1	1.00	10
DRRM Rollout	1	1.00	10
Other	25	25.00	2
<b>Total</b>	<b>100</b>	<b>100%</b>	
<b>1.8 Prior Career</b>			
Accounting Clerk	3	3.00	6
Business	2	2.00	8
Bartender	1	1.00	14.5
Chef	7	7.00	3

Table 1 illustrates the profile of the teachers' hotelier respondents. The result reveals that many of the teachers' hotelier belonged to the age range of 21-30 years old with a frequency of 39 with the percentage of 39.00% and got the highest rank contrary to teachers aged 51-60 got the lowest rank with 13.00%. This means that most of the respondents are still young.

Also, as to sex, female teachers got the highest rank with a frequency of 60 covering the 60.00%, while male teachers got the frequency of 40 or 40.00% of the total population.

As to the highest educational attainment, the result shows that teachers' hotelier with a bachelor's degree holder got the highest rank with the total of 66 respondents having a percentage of 66.00%, while on the contrary, to teachers' hotelier respondent with doctorate holder got the lowest rank with 11.00%.

Regarding civil service eligibility, the licensure examination for teachers got the highest rank with a frequency of 75 or 75.00%, while 11.00% of teachers' hoteliers do not have any civil service eligibility. This demonstrates that the majority of respondents are certified professional teachers who are capable of becoming successful educators.

In terms of national certificate awards, teachers' hotelier with NC II got the highest rank with a frequency of 79 covering 79.00%, while NC III got the lowest rank with 9.00% of the population. This means that many respondents are competent enough in hotelier skills with the help of NC II and NC III certificates.

Moreover, as to the length of service in teaching, the range five years and below got the highest rank with 51 or 51%, while the range 16-20 years and 21 years and above got the lowest rank of 9.00%. This implies that the

majority of educators are new in the teaching profession.

With the relevant training/seminar/workshops attended, the table revealed that out of one hundred (100) respondents, twenty-eight (28) or 28% had attended related training/ seminars/ workshops like Personality Development/ Communication Skills Lecture Workshop, and contrary to those who attended training such as: ISO 1705, DepEd Bohol Webinar, and DRRM Rollout got the same frequency of 1 or 1%. The data simply implied that the respondents responded well to their professional development.

In addition, in terms of the prior career, the result reveals that other got the highest rank with 56.00% of teachers' hotelier respondents, which ranked number 1 while Bartender, Laboratory Analyst, Payroll and Billing Clerk, Public Service, Call Center Agent, Service Staff, Financial Industry, Receptionist and Room Attendant / Housekeeper got the lowest rank with a frequency of 1 or 1.00%.

Table 2. Respondents' Assessment on the Teacher-Hoteliers' Skills

Hotelier Skills	Overall		Rank
	WM	DI	
2.1. Managing	4.55	O	1
2.2 Organizing	4.43	O	3.5
2.3 Time Management	4.43	O	3.5
2.4. Effective Problem Solving	4.22	O	7
2.5 Ability to Multitask	4.50	O	2
2.6. Flexibility	4.41	O	5
2.7 Stress Management	4.25	O	6
Composite Mean	4.40	Outstanding	Composite Mean

Legend: Rating Scale Descriptive Interpretation (DI) Weighted Mean (WM)

4.20 – 5.00	Outstanding
3.40 – 4.19	Very Satisfactory
2.60 – 3.39	Satisfactory
1.80 – 2.59	Unsatisfactory
1.00 – 1.79	Poor

Presented in Table 2 is the Respondents' Assessment on the Teacher-Hoteliers' Skills. Teacher- Hoteliers' response to Managing got the highest rank overall with the weighted mean of 4.55 and a descriptive value of Outstanding, while it can be understood that Effective Problem Solving got the lowest weighted mean of 4.22 at rank 7. The result tells that teacher-hoteliers always manage to become effective teachers in the field of teaching. However, the School Administrators see the teacher-hotelier low in their Stress Management and Effective Problem- Solving Skills.

Additionally, there is a significant relationship between the teachers, school administrators, and students' Respondents' Assessment on the Teacher-Hoteliers' Skills with the average weighted mean of 4.48, 4.34, and 4.38, which is described as Outstanding.

Table 3. Teachers' Teaching Performance

Range	Adjectival Rating	f	%	Rank
4.500 – 5.000	Outstanding	0	0.00	
3.500 – 4.499	Very Satisfactory	86	86.00	1
2.500 – 3.499	Satisfactory	14	14.00	2
1.500 – 2.499	Unsatisfactory	0	0.00	
Below 1.499	Poor	0	0.00	
<b>Total</b>		100	100%	

Table 3 illustrates the teachers' teaching performance. The result revealed that 86% of the teachers got a rating of very satisfactory on their teaching performance and 14% of the teachers receive a satisfactory rating which is good and relevant. This implies that most of teacher-hoteliars are effective on their teaching performance.

Table 4 Relationship Between the Teacher-Hoteliars' Skills and their Profile

Profile	X <sup>2</sup>	df	p- value	Interpretation	Decision
Age	0.617	3	0.892	Not Significant	Do Not Reject Ho
Sex	0.25	1	0.803	Not Significant	Do Not Reject Ho
Highest Educational Attainment	1.944	2	0.378	Not Significant	Do Not Reject Ho
Eligibility	0.094	1	0.346	Not Significant	Do Not Reject Ho
Length of Teaching Experience	5.036	4	0.284	Not Significant	Do Not Reject Ho

Table 4 reveals the test of the relationship between the Hoteliars' skills and their profile as to age, sex, highest educational attainment, eligibility, and length of teaching experience. The result disclosed that there is no significant relationship between the skills of teacher-hoteliars and their profile as to age,  $X^2(3)=0.617$ ,  $p=0.892$ , sex,  $X^2(1)=0.25$ ,  $p=0.803$ , highest educational attainment,  $X^2(2)=1.944$ ,  $p=0.378$ , eligibility,  $X^2(1)=0.094$ ,  $p=0.346$ , and length of teaching experience,  $X^2(4)=5.036$ ,  $p=0.284$ , thus failed to reject the null hypothesis. This denotes that the profile of the teacher- hoteliars is not a determining factor on their skills.

Table 5 Relationship Between the Teacher-Hoteliars' Skills and Teaching Performance.

Teacher- Hoteliars' Skills and....	r	df	p- value	Interpretation	Decision
Teaching Performance	0.006	98	0.956	Not Significant	Do Not Reject Ho

\*Correlation is significant at 0.05 level (2-tailed)

Table 5 illustrates the test of the relationship between the teacher-hotelier skills and their teaching performance. The result has shown no significant relationship between the teacher-hotelier skills and their teaching performance,  $r(98)=0.006$ ,  $p\text{-value}=0.956$ , thus failed to reject the null hypothesis. This infers that teacher-hotelier skills is not significantly associated with their performance based on Individual Performance, Commitment and Review (IPCR) rating.

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