

ALIGNMENT OF ACADEMIC PERFORMANCE AND INDUSTRY COMPETENCY: A COMPARATIVE STUDY OF INSTITUTIONAL AND INTERNSHIP PERFORMANCE EVALUATION

JENNILYN P. ABDULSAMAD¹, KIM BRYLL L. NAVALES², FE C. MAABA³, VINUS MAE O. MANSUETO⁴

Northwestern Mindanao State College of Science and Technology¹

Volume 10, Issue No.1

Abstract

The growing hospitality industry's demand for skilled professionals has driven the rapid expansion of hospitality education worldwide. Although internships are recognized as an essential link between classroom learning and practical experience, there is still limited evidence on whether academic training adequately equips students with the specific professional competencies required by the industry. This study aims to examine the alignment of BS Hospitality Management students' academic performance to industry competency using descriptive comparative research design. The study was conducted using secondary data, including students' grades and industry student evaluation rating. Results indicate that students perform similarly in Food and Beverage, Front Office, and Kitchen competencies but show a notable gap in Housekeeping. The program effectively prepared students for most competencies, though Housekeeping assessments may not fully reflect their practical skills. The institution may further enhance the curriculum by involving industry professionals in curriculum reviews.

Keywords: T-test, competencies, assessment, student's performance

1 INTRODUCTION

The hospitality industry is a labor-intensive industry that relies heavily on service personnel to deliver high-quality services. As the global hospitality industry continues to expand rapidly, the demand for skilled hospitality professionals across

many countries has increased, leading to the accelerated growth of hospitality education (Unguren et al., 2020). According to Cui et al., (2024), graduates from Higher Education Institutions (HEI) are an important source of human resources for the hotel industry. HEIs are ex-

pected to produce highly qualified graduates equipped with strong theoretical foundations and excellent practical operational skills to meet industry demands. Furthermore, Ferreras et al., (2020) stated that HEIs should not only fulfill theoretical teaching within the campus but also strengthen practical training outside the campus to enhance students' competitiveness and adaptability to societal needs.

In hospitality management education, internships are important in building practical, hands-on skills that are essential for professional practice in the industry. Student internship programs serve as a link between academic learning and real-world application, allowing students to apply theoretical knowledge in real-world settings (Ruhanen et al., 2013). The quality of internship experiences, characterized by meaningful tasks, effective supervisory support, and real-world learning, is strongly associated with students' preparedness and commitment to the hospitality industry (Cui et al., 2024). Additionally, well-structured internships significantly enhance students' critical managerial competencies, thereby fulfilling their professional goals (Dahanayake et al., 2019).

According to Heathfield (2016), internship is teaching the skills, knowledge, and competencies that are needed to perform a specific job within the workplace and work environment. In the Philippine setting, the Commission on Higher Education (CHED) issues several memoranda related to students' internship program. As stated in CHED Memorandum Order No. 104, Series of 2017, the Student Internship Program in the Philippines (SIPP) is designed to give students with practical experience to complement formal education, helping them develop relevant skills and professional attitudes needed in real-world work environment. Similarly, the Technical Education and Skills Development Authority (TESDA) advocate Dual Training System (DTS), which integrates theoretical instruction in schools with practical training in industry settings.

Despite the recognized importance of internship in hospitality education, there have been issues that internship outcomes do not always meet industry standards. While internships are intended to develop practical skills and prepare students for professional careers, most existing studies focus on general internship out-

comes, without examining how specific internship experience influence the development of targeted professional competencies. Consequently, there is limit-

ed evidence on whether students' academic preparation adequately equips them to meet the expectations of the hospitality industry.

2 CONCEPTUAL FRAMEWORK



Figure 1. *Schematic Diagram of the Study*

The figure above presents the conceptual framework for the study. Student performance during the internship is assessed based on the evaluations from their host training establishment across different departments, including food and beverage department, housekeeping department, front office department, and kitchen area. These industry evaluation ratings were then compared with the students' grade in the corresponding academic subjects related to each department. The findings of the study indicate the extent to which academic competencies align with industry expectations.

The host training establishment student evaluation is determined by their deployed establishment's rating with the different departments. This

rating was compared with the students' grade of the different course equivalent to the departments assigned to. The result of the study determined the alignment between industry and academic competencies.

3 RESEARCH DESIGN AND METHODS

This study used a descriptive comparative research design to evaluate the alignment between the academic competencies of Hotel and Restaurant Services Technology (HRST) students and the evaluation of the hospitality industry during their internship. The descriptive quantitative involves summarizing the performance of students in core competencies through statistical measures using mean and standard de-

viation. The comparative component was conducted by analyzing and comparing students' academic performance ratings provided by their instructors against the performance evaluations given by industry supervisors. T-test was used to compare the performances of students in the industry and in school.

The study was carried out at Northwestern Mindanao State College of Science and Technology, located in Labuyo, Tangub City. The institution offers a Bachelor of Science in Hotel and

Restaurant Services Technology program, which has recently been renamed Bachelor of Science in Hospitality Management. The study used secondary data for the study, the students' grade of the courses front office operations, housekeeping operations, Asian cuisine, and food and beverage services and the host training establishment student internship evaluation tool. Results of the study were analyzed using minitab statistical software.

4 RESULTS AND DISCUSSION

Table 1. Descriptive Statistics and T-test for the Competency Food and Beverage Area

RATER	N	MEAN	SD	T-VALUE	P-VALUE
NMSCST	21	90.95	4.36		
INDUSTRY	21	93.38	4.03	-1.87	.069

Null hypothesis $H_0: \mu_1 - \mu_2 = 0$
Alternative hypothesis $H_1: \mu_1 - \mu_2 \neq 0$

Table 1 presents the descriptive statistics, the T-test result, and the corresponding p-value for food and beverage area. As shown, the computed t-value of -1.87 yielded a p-value of .069, which is higher than .05 level of significance. This manifests that the null hypothesis is accepted which implies that the performance of HM students while on internship in the industry is more or less the same in the institution as rated by their respec-

tive instructors on this competency on food and beverage area.

Moreover, the comparable rating suggests that competencies learned, and skills developed by the student interns in their classes conforms with the competencies required by the hospitality industry. This further implies that the current course contents and teaching approaches adequately prepare BS Hospitality Management students of NMSCST for real-world

food and beverage operations. This finding is supported by the result of the study of Buted et al., (2014), which reported that most student interns demonstrated satisfactory performance in the Food and Beverage Services course, with many receiving the highest evaluation rating of very good during their internship. Similarly, Felicen et al., (2014) noted that students who have achieved satisfactory academic performance were likewise rated as very good in their industry training performance.

Table 2. *Descriptive Statistics and T-test for the Competency Housekeeping Area*

RATER	N	MEAN	SD	T-VALUE	P-VALUE
NMSCST	13	85.85	6.64		
INDUSTRY	13	92.85	5.41	-2.94	0.007

Null hypothesis $H_0: \mu_1 - \mu_2 = 0$
Alternative hypothesis $H_1: \mu_1 - \mu_2 \neq 0$

Table 2 shows the descriptive statistics along with the corresponding t-test and p-values for housekeeping competency. The results show a t-value of -2.94 with p-value of 0.007. This indicates a statistically significant difference, with the industry rating students' performance significantly higher than the institutions' rating. With the foregoing, the null hypothesis is therefore rejected, and the alternative hypothesis is accepted implying that there is a significant discrepancy in the performance of students on the housekeeping area competency. The higher industry ratings in housekeeping compared to institutional evaluations implies a misalignment between academic assessment practices and actual industry performance standards, suggesting that students' competencies may be better demonstrated in real workplace settings than in academic assessment. This is consistent with the findings of Capua (2021), who noted that significant differences in internship performance often occur across specific core competencies. Student performance can vary depending on the nature of functional tasks and the context in which they are applied, supporting the idea that real-world internship experiences may reveal competencies that are not fully captured through institutional assessment.

Table 3. Descriptive Statistics and T-test for the Competency “Front Office Area”

RATER	N	MEAN	SD	T-VALUE	P-VALUE
NMSCST	5	85.60	2.51		
INDUSTRY	5	91.40	9.71	-1.29	0.266

Null hypothesis $H_0: \mu_1 - \mu_2 = 0$
 Alternative hypothesis $H_1: \mu_1 - \mu_2 \neq 0$

Table 3 presents the result for descriptive statistics and the corresponding t and p values for front office area. Results show that under the “Front Office Area” as a competency, is having a t-value of -1.29 and a p-value of .266 which is far greater than p .05, hence the null hypothesis is accepted. This means that the performances of the students while in school and when they serve as interns in the industry do not differ significantly.

The absence of a significant difference between NMSCST and industry ratings indicates that both the institution and industry have a comparable assessment of students’ competencies in front office operations. This alignment suggests that the students’ skills

acquired in the Front Office Operations course are consistent with the industry expectations and adequately prepare students for real operational demands during their internships. Avleeva et al., (2025), emphasized that internship enhances hospitality students’ practical skills, particularly communication and organizational abilities, which are essential for front office operations, confirming that experiential training bridges academic leaning with industry practice.

Moreover, with the available Front desk facility of the institution, the learnings and trainings given by the competent instructors of the department of HM students was sufficient and were applied by the student interns in the industry.

Table 4. Descriptive Statistics and T-test for the Competency “Kitchen Area”

RATER	N	MEAN	SD	T-VALUE	P-VALUE
NMSCST	11	90.15	1.99		
INDUSTRY	11	90.73	4.86	-0.37	0.719

Null hypothesis $H_0: \mu_1 - \mu_2 = 0$
 Alternative hypothesis $H_1: \mu_1 - \mu_2 \neq 0$

The descriptive statistics and the corresponding t and p values for the competency "Kitchen area" are presented in Table 4. The results of the study revealed that there is no significant difference in students' performance in the kitchen area when comparing their school-based training and industry internship, as evidenced by the obtained t-value of -0.37 and p-value of 0.719, which is greater than the 0.05 level of significance. This finding implies that the null hypothesis is accepted and suggests that the students perform similarly in both learning environments. The consistency in performance may be attributed to the presence of competent instructors and the effectiveness of the kitchen-related course content in the BS Hospitality Management program. This result is supported by the study of Wang et al. (2012), which found that the students who underwent structured kitchen laboratory activities demonstrated consistent performance in both academic assessments and professional environments. Further, instructors with strong teaching competence and relevant industry experience significantly contribute to students' ability to perform equally well in academic laboratories and during internship.

5 CONCLUSION AND RECOMMENDATION

The study reveals that, among the four competencies examined, the BS Hospitality Management students generally perform similarly in school-based training and industry internship across Food and Beverage, Front Office, and Kitchen competencies, indicating that the program's course content, practical activities, and instruction effectively prepare the students for real-world operations. The consistency in performance highlights the role of well-structured activities and competent instructors bridging classroom learning with industry practice. However, a significant difference in Housekeeping competency was observed, with the industry ratings higher than the institutional evaluations. This result suggests that students' skills in this area may be better demonstrated in actual workplace settings.

Based on the results of the study, the institution may continue to maintain and enhance its current curriculum and training approaches. The institution may conduct may invite industry professionals to review the curriculum to further enhance its relevance and alignment with the current trends in the industry standards and

practices. Moreover, the institution may establish stronger partnership with hospitality establishments for internship and feedback mechanism can support continuous improvement in both teaching and assessment.

REFERENCES:

- Avleeva, E., Byrd, J. W., Pratt, S., & Gonzalez, V. (2025). The internship experience: Students' self-evaluations of soft skill development during hospitality internships. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 36, 100552.
- Buted, D. R., Felicen, S. S., & Manzano, A. I. (2014). A Correlation study between student performance in food and beverage services course and internship in F&B department of hospitality business. *International Journal of Academic Research in Business and Social Sciences*, 4(6), 54.
- Cariño, C.E. and Beltran M.N. (2019). The Hospitality Industry an Introduction. Mindshapers Co., Inc.
- Capua, L. T. (2021). Employability Skills and competencies of hospitality management students: Basis for enhanced curriculum. *Review of International Geographical Education Online*, 11(10), 471-486.
- Cui, Y., & Abukhalifeh, N. A. (2024). Does the hotel internship improve students' intention of employment in the hotel industry. *Journal of Studies in Education*, 12(2), 19-33.
- Dahanayake, S. N. S., Biyiri, E. W., & Dassanayake, D. M. C. (2019). Tourism and hospitality undergraduates' internship experience, their satisfaction and impact on future career intention.
- Felicen, S. S., Rasa, L. C., Sumanga, J. E., & Buted, D. R. (2014). Internship performance of tourism and hospitality students: Inputs to improve internship program. *International Journal of Academic Research in Business and Social Sciences*, 4(6), 42.
- Ferreras-Garcia, R., Sales-Zaguirre, J., & Serradell-López, E. (2020). Competences in higher education tourism internships. *Education+ Training*, 62(1), 64-80.
- Heathfield, S.M. (2016). How On-the-Job Training

Brings You Value. Retrieved from <https://www.thebalance.com/how-on-the-job-training-brings-you-value-1917941>

Leisure, Sport & Tourism Education, 11(2), 1-11. <https://doi.org/10.1016/j.jhlste.2012.02.002>

Ruhanen, L., Robinson, R., & Breakey, N. (2013). A tourism immersion internship: Student expectations, experiences and satisfaction. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 60-69.

Technical Education and Skills Development Authority (2010). The Dual Training System in the Philippines. Retrieved from <https://tesda.gov.ph/about/tesda/91>.

Unguren, E., & Huseyinli, T. (2020). The moderating effect of student club membership on the relationship between career intention in the tourism sector and post-graduate employability anxiety. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 27, 100265.

Wang, Y. F., & Tsai, C. T. (2012). Learning by doing: The role of practical training in hospitality education. *Journal of Hospitality,*