

HOTEL AND RESTAURANT MANAGEMENT LADDERIZED PROGRAM: A FEASIBILITY STUDY

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ABSTRACT

The primary objective of this study was to determine the feasibility of establishing a Ladderized Program in Hotel and Restaurant Management at Guimaras State College, focusing in the functional areas such as Technical Aspect, Organizational and Management, Financial Aspect, and Socio-economic Aspect. The method used in data gathering was descriptive in nature. In all aspects, result showed that it is feasible and viable to offer Hotel and Restaurant Management Ladderized Program at Guimaras State College, Mc Lain, Buenavista, Guimaras.

KEYWORDS: HRM, Ladderized program, feasibility study

INTRODUCTION

Background of the study

Another government initiative that interfaces seamlessly with Youth Profiling Starring Careers (YPSC) is called Ladderized Education System which is implemented under Executive Order No. 358. Ladderized Education is a new system of education in the Philippines that allows learners to progress between Technical Vocational Education and Training (TVET) and College, and vice-versa. In this system, the Technical-Vocational (Tech-Voc) qualification in a degree program establishes job platforms and provides the individual the opportunity to get a job and earn income and at the same time, enables him to continue college education at his own pace, no matter how long it may take to attain his dream of acquiring a bachelor's degree or college diploma.

This program intends to create a seamless and borderless education and training system that allows mobility in terms of flexible entry and exit into the educational system (www.e-tesda.gov.ph/fasqs.asp retrieved September 19, 2013).

The Ladderized Education credits the previous course which allows students to step up to a higher level without having to start from nothing when one is not yet financially prepared for College Education, he/she can enroll in Tech-Voc course to get college credits, rise to a job platform and earn money for tuition. Additional set of the Tech-Voc part of Education, the one can go to college for the lacking units with the money and skills at hand. Region XI has started Ladderized Education this year with a number of colleges and universities crediting vocational courses. TESDA XI is urging the public to make use of this big opportunity when anybody can empower oneself to develop (www.unevos.org/tvettipedia.O.html).

Executive Order No. 358 to institutionalize a Ladderized interface between Technical-Vocational Education and Higher Education. The Technical Education and Skills Development Authority and the Commission on Higher Education are jointly mandated to develop and implement a framework establishing pathways and access ramps for Ladderized system allowing for easier transitions and progressions between technical-vocational education and college education (www.fcat.ph/dept.%20page/modulardept.htm retrieved September, 2013).

Students would finish high school with full or partial technical, vocational qualifications that would boost their prospects of qualifying for jobs. It is implemented through Expanded Tertiary Education Equivalency and Accreditation Procedures the successful applicant is awarded equivalent credits and a college degree by the deputized College or Universities. Of course, the fortune of a student does not always rely on whether his or her "Ladderized" is finished on longer course.

The essence of the ladderized program for courses like BSHRM would serve a large number of clientele because not all parents can afford to send their children in college to acquire a four year degree course. Other schools in Iloilo City are now offering ladderized program for Bachelor of Science in Hotel and Restaurant Management (BSHRM). In order to duplicate such program in the Province of Guimaras, Guimaras State College, being the only state college shall likewise offer this ladderized program in order to give a chance to high school graduates to pursue technical courses in order that they could land a decent job. However, there is a need to determine whether this offering would be feasible economically and technically, and, there is a need to conduct a feasibility study about the offering of the ladderized program in the college.

Objectives:

The primary objective of this study was to determine the feasibility of focusing in the functional areas such as Technical aspects, Organizational and Management, Financial aspect and Socio-Economic aspect.

1. Marketing Aspect
 - a) To determine whether it is economical to offer a Ladderized Program.
2. Technical Aspect
 - a) To determine whether the School of Hotel and Restaurant Management has available resources for the Ladderized Program.
 - b) To determine the availability and the use of facilities and equipments.
3. Organizational Aspect
 - a) To determine the competence of the faculty and administration.
 - b) To identify the effective organizational structure for this program.
 - c) To identify the number of faculty and staff needed in order to operate the program.
4. Financial Aspect
 - a) To determine the estimated amount to be invested for the equipment, facilities and utensils and tools needed in the laboratory room.
 - b) To determine the estimated amount for the renovation of selected laboratory rooms for it to become more spacious, more comfortable, and more convenient.
5. Socio Economic Aspect
 - a) To determine the advantage of the Ladderized Program to the students, parents and community as a whole.
 - b) To identify the benefits and contributions of the program to the progress of the community.

METHODOLOGY

Source of data

The Researchers used both primary and secondary data to ensure the accuracy for the results of this study.

A. Primary data

The Researchers used survey questionnaires. These survey questionnaires were administered to graduating high school students for AY 2012-2013 in which they were asked whether they would like GSC to offer a Ladderized program in HRM at Guimaras State College.

B. Secondary data

Secondary data related to the study were gathered from the Guimaras State College Accounting Office as to the current charge in Tuition and Miscellaneous Fees.

Research design

The Researchers used the exploratory and descriptive research design. The method used in the gathering of data was descriptive in nature. It established the latest situation about the subject matter related to the study. By means of a researcher-made questionnaire and thorough observations, the data needed for the study were gathered. Then, assumptions based on the results and contents of the material were used by the researchers.

Market Study

A. Project description

Ladderized Education harmonizes the Technical-Vocational and college components of tertiary education, allowing an individual to compete with Bachelor's Degree holders in obtaining employment. It simply means starting with Technical-Vocational courses that are creditable for a college degree. After completing the related Tech-Voc course and obtaining the corresponding qualification or National Certificate (NC), one had better chances of landing a job, earning money, and saving enough for college enrollment. One can enroll in the Tech-Voc courses, Housekeeping NC II and/or Food and Beverage Service NC II, to rise to a job platform as a waitress or as part of the hotel's housekeeping staff.

This project looked into the offering of a ladderized program in Hotel and Restaurant Management at Guimaras State College. This evaluated the feasibility of offering this program. The aspect of offering the course was evaluated, and the financial capability of the project was analyzed that the program offered a very minimum problem encountered.

B. Competition

GSC-HRM has many competitors. Among its main competitor if it will offer a Ladderized HRM program is the TESDA -Guimaras since it offers Ladderized courses related to HRM. Aside from this, schools in Iloilo City such as St. Therese Colleges, John B. Lacson Maritime Foundation (JBLMF), Professional Electronics Institute (PEI), and TESDA are also huge competitors in terms of attracting clienteles in the Ladderized Education since they are already established.

C. Target Market

The primary target market were the fourth year high school students from the different high schools in Guimaras who will be graduating SY 2012-2013 and are qualified to enter in college. A survey questionnaire was created to get their responses. This involved high schools both from private and public schools.

Data in table 1 presents the population of the different high schools in Guimaras who are in their fourth year high school during SY 2012-2013. The total number of the population of the fourth year students was 831, and out of it we conducted an interview through the questionnaires to only 533 students.

Table 1. Distribution of the respondents

School	Population of fourth year students	Sample size
Agsanayan National High School	67	29
East Valencia National High School	134	55
Buenavista National High School	262	197
Good Shepherd Fold Academy	76	44
Guimaras State College	81	50
Getulio National High School	55	38
Supang National High School	156	120
Total	831	533

Data in table 2 presents the respondents of the study, the fourth year high school students, who were asked whether they would enroll in the Hotel and Restaurant Technology at Guimaras State College. Out of the 533 respondents 233 or 43.71% answered Yes, and the rest answered No (300 or 76.06%).

Table 2. Response of the fourth year High school students Division of Guimaras

School	YES	%	NO	%
Agsanayan National High School	8	3.4	21	7.0
East Valencia National High School	20	8.6	35	11.7
Buenavista National High School	98	42.1	99	33.0
Good Shepherd Fold Academy	8	3.4	36	12.0
Guimaras State College	20	8.6	30	10.0
Getulio National High School	32	13.7	6	2.0
Supang National High School	47	20.2	73	24.3
Total	233	100.0	300	100.0

Data in table 3 presents the estimated enrollment in Hotel and Restaurant Technology (HRT) program once offered at Guimaras State College. The estimates range from 50% to 20%. This means that the researchers computed the projected enrollment in Hotel and Restaurant Technology (HRT) program from the students who responded and affirmed positively when asked if they will enroll in HRM at Guimaras State College. The percentage of estimate ranges from 50%-20%. If the percentage to be used will be 50%, the estimated enrollment will be 117 out of the 233 who answered yes. If 40% was used as the basis for making the estimates, the projected volume of enrollment would be 93, 69 for 30% and 47 for 20%.

Table 3. Projected enrolment for the Hotel and Restaurant Technology (HRST) in Guimaras State College

School	YES	50%	40%	30%	20%
Agsanayan National High School	8	4	3	2	2
East Valencia National High School	20	10	8	6	4
Buenavista National High School	98	49	39	29	20
Good Shepherd Fold Academy	8	4	3	2	2
Guimaras State College	20	10	8	6	4
Getulio National High School	32	16	13	10	6
Supang National High School	47	24	19	14	9
Total	233	117	93	69	47

D. Industry Trends

Hospitality has long been synonymous with the hotel industry. Any change in trends of hotel business has a wide scale in the whole hotel and restaurant business. Tourists are the major customers of the hospitality business. Tourism is one of the major sources of local revenues for LGUs. In addition to Boracay, which is being known world-wide for its powdery, white sand beaches, Region 6 is also famous for its festivities like the "Ati-atihan," "Dinagyang," and "Masskara" festivals. Partial data recorded total tourist arrivals of 2.6 million which generated total receipts of PhP 49 billion. Domestic tourists numbered 2 million, foreign tourists, 592,717 and overseas Filipino workers (OFWs) totaled 52,001 (NEDA 2012 data). These tourists are the major source of consumers in the hotel and restaurant business since they continually travel for leisure and fun. The data from the DOT showed that they were able to accredit 410 hotels, inns and pension houses in

2012, which surprisingly showed an increase of 17 percent from the previous year's (2010) of 350 accommodation facilities. Negros Occidental has the most number of accommodation facilities with four (4) hotels, eight (8) inns and 146 pension houses or a total of 158. It recorded an increase of 58 percent over the last year's 100 hotels, inns and pension houses in the province. Iloilo has the most number of hotels (30) while Aklan has the most number of inns (38).

This trend in the regional scenario is just a manifestation on the demands for the service of the graduates in Hotel and Restaurant Management. In addition, this trend does not necessarily mean that only graduates of four year degree course will be accommodated but likewise, graduates of ladderized program in Hotel and Restaurant Management will also have big chances of getting employed since the industry needs many experts in the field.

E. Services/Product

In restaurants, coffee shops and other food service establishments, food and beverage serving and related workers are important to first impressions of customer service. The responsibilities of these workers include: welcoming customers, showing them to their seats, providing them with menus, taking food and drink orders, and serving food and beverages. Additionally, these workers answer questions, clarify featured and normal menu items, and maintain the cleanliness of tables for new customers. Furthermore, the majority work cooperatively as they assist co-workers throughout busy times to improve work flow and customer service.

Analytically, waiters and waitresses make up the largest group of these workers. They perform many responsibilities as they write down customers' orders, serve food and beverages, prepare detailed checks, and occasionally accept payment. Certain duties will differ with various restaurants. In coffee shops where similar items are always served, such as salads, soups, and sandwiches, it is expected from servers to provide a quick and efficient, service. In nicer, up- scale restaurants who offer more complex meals and several different courses, waiters and waitresses take their time to give more proper service as they focus on personal and thoughtful treatment. Customers may ask them for their opinions about certain dishes as well as how dishes are being prepared. A few waiters and waitresses prepare items at the table, such as salads, desserts, or others. In addition, they may check identifications of some customers ordering alcoholic beverages or tobacco products.

Sometimes waiters and waitresses do things that other food and beverage service workers do, such as taking guests to tables, waiting on customers seated at counters, cleaning and preparing tables, or using the cash register. Nevertheless, most restaurants who provide full service usually hire enough staff for various positions, such as host or hostesses, cashiers, or dining room attendants, to fulfill these responsibilities.

Bartenders prepare drink orders given by customers at the bar or by waiters and waitresses who take dining room customers' orders. To make sure customers meet the minimum age requirement for the purchase of alcohol beverages and tobacco, bartenders check identification. Their responsibilities include: preparing mixed drinks, serving bottled or draught beer, and pouring wine or other beverages. Bartenders are expected to know several different drink recipes as well as quickly mixing drinks accurately and efficiently. Bartenders also stock and prepare drink garnishes; keep a supply of ice, glasses, and other bar materials; maintain the cleanliness of the bar; maintaining enough liquor, mixes, and other bar supplies.

Most bartenders work directly with customers. Bartenders should be sociable and like interacting with the public. Conversely, bartenders at service bars don't work closely with customers because they work in confined bars located near the kitchens in restaurants, hotels, and clubs where only servers come to place orders. A few establishments, with higher volumes, use automatic appliances that mix and make drinks with just the push of a button. This still requires using this equipment fast in order to keep up with a lengthy list of drink orders and to know what was being called for certain ingredients for different drinks. Also, many of the orders still require preparation by hand for specific requests of customers.

Host and hostesses greet guests and keep track of reservations and waiting lists. If the customers must wait, a host or hostess can take them to a coat room, bathroom, or seating area until their table is ready. They must seat guests at tables appropriate for the number of people, walk them to their seats, and hand them menus. Further, they schedule dining reservations, organize parties, and arrange for any necessary special services. A few restaurants require hosts and hostesses to be cashiers.

Dining room and cafeteria attendants and bartenders help clean tables, remove used and soiled dishes, and supply serving areas to assist waiters, waitresses and bartenders. They are also known as back waiters or runners as they bring meals from the kitchen and help waiters and waitresses in passing out dishes to tables. Further responsibilities include: stocking up clean linens, dishes, silverware, and glasses in the dining room and keeping the bar supplied with glasses, liquor, ice, and garnishes for drinks. Dining room attendants are in charge of setting tables using clean table cloths, napkins, silverware, glasses and dishes; filling glasses with ice water, and supplying rolls and butter. When the customers are done eating, attendants take the dirtied dishes and linens. The responsibilities of cafeteria attendants include supplying serving tables with food, trays, dishes, and silverware and assisting dining patrons with their trays. The responsibilities of bartender helpers include maintaining clean bar equipment and glasses. Dishes, cutlery, and other bar equipment may also be cleaned by dishwashers.

Counter attendants work in cafeterias, coffee shops, and carryout eateries to take orders and serve food. Those who work in cafeterias serve food presented on steam tables cut and carve meat, spoon out vegetables, scoop sauces and soups and fill up drink glasses. Counter attendants who work in lunch rooms and coffee shops are responsible for waiting on customers at the counter, taking orders at the kitchen, and transferring food from the kitchen to customers. Additionally they are in charge of beverages such as coffee, soda and other beverages; and make fountain specialties including milkshakes and ice cream sundaes. Counter attendants take to-go orders from diners, package this orders up, clean counters, write up detailed bills, and occasionally take payments. A few counter attendants may prepare sandwiches and salads or other short-menu items.

A little food and beverage serving workers at fast-food restaurants may take orders to customers at counters or in drive-through. They put orders together, distribute the orders, and take payment. Several of these workers are combined food preparation and serving workers with duties of cooking and wrapping food, preparing coffee, and filling beverages from dispensing machines.

Other workers may serve to customers outside of the restaurant. For example, they may wait on people in a hotel room, cars, etc. All of these services pointed out the need of the tourist. Hotel and Restaurant Management identify for more two worker whether training only in a short period of time or in a large period of time.

f. Pricing Profile

Data in table 4 shows the estimated fees of schedule of payment per semester in the course Hotel and Restaurant Management at Guimaras State College. The estimated charges in AY 2012 for tuition and fees was 9,956.25. This was made as a basis for computing the future fees with an increase of 10% per year for a period of five years.

Table 4. Schedule of Charges/ payment in Guimaras State College per semester per student

Fees	Current charge AY (2012)	Year 1 (10%)	Year 2 (10%)	Year 3 (10%)	Year 4 (10%)	Year 5 (10%)
Tuition	3,645.00	4,009.50	4,374.00	4,738.50	5,103.00	5,467.50
Miscellaneous	2,992.50	3,291.75	3,591.00	3,890.25	4,189.50	4,488.75
Total	6,637.50	7,301.25	7,965.00	8,628.75	9,292.50	9,956.25

Data in Table 5 shows that with an increase of 10% enrollees per year, based from projected 50% number of enrollees, the fifth year will have an enrollment of 598 students while based on the projected 20% enrollees, 241 students will enroll in the course.

Table 5. Projections of enrolment based from the responses made by the fourth year high school during the interview

Estimated percentage of those who will enroll in the HRT Program	Year 1	Year 2	Year 3	Year 4	Year 5
50	117	246	388	544	598
40	93	195	308	432	475
30	69	145	229	321	353
20	47	99	156	219	241

2.) Credits terms

No credits terms be made considering that the program will be self-liquidating. The students will have to pay the down payment upon enrollment, and the rest of the students account will be paid during the two year major examination held per semester.

Publicity and advertisement

Publicity is so important here since it is the very first Ladderized Program that will be implemented at Guimaras State College. The following are the plans for the publicity of the program.

1. Conduct a caravan to introduce the Ladderized Program to the people in the community and encourage those out of school youth to finish their study especially in two year ladderized program.
2. Give flyers to the people and post streamers in the different areas or place in Guimaras as part of advertising the Ladderized Program of Guimaras State College.
3. Conduct a Career Orientation program about the Ladderized Education and how the students would become more competitive and knowledgeable workers after completing the two year vocational course.

G. Strength of the Industry, Weaknesses, Opportunities and Threats of the Proposed Project

Strength of the Industry

The Ladderized Education is considered strong for the following reasons:

1. There is a great demand for the skilled workers in the fields of Hotel and Restaurant Management services.
2. The chance of working in a prestigious Hotel and Restaurant Management in the abroad is big.
3. One of the banner programs of the Aquino government is Agri-Eco Tourism, which means that, job opportunities are waiting for the graduate of the Hotel and Restaurant Management or Hotel and Restaurant Technology course.
4. Education and training are investments; it will serve as a ticket to job employment.

Weaknesses

The Ladderized Education weaknesses include:

1. The ladderized Education can give benefit, but it is useless for those students who cannot afford College Education.
2. The financial situation of every student is to be considered.
3. Some students are unsure whether they have the resources for the time to complete a College degree program straight away.

Opportunities

1. Ladderized Education is the answer to avoid wasteful duplication.
2. Ladderization provides the Tech-Voc graduates with gateways on entry points to a College Degree Program where certain students can earn appropriate, equivalent credits for previous learning acquired in Tech-Voc.
3. It also allows a learner to obtain Tech-Voc National Certificate that will enable students to arrive at successively ascending job platform.
4. Many scholarship opportunities are available for students who wish to enroll in Tech-Voc and College Education.
5. If the student cannot afford College Education and have been unable to get any scholarship for the smaller cost of a six month Tech-Voc course, a student may enroll first in a Tech-Voc course to learn specific occupation or trade and earn an income.
6. Ladderized Education helps the student acquire the skill for a job in the future.
7. Poor but deserving students, who do not have the means to get an education, will be given an opportunity to go into school.
8. Students will be able to finish their College without much financial difficulties or constraint and can avail financial subsidies open to high school graduates.

Threats

1. TESDA as a competitor in short courses offering related to HRM.
2. Climate Change.

H. Supply Analysis

The supply analysis was undertaken first by determining the total population of the graduating high school in the whole Province of Guimaras.

The total population of the graduating students served as a representative sample. They were asked to answer the question, "If Guimaras State College will offer Hotel and Restaurant Technology Program are you going to enroll in the course?"

Result of the survey revealed that, Buenavista has the highest population of graduating students, followed by Jordan, then Nueva Valencia, San Lorenzo and Sibunag. The result of the interview among graduating high school students revealed that most respondents were into ladderized education to be implemented at GSC-HRM. Most of them say "YES" for the Ladderized Program because for them they can gain advantages while others say NO for they want a Degree Course.

I. Demand and Supply Analysis

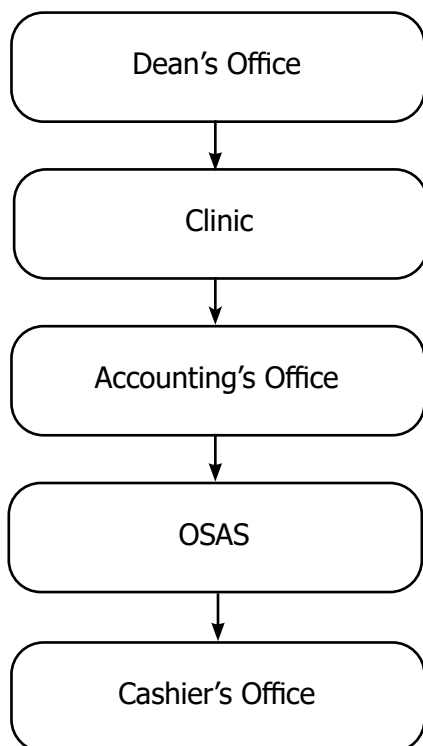
The proposed offering of the ladderized Hotel and Restaurant Technology program is estimated to have enrollment based on the cost information. We find that the demand side subsidies are substantially more cost effective than supply side expansions. This document is intended to provide community colleges with general guidelines to be used in documenting the need for a specific baccalaureate programs in particular institutions. Occupational demand represents state, regional and local employer's need for specific education or training in the labor force for the specific job titles. Occupational demand has several components, including current and projected growth and job openings. Job openings may be due to growth, retirements or turn over in the labor market. The goal for establishing a new degree program at the Bachelor's level in a community college is to provide a supply line to the labor force which either does not yet exist or is not adequate. The two types of analysis demand and supply should identify significant gaps between available supply.

Technical Aspect

a. Enrollment Flow

For incoming first year students who would like to enroll, they should follow the flow chart. First, let the Dean check the requirements at the Dean's office, pay the PTA and buy the Registration form (Rf); fill it up. Next, the enrolled student should go back to the Dean's office and let the Dean check and sign the Registration Form. Then, he/she should submit the required documents. From the Dean's office, the enrollee should proceed to the accounting office in the administration building for the assessment of fees. After which, the enrollee should go to the clinic and fill up the medical record card and the nurse will do the physical examination of him/her. After which the enrollee should go to the Office of Students Affairs and Service (OSAS) for the I.D. Then, pay account at finance/cashiers office. He/she should proceed to the accounting office and submit accountant's copy, registrar's office and submit registrar's copy and the last go back to Dean's office and submit Dean's copy. Then he/she is now officially enrolled.

Enrollment Flow Chart



9. Facilities and Requirements

The table shows the facilities and equipment of the Hotel and Restaurant Management program. Result revealed that the School of Hotel and Restaurant Management has building, refrigerator, oven, flat iron, rice cooker, glassware, chinaware, flat ware, hallow ware. In addition if the project will be passed it will require additional building, oven toaster, broiler, steamer, pressure cooker and mixing facilities.

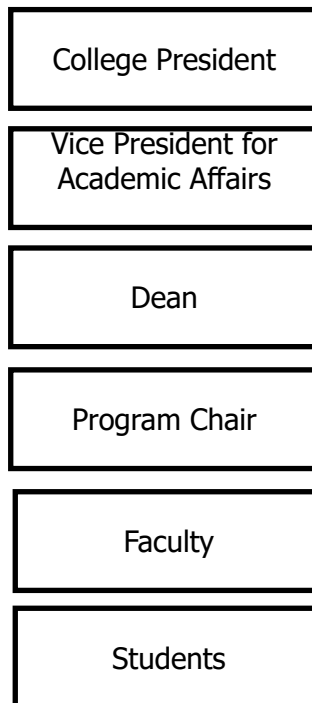
Table 6. Facilities and equipment requirements of the program

Facilities	Existing	To be Purchased
1.Building	/	
2.Refrigerator	/	
3.Oven	/	
4.Flat Iron	/	
5.Rice Cooker	/	
6.Glass Ware	/	
7.China Ware	/	
8.Flat Ware	/	
9.Hallow Ware	/	
10.Building Materials		/
11.Oven Toaster		/
12.Broiler		/
13.Steamer		/
14.Pressure Cooker		/
15.Mixing Facilities		/

Organizational chart

Organizational structure

The School of Hotel and Restaurant Management of Guimaras State College starts from the office of the President, down to the Vice President for Academic Affairs, Dean, Asst. Dean and the Faculty Members.



Job Descriptions:

- President - The president is the chief executive officer of the College. The president is the Board of Trustees' official link with the operating organization. The president is accountable to the Board acting as a body. The Board will instruct the president through written policies delegating implementation to the president. The president's job performance will be considered synonymous with the organization's performance as a whole. Organizational accomplishment of the Board's policies on College outcomes. He should be involved in Organizational operation within the boundaries established in Board policies on Executive Limitations. The president shall also develop a working job description in concert with the Board.
- Vice President for Academic Affairs - Assists the College President in overseeing a single campus or institution. She/he handles student inquiries and problems related to the education program entrance, eligibility requirements, and curriculum and academic standards. He/she requires a bachelor's degree in the area of specialty and at least 7 years of experience in the field or in a related area. He/she should be familiar with a variety of the field's concepts, practices, and procedures. Relies on experience and judgment to plan and accomplish goals. Performs a variety of tasks. Leads and directs the work of others. A wide degree of creativity and latitude is expected.
- Dean - The college Dean exercises control and general supervision and coordination of the professors/instructors and academic activities of the college. To formulate, develop and evaluate educational policies, plans, programs and standards of the department and recommend these through the administrative and academic counsels for the approval of the board. To take leadership in the development of curriculum materials and promotion of research and studies for the advancement of education. To review and evaluate faculty, performance, requests for study permission to transfer and to recommend appropriate action.
- Program Head - The Program Head, together with the Dean works to assist the management of College Staff, multi-varied administrative and clerical duties of the office, and other necessary tasks associated with the daily operation of the College. Like all positions throughout the College, the Assistant to the Dean supports and is an important component of the cohesive team of students, faculty and staff serving the educational and research mission of the College; works with the Dean to write proposals, grants and other College; works with the Dean to write proposals, grants and other Reports; handles and/or supervises all conventional correspondence, travel, schedules, and administrative activities; supervises support staff and student workers; works with the Dean and Director of Development to design and coordinate the Dean's developmental activities; works with department chairs to ensure coordination of College activities. Coordinates all tenure, promotion, retention, and post-tenure review processes with the Dean, Chairs, and College Committees. Maintain confidentiality and discretion regarding College business and files; works with administrative teams, comprised of Director of Development, Administrative Director of Academic Affairs, Budget Manager, Multicultural program directors, and Director of CO-op/Internships in fulfilling College goals; administers the business functions of the college including preparation of budgets for state and local accounts; prepares complex financial reports, management of Advantage related functions, development and oversight of college policies related to fiscal operations, ensures compliance with university regulations and fiscal propriety.
- Faculty – Professors must formulate and teach from a daily lesson plan from which lecture notes are devised to dispense the required information to students in a systematic and sequential format. Additionally, professors must develop evaluative measures to determine the student's level of comprehension and conceptualization, usually through scheduled periodic exams, the dreaded mid-term, and finals.
- Student – A person engaged in study; one who is devoted to learning: a learner; a pupil; a scholar; especially, one who attends a school, or who seeks knowledge from professional teachers or from books; as, the students of an academy, a college, or a university; a medical student; a hard student. One who studies or examines in any manner; an attentive and systematic observer; as, a student of human nature, or of physical nature.

Financial aspect

The financial study for the proposed projects included the startup capital needed, sources of capital return on investment, and other capital financial computation. It looks at how much cash/capital is needed, where it will come from, and how it will be spent. It is an assessment of financial aspects of something. It has considered many things including start-up capital, expenses, revenues, investor, income and disbursement.

a. Salaries and wages

Table 5 shows the estimated salaries and wage of faculty and staff with the amount of 350/day for the Specialized Teacher and General Education Teacher and 250/day for the Clerk. All in all, the project will be paying those 397,751.32 in the proposed 5 years of operation.

b. operating Expenses

Table 6 shows the schedule of operational expense of the project. The expense will increase office supplies, power, water, travelling, miscellaneous and the maintenance expense. The expense was increased by 10% per year. Total amount at the end of 5 years will be 125,912.60

Table 5. Salaries and wages

Position	Basic Monthly	Year 1	Year 2	Year 3	Year 4	Year 5
Specialized Teacher	350/day	100,100.00	110,110.00	121,121.00	133,233.10	146,556.41
General Education Teacher	300/day	100,100.00	110,110.00	121,121.00	133,233.10	146,556.41
Clerk	250/day	71,500.00	78,650.00	86,515.00	95,166.50	104,683.50
Total	900	271,700.00	298,870.00	328,757.00	361,632.70	397,751.32

Table 6. Schedule of operating expenses

Operating Expenses	Per Month	Year 1	Year 2	Year 3	Year 4	Year 5
Office Supplies	2,000	20,000	22,000	24,200	26,620	29,282
Power	1,000	10,000	11,000	12,100	13,310	14,641
Water	1,000	10,000	11,000	12,100	13,310	14,641
Traveling	2,000	20,000	22,000	24,200	26,620	29,282
Miscellaneous	600	6,000	6,600	7,260	7,986	8,784.60
Maintenance (10%)	2,000	20,000	22,000	24,200	26,620	29,282
Total	8,600	86,000	94,600	104,060	114,466	125,912.6

c. Projected Income from tuition

Table 7 presents the projected income of the project for the next 5 years taking into account that the enrollment will have a percent share of 50%, 40%, 30% and 20% from those fourth year students who indicated that they will enroll in Hotel and Restaurant Management once it will be offered by the college.

Table 7. Projected Income from the tuition and fees

Percent Share	Year 1	Year 2	Year 3	Year 4	Year 5
50%	854,246.25	1,959,390	3,347,955	5,055,120	5,953,837.50
40%	679,016.25	1,553,175	2,657,658	4,014,360	4,729,218.75
30%	503,786.25	1,154,925	1,975,983.75	2,982,892.50	3,514,556.25
20%	343,158.75	788,535	1,346,085	2,035,057.50	2,399,456.25

Projected cash flow statement

A. 50%

Table 8 presents the projected cash Flow Statement for having the 50% Projection share. The estimated cash balance ending at the end of five years was estimated to be 12,896,039.13. This means that the project will be safe if 50% of those students interviewed and answered Yes to enroll in the Hotel and Restaurant Technology Program.

Table 8. Projected cash flow statement with 50% share in enrolment

Activities	Year 1	Year 2	Year 3	Year 4	Year 5
Cash Inflow:					
Cash Balance Beginning		146,546.25	1,362,466.25	3,927,604.25	7,465,865.55
Income from Tuition	854,246.25	1,959,390	3,347,955.00	5,055,120.00	5,953,837.50
Total	854,246.25	2,105,936.25	4,710,421.25	7,982,724.25	13,419,703.05
Cash Outflow:					
Investment Cost	350,000.00	350,000.00	350,000.00	-----	-----
Subtotal	350,000.00	350,000.00	350,000.00	-----	-----
Operating Expenses:					
Salaries & Wages	271,700.00	298,870.00	328,757.00	361,632.70	397,751.32
Utilities / operating	86,000.00	94,600.00	104,060.00	114,466.00	125,912.60
Subtotal	357,700.00	393,470.00	432,817.00	476,098.70	523,663.92
Total Outflow	707,700.00	743,470.00	782,817.00	476,098.70	523,663.92
Net Inflow	146,546.25	1,362,466.25	3,927,604.25	7,506,625.55	12,896,039.13
Cash Balance Ending	146,546.25	1,362,466.25	3,927,604.25	7,506,625.55	12,896,039.13

B. 40%

The Cash balance ending at 40% projection showed a positive result only from the second to the fifth year. It amounted to 10,336,673.38 at the end of the fifth year.

Table 10. Project cash flow statement with 40% share enrollment

Activities	Year 1	Year 2	Year 3	Year 4	Year 5
Cash Inflow:					
Cash Balance Beginning		-28,685.75	718,019.25	2,592,857.25	6,131,118.55
Income from Tuition	679,016.25	1,553,175.00	2,657,655	4,014,360	4,729,218.75
Total	679,016.25	1,524,489.25	3,375,677.25	6,607,217.25	10,860,337.30
Cash Outflow:					
Investment Cost	350,000.00	350,000.00	350,000.00	-----	-----
Subtotal	350,000.00	350,000.00	350,000.00	-----	-----
Operating Expenses:					
Salaries & Wages	271,700.00	298,870.00	328,757.00	361,632.70	397,751.32
Utilities / operating	86,000.00	94,600.00	104,060.00	114,466.00	125,912.60
Subtotal	357,700.00	393,470.00	432,817.00	476,098.70	523,663.92
Total Outflow	707,700.00	743,470.00	782,817.00	476,098.70	523,663.92
Net Inflow	-28,683.75	781,019.25	2,592,860.25	6,131,118.55	10,336,673.38
Cash Balance Ending	-28,683.75	781,019.25	2,592,860.25	6,131,118.55	10,336,673.38

C. 30%

The Data on the projected cash flow statement for enrolment using the 30% projection, P350,000.00 was projected as the initial investments. The cash balance ending at 20% projection is 6, 898,394.13. It showed a positive result from the first up to the fifth year of offering the course.

Table 11. Project cash flow statement with 30% share enrolment

Activities	Year 1	Year 2	Year 3	Year 4	Year 5
Cash Inflow:					
Cash Balance Beginning	-	203,913.75	207,541.25	1,400,708.00	3,907,501.80
Income from Tuition	503,786.25	1,154,925.00	1,975,983.75	2,982,892.50	3,514,556.25
Total	503,786.25	951,011.25	2,183,525.00	4,383,600.50	7,422,058.05
Cash Outflow:					
Investment Cost	350,000.00	350,000.00	350,000.00	-----	-----
Subtotal	350,000.00	350,000.00	350,000.00	-----	-----
Operating Expenses:					
Salaries & Wages	271,700.00	298,870.00	328,757.00	361,632.70	397,751.32
Utilities / operating	86,000.00	94,600.00	104,060.00	114,466.00	125,912.60
Subtotal	357,700.00	393,470.00	432,817.00	476,098.70	523,663.92
Total Outflow	707,700.00	743,470.00	782,817.00	476,098.70	523,663.92
Net Inflow	-203,913.75	207,541.25	1,400,708.00	3,907,501.80	6,898,394.13
Cash Balance Ending	-203,913.75	207,541.25	1,400,708.00	3,907,501.80	6,898,394.13

D. 20%

The Data on the projected cash flow statement for enrolment using the 20% projection, P350, 000.00 was projected as the initial investments to find out the cash flow in the first to 5th year. The results showed an increase from year 1 to year 5 when compared in the 30% projections.

Table 12. Projected cash flow statement with 20% share in enrolment

Activities	Year 1	Year 2	Year 3	Year 4	Year 5
Cash Inflow:					
Cash Balance Beginning		-364,541.25	-319,476.25	695,589.25	2,254,548.05
Income from Tuition	343,158.75	788,535.00	1,346,085.00	2,035,057.50	2,399,456.25
Total	343,158.75	423,993.75	1,026,608.75	2,730,646.75	4,654,004.30
Cash Outflow:					
Investment Cost	350,000.00	350,000.00	350,000.00	-----	-----
Subtotal	350,000.00	350,000.00	350,000.00	-----	-----
Operating Expenses:					
Salaries & Wages	271,700.00	298,870.00	328,757.00	361,632.70	397,751.32
Utilities / operating	86,000.00	94,600.00	104,060.00	114,466.00	125,912.60
Subtotal	357,700.00	393,470.00	432,817.00	476,098.70	523,663.92
Total Outflow	707,700.00	743,470.00	782,817.00	476,098.70	523,663.92
Net Inflow	-364,541.25	-319,476.25	243,791.75	2,254,548.05	4,130,340.38
Cash Balance Ending	-364,541.25	-319,476.25	243,791.75	2,254,548.05	4,130,340.38

Net Present Value (50%)

Year	I.O	Gross sales	Gross Operational Expenses	Net Benefit	Discount Factor	Present Value
0	350,000					
1		854,246.25	707,700.00	146,546.25	0.8	117,237
2		1,959,390	743,470.00	1,215,920	.64	778,188.80
3		3,347,955	782,817.00	2,565,138	.51	1,308,220.38
4		4,014,360	476,098.70	3,538,261	.41	1,450,687.01
5		5,953,837.50	523,663.92	6,477,501.42	.33	2,137,575.4686
Total		16,129,788.75	3,233,749.62	13,943,366.67		5,791,909

50%

$$PI = \frac{\sum_{t=1}^n \frac{ACF}{1+k^t}}{IO}$$

Where:

ACF= the annual after-tax cash flow in time period t

K = the discount rate/required rate of return

IO= the initial outlay

N=the project's expected life

$$= \frac{25,798,521.43}{(1+.5)^5} \div 350,000$$

$$= \frac{25,798,521.43}{7.59} \div 350,000$$

$$= \frac{3,399,014.68}{350,000}$$

= 9.71

$$NPV = \sum_{t=1}^n \frac{ACF}{1+k^t} - IO$$

$$= \frac{25,798,521.43}{7.59} - 350,000$$

$$= 3,399,014.68 - 350,000$$

$$= 3,049,014.68$$

Net Present Value (40%)

Year	I.O	Gross sales	Gross Operational Expenses	Net Benefit	Discount Factor	Present Value
0	350,000.00					
1		679,016.25	707,700.00	-28,683.75	0.8	-22,947
2		1,553,175	743,470.00	809,705	.64	518,211.20
3		2,657,655	782,817.00	1,874,838	.51	956,167.38
4		4,014,360	476,098.70	3,538,261	.41	1,450,687.01
5		4,729,218.75	523,663.92	4,205,554.83	.33	1,387,833.09
Total		13,633,425.00	3,233,749.62	10,399,675.08		4,289,952.48

40%

$$PI = \frac{\sum_{t=1}^n \frac{ACF}{1+k^t}}{IO}$$

Where:

ACF= the annual after-tax cash flow in time period t

K = the discount rate/required rate of return

IO= the initial outlay

N=the project's expected life

$$= \frac{19,749,982.68}{(1+.5)^5} \div 350,000$$

$$= \frac{19,749,982.68}{7.59} \div 350,000$$

$$= 2,602,105.75 \div 350,000$$

$$= \mathbf{7.43}$$

$$NPV = \sum_{t=1}^n \frac{ACF}{1+k^t} - IO$$

$$= \frac{19,749,982.68}{7.59} - 350,000$$

$$= 2,602,105.75 - 350,000$$

$$= 2,252,105.75$$

Net present value (30%)

year	I.O	Gross sales	Gross Operational Expenses	Net Benefit	Discount Factor	Present Value
0	350,000.00					
1		503,786.25	707,700.00	-203,913.75	.8	-163,131
2		1,154,925	743,470.00	411,455	.64	263,331.2
3		1,975,983.75	782,817.00	1,193,166.75	.51	608,515.04
4		1,975,983.75	476,098.70	1,499,885.05	.41	614,952.87
5		3,514,556.25	523,663.92	2,990,892.33	.33	986,994.47
Total		9,125,235.00	3,233,749.62	5,891,485.38		2,021,972

30%

$$PI = \frac{\sum_{t=1}^n \frac{ACF}{1+k^t}}{IO}$$

Where:

ACF= the annual after-tax cash flow in time period t

K = the discount rate/required rate of return

IO= the initial outlay

N=the project's expected life

$$= 12,210,231.43 \div 350,000$$

$$(1+.5)^5$$

$$= 12,210,231.43 \div 350,000$$

$$7.59$$

$$= 1,608,726.14 \div 350,000$$

$$= 4.59$$

$$NPV = \sum_{t=1}^n \frac{ACF}{1+k^t} - IO$$

$$= 12,210,231.43 - 350,000$$

$$7.59$$

$$= 1,608,726.14 - 350,000$$

$$= 1,258,726.14$$

Net present value (20%)

Year	I.O	Gross sales	Gross Operational Expenses	Net Benefit	Discount Factor	Present Value
0	350,000.00					
1		343,158.75	707,700.00	-364,541.25	0.8	-291,633
2		788,535	743,470.00	45,065	.64	28,841.60
3		1,346,085	782,817.00	563,268	.51	287,266.68
4		2,035,057.5	476,098.70	1,558,958.80	.41	639,173.11
5		2,399,456.25	523,663.92	1,875,792.33	.33	619,011.47
Total		6,912,292.50	3,233,749.62	3,678,542.88		663,648

20%

$$PI = \frac{\sum_{t=1}^n \frac{ACF}{1+k^t}}{IO}$$

Where:

ACF= the annual after-tax cash flow in time period t

K = the discount rate/required rate of return

IO= the initial outlay

N=the project's expected life

$$= \frac{6,396,460.18}{(1+.5)^5} \div 350,000$$

$$= \frac{6,396,460.18}{7.59} \div 350,000$$

$$= 842,748.38 \div 350,000$$

$$= 2.41$$

$$NPV = \sum_{t=1}^n \frac{ACF}{1+k^t} - IO$$

$$= \frac{6,396,460.18}{7.59} - 350,000$$

$$= 842,748.38 - 350,000$$

$$= 492,748.38$$

SOCIO- ECONOMIC BENEFITS

A. GSC Community

The Guimaras State College Hotel and Restaurant Management Ladderized Program: A Feasibility Study was proposed to be offered as highly affordable and accessible to every student particularly those who are in Buenavista and who will enjoy education with enough theories and skills acquired taught and practiced with low tuition.

B. Employee

The Filipino society struggling from financial problems due to unemployment were poverty, famine, starvation, etc. The Ladderized Program proposed project would help and give opportunities to the students to reach their goals and embrace the success through the knowledge and skills acquired in school.

C. Community People

The proposed project will be beneficial to the high school graduating students who can get appropriate training from the program and have a job after two years of training.

D. Government

The government of our country through the proposed project can benefit from this program because the youth of the country will be educated and appreciated in a job after the project and be production citizen of the country.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

A. Marketing aspects

In terms of market aspect, the study of Hotel and Restaurant Management Ladderized Program: A Feasibility Study was feasible because there were high school students who were willing to enroll.

B. Technical aspects

It was feasible to Guimaras State College to have faculty, building, facilities and equipment. Although there is a needed to purchase new facilities, the present facilities are already sufficient. This enrollment, the project will start its operation and review the income of the school and; therefore, could acquire the additional equipment and build new classrooms.

C. Organizational aspects

The study was feasible in time to be organized because there are members of the faculty and staffs who have the knowledge, skills and effective management skills that can train the students acquire skill and training in the hospitality business.

D. Financial aspects

The financial ratios show positive results from 50% share enrollment down to 20%. This simplify that the project is very feasible and can find its own expense a self-liquidating project of the college.

E. Socio-economic aspects

The proposed project has contributed a lot in the development of the youth of the community who later will have a job that can uplift their socio-economic status to become a productive citizen of our country.

RECOMMENDATIONS

Based on the results of the study, the researchers concluded that it was feasible and viable to offer Hotel and Restaurant Management Ladderized Program at Guimaras State College, Mclain, Buenavista, Guimaras. Therefore, the researchers would like to recommend for its deliberation and immediate implementation.

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