

## **Abstract**

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Andres, Cezar III 2014. "Effects of Seminars and Trainings  
on the Bachelor of Science in Hotel and Restaurant Management  
Students of Mariners' Polytechnic College". Panganiban  
Drive, Naga City.

Keyword: Seminars and trainings

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The study aimed to determine the effects of the seminars and trainings on BSHRM students. Specially, it answered the following questions: 1.) What are the seminars and trainings attended by the students that affect the learning of the respondents for the last 3 years? 2.) What is the extent of learnings along: a.) Cognitive domain (knowledge), b) Psychomotor domain (skills), c) Affective domain (attitude) and 3.) What interventions can be proposed to enhance the learnings of the respondents?

This study used descriptive method and had 50 respondents. Data were tallied, tabulated and subjected to statistical treatment like frequency count, percentage and weighted mean.

The findings were: 1.) The in house training ranked 1 with 18 of the respondents. Vegetable and fruit carving ranked 2 with 16 respondents. The least attended was table skirting and job hunting 101. 2.) On the extent of learnings, at rank 1 in the cognitive domain were two equally important learnings which were preparing and taking orders and serving to customers, and knowledge in convention and event management with weighted mean of 3.23 described as High. The least knowledge was liaising between kitchen and services areas at rank 5 with a weighted mean of 1.90 described as Fair. Along skills, rank 1 was skill developed in the different styles of service in different meal functions with a weighted mean of 3.58. This was followed at rank 2 by skills in event planning in meeting, conventions and exhibitions, wedding and parties with a weighted mean of 3.52. At rank 3 was a skill in planning and cooking international menus in the restaurant with a weighted mean 3.38. These were all interpreted as Very High. The least skill learned was icing

and making flowers for different types of cake with a weighted mean of 2.30. Along attitude, self-confidence was ranked 1 with 3.43 weighted mean described as Very High. The least at the rank 6.5 were human relationships and interpersonal communication with a weighted mean of 1.13 described as Poor. 3.) On the effects of learnings, along work attitude, all of the effects were High with weighted mean ranging from 3.06 to 3.13. Always taking initiative was ranked 1 with a weighted mean of 3.13 interpreted as High. This was closely followed by patience and diligence in performing assigned task at rank 2 with a weighted mean of 3.10 also interpreted as High. At rank 3.5 were interest and enthusiasm in performing the task assigned and open to constructive criticism. Along work habit, utilizing work hour to do school assignments, reports and project ranked 1 with a weighted mean of 3.33 interpreted as Very High. The least was always come to work on time at rank 4 with weighted mean of 3.00. Along competence, readily understands instructions and shows strength and stability rank 1 with a weighted mean 3.30 interpreted as Very High. The least was work with minimum supervision ranked 4 with a weighted mean of 3.03.

The study concludes: 1. the respondents attended training and seminars to upgrade themselves by way of gaining additional knowledge and skills 2. The respondents acquired the highest learning in skills and acquired lesser learning in knowledge. 3. The seminar and training had the highest effect on competence and least effect on work attitude.

The study recommends the following: 1. Learnings in the cognitive domain or knowledge must equal the skills that the students acquire. Knowledge is the foundation of all learnings and to intensify it will make the students more competent, and 2. Work attitude of students is equally important. Subjects that shape their attitude mat be offered. It may also help if the teachers constantly integrate the core value in their teachings.