



Needs Assessment of Beneficiaries in the “Adopt-A-Trainee” Program of the University

RAFAEL M. BACHANICHA¹ , POLICRONIO A. DORIO JR.¹ 
MARGARETTE A. TAOC¹ 

University of Cebu Lapu-Lapu and Mandaue,
Mandaue City, Cebu, Philippines

Corresponding author: rafaelbachanicha3@gmail.com

Originality 100% • Grammar Check: 95% • Plagiarism: 0%

ABSTRACT

Article History

Received: 30 May 2024
Revised: 28 Nov 2024
Accepted: 23 Jan 2025
Published: 30 Jan 2025

Keywords— Needs assessment, beneficiaries, trainee, adopt a trainee, training program, university of Cebu, Philippines

This study determines and explores the training needs of the beneficiaries of the adopted community of the university as an integral part of its community extension services. The study focused on assessing the beneficiaries’ employable skills and employed a descriptive quantitative survey research method to determine the needs. There were 82 respondents in this study who were currently residing in the communities adopted by the university. Sampling techniques like convenience and snowballing were utilized to gather the desired data. The primary goal of this study was to assess the beneficiaries’ current needs, which will be used to establish programs and activities for the University of Cebu LM Campus College Of Hospitality and Tourism Management’s community extension services. The skills training for the entire duration includes food and beverage services, food production, food safety,



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housekeeping services, front office services, catering services, events management, and public area cleaning. Furthermore, this study sheds light on why the beneficiaries participate in the “Adopt-A-Trainee” program of the university. Through this study, the university was able to design a comprehensive training program specifically for the beneficiaries, making them skilled and employable individuals. Finally, this study served as the basis for future community extension programs to the adopted communities of the university.

INTRODUCTION

A training needs assessment is a procedure that acts as a diagnostic tool (Prasanth, 2015) for evaluating what training is required (Ferreira & Abbad, 2013; Narine & Ali 2020). This survey collects information to assess what training is required to assist individuals and organizations in achieving their goals and objectives (Elhamoly et al., 2014; Potnuru & Sahoo, 2016). It is a test that examines an employee’s and an organization’s knowledge, skills, and abilities to see gaps or places where help is needed (Narine & Harder, 2021; Watkins et al., 2012).

A training needs assessment compares an individual’s current competency (Umar et al., 2017), ability, or knowledge in one or more areas to the needed competency standard established for their role or other positions within the company (Watkins et al., 2012). Companies and other organizations utilize training needs assessments (TNA) to define performance goals (Zahra et al., 2014), knowledge, abilities, and skills that their employees need to meet those criteria (Otuko et al., 2013). It is a list of who needs what kind of training, which one of the outcomes of the training needs assessment (Salas et al., 2012).

The procedure of assessing if a training need exists and, if so, what training is required to fill the gap is known as “Training Needs Assessment (McGuinness & Ortiz 2016; Munyati, 2015).” TNA uses target surveys, interviews, observations, secondary data, and workshops to precisely determine the levels of the current situation (Ngure, 2013). The difference between the current and desired status may suggest issues that might be converted into a training requirement (Balisi, 2014; Elnaga & Imran, 2013). Training can lessen, if not eliminate, the gap by educating participants with knowledge and skills and motivating them to improve and expand their capabilities (McGrath et al., 2019; Renwick et al., 2013) lessen, if not eliminate, the gap (McGrath et al., 2019; Renwick et al., 2013).

TNA is also the process of gathering data about a clear or indicated organizational need that training could address (Ismail et al., 2018; Vasudevan, 2014). A performance that does not reach the existing standard could be the need.

It suggests a prescribed or optimal manner to perform a task, and deviation from it causes difficulty (Turwelis et al., 2019). The TNA process aids the trainer and the person requesting training identify the training requirement or performance gap (Munyati, 2015). Formal assessments (using survey and interview procedures) and informal assessments are possible (asking some questions of those involved) (Banks et al., 2014).

Training and development are critical to growth and profitability (Belias et al., 2020; Nisar et al., 2021). On the other hand, Hotels might under-train their personnel by refusing to take the time to clarify new staff tasks (Ndikumana & Bokka, 2016; Hang, 2017). Training programs have been found in studies to improve employee happiness, morale, and retention and lower turnover and recruiting rates (Ambardar, 2015). Training has been found to boost knowledge (Mishra et al., 2019), which improves the delivery of hospitality-related business activities (Law et al., 2015; Philkhana et al., 2021).

The College of Hospitality and Tourism Management of the University of Cebu LM Campus has an “Adopt-A-Trainee” program. This program is one of the community extension services of the college, and student and faculty volunteers participate in it, serving as facilitators and trainers. The trainees of the said program are the selected residents of the adopted community of the university. This program intends to provide the trainees with the essential knowledge and skills to prepare for their employment endeavors. This study will assess the training needs of the trainees so that the university can align the training program with their needs.

The research gap in this study lies in the limited understanding of the specific needs and challenges faced by beneficiaries of the “Adopt-A-Trainee” program within the university. While similar initiatives aimed at fostering skills development and addressing unemployment have been implemented in various institutions, there is a noticeable lack of empirical data examining the unique circumstances, expectations, and outcomes experienced by the program’s participants. Furthermore, existing literature often focuses on the effectiveness of training programs from the perspective of organizers and funders, leaving the voices and experiences of the trainees underrepresented. This gap highlights the necessity of conducting a comprehensive needs assessment to provide evidence-based insights that can guide the enhancement of the program, ensuring its alignment with the actual needs and aspirations of its beneficiaries.

REVIEW OF RELATED STUDIES

Numerous studies have emphasized the importance of tailored training programs in addressing the specific needs of beneficiaries to enhance program effectiveness and sustainability. For instance, Tripathi (2021) highlighted that programs aimed at skills development must consider the socio-economic background of participants to maximize learning outcomes. Similarly, Shi et al. (2022) demonstrated that vocational training programs significantly improve employment opportunities when they incorporate participant feedback during program design and implementation.

In the context of adopt-a-trainee initiatives, study like that of Arzadon and Nato (2015) found that mentorship and individualized support play a pivotal role in the success of beneficiaries. Their research underscored the need for consistent monitoring and evaluation mechanisms to ensure that the training aligns with the trainees' goals and industry demands. Moreover, a study by Nguyen (2024) revealed that effective partnerships between academic institutions and industries enhance the applicability of training programs, leading to better job placements and long-term career advancement for participants.

METHODOLOGY

Research Design

This study utilized descriptive research methods to determine the needs assessment of beneficiaries in the "Adopt-A-Trainee" program of the university. This is action research that focuses on the training needs assessment of the beneficiaries.

Research Site

The research sites of this study were the villages (Baranggay) in Opao and Looc in Mandaue City.

Respondents

The respondents of this study were the 82 selected beneficiaries of the adopted barangays of the University of Cebu LM Campus.

Instrumentation

This study utilized a self-assembled study survey. It is divided into two parts. The first part is the respondent's profile, and the second part is the preferred qualifications or competencies intended to participate. The third part of the

instrument is the reasons for participating in the training program. Moreover, the fourth part is the sectors in hospitality or tourism preferred to work if given a chance.

Treatment of Data

A simple percentage was used to determine the profile of the respondents. At the same time, ranking and frequency were utilized to assess the needs assessment of beneficiaries in the “Adopt-A-Trainee” program of the university.

RESULTS AND DISCUSSION

In Figure 1, the profile of the respondents in terms of age with 73.2 percent from the total 82 respondents aged between 18-21 years old, followed by 25 years old and above with 14.6 percent and 22-24 years old with 12.2 percent. The younger age bracket represents the majority of the participants in this study. It means they are eager to learn and acquire new knowledge and skills. The age level is where they are employable and looking forward to establishing work experience. This age level also implies maturity and goal determination.

Figure 1

Demographic profile of the respondents in terms of age

Demographic Profile in terms of Age:
82 responses

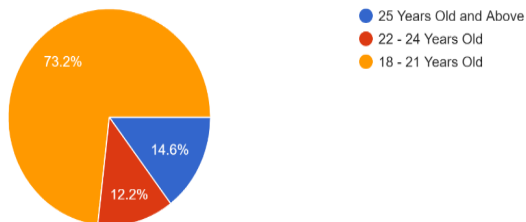


Figure 2 presents the profile of the respondents in terms of age. The result revealed that most 82 respondents are female, with 68.3 percent. On the other hand, male respondents 31.7 percent show interest in participating as beneficiaries of adopting a trainee program.

Figure 2
Profile of the respondents in terms of gender

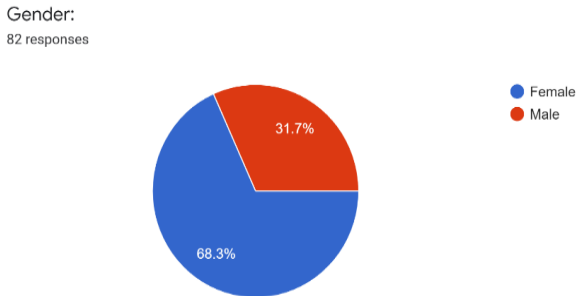


Figure 3 below revealed that most respondents are single, with 93.9 percent of 82 participants involved in this study. The adopt-a-trainee program is designed to increase the employability level of the beneficiaries.

It is in response to the needs of the industry that most prefer to hire a single person in their workforce. The result indicates that trainees can focus on the training, participate more in activities, and comply with requirements.

Figure 3
Profile of the respondents in terms of civil status

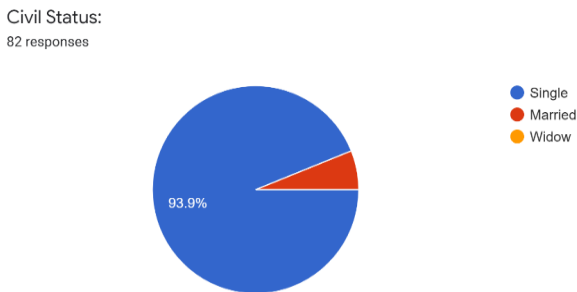


Figure 4 is the profile of the respondents in terms of educational attainment, which revealed that the majority are college-level, with 47.8 percent. It indicates that they need new knowledge and skills relevant to the hospitality and tourism industry, and the result implies more significant personal and professional development opportunities.

Likewise, senior high school graduates show interest in participating in the training program, with 23.2 percent of 82 respondents. Student volunteers facilitate the adopt-a-trainee program with the assistance of faculty and staff volunteers. Senior high graduates are employable but have no experience, and they also need to acquire more knowledge and skills related to hospitality and tourism for their career advancement.

College graduate, senior high school level, and junior high school graduates are also interested in participating in the training on the adopt-a-trainee program.

Figure 4
Profile of the respondents in terms of educational attainment

Educational Attainment:
82 responses

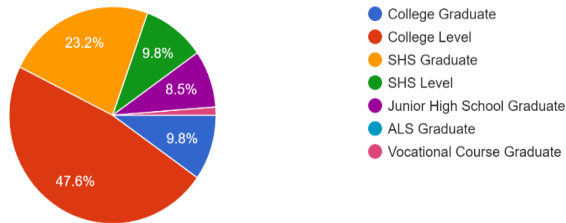


Figure 5 presents the current employment status of the respondents. It shows that the majority, with 43.9 percent of the 82 total respondents, were unemployed. Getting a job requires experience, enough knowledge, skills, and background. The result implies interest in participating in the training to acquire certificates as a pre-requisite for employment.

Meanwhile, the result also revealed that at least 42.7 percent were students. It means that they are also interested in learning something new, which can also be very helpful to boost their educational level.

Figure 5
Profile of the respondents in terms of employment status.

Current Employment Status or Living Condition during this trying times:
 82 responses

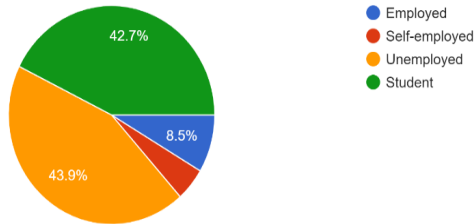


Table 1 reveals the preferred competencies or qualifications for participating in the adopt-a-trainee program as a beneficiary. One of the preferred choices is food and beverage services, with 55 or 67.1 percent out of 82 participants wanting to be trained in this qualification ranking as number 1. Acquiring knowledge and skills in food and beverage service is not as easy as one, two, and three.

It requires patience, determination and focus. The training program involves interactions, demonstration of skills, and oral questioning. This qualification allows the trainees to work in restaurants, coffee shops, catering services, and similar food-related service establishments.

Food and beverage skills are the preferred competencies for trainees in the “Adopt-A-Trainee” program due to the high demand for skilled workers in this industry, both locally and globally. According to Cruz et al. (2019), the food and beverage sector offers diverse employment opportunities, ranging from restaurant service to catering and hospitality management, making it an accessible and sustainable career path for many beneficiaries. Additionally, these skills are relatively quick to acquire through hands-on training and are aligned with the growing market demand for customer service excellence and operational efficiency in the hospitality sector, ensuring that trainees are well-prepared for immediate employment opportunities.

Table 1*Preferred Qualifications or Competencies Intended to Participate*

Qualifications or Competencies	F	%	Ranking
• Food and Beverage Services	55	67.1	1
• Housekeeping Services	47	57.3	2
• Food safety Hygiene Practices	45	54.9	3
• Basic Food Processing	41	50.0	4
• Front Office Services	32	39.0	5
• Livelihood and Entrepreneurship	27	32.9	6
• Events Management	25	30.5	7
• Catering Services	23	28.0	8
• Public Area Cleaning	14	17.1	9

Also, table 1 above is the second preferred choice, with 47 or 57.3 percent of the 82 total respondents in this study wanting to acquire knowledge and skills in housekeeping services. This qualification requires self-discipline, professionalism, and trust because it deals personally with the guests and keeps their property safe and secure.

Housekeeping refers to maintaining cleanliness and orderliness in commercial establishments and even at a household level. Hotel housekeeping personnel primarily deal with customers from all walks of life, requiring trainees to focus on integrating the value of teamwork and customer service.

The third preferred choice in table 1 above is food safety and hygiene practices, with 45 or 54.9 percent out of 82 respondents. This indicates that participants involved in this study are interested in learning new knowledge and skills in food handling practices to ensure the safety of foods for human consumption.

The fourth preferred choice is basic food processing, with 41 or 50 percent of the respondents involved in this study. Food processing is an integral part of preparing foods to ensure safety for human consumption, avoid the growth of microorganisms, and prevent food items from spoiling. This qualification involves proper slicing, washing, cooking, and storing at an appropriate temperature. Trainees with this qualification can establish a business as a source of livelihood.

Table 1 above also presents the respondents' interest in earning knowledge and skills in front office services, with 32 or 39 percent of the total respondents ranked as number 5. This qualification requires trainees to have enough knowledge and skills to process reservations, demonstrate tasks in a computerized system, provide accommodation and reception to guests, and perform auditing,

cashiering, and bell servicing. Trainees can enhance communication, human relations, mathematical, and customer service skills.

Table 1 above presents interested respondents to learn and develop skills in livelihood and entrepreneurship, events management, catering services, and public area cleaning, respectively. These qualifications can enhance the knowledge and skills of the trainees in applying the essential functions of management, and it can also enhance entrepreneurial skills, organizing skills, and customer service skills.

Table 2

Reasons for the Interest to Participate in the Training Program

Reasons to Participate in the Training Program	F	%	Ranking
• Enhance knowledge, skills, and attitude required in workplaces	80	97.6	1
• Establish relationships with faculty facilitators/ volunteers and student volunteers	31	37.8	5
• Able to work after the training to establish experience	69	84.1	2
• Earn money for a living and support to the family	55	67.1	3
• Maximize idle time since the pandemic is still ongoing	24	29.3	6
• Pursue a related course or degree in hospitality and tourism soon	38	46.3	4
• Inspired by friends or relatives working in the hospitality and tourism industry	23	28.0	7

Table 2 above reveals the respondents' reasons for participating in the training as beneficiaries of the adopt-a-trainee program. The number 1 reason is to enhance the knowledge, skills, and attitude required in workplaces, with 80 or 97.6 percent out of 82 respondents involved in this study. It indicates that it would be difficult to land a job without having enough knowledge and skills with a positive attitude. Through proper training and education programs, trainees can go further in the industry.

The second reason would be to work after the training and establish experience in the industry, with 69 or 84.1 percent of the total 82 respondents. The hospitality and tourism industry offers many local and international job opportunities. The most important aspect for trainees is to prepare themselves before applying for work.

As shown in Table 2, the third reason is to earn money for a living with 55

or 67.1 percent of the total 82 respondents. Money is challenging to earn, and money is used to buy necessities at home, pay bills, and spend on services. The hard-earned money must be appropriately managed and must be spent wisely.

The result also shows the respondents' interest in pursuing a related course or degree in hospitality and tourism soon. Respondents also would like to establish relationships with faculty facilitators/volunteers and student volunteers. In addition, respondents wanted to maximize idle time during the pandemic. Lastly, some respondents were inspired by their friends or relatives working in the hospitality and tourism industry.

Table 3

Sectors in Hospitality or Tourism Preferred to Work if Given a Chance

Sectors in Hospitality or Tourism Preferred to Work Soon	F	%	Ranking
• Accommodation or Hotel Operations	51	62.2	1
• Food and Beverage Service Sector	46	56.1	2
• Travel and Tour services	32	39.0	3
• Transportation Sector (Airline, Cruise, and car Rentals)	29	35.4	4
• Events or MICE	4	4.9	5

Table 3 above revealed the hospitality and tourism industry sectors where respondents would like to work if given a chance. The result shows that 51 or 62.2 percent of 82 respondents preferred to be part of the accommodation sector. This sector offers various job opportunities available in different departments. Be it in housekeeping, food and beverage, front office, food production, marketing, maintenance, and other administrative support departments.

Result also shows the respondents' willingness to work in the food and beverage sector ranked as number 2. The food and beverage sector includes restaurants, food and beverage outlets in the hotel, resort, and cruise ships, coffee shops, canteens, and similar food service establishments. This sector employs many personnel assigned in production, service, bar, purchasing, marketing, and administration to rank and file personnel from the managerial level.

Respondents are interested in working in the travel and tour service. They may be a tour guide, travel agent, and tour coordinator. Lastly, some of the respondents are willing to work in the transportation sector and events management. The hospitality and tourism industry is a worldwide industry and contributor to a country's economy, and it involves a multi-cultural workforce that requires proper training, socialization, and equal treatment.

CONCLUSIONS

Based on the findings, several conclusions were drawn. The majority of the respondents were at least 18 years old, female, single, college-level, and mostly unemployed. Among the qualifications they preferred, the top choices included food and beverage services, housekeeping services, food safety, and food production, although some expressed interest in other areas. Their primary reasons for participating in the adopt-a-trainee training program were to enhance their knowledge, skills, and attitude required in the workplace, gain work experience after training, and earn money to support themselves and their families. Furthermore, the respondents identified the accommodation sector and the food and beverage service industry as their top two preferred fields of employment in the near future.

RECOMMENDATIONS

From the conclusions, the following recommendations were made to improve the implementation of the adopt-a-trainee training program. Faculty members and non-teaching personnel should be encouraged to actively observe the program's execution among selected beneficiaries. Students should be oriented on the objectives of the program to ensure a clear understanding of its purpose. Additionally, student volunteers should be encouraged to identify potential beneficiaries within their communities or households. The implementation of the training program should be closely monitored, focusing on the identified qualifications and utilizing available resources with the help of student volunteers. Finally, it is essential to evaluate the program's effectiveness to ensure its goals are achieved.

Author Contribution: Dr. Rafael M. Bachanicha: (Conceptualization, Methodology, Writing – Review and Editing, & Supervision); Dr. Policronio A. Dorio Jr.:(Conceptualization, Formal Analysis, & Writing—Original Draft); Ms. Margarete A. Taoc, MBA:(Investigation & Data Curation).

Funding: Yes, Funded under the University of Cebu Research Grants Program for Faculty Action Researches.

Institutional Review Board: Not Applicable.

Informed Consent Statement: Yes, Consent was obtained through verbal means.

Data Availability Statement: No new data were created.

Conflict of Interest: The authors declare no conflict of interest.

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