

## **Comparative Employment Applicability and Reflectivity of Profiled Culinary Booklets of Hospitality Management Students: An Input for Work eFolio**

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**Abstract** – *With the increasing technological advances, the area of employment has started going technology-based as well. There arises a need to prepare graduates for a digital experience. This study aimed to identify the level of employment applicability of course objectives of one skill course in Hospitality Management using the updated syllabus, and determine the level of its reflectivity from sampled and profiled culinary booklets submitted as archives of Hospitality Management Students in Pangasinan State University – Lingayen Campus. Using survey-questionnaire and documentary content analysis, the study found that the course objectives are ‘Very Highly Applicable’ for employment, and these are ‘Reflected’ in the culinary booklets across all the course topics. Comparison indices between the level of applicability and level of reflectivity, however, revealed areas of ‘Opportunities for Improvement’ for the design of an eFolio for the course. Recommendations include designing an eFolio that reflect the skill-content of the course.*

**Keywords** – *Culinary Booklets, Employment Applicability, eFolio, Hospitality, Profiling*

### **INTRODUCTION**

With the advancement of technologies, portfolios are being developed and displayed in digital format. Such portfolios are often called digital portfolios, multimedia portfolios, electronic portfolios, e-folios, and webfolios. An author [6] highlighted that “a student digital portfolio” can be used to showcase students’ accomplishments. It may be shared with their future employer in the case of a university student or used to document specific learning outcomes in a course. Such artifacts can act as a powerful tool for representation, reflection and revision in a classroom.

A professional portfolio gives employers a chance to see your work before you are hired. This puts you at an advantage over other job applicants who may have education and experience, but no representation of the style and quality of their work. [1]. An increasing emphasis on competency-based curricula has fueled the growth of e-portfolios in higher education. Colleges and universities use e-portfolios to assess pedagogical effectiveness and student learning, as a means of reflection, or to showcase

student work [2]. Historically, career portfolios have been a primary component of application materials in arts and architecture-related fields. In the 1980s, paper portfolios were introduced within teacher education job portfolios searches, and since that time, researchers and practitioners have noted their use as a learning tool in teacher education undergraduate programs. The introduction of ePortfolios into higher education, specifically in teacher education programs, has provided a space for researchers to understand the value or ePortfolios, as well as their usefulness in the job search process. There has been much written about the advantages and disadvantages of ePortfolios in the hiring process, when combined with resumes, references, letters of recommendation, and transcripts, with some studies noting value, while others reporting hiring practitioners’ indifference toward portfolios [5].

It is therefore proper to prepare eFolio for courses, especially considered as vital courses for skills and competencies of graduates.

## OBJECTIVES OF THE STUDY

Generally, this study aimed to identify the employment applicability of the course objectives of the subject LN01\_HPC2 Kitchen Utensils and Food Preparation with laboratory, and determine the level of its reflectivity among the students by profiling the culinary booklets of Hospitality Management available as archives from the College of Hospitality Management, Pangasinan State University, Lingayen Campus. The findings through the profiling as well as suggestions and recommendations from the HM faculty members will be the basis for the design of a Work eFolio.

## MATERIALS AND METHODS

This study employed a content analysis [3] of documents including the syllabus in LN01\_HPC2 Kitchen Utensils and Food Preparation for laboratory and the Culinary Booklets submitted by Hospitality Management Students during the School Year 2018-2019, and are still available to the college as retained outputs. One study [4] involved using experts to validate a curriculum by identifying the level by which the competences are reflecting one of its essential characteristics. In this study, the syllabus of the target course were rated by faculty experts at the College of Hospitality Management. As regards the index of comparison between the level of employment applicability and the level of reflectivity of course objectives arranged across topics, simple multiplication of the two weighted means is done to yield an index. The index is interpreted on the basis of the need to put emphasis on the topic for the design of the eFolio.

## RESULTS AND DISCUSSION

### Employment Applicability of the Course Objectives as rated by Hospitality Management Faculty Members

Table 1, generally, displays of a 'Very Highly Applicable' rating ( $M=4.31$ ) when it comes to the applicability of the course objectives of the course LN01\_HPC2 Kitchen Utensils and Food Preparation for laboratory for work employment in the hospitality industry as perceived by the Hospitality Management faculty members. This implies that the course syllabus for the such a course is industry-ready.

Further, the table shows that most of the course objectives were rated as 'Very Highly Applicable', except for two which were rated as 'Applicable', namely, define the meaning of culinary arts and science ( $M=3.12$ ) and identify and describe the functions of the kitchen ( $M=3.08$ ). Four (4) objectives were rated as 'Highly Applicable', namely, Identify the different job description of the kitchen personnel and the organization lay-out ( $M=3.91$ ), Interpret the different culinary terminologies ( $M=3.46$ ), Evaluate quality of finished stock ( $M=4.18$ ), and Distinguish the body and flavor difference of each sauce ( $M=4.09$ ).

Furthermore, as to the 'VHA-rated' course objectives, the first 5 top-rated include the following, and are arranged in increasing weighted mean, viz: Properly prepare menu items using: steaming, boiling, braising, simmering, poaching, broiling, grilling, pan-broiling, sautéing, deep-frying, pan-frying techniques ( $M=4.80$ ), Prepare the Five Mother Sauces ( $M=4.78$ ), Identify classification of soups ( $M=4.77$ ), Identify and prepare garnishes for a dish ( $M=4.73$ ), and Able to utilize portion control, work flow, plating, and garnishing principals ( $M=4.62$ ). It can be noted that most of the top-rated course objectives are those found at the near completion of the course, which involve showcase of skills.

Table 1. Mean and interpretation of the employment applicability of the course objectives of LN01\_HPC2 Kitchen Utensils and Food Preparation with laboratory course

<i>No.</i>	<i>Desired Learning (Syllabus-based)</i>	<i>Mean</i>	<i>D. E.</i>
1	Define the meaning of culinary arts and sciences	3.12	A
2	Identify and describe the functions of the kitchen	3.08	A
3	Identify the different job description of the kitchen personnel and the organization lay-out	3.91	HA
4	Execute the importance of sanitation in kitchen operations	4.33	VHA
5	Perform properly the usage of kitchen tools and equipment	4.28	VHA
6	Apply different cutting techniques on various ingredients required on a certain dish	4.22	VHA
7	Interpret the different culinary terminologies	3.46	HA
8	Properly prepare menu items using: steaming, boiling, braising, simmering, poaching, broiling, grilling, pan-broiling, sautéing, deep-frying, pan-frying techniques	4.80	VHA
9	Distinguish the different herbs and spices used in culinary operation	4.45	VHA
10	Identify the different kinds of meat and poultry and execute the different cuts in prescribed standards	4.56	VHA
11	Identify the different fish and shell-fish and execute the different cuts in prescribe standards	4.43	VHA
12	Execute mise-en-place	4.44	VHA
13	Properly rinse and blanch bones	4.50	VHA
14	Prepare mirepoix and sachet	4.51	VHA
15	Properly simmer and skim stock for clarity	4.36	VHA
16	Properly strain, cool and store finished stock	4.57	VHA
17	Evaluate quality of finished stock	4.18	HA
18	Distinguish the body and flavor difference of each sauce	4.09	HA
19	Prepare the Five Mother Sauces	4.78	VHA
20	Identify classification of soups	4.77	VHA
21	Prepare at least one clear and thick soup	4.56	VHA
22	Identify and prepare meal course	4.51	VHA
23	Able to utilize portion control, work flow, plating, and garnishing principals	4.62	VHA
24	Identify and prepare garnishes for a dish	4.73	VHA
25	Identify and prepare different salad dressings for salad recipes	4.37	VHA
26	Identify and prepare sandwiches	4.38	VHA
	<b>Average Weighted Mean</b>	<b>4.31</b>	<b>VHA</b>

**Level of Reflectivity of Culinary Booklets across Topics as rated by Hospitality Management Faculty Members**

Table 2, generally, reveals that the culinary booklets are 'Reflective' of the course objectives of the course LN01\_HPC2 Kitchen Utensils and Food Preparation for laboratory. This implies that the contents of the culinary booklets have reflected the course objectives being measured in the course as shown in the course syllabus.

Further, Table 1 shows that the culinary booklets were rated as 'Highly Reflective' in three major chapter topics, viz Meal course ( $M=3.89$ ), Completing the Place ( $M=3.87$ ), and Pantry ( $4.17$ ). It could be noted in Table 1 that most of the top-rated course objectives were found at the later chapters of the course, the same finding that is found in the sample profiled culinary booklets. This suggests that majority of the Hospitality Management Students are hands-on in these topics, and that contents are used as evidence to exemplify their accomplishments in the course subject.

However, one topic is not reflected in the culinary booklet, which is Introduction to Culinary, ( $M=1.23$ , 'Not Reflective'). And, three were moderately reflected, namely: Kitchen and Tools ( $M=1.86$ ), Cooking Method ( $M=1.93$ ), and Ingredients ( $M=1.90$ ). This finding implies, for one, that the culinary booklets are not emphasized to be reservoir of learning accomplishments since most of the chapter topics generally moderately reflected and not reflected are found at the early period of the course, where generally students are not fully aware of what to take and how to take the content or the requirements of the course. When the students find the culinary booklet is a requirement, they would probably rush their requirements, and the only evidence that they can include in their culinary booklets are those found at the closing part of the course.

Table 2. Mean and interpretation of the level of reflectivity of the course topics of LN01\_HPC2 Kitchen Utensils and Food Preparation with laboratory course

<i>No.</i>	<i>Topics (Syllabus-based)</i>	<i>Mean</i>	<i>D.E.</i>
1	Introduction to Culinary	1.23	NR
2	Kitchen Tools and Equipment	1.86	MR
3	Cooking Method	1.93	MR
4	Ingredients	1.90	MR
5	Stock and Sauces	2.44	R
6	Soup	2.48	R
7	Meal Courses	3.89	HR
8	Completing the Place	3.87	HR
9	Pantry	4.17	HR
<b>Average Weighted Mean</b>		<b>2.64</b>	<b>R</b>

**Comparative Employment Applicability and Reflectivity of Topics in Profile Culinary Booklets**

Table 3, generally, shows of a negative comparison indices between the employment applicability and level of reflectivity of the sampled profiled culinary booklets of Hospitality Management. This means that the weighted means reveal of imbalance between 'what objective is applicable in the industry' and 'which objective is reflected by the culinary booklets'. The data imply that while the course objectives are generally considered Very Highly Applicable for work and employment, these objectives are not yet reflected as very high by the culinary booklets. Finally, this findings promotes an opportunity for improvement.

Table 3. Weighted Means on Employment Applicability and Reflectivity of the course objectives, and difference with interpretation

<i>N</i> <i>o.</i>	<i>Topics</i>	<i>App-</i>	<i>Ref-</i>	<i>Diff.</i>	<i>I</i>
1	Introduction to Culinary Kitchen	3.61	1.23	2.38	-
2	Tools and Equipment	4.25	1.86	2.39	-
3	Cooking Method	4.12	1.93	2.19	-
4	Ingredients	4.47	1.90	2.57	-
5	Stock and Sauces	4.23	2.44	1.79	-
6	Soup	4.67	2.48	2.19	-
7	Meal Courses	4.51	3.89	0.62	-
8	Completing the Place	4.62	3.87	0.75	-
9	Pantry	4.53	4.17	0.36	-
	<b>AWM</b>	<b>4.33</b>	<b>2.64</b>	<b>1.69</b>	<b>-</b>

### CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the course objectives of the course LN01\_HPC2 Kitchen Utensils and Food Preparation for laboratory are ‘Very Highly Applicable’ in the work for the Hospitality industry. Further, the study concludes that the sampled profiled culinary booklets are ‘Reflective’ of these course objectives, however, opportunities for improvement are considered in so far as the content for employment or hiring is concerned. It is recommended that the culinary booklets will be converted into a digital platform of eFolio in order to increase the face validity and design of the said eFolio. The eFolio is hoped to reflect and resolve the difference as revealed by the findings between the employment applicability and the level that the course objectives are reflected in the culinary booklets.

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