

ASSESSMENT OF THE LADDERIZED BACHELOR OF SCIENCE IN ENTREPRENEURIAL TECHNOLOGY CURRICULUM OF BENGUET STATE UNIVERSITY

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Abstract

In assessing the ladderized BSET curriculum of the Benguet State University (BSU), these aspects were studied: employment profile of the respondents, attainment of objectives, satisfaction level of employers and industry partners, competence level of the BSET trainees, relevance of the curricular offerings, influence of the curriculum in the attainment of competencies, adequacy of school facilities, in- school and in-plant training experiences, OJT grade and GWA and the problems felt in implementing the curriculum.

A structured survey questionnaire, interview and observation were used to gather pertinent data from forty-six employed and 21 unemployed for reasons of housekeeping, closure, retrenchment and lay off, among others.

The employers, industry partners and graduates perceived that the objectives of the curriculum were attained, but the teachers, however, perceived them to be moderately attained. The employers and industry partners felt were very satisfied with the graduates' manipulation skills, personal, social qualities and managerial skills.

The curricular offering had a moderate influence in the development of BSET graduates' competencies. The facilities provided

were adequate and provided moderate satisfaction. The BSET graduates were very satisfied in their in-school and in-plant training experiences, with the mean of their OJT grades registered higher than their GWA. School-related problems affected the implementation of the curriculum.

Introduction

Higher education is about forming human capital - making students more productive workers. The generalized knowledge imparted in college might make it easier for people to gain human capital faster in their future careers; that is, even though the skills a student gains in college may not be directly applicable to a given job, the college graduate nevertheless gains an improved capacity to learn the specific skill set one needs for the particular job in which one is employed (Vedder, Denhart and Robe, 2013).

The Philippine higher education endeavors to harness productive capacity of the country's human resource base towards international competitiveness. To achieve this goal, the tertiary level provides undergraduate and graduate education with international standards of quality and excellence, generates and diffuses knowledge in a broad range of disciplines relevant and responsive to the dynamically changing domestic and international environments. Equally, it provides educational access for deserving and qualified Filipinos to higher education opportunities as well as optimizes social, institutional and individual returns and benefits derived from utilizing higher education resources (Ricafort, 2008).

Benguet State University through the College of Home Economics and Technology addresses itself directly to several urgent issues and key concerns of attaining human well being. Since the

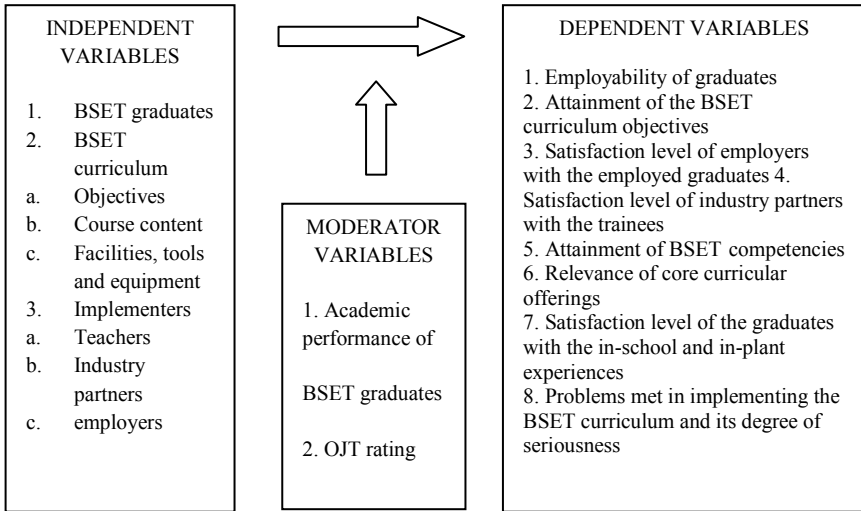
Philippine's population has reached the 100 million mark at present and as she enters the league of industrialized economics, the relevance and the need for technology education geared towards entrepreneurship will be felt continuously. This development could be attained by addressing such needs in terms of curricular redirection.

Through Board Resolution No. 206 s. 1988, a short course leading to Certificate in Home Management Arts was offered by the College of Home Economics and Technology at BSU. After ten years, the college deemed it necessary to upgrade the aforesaid curriculum into a two-year preparatory course leading to Associate in Entrepreneurial Technology. This course was ladderized to a baccalaureate degree with majors in Foodservice Management and Clothing Technology and Entrepreneurship, a curricular move approved through Board Resolution 997 s. 2000 in December 13, 2000. This was done with the assumption that eventually the graduates will be better prepared for higher level manpower needed by the various sectors of the economy.

The quality of the curriculum determines the quality of graduates (Somyden, 2000). Also, the success of educational institutions is reflected on the ability of their graduates to utilize their skills in order to meet the demands of the society (Del-amen, 2003). It is but timely that an intensive study be done to assess the effectiveness of a curriculum based on the graduates' employability. It is also imperative to determine the extent of attaining the objectives and competencies of the program. The result of the study provides comprehensive benchmark information on the strengths, weaknesses and relevance of the existing curriculum to enable administrators and curriculum developers to continuously appraise the existing programs as regards emerging needs. Besides, it may serve as a springboard for formulating policies or parameters to come up with a more relevant and significant curriculum that will

provide industry-based competencies. This being the case, institutions are expected to produce more competent and skilled graduates.

The variables of the study are as follows:



Specifically, the study aimed to answer the following questions:

1. What is the respondent's demographic profile?
2. What is their employment profile?
3. Is there a significant difference:
 - a) Between the extent of the attaining the objectives of the ladderized BSET curriculum and the satisfaction level of employers with the job competencies of BSET graduates?
 - b) In the extent of the attaining the objectives of the ladderized BSET curriculum, as perceived by the implementers (teachers and industry partners)?
 - c) Between the extent of attaining the objectives of the ladderized BSET curriculum and the satisfaction level of industry partners with the on-the-job-training competencies of the BSET trainees?

- d) Between the extent of attaining the objectives of the ladderized BSET curriculum, as perceived by the BSET graduates themselves and the satisfaction level of industry partners with the OJT competencies of the BSET trainees?
 - e) Between the extent of the attaining objectives of the ladderized BSET curriculum and level of relevance of the curricular offerings?
 - f) Between the extent of influence of the BSET curriculum in the development and attainment of competencies of the BSET graduates?
 - g) Between the extent of adequacy and the level of satisfaction on the facilities, tools, equipment and other materials provided by the university?
 - h) Between the obtained grade in the on-the-job-training and the general weighted average of the BSET graduates?
 - i) In seriousness of the problems felt in implementing the ladderized BSET curriculum?
4. What is the level of satisfaction of the BSET graduates with their in-school and in-plant training experiences?

Methodology

The study is a normative descriptive research using the survey method. Primarily, the data were sourced from 67 BSET graduates out of the 99 graduates in School Year 2004-2009, 35 program implementers composed of 27 industry partners and eight teachers of the College of Home Economics and Technology handling the major subjects of the BSET program. Forty-one employers of the BSET graduates also took part in providing pertinent information with regard to the performance of the latter in their respective establishments (Figure 1). The data gathering took place in June-November 2009.

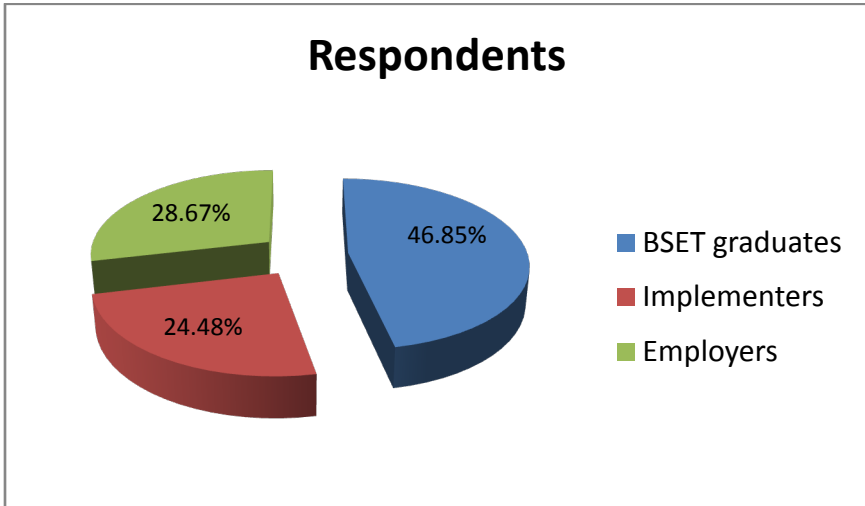


Figure 1. The chart showing the three groups of respondents

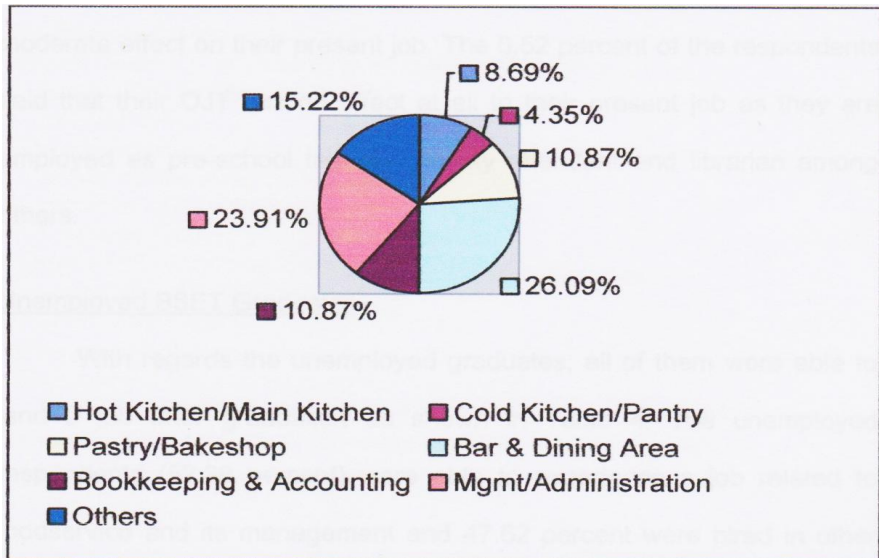
Considering the specific objectives of the study, three sets of the structured questionnaire-checklist were used for the graduates, implementers and employers. The data collected were tallied, tabulated, analyzed, quantified and given statistical values like frequency counts, percentages and means. A .05 level of significance was set for rejecting and accepting the hypotheses.

Results and Discussion

Of the 67 graduate - respondents, 46 were employed and 21 unemployed. Of the 67 graduate-respondents, 68.66 percent were working but with different natures of employment. As to nature of employment, 68.66 percent of the graduates were employed which means that their job is related to foodservice and its management. As shown in Figure 2, the bar and dining area are the foodservice areas

where more (26.09%) of the employed respondents work, followed by the management/administration positions (23.91%).

Figure 2. The chart showing the work area of the employed graduates



Fifty percent of the respondents claimed that their OJT was very effective, as it helped them adjust to their present jobs, while 43.48 percent affirmed that their OJT has a moderate effect. The unemployed respondents (52.38 percent) were able to experience a job related to foodservice and its management and 47.62 percent were hired in other jobs not related to it. The emerging reason for unemployment of most respondents (38.09 percent) housekeeping.

Over-all, the objectives of the curriculum were perceived by the employers to have been attained. Based on the results, the employers were very satisfied with the manipulation skills of the graduates (mean = 4.11). They perceived that among the manipulation skills, the graduates

were most competent in the proper and efficient use of equipment and in the observance of safety and hygiene measures. As for the personal and social qualities, the employed graduates appeared most competent in developing good relationship with other employees and trainees helpful, cooperative and willing to do assigned duties. The employers also saw that in general, among the managerial skills, the employed graduates felt most competent in developing their ability or potential to supervise satisfactorily.

Table 1. Comparison between the implementers perception on the extent of attaining of the BSET curriculum objectives

BSET CURRICULUM OBJECTIVES	INDUSTRY PARTNERS			
	TEACHERS		PARTNERS	
	MEAN	DE	MEAN	DE
1. To respond to the government goal of creating entrepreneurial spirit among Filipinos	3.4	MA	3.91	A
2. To enhance the quality of life through production & entrepreneurial activities	3.3	MA	3.83	A
3. To inculcate worthy personal traits and attitudes such as industry, initiative, resourcefulness, independence, accuracy, economy & cooperation	3.3	MA	3.94	A
4. To lay a foundation in practical experience that will enable those who will go to work to enter occupation with some preparations for the conditions they are to				

meet.	3.3	MA	3.94	A
5. To give more career opportunities to prospective college students.	3.6	MA	3.91	A
6. To complement and supplement the university's mission and goals.	3.4	MA	3.71	A
<i>Factor Average</i>	3.38	MA	3.88	A

$t_{\text{comp}}=8.19$	$t_{0.005} 2.23$	Highly significant
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As to the BSET teachers (shown in Table 1), the objectives of the curriculum were moderately attained (over-all mean = 3.38), while the industry partners perceived that the objectives attained (over-all mean = 3.88). Based on the findings, the industry partners were very satisfied with the trainees in all the three areas. As to rank, it was found that industry partners were most satisfied with the personal and social qualities of the trainees (over-all mean of 4.35), then with their managerial skills (over-all mean of 4.16) and lastly, with their manipulative skills (over-all mean of 4.11).

The result implies that the ladderized BSET curriculum, indeed, prepares students for the needs of the industry. It also prepares the students physically, mentally and psychologically with the conditions they are to meet, as they graduate, find employment and at work itself. The assumption that eventually the graduates have been better prepared for higher level manpower needed by the various sectors of the economy is then proven true.

There is a significant difference between the extent of influence of the BSET curriculum in the development and attainment of curricular competencies of the graduates. However, the difference in the over-all mean ratings turned out to be significant which means that there is still a

marked difference in the perceived extent of influence and the level of attainment of the competencies.

Of the eight identified competency areas, the graduates perceived the top three influential factors with regard to the development of competencies such as equipment care, operation, maintenance and sanitation, menu planning and food production.

The result revealed that at 5% level of significance, there was no marked difference between the extent of adequacy and the level of satisfaction on the tools, facilities, and other materials provided by the school for the BSET students. The over-all means in both areas did not differ significantly to imply that whatever was available, the graduates had to deal with it and maximize its use. Thus, the level of satisfaction depended on the adequacy of the facilities, tools and equipment provided by the university.

The t-test indicated that at 5% level of significance, there was no significant difference in the in-school and in-plant training experiences, as perceived by the graduates. The computed value of t at 1.44 proved lower than the tabular value of 2.726 which means that the graduates were as much satisfied with their in-school experiences as in their in-plant training experiences.

Moreover, the t-test revealed that there was a very significant difference between the OJT grade and the general weighted average of the graduates as the t-computed (11.796) rose higher than the t-critical (2.23). Their OJT grade had an over-all mean of 1.58 while their general weighted average had 2.12, considering that in the university grading system, 1.0 is the highest and 5.0 failure. The graduates had a higher rating in their actual performance or in their on-the-job training than their academic performance, implying that the students were more skillful in

applying the competencies learned in their on-the-job-training than in theory and academics or in classroom setting.

The school-related problems were the most serious problems felt in implementing the ladderized BSET curriculum. The top two pressing problems felt pointed to the inadequacy of tools and equipment and laboratory rooms.

Conclusions

Based on the salient findings of the study, the following conclusions were drawn:

1. The majority of the BSET graduates from Batch 2004 to Batch 2009 are employed in establishments related to their field.
2. The objectives of the ladderized BSET curriculum are attained, as assessed by the industry partners as well as the employers. They are also very satisfied with the OJT and job competencies of the BSET trainees as regards their manipulation skills, personal and social qualities and managerial skills. On the other hand, the teachers and industry partners show different levels of attainment with regard to the objectives of the ladderized BSET curriculum. Moreover, the BSET graduates themselves believed they have attained the objectives of the ladderized BSET curriculum.
3. The core curricular offerings are relevant to the attainment of objectives of the ladderized BSET curriculum. The level of satisfaction on the facilities, tools, equipment and other materials provided by the university depended on the adequacy of such. Nonetheless, the BSET graduates are very satisfied with their in-school and in-plant training experiences, but have a higher OJT

rating, compared to their general weighted average for the past six years.

4. The most serious problem felt in implementing the ladderized BSET curriculum lies in the inadequacy of tools and equipment and laboratory rooms which are school-related.

RECOMMENDATIONS

From the findings drawn and conclusions made, the following are recommended:

1. The College of Home Economics and Technology should regularly monitor the placement of their graduates to gain feedback necessary for curriculum improvement.
2. The faculty as well as the students should have more exposure to the foodservice industry such as industry immersions, seminars, conventions, competitions, educational tours and other similar activities for them to be kept abreast of the latest trends and issues in the foodservice industry.
3. Though the core curricular offerings are perceived relevant, the curriculum content should be revisited and revised to capture only the essential parts needed to prepare the students in the dynamic world of employment.
4. It is also recommended that a new building be provided with the lecture and laboratory rooms properly structured to simulate the industry standards of operation to enable the students to have a more efficient and effective in-school training experience.
5. The faculty who teach the major subjects of the aforesaid curriculum should continually upgrade their competencies in their field of specialization.

6. The reading room of the College of Home Economics and Technology should be upgraded with the latest editions of books, journals, magazines and other printed references as well as computers with the appropriate software for the students and faculty.
7. The College of Home Economics and Technology should also exert more effort in coming up with scholarships and partnerships with regard to OJT sites, industry exposures and other similar endeavors to include national and international linkages.
8. The university should prioritize allocation of funds for the upgrading of facilities, purchase of tools and equipment for the college.
9. A follow-up study be done to focus on other aspects and/or indicators uncovered by the study.

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