

محفزات وعقبات تطبيق التعليم الفني الفندقى القائم على الجدارات دراسة حالة للمدارس الثلاث سنوات

Motives and Barriers of Competency-Based Hotel Vocational Education: A Case Study of Hotel Three-Year Schools

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ملخص البحث

يلعب التعليم والتدريب التقني والمهني دوراً مهماً في تزويد الأفراد بالمهارات والمعرفة ذات الصلة بسوق العمل التي تعزز القدرة التنافسية للاقتصاد وعمليات الابتكار التكنولوجي . لهذا الغرض ، لا غنى عن تحسين قدرة نظام التعليم والتدريب التقني والمهني وجودة وفعالية وأهمية التعليم والتعلم. من أجل تحديد تلك الدوافع والعوائق ، يهدف البحث إلى تحديد الدوافع والعوائق التي تحول دون تنفيذ التعليم المهني الفندقى القائم على الجدارات. تستخدم الدراسة أسلوب البحث الكمي في شكل استبيان منظم موجه لطلاب المدارس الثانوية الفندقية بنظام الثلاث سنوات. يشتمل مجتمع البحث على طلاب في ثلاث سنوات دراسية في مختلف المحافظات. تم توزيع استمارات الاستبيان على الطلاب. بلغ العدد الإجمالي للاستمارات الموزعة على الطلاب الصالحة للتحليل 381. تم استخدام برنامج الحزم الإحصائية للعلوم الاجتماعية

1 كلية السياحة والفنادق جامعة حلوان

(SPSS) الإصدار 22.0 لتحليل الاستبيانات الصالحة للتحليل. أظهرت نتيجة البحث أن الطلاب اختاروا حياتهم المهنية أو برنامج التخصص بناءً على تفضيلاتهم. من أجل تحديد ما يمكن إضافته إلى نظام الجدارات لجعل التلاميذ مؤهلين للتخصص الذي اختاره ، يبحث هذا السؤال عن أفكار واقتراحات الطلاب في مدارس عينة الدراسة. اقتراحاتهم هي على النحو التالي ؛ تفعيل التدريبات العملية بنقان وإتاحة الوقت الكافي للمدربين حتى يتمكنوا من إنهاء المنهج. بناءً على كل من الأدبيات التي تمت مراجعتها ونتائج الدراسة الميدانية ، فإن الموصى به ؛ تحديد المعايير المرجعية لكل من الجدارات السابقة ، وتطوير البرامج التدريبية لزيادة خبرة ومعرفة الطلاب ومعلمي عينة الدراسة.

الكلمات الدالة: محفزات، عقبات الجدارات، التعليم الفني الفندقى، مدارس الثلاث سنوات.

Abstract

The provision of people with the necessary information and skills for the labour market through technical and vocational education and training (TVET) is crucial for fostering the competitiveness of the economy and the processes of technological innovation (ExcelinEd, n.d.). In order to do this, it is essential to increase the TVET system's capacity as well as the calibre, efficacy, and relevance of teaching and learning. In order to identify those motives and barriers, the research aims to identify drivers and barriers for implementing the competency-based hotel vocational education. The study uses a quantitative research method is in the form of a structured questionnaire directed to the Students in hotel secondary schools, the three-year system. The population of the research includes students in three years school, in the governorates. The questionnaire forms were distributed among students. The total number of forms distributed on students valid for analysis was 381. The Statistical Package for the Social Sciences (SPSS) version 22.0 for windows will used to analyze the valid forms. The result of the research showed that the students chose their career or programme of specialization based on their preferences. In order to determine what may be added to the competence system to make pupils eligible for the specialty he has selected, this question seeks the thoughts and suggestions of students in the study sample schools. Their suggestions are as follows; activate practical exercises with

dedication, giving enough time to the trainers so that they are able to finish the curriculum. Determine the reference standards for each of the prior competences, and then create training programmes to improve the experience and knowledge of students and teachers from the study sample, according to recommendations based on both the literature review and the findings of the field study.

Keywords: Motives, Barriers of Competency, Hotel Vocational Education, Hotel Three-Year Schools.

1. Introduction

Organizations today frequently discuss competency. The days when individuals used to discuss skill sets that would make their firms competitive are long gone. There has been a change in the organizations' strategies. They now value excellence rather than merely competing. Building a core ability that will help them get through the crisis is preferable. The development of the workforce is the only alternative option, as people are an organization's most precious asset. Competencies and competence models have been a staple of human resources management for more than 40 years, and they are a common way to boost individual and organizational effectiveness. Competencies are a group of success elements required to perform well in a particular profession or work capacity within a specific organization. The terms "intellectual," "managerial," "social," and "emotional" all allude to competency. People receive rewards based on their abilities, which are influenced by a number of personal antecedents (**Bartram, 2005**).

For businesses to remain competitive, improving job-related competencies is crucial. Learning factories provide a framework for self-regulated and unstructured learning to establish these competencies. Learning modules with various foci are essential components of learning factories. An effective design of learning modules is essential to fostering the necessary competencies. The competency transformation

is a tool for conducting a methodical analysis and producing learning modules. The competency definition for the transformation chart is supported by the taxonomy of learning objectives that is currently being used. It also makes it possible to compare learning modules' actual and desired states. Consequently, suggestions for advancements might be made (Enky et al., 2015).

The globalization-enforced setting has led to increased expectations of the entire educational system, as well as the necessity to innovate and reformulate instructional and evaluation techniques. As a result, the requirement to positively articulate the information from their holistic and integrated character with the abilities that the subjects must possess to face the working world is what gives rise to the competences. In order to address the relationships between academics, learning objectives, and the labour difficulties of the subjects, competencies emerged as a response. The question is how to rebuild or reframe the evaluative techniques that function well as an evaluation object in light of these new settings. In order to address these new practises in two levels, this conversion introduces evaluation in ongoing tensions and problems (CANO, 2008).

In this regard, the evaluation has been somewhat disregarded by the processes of curricular innovation and by arguments in theoretical and educational circles about their contribution to the enhancement of capabilities. What we mean by skills and how they might be formalized into an evaluative object with its own design, execution, and formalization in various assessment instruments provide their

own set of challenges. However, if there is still ambiguity regarding the curricular orientations and the definitions of the competencies in the educational system, the question is how we may incorporate them in the teaching-learning process within higher education and schooling. The subsequent research aims were addressed as follows:

- Check to see if the curricula for technical and vocational education and training are clearly in line with industry norms.
- Describe the difficulties in applying competency methodologies that the schools for hotel vocational education encounter.
- Research the advantages of using the competency system in schools for hotel-related vocational education.

2. Literature Review

2.1. Competency Concept

The Latin term "competentia," which meaning to be qualified to judge and to speak, is where the word "competency" first appeared (Caupin et al., 2006). The definition of competence according to the English dictionary is "the state of being sufficiently sufficient or fit." Even more challenging and confusing is attempting to draw a precise line between (buzz) terms like proficiency, capability, capacity, competence, and competences (see examples in Byham & Moyer, 2000; Cooper, 2000).

In 2004, **Rothwell et al.** discussed competency initiatives in the USA. From an early emphasis on the differences between best-in-class (exemplary) and completely successful performers, programmes have developed to become a link between organizational strategy and organizational and individual performance. Competency-based approaches are becoming more popular. To increase employee performance and align individual skills with organizational core competencies, training and development experts are utilizing competency models to define organization-specific competencies.

According to **Beardwell and Holden (2011)**, competency is the capacity to carry out tasks within a profession at the calibres of performance required by an employer.

According to **Gaspar (2012)**, the competency-based selection approach is sound, organized, and thorough. Candidates are judged according to the skills they must possess in order to be accepted into the company. The competency system and performance management identify an employee's future training and development needs, and it aids HR executives in assisting employees with decisions like promotions and transfers.

2.2. Five Different Types of Competency Features

There are five main parts that make up competency (**Tucker and Cofsky, 1994**)

1. 1. Knowledge. This is the information and education that a person possesses, such as a surgeon's understanding of human anatomy.
2. Skill—this is the ability of a person to carry out a specific task, such as a surgeon's ability to carry out a surgery.
3. Self-concepts and values are a person's attitudes, principles, and self-perception. A person's belief that they can succeed in a particular situation, such as a surgeon's confidence in performing a challenging surgery, is an example of self-confidence.
4. Traits - Physical traits and recurrent reactions to stimuli or information are referred to as traits. Surgeons must have good eyesight, self-control, and the capacity to remain composed under pressure.
5. Motives – Motives are impulses that lead to action, such as emotions, wants, physiological demands, or similar impulses. For instance, surgeons who have a strong interpersonal orientation take personal responsibility for getting along with other operating team members.

2.3. Challenges in implementing competency-based education and the way forward

It is not sufficient to only have the intention to switch from traditional instruction to competency-based learning. Before you can begin adopting it at your institution, there are a number of obstacles to be addressed. Even in the most hospitable educational settings in the developed world, this

was seen. Following a review of the literature, **Carraccio et al. (2002)** noted a three-decade gap between acceptability and practical implementation of competency-based education and highlighted the following obstacles as the cause. Based on recommendations that arise from the literature analysis, potential solutions and the path forward to overcome these are given in nations where the paradigm shift toward competency-based education is on the anvil.

Benchmarking for evaluation

The lack of knowledge and awareness has led to realizing the awareness of the missing need as well as acquiring the required knowledge and experience for measuring evaluation. One of the main and direct obstacles in front of an effective implementation plan is the institutionalization of educational methods based on competence and different abilities. This is an obstacle and a very critical challenge that different solutions must be developed to overcome it because without this standard measurement and evaluation of the expected competence, it is also difficult to develop and develop educational and teaching strategies, foundations, standards and experience, as well as appropriate and effective design tools and methods for evaluating them. This initial and effective step towards the transition to competency-based education methods includes a detailed measurement of competencies and competencies and specific decisions related to the methods and methods of achieving them or methods of assessment and measurement. That achieves the methods of development in the advancement of competencies and activities, in addition to achieving the level of efficiency

and effectiveness that was previously determined within the evaluation methods.

Numerous benchmarking and evaluations should also be carried out according to the various criteria in relation to the different standards and levels that are implemented according to the implementation plan at each stage of the transition to competence-based education (**Khan and Ramchandran., 2012**). We expect from the various studies and the implementation plan that the level of implementation of the plan will reach the highest level of competence and different capabilities in order to raise the level of expertise and competencies in various disciplines.

Creating better systems of student assessment

According to the different studies, and because the existing education methods are based on different abilities and competencies based on learning and conducting learning methods for the purpose of acquiring different skills for each learner and student, the evaluation and formative measurement process must be scheduled periodically and repeatedly. Assessment, implementation, and measurement plan tying anticipated outcomes and competencies that can be acquired (from anticipated professional roles, tasks, and activities in the future) to performance assessment and measurement tools and timelines arising from the implementation plan of formative assessments and measurements tying to anticipated learning experiences for deliberate practice and feedback on competency development and leadership progress They need to be planned for and managed in order to attain and test the anticipated exit

efficiencies through the summative performance appraisal system. **Boateng et al. (2009)** found that the implementation of this type of planning and the use of the executive plan using models based on effective assessment and measurement based on results, competencies and competencies helps to ensure a more effective and worthy evaluation and measurement for all the individuals involved in the evaluation process, and measures the results of the individuals based on the evaluation process. Evaluation is based on life criteria in a more realistic way, and it provides many opportunities for those in charge of the evaluation to prove effectiveness and efficiency in the level of specific outputs and results, and to upgrade and improve the quality of measurement and production outputs. To produce a more “ready-to-work” professional, **Ten Cate (2013)** suggested the need to identify activities performed by a documented and certified professional that describe work (whereas competencies are descriptors of competence) because trust is a central concept of safety and effectiveness describes EPAs usually require multiple competencies in a comprehensive integrated manner.

2.4. Competency-Based Learning: Four Challenges and Impediments

Although competency-based learning has advanced considerably in recent years, considerable barriers still prevent its widespread adoption.

This approach and method of education holds promise for a positive disruption of the conventional Carnegie unit and

other time-based learning indices that have served as the hallmark of how instruction, standards, and learning outcomes are delivered and measured since the early 20th century, as I have demonstrated in several previous studies that explore both the student and the educator's view of competency-based learning (CBL). However, there are several things to take into account when integrating CBL into a typical school, college, or university. In this essay, I evaluate the top five obstacles to the widespread implementation of CBL in institutions of higher education and technical education as follows:

Assessment Standardization

Ralph Wolf, the president of the Western Association of Schools and Colleges, asserts that various institutions and facilities need to guard against utilizing a single set of processes and practices to establish their standards. Level of knowledge and skills. Standardizing our method of evaluating competencies, according to Wolf, a panellist on a recent **Center for American Progress** panel, "...will not improve the way we measure and assess student learning and results." 2012's Center for American Progress Subject matter mastery is purportedly inherent to CBL, also known as self-resourced learning, regardless of time, place, or method.

But is it proper and expected to measure and assess every student according to the same criteria for every performance outcome? We also need to consider whether there are several chances for pupils to independently show that they have mastered the evaluation procedure without making a commitment to standardizing performance outcomes. Who is

in charge of coming to those conclusions and whether they differ from one institution or facility to another? We also observe that numerous institutions and groups, including the Association for Supervision and Curriculum Development, have made significant progress in addressing and overcoming these difficulties, impediments, and worries. For instance, academic subjects are matched to students' developmental needs in various educational institutions in accordance with the demands of the labour market.

Professional Licensure

The CBL model has been proven to be a successful approach and model for both the education and professional practice of many skills in general through efforts within schools in general and specifically nursing schools, such as the schools in the Massachusetts Department of Higher Education (Maureen, Gayle, Paulette, Route, Nancy and Patricia., 2014). Nevertheless, some academic programmes those are associated with various professions in the labour market that need professional licencing from the appropriate authorities may be slow to adopt competency programmes that are independent of any observable metrics of contact hours. This worry is made even more pressing by the fact that these licences may vary from institution to institution both inside and outside of the various states. The assignment of credit hours for performance assessments is still required by many regulatory and accrediting organizations. Slowly modifying licence plates are a resounding endorsement of this strategy.

Many institutions have implemented efficient plans for their own competency programmes based on their own merits by allocating traditional credit hours for performance exams and competency assessments in accordance with various laws and regulations in order to develop efficient solutions to overcome anxiety challenges (**Center for American Progress, 2014**). Competency-based programmes continue to adhere to the credit hour paradigm even if these schemes successfully lower regulators' worry.

Financial Aid

Although competency-based programmes show great promise for reducing students' educational costs and improving their multifaceted skills, according to Eduardo Ochoa, Assistant Secretary for Post-Secondary Education in the Department of Education, there is still uncertainty about the financial models being used to support the transition. Many government financial aid programmes had a strong connection to earning credit hours until recently.

The Department of Education did, however, announce in March that many universities and other educational institutions are now eligible to qualify for federal financial aid for their ongoing programmes that rely on competency-based and direct assessment. The challenge facing the department now is how to set up a reliable and suitable system to prevent fraud while yet giving students the financial aid they require to take part in these non-traditional credit hour programmes (**Kelly, .2013**).

2.5. Background and Benefits of Competency Modeling

Referring to previous literature and references related to the study, many researchers and practitioners continue to dispute what is meant when one speaks of skills and competences. In fact, entire articles have been written describing the specifics of different competency and skill modeling. For these reasons, and recognizing the possibility that some non-professional readers may not be familiar with the idea of competency modeling and skills acquisition.

I decided to concentrate mostly on the definition of **Campion et al. (2011)** after researching the literature and references in order to build a thorough definition of competency. This is because it is very simple and includes all elements that are common to other definitions. According to this definition, competencies are "the set of knowledge, skills, abilities, and other individual differences (KSAOs) required for performance in a specific profession or work group" (**Campion et al., 2011**). As it tries to combine the demands of the labour market and model the concept of competences, the notion that competencies are a mix of KSAOs is undoubtedly one of the reasons why the concept of competences is applicable to modern occupations. The traditional approach used conflicts with traditional methods of understanding and studying the needs and requirements of the job, which primarily focus on separate tasks and attributes, because competencies are a model at a practical and professional level that can be measured, evaluated, and evaluated, and what is required to be implemented from the human resources of various institutions. The focus of the competencies approach is ultimately on the person and work

combinations of the traits they must possess in order to do a decent job, even though it also aims to discover what is most crucial to performance on the job and which should be implemented to support the competences model (Rodriguez et al., 2002).

3. Research Methodology

3.1. Measures and Instrument Development

In this research the researchers used a quantitative research method is in the form of a structured questionnaire directed to the students in hotel secondary schools, the three-year system. A variety of questions pertaining to the students' personal information, gender, class, division (programme), and age were asked by the researcher. A series of questions were also designed to assess the competency system in the study sample's schools as well as its most important problems and constraints. Finally, students were questioned about their ideas and viewpoints in favor of the three-year system of competences used in hotel schools.

3.2. Sampling and Data Collection

To avoid any misunderstandings, the survey was first produced in English before being translated into the participants' native Arabic language. After that, the questionnaire was translated from Arabic back into English. Five hospitality scholars were invited to assess the questionnaire's content and provide any criticism in order to ensure that it measures the qualities it is intended to measure. On a sample of thirty schools students' who are not included

in the study's main sample, the practicality of the questionnaire was also assessed by looking at whether it was appropriate and intelligible and whether the questions were clearly stated, understandable, and presented.

The research sample is a sample of students in the three-year hotel schools. The research community consists of the three-year hotel education schools, where a sample was taken from the study sample schools from all over the Republic. The research team invites people to participate in the field study through their relationships with members of the study community.

As a method of gathering data, the researchers relied heavily on surveys to obtain the responses of the respondents. To this end, the survey sent directly to the study sample. A welcome letter has been sent along with comprehensive study-related information. The study is voluntary, the participants were informed. On responding to all the questions, they were respectfully asked to check the correct response. They were then instructed to submit the survey after finishing it. Nearly three months were spent collecting the data (March 2022 until the end of June 2022).

Because of the difficulty of enumerating the study community and the fraternal sample of hotel school three years. The right sample size was chosen based on the advice of **Hair et al. (2010)** and **Kock and Hadaya (2018)**. On the basis of the quantity of the variables under investigation, they advised determining the proper sample size. It is permitted to use the minimum ratio (variable: sample = 1:10). With 13

variables altogether under research, 130 participants were the bare minimum sample size needed for this study.

400 questionnaires were distributed from the sample of the research, and the return of the questionnaires was 384, of which 16 were lost, 3 were excluded, and the number of valid questionnaires for analysis was 381, with a response rate of 0.95%.

Validity of the Questionnaires

By submitting the questions from the questionnaires to arbitrators to ascertain the validity of the questionnaires in the measurement of the situation for it, the researcher used the mechanism of the arbitrators' honesty (virtual honesty) to verify the validity of the study tool. He then amended the statements in light of their recommendations. There was a significant degree of agreement with what was expressed in their dimensions. For distribution to the sample of the three-year study on hotel schools, the questionnaires were generated in their final form.

Test of Normality for students Questionnaire questions

The researcher used the tests Kolmogorov- Smirnova and Shapiro Wilk to know if the responses to the questions of the study, dimensions follow the normal distribution or not and to determine the tests to be used by the researcher in the statistical analysis (Parametric or non-Parametric tests).

Note that for tests on samples of $N=3$ to 2000, using Shapiro Wilks is used and for those of $N>2000$, using Kolmogorov-Smirnova (Wolverton, 2010) is used. So, the researchers used Shapiro Wilks and Kolmogorov-Smirnova

tests. The results show that the Sig.P-value was less than 0.05. Thus, it can be concluded that the distribution of the data is not normal. As a result, nonparametric tests were used.

Data Analysis

Using SPSS version 22 , the data was examined. Descriptive statistics, mean, standard deviation, frequencies, and percentage, were used to depict the demographic information of the researched respondents and identify their perceptions of the study constructs. Kolmogorov-Smirnov and Shapiro-wilk tests: to know the normality of the distribution.

4. Results

4.1. Descriptive Statistics

According to research statistics, out of 381 respondents, 120 were Male (or 31.5%), while 261 Female (or 68.5%) made up the vast majority. of the 381 student responders, 158 were in the first class (41.5%), 137 were in the second class (35.7%), and 87 were in the second class (22.8%). The results also demonstrate that, of the 381 respondents, 173 respondents (45.4%) were in the kitchen programme, 94 respondents (24.7%) were in the host programme, 56 respondents (14.7%) were in the housekeeping programme, 38 respondents (10%) were in the restaurant programme, 14 respondents (3.7%) were in the competency programme, and 4 respondents (1%) were in the room host programme, according to the study's sample of students in the schools.

According to age group, among the 381 respondents, 33.9% belong to the age group 16; this was followed by age group 18 by 27%, the age group 17 by 25.2%, the age group 15 by 10.8%, the age group 19 by 2.9%, and the age group 20 the smallest percentage 0.3%.

4.2. The questions of the research

Questions	Answers	Freq.	%	Mean/ S.D
1. Do you think you have benefited from the competency system?	Yes	333	87.4	
	No	48	12.6	
	Total	381	100.0	
2. Is the bifurcation and specialization in the competency system suitable for you or not?	Yes	326	85.6	
	No	55	14.4	
	Total	381	100.0	
3. Do you get enough theoretical (cognitive) information for you to assess?	Yes	342	89.8	
	No	39	10.2	
	Total	381	100.0	
4. Do you get enough practical exercises for you to assess?	Yes	323	84.8	
	No	58	15.2	
	Total	381	100.0	
5. Do you get enough time to prepare for the assessment?	Yes	328	86.1	
	No	53	13.9	
	Total	381	100.0	
6. Do you get enough opportunities for you to be evaluated?	Yes	332	87.1	
	No	49	12.9	
	Total	381	100.0	
7. Was the profession (program) you specialized in based on your desire or not?	Yes	295	77.4	
	No	86	22.6	
	Total	381	100.0	
8. How satisfied are you with the evaluation method that is taking place?	Very dissatisfied	47	12.3	
	Not satisfied	88	23.1	
	Neutral	23	6.0	
	Satisfied	111	29.1	

	Very satisfied	112	29.4		
	Total	381	100.0	3.40	1.42
9. Do you think that the units you get in the program are enough?	Yes	342	89.8		
	No	39	10.2		
	Total	381	100.0		
10. Do you see that the units in their current arrangement are arranged in the correct order?	Yes	329	86.4		
	No	52	13.6		
	Total	381	100.0		
11. When you finish studying your program, do you think that you can get a job opportunity suitable for your current professional level?	Yes	327	85.8		
	No	54	14.2		
	Total	381	100.0		

According to the answers of question 1 in the tabulated statistics, the majority of respondents said that the competency system benefits pupils by 333 (87.4%). The competency system is not beneficial for pupils, according to the responses of the 48 respondents with the lowest response rate (12.6%).

The tabulated data show that most of the respondents' answers on the question 2 were that the bifurcation and specialization in the competency system were suitable for the students by 326(85.6%). While the smallest percentage of respondents at 55(14.4%) answers were that the bifurcation and specialization in the competency system was not suitable for the student's sample of the study.

According to the tabulated data on the answer of question 2, the majority of respondents indicated that they had enough theoretical (cognitive) knowledge to assess by 342 (89.8%). This result agrees with what mentioned by Kenneke (1995); Finch and Crunkilton (1999) who's stated that the evaluation of a curriculum can help to ensure that the curriculum is of a

high quality and that the deficiencies are identified before they cause major problems. Because a curriculum has so many components, evaluating an entire curriculum is quite complex, time consuming and costly. The least number of respondents, 39(10.2%) stated that they lacked sufficient theoretical (cognitive) information to evaluate.

According to the tabulated statistics on the answers of question 4, the majority of respondents (323, or 84.8%) said they had received enough practical training for you to evaluate them. This result agrees with what mentioned by Finch and Crunkilton, (1999) which stated that an evaluation often tends to focus on programmes and materials. The techniques used to evaluate curricula tend to be categorized as being either quantitative or naturalistic. Quantitative techniques focus on specific outcomes, criteria, and objective measures. Naturalistic techniques, on the other hand, place less emphasis on outcomes and more emphasis on process. The 58 respondents, or 15.2%, with the lowest response rate, said they didn't receive enough practical activities for you to evaluate.

According to the tabulated data on the answer of question 5, 328 respondents, or 86.1%, said they had enough time to prepare for the evaluation. This result disagreed with what mentioned by Kenneke (1995); Finch and Crunkilton (1999) who's stated that the evaluation of a curriculum evaluating is quite complex, time consuming and costly. Although only 53 respondents, or 13.9%, gave an answer, they said they didn't have enough time to prepare for the test.

According to the tabulated statistics, the majority of respondents on the answer of question 6 said that they have enough opportunities to be evaluated by 332 (87.1%). When asked why they didn't get enough opportunities to be evaluated, the 12.9% of respondents who responded with the fewest number of answers (49 totals) said they didn't.

According to the tabulated data on the answer of question 7, 295 respondents (77.4%) indicated that they chose their career or programme of specialization based on their preferences. The profession (programme) they specialized in was not based on their desire, according to the answers of the 86 respondents who made up the least fraction of respondents (22.6%).

The tabulated data of question 8 shows that most of the respondents were very satisfied with the evaluation method that was taking place. 112(29.4. %), 111(29.1) were satisfied, while 23(6.0%) answers were neutral. On the other hand, 88(23.1%) of respondents said their answers were not satisfied and 47(12.3) of respondents said their answers were very dissatisfied. According to the mean and standard deviation, the respondent's answers were neutral towards the question (mean, 3.40; SD, 1.42).

The tallied results indicate that the majority of respondents on the question 9 indicated that the 342 units they received through the programme were sufficient (89.8%). The program's units are insufficient for 39 respondents, or 10.2% of the whole sample, according to their answers.

The tabulated data on the question 10 reveals that 329 respondents' answers, or 86.4% of them, indicated that the units are now placed in the right sequence. While the fewest number of responders, 52(13.6%), state that the units are not in the proper order in their existing layout.

According to the tabulated data on the question 11, 327 respondents, or 85.8%, said that they could find employment answers after completing their degree that matched their current professional level. While the lowest percentage of respondents, 54 (14.2%), stated that they would not be able to find employment answers that matched their current professional level after completing their degree.

12. In your opinion, what can be added to the competence system to qualify you in the specialty you have chosen?

In order to determine what may be added to the competence system to make pupils eligible for the specialty he has selected, this question seeks the thoughts and suggestions of students in the study sample schools. Their suggestions are as follows:

- ✚ Changing the merit system to a five-year period instead of three.
- ✚ Activate practical exercises with dedication.
- ✚ The cumulative sum of the preparing certificate must serve as the basis for choosing the merit system.
- ✚ Providing job opportunities in hotels to raise the level of the scientific student.

- ✚ Reducing the number of students enrolled in the program.
- ✚ Increasing the time of scientific classes due to their shortness.
- ✚ The number of competency quotas is not enough.
- ✚ Providing equipment and supplies in schools.
- ✚ Providing the possibility of joining universities to increase the motivation to join the program.
- ✚ Giving enough time to the trainers so that they are able to finish the curriculum.

5. Recommendations

Based on both the literature reviewed and the results of the field study, the recommendations as follows:

- Determining the reference standards for each of the previous competencies.
- Assessment of current competencies and identification of gaps (competence map), with a plan to address the competency gaps.
- Develop a plan for maintenance, replacement and renewal of unusable equipment, as well as restructuring the number of working hours.
- Activating training and visits to hotel facilities, where students train once a week, and their involvement in the hotel service line is superior to that of fast food establishments, increases student motivation and effectiveness.
- Keeping pace with the technological development in the development of devices and equipment in

laboratories and the connection of wireless Internet and Islam in a way that does not hinder the training process.

Data Availability Statement

Additional questions may be directed to the corresponding author, whose original contributions to the study are provided in the additional article(s) (s).

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