Enhancing the Teaching Performance of the Faculty in the Hospitality and Tourism Management of Bicol Merchant Marine College, Inc. Basis for Professional Development Plan

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Abstract— This study delves into enhancing the teaching performance of the faculty within the Hospitality and Tourism Management department at Bicol Merchant Marine College, Inc., forming the basis for a comprehensive Professional Development Plan. The research addresses questions related to faculty demographics, teaching effectiveness as evaluated by administrators, teachers, and students, and the identification of encountered challenges. Data were collected through a questionnaire checklist designed by the researcher in collaboration with advisors and thesis committee members.

Using a descriptive method, the study analyzes faculty performance perceptions among students, focusing on communication skills, subject mastery, classroom management, industrial expertise, and assessment of learning outcomes. Statistical measures such as frequency count, percentage, ranking, and weighted mean were employed for data analysis.

The study reveals a pronounced gender disparity, age distribution, diverse educational attainments, and program affiliations. Notably, the faculty excels in communication skills, subject mastery, classroom management, industrial expertise, and assessment of learning outcomes. Challenges encompass communication skills, classroom management issues, and gaps in industrial expertise.

The proposed professional development plan recommends strategies for recruitment, inclusive teaching practices, mentorship, and research support. Tailored workshops, collaborative training, continuous monitoring, and long-term engagement initiatives are also suggested to address identified challenges. These recommendations aim to elevate teaching performance and foster a conducive learning environment within the Hospitality and Tourism Management department.

Keywords— Teaching Performance, Faculty Development, Professional Development Plan, Hospitality and Tourism Management, Educational Challenges

I. INTRODUCTION

The hospitality and tourism industry is fiercely competitive, rapidly evolving, and essential; as a result, only the very finest experts succeed here. One must enroll in one of the top institutions or colleges that offer hospitality and tourist management if they want to be the greatest in their field. Legal concerns, tourism economics, and food service are woven into the core of each industry as part of tourism and hospitality management.

Faculty members' responsibilities as teachers reflect their importance in fulfilling the main educational objective of colleges and universities. When faculty members instruct, they distribute and impart fundamental or applied information to students and support them as they learn and apply the material. In this model of teaching, the instructor serves as the subject-matter expert, and the students are seen as learners or novices in the academic subject or field of study. Faculty members must keep up with industry advancements to maintain their knowledge and skills. There might be disagreements over the proper priorities for research for teaching roles at many colleges because faculty members are frequently expected to contribute to the innovations that are taught.

In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. The

teacher evaluation systems heavily relied on classroom observations made by principals or other school administrators, sometimes with the aid of rubrics. The results of these evaluations should ideally be utilized to give teachers feedback and direct their professional growth.

Teacher evaluation systems are often created and run at the district level, even if they are subject to state legislation, and they differ greatly in their specifics and standards. In the past, checklists. Additionally, frequently considered were samples of students' work, teachers' records, lesson plans, and other pertinent elements.1

The Commission on Higher Education (CHED) is responsible for formulating and implementing policies, plans, and programs for the development and efficient operation of the system of higher education in the country. the delivery of higher education in the Philippines is provided by private and public higher education institutions .3

In Education, a teacher is a person who provides schooling for pupils a student. A teacher who facilitates education for an individual student may also be described as a personal tutor. The role of teachers is often formal and ongoing, carried out by way of occupation or profession at a school or other place for formal education. In many countries, a person who wishes to become a teacher must first obtain professional qualifications or credentials from a University or college. These professional; qualifications may include the study of pedagogy and the science of teaching. Teachers may have to continue their education after they qualify. Teachers may use a lesson plan to facilitate student learning, providing a course study which is called the curriculum.

Learning is an individual process from which the professor can be the source of every student. Learning from their personal experience is also one of the results of learning. The outcome of every education is extended to which student, professor, or university has achieved their standard educational goals. The impact of this is whether the learning process or academic performance is done with an output. The welfare of the faculty members is an utmost importance to the higher education institution wherein they provide the core objective in delivering instruction which is the lifeblood of the academe. The commitment and dedication of the teachers manifest through their teaching performance.

The core composition of this study is about the teaching performance of hospitality management faculty members in Bicol Merchant Marine College, Inc. Sorsogon City Philippines. New studies can be conducted on this topic to analyze the impact and its importance. The goal of this study is to survey the efficiency of professors' core competencies in their creative teaching performance. This study can also be an effective tool for developing and improving the teaching performance of the Hospitality Management department at Bicol Merchant Marine College, Inc.

II. OBJECTIVES
The study determined the enhancement of the teaching Performance of the Faculty in the Hospitality and Tourism Management of Bicol Merchant Marine College, Inc. Basis for Professional Development Plan, year 2023.

Specifically, it identified the profile of the Faculty of BSHM/BSTM in terms of Sex, Age Highest Educational Attainment, Program Affiliation, Eligibilities, Work Experience, Seminars attended; the teaching performance of the faculty as evaluated by school administrators, teachers, and students; the problems encountered by the faculty as evaluated by school administrators, teachers, and students and professional development plan could be proposed.

III. METHODOLOGY
This research used the descriptive method. Respondents are the Bachelor of Science in Tourism Management and Bachelor of Science in Hospitality Management students and faculty at Bicol Merchant Marine College, Inc. in Sorsogon. The study comprised responses from 72 respondents. The Bicol Merchant Marine College in Sorsogon City will have 12 faculty members and 30 students for each of the selected courses.

The data gathered have been subjected to different measures such as frequency count, percentage, ranking, and weighted mean.

Frequency count and percentage were used to determine the profile of the respondents along the identified indicators. Moreover, weighted mean and ranking were utilized to determine the work performance of the BSHM/ BSTM faculty in BMMCI along with the

identified indicators. Frequency count and rank were used to calculate the common problems encountered by the BSHM/ BSTM faculty in their work performance.

IV. RESULTS AND DISCUSSION

The following results were gathered, analyzed, and interpreted by the researcher based on the objectives of the study. Tabular presentation textual analysis and interpretation were also used.

I. Profile of the Faculty Members of the BSHM/BSTM Department

Table 1.1. Profile of Faculty Members in Terms of Sex

Sex	Frequency	Percentage (%)
Male	1	8 %
Female	11	92 %
Total	12	100 %

The data showed that 1 out of 12 faculty members in Bicol Merchant Marine College, Inc. 8% is male, while the remaining 11 or 92% are female.

The findings revealed that there is a significant gender disparity among faculty, with a vast majority being female, constituting 92% of the total. In contrast, male faculty members represent only 8% of the total faculty population. This means that stark difference underscores an imbalance in gender representation within the academic staff. Such disparities in gender composition can have implications for various aspects of academic life, including perspectives in teaching, research, and leadership.

This implies that this gender imbalance is vital not only for promoting diversity but also for ensuring equal opportunities for all faculty members.

This means that institutions may consider implementing policies and practices aimed at attracting and retaining a more diverse faculty body, including targeted recruitment efforts, mentorship programs, and support for career advancement opportunities. Additionally, fostering an inclusive and supportive work environment where all faculty members feel valued and respected is essential for promoting academic excellence and innovation.

This is supported by the study of Mann, Karen, et al. (2016), who identified a gender gap in teacher satisfaction ratings, highlighting the importance of

professional development programs in addressing such imbalances.

Table 1.2 Profile of Faculty Members in Terms of Age

Age in Years	Frequency	Percentage (%)
41-above	3	25%
36-40	4	33%
31-35	4	33%
26-30	1	8%
Total	12	100%

The data showed that in the age categories of 36-40 and 31-35, 4 or 33% of the total. While 3 or 25% are aged 41 and above, and 1 or 8% are aged 26 to 30.

This reveals that the majority of faculty members fall within the age brackets of 36-40 and 31-35, each comprising 33% of the total. This means that there is a significant portion of mid-career professionals within the faculty cohort.

Additionally, 25% of faculty members are aged 41 and above, indicating a considerable presence of experienced educators.

However, there is a notable underrepresentation of younger faculty members, with only 8% falling in the age range of 26 to 30. This distribution reflects a balanced mix of experienced and mid-career faculty, with relatively fewer early-career individuals.

This further implies that these findings underscore the importance of incorporating age diversity considerations into workforce planning and development initiatives, ensuring tailored support and opportunities that cater to the needs of faculty members across different career stages. Measures such as mentorship programs for early-career individuals and targeted professional development opportunities for mid-career and experienced faculty are crucial for fostering a balanced and inclusive faculty cohort conducive to institutional growth and excellence.

This aligns with the findings of Haddad, and Shafig I.'s study (2015), which emphasizes the importance of age-specific approaches to enhance teaching performance. By implementing measures such as mentorship programs and targeted professional development opportunities, institutions can create an inclusive environment that fosters the growth and success of faculty members at all career stages.

Table 1.3 *Profile of Faculty Members in Terms of Highest Educational Attainment*

Educational Attainment	Frequency	Percentage (%)
Doctoral Degree	2	16%
Master's Degree	5	42%
With Master's Units	5	42%
Total	12	100%

The data showed that 5 or 42 % of the 12 faculty members, hold a master's degree, and an equal amount have finished with master's Units. While 2 or 16% have earned a doctorate.

The data revealed that the majority, comprising a master's degree, while an equal percentage have completed Master's Units. This means that there is a strong emphasis on advanced education within the faculty member. In contrast, A smaller proportion have attained a Doctoral Degree, indicating these individuals represent a notable presence of highly qualified and specialized faculty within the institution. Hence, it highlights a diverse range of educational backgrounds among faculty members, with the majority holding master's level qualifications, indicating a solid foundation of expertise and knowledge within the faculty cohort.

This further implies that faculty members' educational attainment, predominantly master's degrees or completed Master's Units, likely influences teaching performance assessment.

Higher academic qualifications correlate with better communication, subject mastery, and classroom management skills, pivotal for evaluation by administrators, teachers, and students. Additionally, doctoral-level educators offer valuable industry expertise, enhancing teaching methods and learning outcome assessment. Recognizing this diversity in educational backgrounds is crucial for a comprehensive evaluation of teaching performance across various criteria.

This view is supported by the study of Pan and Lee (2011), which emphasizes the importance of tailoring professional development initiatives to address the specific needs of faculty members with diverse educational backgrounds. Such tailored initiatives are essential for enhancing teaching performance across the department.

Table 1.4 *Profile of the Faculty Members in Terms of Program Affiliation*

Program	Frequency	Percentage (%)
BS Hospitality Management	10	83%
BS Tourism Management	2	17%
Total	12	100%

Table 1.4 is evident, that 10 or 83% of the 12 faculty members are linked with the BS Hospitality Management program and 2 or 17% with the BS Tourism Management program.

The result revealed that most faculty members are associated with the BS Hospitality Management program and a notable but smaller proportion is affiliated with the BS Tourism Management program.

This means that a significant focus on the hospitality management program within the faculty cohort potentially reflects the institution's priorities or strengths in this area. Additionally, it may indicate a higher demand for faculty expertise in hospitality management compared to tourism management.

It further implies that, as the number of faculty members involved with the BS Hospitality Management program grows, it may become increasingly important to guarantee that teaching evaluations consider the program's special requirements and challenges.

In contrast, the smaller proportion of teachers affiliated with the BS Tourism Management program may require specific support and evaluation strategies to address any unique challenges that arise.

Understanding the distribution of faculty across programs is critical for adapting evaluation methods and providing appropriate support to improve teaching performance in both programs.

According to Park, Haeik, et al. (2022), understanding faculty program affiliations is critical in guiding the formulation of a targeted professional development plan to equip faculty members with the knowledge and skills required to improve teaching performance in their respective programs.

Table 1.5 Profile of the Faculty Members in Terms of Eligibilities

Eligibilities	Frequency	Rank
NCII	7	1
LET	4	2
NC III	2	3.5
Training	2	3.5

The data collected confirmed that NCII ranks first with a frequency of 7, followed by LET with a frequency of 4, and NC III and TM share third place with a frequency of 2, for a tied rank of 3.5.

This reveals a diverse range of qualifications among the faculty cohort. NCII stands out as the most prevalent eligibility, with a frequency of 7, indicating that it is the most common qualification held by faculty members. This means that a significant emphasis on vocational or technical skills within the institution, as NCII certifications often pertain to specific technical competencies. Following NCII, the LET qualification ranks second in frequency, indicating a substantial presence of faculty members with teaching licensure, which underscores the importance of pedagogical expertise within the faculty cohort. Moreover, NC III and Trainers Methodology (TM) qualifications share the third rank, each with a frequency of 2, indicating a relatively lower but still notable representation among faculty members. NC III certifications typically denote advanced technical skills or competencies, while TM qualifications may relate to training and instructional methods.

This implies that a well-rounded faculty cohort with a mix of technical expertise, teaching proficiency, and instructional skills. Institutions can leverage these diverse qualifications to enhance teaching effectiveness, curriculum development, and industry relevance. Additionally, providing support for faculty members to acquire or enhance these qualifications could further strengthen the institution's academic programs and faculty development initiatives.

This is supported by the study of Atef1, Tamer M. (2018) on faculty members' eligibility, which not only provides useful insights into their credentials and skills but also acts as a guide for developing a comprehensive professional development plan. This plan addresses the unique demands of each eligibility, enabling a comprehensive approach to improving teaching

performance in the Hospitality and Tourism Management department.

Table 1.6 Profile of the Faculty Members in Terms of Work Experience

Work Experience	Frequency	Percentage (%)
Part-Time Faculty Member	6	50%
Full-Time Faculty Member	4	33%
Program Chairperson	2	17%
Total	12	100%

Table 1.6 shows that of the 12 faculty members, 6, or 50% are part-time, 4, or 33% are full-time, and 2 or 17% are Program Chairpersons.

This reveals that the preponderance of part-time faculty members, who account for 50% of the total, highlights the importance of efficient communication and coordination among faculty members, particularly in terms of teaching approaches and academic standards. The considerable representation of full-time faculty members 33% of the total demonstrates a core group accountable for consistent curriculum delivery and student support. Additionally, the presence of Program Chairpersons, accounting for 17% of the faculty, underscores the importance of leadership and administrative support in addressing teaching challenges and promoting excellence in academic outcomes.

This further implies a need for institutions to carefully balance the composition of their faculty cohort to ensure adequate coverage of teaching responsibilities, maintain program quality, and provide leadership and direction within academic programs. Strategies for supporting part-time faculty members, such as professional development opportunities and mentoring programs, may be beneficial in ensuring continuity and quality in teaching. Additionally, investing in the professional growth and development of full-time faculty members and Program Chairpersons can enhance academic leadership and program effectiveness.

According to (Salazar Eron A., et. al (2017), the comprehensive overview of faculty members' work experience serves as a valuable guide for formulating a professional development plan that addresses the specific needs associated with each role, ensuring a holistic approach to enhancing teaching performance.

Table 1.7 *Profile of Faculty Members in Terms of Seminars Attended*

Seminars Attended	Frequency	Rank
International	9	2
National	3	4
Regional	1	5
Division/Provincial	7	3
Local	11	1

Table 1.7 shows that local seminars have the highest frequency of 11, followed by international seminars with a frequency of 9. Division/Provincial seminars are attended by 7 faculty members, while national seminars have a frequency of 3. Regional seminars have the lowest frequency, with 1 attendee.

This revealed that the higher participation in local and international seminars indicates a keen interest among faculty members in staying updated with advancements in their respective fields, which can positively influence their mastery of subject matter and industrial expertise. Yet, the lower attendance at national and regional seminars might suggest areas where faculty members could benefit from further exposure and networking opportunities, potentially impacting their communication skills and ability to assess learning outcomes effectively.

This implies that institutions may need to consider diversifying their professional development offerings to cater to the varying interests and needs of faculty members. While local seminars are well-attended, efforts to promote participation in national, regional, and international seminars can broaden faculty members' perspectives and enhance their professional growth. Providing support for attending seminars at different levels can contribute to a more well-rounded and globally connected faculty cohort, ultimately benefiting the institution's academic quality and reputation. Additionally, encouraging faculty members to share insights and knowledge gained from seminars can foster a culture of continuous learning and collaboration within the institution.

According to (Trinidad, Ma. Cristina Q.'s (2020) professional development plan includes designing sessions that translate insights gained from international seminars into practical applications within the local context. Encouraging collaborative initiatives stemming from Division/Provincial seminars to foster a regional network and implementing strategies to incentivize faculty participation in national and regional seminars, emphasizing the importance of broader educational perspectives. Additionally, further development of professional development opportunities with a focus on enhancing local relevance ensures that the immediate needs of the community are addressed.

II. Teaching Performance of the Faculty Members of the BSHM/BSTM Department

Table 2.1 *Teaching Performance of the Faculty Members along Communication Skills*

Indicators	Adm. x	Adm. Desc.	Fct. x	Thr. Desc.	Stu.x	Stu. Desc.
Uses language easy to understand by their students	5.00	Outstanding	4.75	Outstanding	4.37	Very Satisfactory
Utilizes visual needs (learning technologies) to illustrate their instruction	5.00	Outstanding	4.41	Very Satisfactory	4.4	Very Satisfactory
Provides instruction to the students with clarity	5.00	Outstanding	4.75	Outstanding	4.57	Very Satisfactory
Pays attention to what their students are saying	5.00	Outstanding	4.60	Outstanding	4.22	Very Satisfactory
Explains concepts multiple tries in various ways until their students understand	4.66	Outstanding	4.75	Outstanding	4.22	Very Satisfactory
Encourages open dialogue in the classroom	5.00	Outstanding	4.75	Outstanding	4.11	Very Satisfactory
Average	4.94	Outstanding	4.67	Outstanding	4.32	Very Satisfactory

The teaching performance of faculty members as evaluated by school administrators and faculty in terms of communication skills is both outstanding with a weighted mean of 4.94 and 4.67 respectively, while the student feedback is very satisfactory with a weighted mean of 4.32.

The data reveals a commendable performance by faculty members in terms of communication skills. Administrators consistently rate their performance as outstanding across all indicators, reflecting a high level of proficiency and effectiveness in communication within the academic environment. Faculty members themselves echo this assessment, aligning their self-ratings closely with the administrative evaluations. Although students generally rate faculty members' communication skills as very satisfactory, there are slight variations across indicators, suggesting areas for potential improvement, particularly in encouraging open dialogue in the classroom. Nonetheless, the overall average ratings portray an exceptionally high level of teaching performance in communication skills, with

both administrators and faculty members viewing their performance as outstanding.

This implies that the teaching performance of faculty members in terms of communication skills is highly commendable, with consistently outstanding ratings from both administrators and faculty members themselves and generally very satisfactory ratings from students.

In light of these findings, the continuous integration of learning technologies is encouraged to enhance visual aids and support a dynamic teaching environment. Additionally, advanced communication training is suggested, focusing on advanced instructional techniques, fostering open dialogue, and addressing diverse student needs. Peer collaboration sessions are also recommended to facilitate the sharing of effective communication strategies and provide constructive feedback, enhancing each other's teaching approaches (Laguador, Jake M., (2015).

***Table 2.2** Teaching Performance of the Faculty Along with Mastery of the Subject Matter*

Indicators	Adm. x	Adm. Desc.	Fct. x	Thr. Desc.	Stu.x	Stu. Desc.
Has a functional understanding (thorough knowledge) of the subjects taught	4.66	Outstanding	4.50	Very Satisfactory	4.34	Very Satisfactory
Manifests enthusiasm and passion in discussing the topics of the subjects taught	5.00	Outstanding	4.58	Very Satisfactory	4.34	Very Satisfactory
Explains the topics and materials in a way that is clear and easy for students to understand	5.00	Outstanding	4.75	Outstanding	4.54	Very Satisfactory
Engages students in the teaching-learning activities	5.00	Outstanding	4.75	Outstanding	4.25	Very Satisfactory
Adjusts the teaching styles to fit the needs of the students	5.00	Outstanding	4.58	Very Satisfactory	4.51	Very Satisfactory
Average	4.93	Outstanding	4.63	Outstanding	4.40	Very Satisfactory

The data showed that the faculty members demonstrated a remarkable understanding, as evidenced by the average mean values of 4.93 and 4.63 based on the assessment of administrators and faculty interpreted as outstanding while student rated their performance as very satisfactory with an average means of 4.40.

This reveals that across indicators such as understanding of subjects taught, enthusiasm in discussing topics, clarity in explanation, engagement in teaching-learning

activities, and adaptation of teaching styles, administrators consistently rated faculty members' performance as outstanding, while faculty members themselves mostly rated it as very satisfactory. Students' ratings, while slightly lower, remained at a very satisfactory level across the board.

This implies a positive consensus among participants regarding the faculty's teaching performance, albeit with slight variations in perception, indicating a strong level

of effectiveness in imparting knowledge and engaging students within the classroom environment.

This data reinforces the findings of Salcedo and Martino Miguel M. (2022), laying the groundwork for a robust professional development plan. Key areas identified for improvement include continuous enhancement of subject mastery, pedagogical training to foster enthusiastic teaching, and the promotion of inclusive teaching strategies. These initiatives aim to build upon the institution's identified strengths, ensuring sustained excellence in teaching performance. By investing in these targeted areas of development, the institution can further elevate its teaching standards and maintain its reputation for outstanding educational delivery.

Table 2.3 Teaching Performance of the Faculty Along with Classroom Management

Indicators	Adm. x	Adm. Desc.	Fct. x	Thr. Desc.	Stu.x	Stu. Desc.
Manifests calmness and patience and is well-composed in times of disruption at students' unruly behavior	5.00	Outstanding	4.33	Very Satisfactory	4.11	Very Satisfactory
Shows consistency in learners' expectations and discipline by not allowing disruptive behavior unchecked	4.66	Outstanding	3.91	Very Satisfactory	4.20	Very Satisfactory
Modifies classroom management strategies to best suit the needs of students	5.00	Outstanding	4.41	Very Satisfactory	4.45	Very Satisfactory
Treats students fairly and equitably	5.00	Outstanding	4.66	Outstanding	4.11	Very Satisfactory
Provides learners with a structured environment that is conducive to learning	5.00	Outstanding	4.33	Very Satisfactory	4.28	Very Satisfactory
Average	4.93	Outstanding	4.33	Very Satisfactory	4.23	Very Satisfactory

The data presented in Table 2.3 showed the assessment of faculty teaching performance regarding classroom management by school administrators, faculty, and students.

The average mean values for administrators, faculty, and students are 4.93, 4.33, and 4.23 respectively. This emphasizes the outstanding performance of the faculty as perceived by administrators and the very satisfactory performance as perceived by both faculty and students.

This reveals that across all indicators, administrators consistently rate faculty performance as outstanding, reflecting a high level of proficiency in maintaining calmness and patience during disruptions, demonstrating consistency in expectations and discipline, modifying strategies for student needs, treating students fairly, and providing a structured learning environment. In contrast, faculty members and students perceive teaching performance as slightly lower, rating it as very satisfactory.

While faculty and student ratings are still positive, there appears to be a slight gap between their perceptions and those of administrators.

This implies potential areas for improvement in classroom management strategies to further align perceptions and enhance overall satisfaction among stakeholders.

Nonetheless, the overall averages indicate commendable performance in classroom management, with administrators recognizing outstanding achievements and faculty and students acknowledging the effectiveness of teaching practices.

According to (Estrella A. Vidal et al. (2016), recommendations for professional development include advanced techniques, inclusive practices, and collaborative learning initiatives, aiming to sustain and enhance these strengths for continued outstanding teaching performance in the institution.

Table 2.4 Teaching Performance of the Faculty Along with Industrial Expertise

Indicators	Adm. x	Adm. Desc.	Fct. x	Thr. Desc.	Stu.x	Stu. Desc.
Manifests a wide array of professional experiences in the industry and bring such to the classroom engagement	4.66	Outstanding	4.41	Very Satisfactory	4.97	Outstandin
Presents the subjects in a way that is practical and relevant to the students by providing examples from experiences	5.00	Outstanding	4.66	Outstanding	4.97	Outstandin
Explains complex concepts in a way that is easier to understand and makes lessons more engaging	5.00	Outstanding	4.75	Outstanding	5.00	Outstandin
Is well-versed in the resources available and uses the resources to supplement lesson engagement	4.66	Outstanding	4.66	Outstanding	4.97	Outstandin
Has a network of contacts in the industry essential for students immersion	4.66	Outstanding	4.08	Very Satisfactory	4.97	Outstandin
Is up-to-date with the latest developments in the industry	4.33	Very Satisfactory	3.75	Very Satisfactory	4.97	Very Satisfactor
Average	4.72	Outstanding	4.39	Very Satisfactory	4.98	Outstandin

The data presented in Table 2.4 showed the assessment of faculty teaching performance along with industrial experience by school administrators, faculty, and students. The average mean values for administrators, faculty, and students are 4.72, 4.39, and 4.98 respectively. This emphasizes the outstanding performance of the faculty as perceived by administrators and students while the faculty rate their performance as very satisfactory. This reveals that administrators consistently rate faculty performance as outstanding across various indicators, indicating a strong recognition of the faculty's ability to integrate real-world experiences into their teaching practices. Conversely, faculty members rate their performance slightly lower, predominantly in the "very satisfactory" range, suggesting a self-assessment that may be more critical or reflective. However, students consistently rate faculty performance as outstanding, reflecting a high level of satisfaction with the incorporation of practical industry examples, clear explanation of complex concepts, effective resource utilization, and facilitation of industry immersion through contacts and updated knowledge. This implies that average ratings emphasize the remarkable teaching performance of faculty about their industrial expertise, with administrators and students acknowledging excellence, and faculty recognizing areas for potential growth or refinement. This indicates a dynamic and effective approach to teaching that leverages practical experiences to enhance student learning outcomes.

As suggested by Saleem et al. (2020), such initiatives may include ongoing industry updates, collaborative partnerships, and cross-disciplinary knowledge exchange initiatives. These tailored recommendations aim to ensure a sustained and elevated level of teaching performance within the institution, ultimately benefiting both faculty and students alike.

Table 2.5 Teaching Performance of the Faculty Along with Assessment of Learning Outcome

Indicators	Adm. x	Adm. Desc.	Fct. x	Thr. Desc.	Stu.x	Stu. Desc.
Provides assessment techniques to better accommodate their students	4.66	Outstanding	4.50	Very Satisfactory	4.45	Very Satisfactor
Employs technology-assisted assessment to make the process interactive	5.00	Outstanding	4.41	Very Satisfactory	4.42	Very Satisfactor
Makes the assessment process collegial and in collaborative manner	5.00	Outstanding	4.58	Very Satisfactory	4.25	Very Satisfactor
Creates and implements assignments that are well-structured and competency-based	5.00	Outstanding	4.50	Very Satisfactory	4.31	Very satisfactor
Provides feedback to concerned individuals/entities about the results of the assessment	5.00	Outstanding	4.41	Very Satisfactory	4.28	Very Satisfactor
Average	4.93	Outstanding	4.48	Very Satisfactory	4.34	Very Satisfactor

Table 2.5 shows an evaluation of faculty teaching performance regarding the Assessment of Learning Outcomes, as assessed by school administrators, faculty, and students. The average mean values for administrators, faculty, and students are 4.93, 4.48, and 4.34 respectively. This emphasizes the outstanding performance of the faculty as perceived by administrators, while faculty and students rate their performance as very satisfactory.

This reveals that administrators consistently rate faculty performance as outstanding across all indicators, indicating a high level of proficiency in implementing assessment techniques, utilizing technology, fostering collaboration, structuring assignments, and providing feedback. Faculty members themselves rate their performance slightly lower, predominantly in the "very satisfactory" range, suggesting a self-assessment that is more critical or reflective. Similarly, students also rate faculty performance as very satisfactory, reflecting overall satisfaction with assessment practices. The average ratings further underscore the outstanding

performance of faculty, particularly recognized by administrators, while also indicating areas for potential growth or refinement, as acknowledged by faculty and students.

This implies key points: administrators recognize faculty proficiency, faculty self-assessment indicates room for growth, students acknowledge effective teaching methods, both faculty and students prioritize ongoing improvement, and administrators highlight the importance of assessment in driving student success. These insights stress the importance of effective teaching practices and continuous improvement within academia.

To enhance expertise, faculty participation in workshops and training programs focusing on innovative assessment techniques, as well as the seamless integration of technology, is recommended (Park et al., 2022). Such initiatives can empower faculty to provide timely and constructive feedback, further enhancing the effectiveness of the assessment process.

III. Problems Encountered by the Faculty Members

Table 3.1 *Problems Encountered by the Faculty Members Along with Communication Skills*

Problems	Frequency	Rank
Lack of cooperation and limited networking among instructors	7	1.5
Lack of training intended for the development of communication competencies of teachers	7	1.5
Inadequate feedback (failure on the part of the teachers to provide timely and effective feedback)	6	3
Teachers' expectations are not properly communicated to students or administrators	2	5
There are no "gold standards" for the fundamental principles of teaching communication skill	3	4

The data showed several problems encountered by faculty members related to communication skills, along with their corresponding frequencies and ranks. Both the lack of cooperation and limited networking among instructors and the absence of training intended for the development of communication competencies of teachers are reported with a frequency of 7 and hold a rank of 1.5 each. Inadequate feedback is reported with a frequency of 6 and holds a rank of 3. The absence of "gold standards" for the fundamental principles of teaching communication skills is reported with a frequency of 3 and holds a rank of 4. The problem of teachers' expectations not being properly communicated to students or administrators is reported with a frequency of 2 and holds a rank of 5.

This reveals several key challenges faced by faculty members concerning communication skills. The most reported issues, both with a frequency of 7 and ranking jointly at 1.5, include the lack of cooperation and limited networking among instructors, as well as the absence of training intended for the development of communication competencies of teachers. Following closely, inadequate feedback is reported with a frequency of 6 and holds a rank of 3, suggesting it is a prevalent concern among faculty members. Less frequently reported but still, notable issues include the absence of "gold standards" for teaching communication skills, with a frequency of 3 and a rank of 4, and the problem of teachers' expectations not being properly communicated to students or administrators, with a frequency of 2 and a rank of 5.

This further implies that the presented analysis of the data highlights several areas for improvement within faculty communication practices in educational settings. Firstly, addressing the lack of cooperation and limited networking among instructors, as well as the absence of training intended for the development of communication competencies, is crucial to fostering a collaborative and supportive environment among faculty members. Secondly, tackling the issue of inadequate feedback is essential for promoting effective communication channels and facilitating continuous improvement in teaching practices. Additionally, establishing "gold standards" for teaching communication skills can provide a framework for faculty development and ensure consistency in communication practices across the institution. Lastly, enhancing the communication of teachers' expectations to students and administrators can contribute to clarity and transparency within the educational process. Thus, attending to these communication challenges is imperative for promoting effective teaching practices and ultimately enhancing the quality of education delivery in academic institutions.

According to the study of Nguyen et al.'s (2011), this analysis serves as the foundation for a comprehensive professional development plan, focusing on promoting collaboration, refining communication competencies, improving feedback mechanisms, clarifying expectations communication, and establishing "gold standards". These strategic recommendations are designed to systematically address the identified challenges, ensuring a more robust teaching performance.

Table 3.2 Problems Encountered by the Faculty Members Along with Mastery of the Subject Matter

Problems	Frequency	Rank
Activities from the professional field that are not fit for the teaching assignment	2	3
Not profound, intellectually shallow, and lacking in knowledge or ability they studied in their specialized courses	2	3
A lack of openness to change in teaching techniques	7	1
Utilizing their subject matter expertise to plan curricula that would engage students in the subject material is a challenge for beginning instructors	2	3
Have trouble expressing their understanding of the material that students are expected to study	1	5

Table 3.2 shows various problems encountered by faculty members regarding mastery of the subject matter, along with their corresponding frequencies and ranks. A lack of openness to change in teaching techniques is reported with a frequency of 7 and holds the highest rank of 1. Activities from the professional field that are not fit for the teaching assignment, not profound, intellectually shallow, and lacking in knowledge or ability they studied in their specialized courses, and utilizing subject matter expertise to plan engaging curricula for students are all reported with a frequency of 2. These issues share the rank of 3. Having trouble expressing understanding of the material that students are expected to study is reported with a frequency of 1 and holds the lowest rank of 5. The data reveals key challenges faced by faculty members in mastering the subject matter: resistance to change in teaching techniques, a lack of alignment with teaching assignments, curriculum planning difficulties, and communication issues. These challenges, ranging from reluctance to adapt to new methodologies to struggles in curriculum design and communication, underscore the need for interventions to enhance faculty effectiveness in teaching.

This implies that these challenges may involve providing professional development opportunities, fostering openness to pedagogical innovation, and offering support in curriculum design and communication skills development to ensure faculty members are better equipped to meet the demands of their teaching assignments and effectively engage students in the learning process. Particularly, support for beginning instructors in utilizing subject matter expertise for curriculum planning and training programs focused on effective communication and alignment with teaching assignments is recommended. Providing resources and mentorship to enhance intellectual depth and knowledge in specialized courses is also crucial for faculty development (Seyfi, Siamak, 2018).

Table 3.3 Problems Encountered by the Faculty Members Along with Classroom Management

Problems	Frequency	Rank
Students manifest a lack of respect, for some, they feel entitled to more freedom and less structure	8	4.5
Students come to class unprepared which results in poor participation	9	3
Students arrive late for class	10	1.5
The presence of classroom distractions such as unnecessary use of smartphones, gadgets, etc…	10	1.5
Presence of cheating students: feel like they need to compete for grades and recognition	8	4.5

The data from Table 3.3 showed the problems encountered by faculty members in classroom management, along with their corresponding frequencies and ranks. Both students arriving late and the presence of classroom distractions are reported with a frequency of 10, sharing the highest rank of 1.5. Students coming unprepared were reported with a frequency of 9 and a rank of 3, while issues related to the presence of cheating students and lack of respect and entitlement were reported with a frequency of 8 each, sharing a rank of 4.5.

This reveals several significant challenges faced by faculty members in effectively managing classrooms. Tardiness and distractions like smartphones are major concerns, hindering instructional delivery. Additionally, students frequently arrive unprepared, leading to low participation levels. Moreover, issues of academic integrity and respect, including cheating and a sense of entitlement among students, further complicate classroom dynamics.

This implies that these challenges are imperative for fostering a positive learning atmosphere conducive to student engagement and academic success. Implementing strategies to promote punctuality, minimize distractions, encourage preparedness, and uphold academic standards can contribute to improving classroom management and overall teaching effectiveness.

Moreover, Park et al.'s (2022) study highlights the importance of curriculum design, commitment to the degree, and student life in influencing undergraduate satisfaction and program retention in hospitality and tourism, demonstrating the relevance and applicability of findings across various educational contexts.

***Table 3.4** Problems Encountered by the Faculty Members Along with Industrial Expertise*

Problems	Frequency	Rank
Failure of the participating teachers in professional development events to put the knowledge acquired into practice or adopt it	3	4
A small percentage of teachers had access to training for career development	7	1
Students misuse technology	6	2
Teachers lack the necessary technical expertise and knowledge	1	5
High implementation costs for essential technologies	5	3

The data from Table 3.4 showed the problems encountered by faculty members concerning their industrial expertise, along with corresponding frequencies and ranks. The most prevalent issue, reported with a frequency of 7 and holding the top rank of 1, is the limited access of teachers to training for career development. Following closely, student misuse of technology is reported with a frequency of 6 and a rank of 2. Other challenges include high implementation costs for essential technologies with a frequency of 5 and a rank of 3, failure of teachers to implement acquired knowledge from professional development events with a frequency of 3 and a rank of 4, and a lack of necessary technical expertise among teachers with a frequency of 1 and a rank of 5.

This provides insights into the challenges faced by faculty members regarding their industrial expertise. The most significant challenge identified is the limited access of teachers to training for career development, reported with the highest frequency of 7 and ranking first at 1. This means that there is a significant need for institutions to prioritize professional development opportunities for faculty members to enhance their

industrial knowledge and skills. Additionally, student misuse of technology emerges as a prevalent concern, with a frequency of 6 and ranking second at 2, indicating the importance of addressing digital literacy issues among students. Furthermore, the data emphasizes the financial barrier posed by high implementation costs for essential technologies, reported with a frequency of 5 and ranking third at 3. Faculty members also face hurdles in translating acquired knowledge from professional development events into practice, highlighting the importance of effective implementation strategies. Lastly, the lack of necessary technical expertise among teachers, although reported with the lowest frequency of 1, stresses the need for targeted support and training initiatives to bolster faculty members' proficiency in relevant technical areas.

This implies that for the identified challenges, a targeted professional development plan is recommended. Efforts should focus on creating avenues for teachers to

effectively apply and adapt knowledge gained from professional development events. Increasing access to career development training for a larger percentage of faculty members is crucial for enhancing their industrial expertise. Implementing strategies to guide students in responsible technology use and providing resources to bridge the technical knowledge gap among teachers is essential. Exploring cost-effective ways to implement essential technologies can also contribute to overcoming financial barriers.

This is supported by Hora and Matthew. T. (2020) provides a foundation for strategic interventions in addressing challenges related to industrial expertise. It aims to systematically enhance teaching performance within the institution by focusing on effective knowledge application, increased access to career development training, responsible technology use, addressing technical knowledge gaps, and cost-effective technology implementation.

Table 3.5 *Problems Encountered by the Faculty Members Along with Assessment of Learning Outcome*

Problems	Frequency	Rank
Lack of standardization in the assessment process such as inconsistencies in grading	10	1
Inadequate feedback which failed to determine areas for improvement	4	5
Lack of regular training relative to learners' holistic assessment (methods, devices, and models)	7	2
It is challenging for teachers to reach unanimity on what they intend to accomplish at the college, program, and course levels	5	4
Limited resources needed in the construction of effective assessment tools	6	3

Table 3.5 illustrates the problems encountered by faculty members concerning the assessment of learning outcomes, accompanied by their corresponding frequencies and ranks. The most prevalent issue, reported with a frequency of 10 and holding the top rank of 1, is the lack of standardization in the assessment process, leading to inconsistencies in grading. Following closely, the inadequacy of feedback, failing to determine areas for improvement, is reported with a frequency of 4 and ranking fifth at 5. Other challenges include the lack of regular training on learners' holistic assessment methods, devices, and models, reported with a frequency of 7 and ranking second at 2. Moreover, it is challenging for teachers to reach unanimity on intended accomplishments at various educational levels, reported with a frequency of 5 and ranking fourth at 4. Additionally, limited resources required in constructing effective assessment tools are reported with a frequency of 6 and ranking third at 3.

The findings reveal several key challenges faced by faculty members within the setting of the Hospitality and Tourism Management program at Bicol Merchant Marine College, Inc. The most significant issue, identified with the highest frequency and rank, is the lack of standardization in the assessment process, resulting in inconsistencies in grading. This means that inconsistency may lead to ambiguity and unfairness in evaluating students' performance, potentially impacting their learning outcomes. Additionally, the inadequacy of feedback ranked fifth, highlights a crucial area for improvement in providing meaningful guidance to students for their enhancement. The data also highlights the importance of regular training on holistic assessment methods, devices, and models, indicating a need to enhance faculty proficiency in this aspect. Furthermore, the challenge of reaching unanimity on intended accomplishments at different educational levels suggests a need for clearer alignment and

communication of learning objectives within the program. Lastly, the limited resources for constructing effective assessment tools emphasize the necessity for institutional support and investment in facilitating robust assessment practices.

This implies that these challenges through targeted professional development initiatives and resource allocation can significantly enhance the teaching performance of faculty members and ultimately improve the quality of education provided in the Hospitality and Tourism Management program.

According to Delima, Veronica T. (2015) perspective reinforces the idea that a teacher's performance is central to the education system, including the assessment of learning outcomes. If teachers face challenges in effectively assessing and evaluating students, it hampers the quality of education, which, according to Delima, is critical for a nation's progress.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis and interpretation of the data, the following findings were revealed: the assessment of the faculty profile reveals a pronounced gender disparity among the 12 faculty members. Specifically, a mere 8% represent the male demographic, indicating a considerable underrepresentation, while the majority, constituting 92%, are female; In terms of age distribution, a substantial portion falls within the 36-40 and 31-35 age brackets, each comprising 33% of the total respondents. Notably, 25% belong to the 41 and above age group, while the smallest percentage, 8%, consists of faculty members aged 26-30; Turning to the highest educational attainment, 42% of the faculty hold a master's degree, with an equal percentage having completed Master's Units. A smaller fraction, 16%, has attained a Doctoral Degree. Regarding program affiliation, a significant 83% are associated with the BS Hospitality Management program, highlighting concentrated expertise in this field. A smaller but notable 17% are affiliated with the BS Tourism Management program; In terms of eligibility, NCII emerges as the predominant eligibility, securing the top rank with a frequency of 7. Following closely is LET, with a frequency of 4, earning the second position. Meanwhile, NC III and TM share the third position, each with a frequency of 2, resulting in a tied rank of 3.5; In considering work experience, half of the faculty members hold part-time positions, reflecting a substantial contingent of professionals contributing on a

flexible basis. Another 33% are full-time faculty members, demonstrating a dedicated commitment to the institution. Additionally, 17% serve as Program Chairpersons, playing pivotal roles in leadership and coordination; Regarding seminars attended, local seminars exhibit the highest frequency (11), securing the top rank, followed closely by international seminars with a frequency of 9, earning the second position. Division/Provincial seminars are attended by 7 faculty members, placing them at the third rank, while national seminars have a frequency of 3, ranking fourth. Regional seminars, with a frequency of 1, hold the fifth position.

In the realm of teaching performance, the faculty excels across various domains. Notably, they showcase an outstanding aptitude in communication skills, with impressive average mean values of 4.94, and 4.67, based on the assessment of the administrators, and by the faculty members themselves, respectively. However, the students provided a mean value of 4.32 and interpreted it as very satisfactory; Similarly, in the mastery of subject matter, the faculty demonstrates a remarkable understanding, as evidenced by outstanding average mean values of 4.93 and 4.63 based on the assessment of the administrators, and the faculty themselves, respectively. Along such domain, the students' group rated the 'faculty members with 4.40 and described it as very satisfactory; The faculty's excellence extends to classroom management, where their outstanding performance is underscored by an average mean value of 4.93 based on the assessment of the administrators. However, the assessment of the faculty themselves was 4.33, and 4.23 was accorded by the students which both are interpreted as very satisfactory. Furthermore, the faculty members exhibit notable industrial expertise, as indicated by an outstanding average mean value of 4.72 based on the assessment of the administrators and 4.98 was given by the students. On the part of the faculty, they rated themselves with 4.39 and described it as very satisfactory. Lastly, the faculty demonstrates outstanding proficiency in evaluating learning outcomes, reflected in an impressive average score of 4.93 as assessed by the administrators. However, the faculty assessed themselves with 4.48 and the students rated them with 4.34, both values were coined as very satisfactory. These results underscore teachers' ability to assess and measure the effectiveness of their teaching methods, ensuring positive educational outcomes for students.

When examining the challenges faced by faculty members in various dimensions, several noteworthy issues emerge. In terms of communication skills, key challenges encompass a lack of cooperation and limited networking among instructors, coupled with insufficient training programs aimed at developing communication competencies alongside mastery of the subject matter. A notable concern is the resistance to change in teaching techniques, having seven (7) as its obtained frequency, highlighting the necessity for adaptability among faculty members. Additional issues include the alignment of professional field activities with teaching assignments, intellectual depth in specialized courses, and the ability to effectively express an understanding of study materials.

Within the realm of classroom management, the most recurrent challenge is students arriving late for class, reported ten times, indicating a need for heightened attention to punctuality. Other prevalent challenges encompass a lack of student respect and entitlement, unpreparedness leading to poor participation, classroom distractions from smartphones and gadgets, and the presence of cheating students driven by a perceived need for competition.

Concerning industrial expertise, a critical issue surfaces: the failure of participating teachers in professional development events to effectively apply or adopt the acquired knowledge, identified three times. Furthermore, a significant portion of teachers lack access to training for career development (seven occurrences), signaling a gap in professional growth opportunities. Additional challenges in this domain include students misusing technology, teachers lacking the necessary technical expertise, and high implementation costs for essential technologies. These findings underscore the multifaceted challenges faced by faculty members and emphasize the importance of addressing these issues to enhance teaching performance across various dimensions.

The proposed professional development plan was developed to enhance the teaching performance of faculty members in hospitality and tourism management.

From the findings and conclusions, the following recommendations are forwarded as follows: (1) Explore strategies to recruit male faculty members, advocate for inclusive teaching practices, and establish mentorship programs. (2) Arrange customized workshops for Hospitality Management, facilitate interdisciplinary forums for collaboration, host guest lectures to expose faculty to hospitality and tourism, and introduce program-specific performance evaluation mechanisms. (3) Facilitate collaborative training sessions for faculty members holding tied rankings (NC III and TM) to encourage a synergistic teaching approach. (4) Continuously monitor and provide tailored ongoing support to meet individual faculty members' professional development needs. (5) Implement a sustained engagement program for full-time faculty, focusing on curriculum development, research methodologies, and ongoing student involvement. (6) Foster collaborative initiatives starting from Division/Provincial seminars to build a regional network and incentivize faculty participation in national and regional seminars to broaden educational perspectives. (7) Ensure the continual integration of educational technologies to enrich lesson delivery and maintain a dynamic teaching environment. (8) Conduct regular pedagogical training programs to nurture and enhance teaching passion and enthusiasm, fostering an inspiring learning environment. (9) Provide faculty members with ongoing industry updates through continuous training programs and workshops to reinforce their industrial expertise. (10) Initiate efforts to encourage cooperation and networking among instructors, cultivating a collaborative and supportive teaching atmosphere. (11) Implement comprehensive training programs to improve faculty communication skills, addressing any existing skill gaps and promoting effective communication strategies. (12) Standardize assessment procedures, offer regular training on comprehensive assessment methods, align educational objectives across faculty, and allocate resources for effective assessment tools.

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