Bartending NCII Competency Quality Assessment: It's Effectiveness In Passing The National Assessment

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Abstract. Investigated the Bartending NC II competency quality assessment; its effectiveness in passing the national assessment taking 100 respondents culled from among the CHE-HRM students of the University of Mindanao is an open challenge to those aspiring to become internationally competent bartenders. The study gathered data that were treated statistically, using Frequency Count, Percentage, Mean and t-test. The results of the study showed that the level of bartending NC II competency quality assessment: Its effectiveness in passing the National assessment is very high; and, no significant difference on the level of bartending NC II competency quality assessment: It's effectiveness in passing the national assessment was found when analyzed by age and gender. The implication of the findings to the existing literatures that; it provide concrete evidence to what type of assessment that a millennial student would prefer highlighting the Bartender program, to the school, the learning outcomes assessment is a crucial part of Bartending program's success. Hence, it can affect its reputation, subsidy, enrolment and even its continued existence. Furthermore, the findings showed that the assessment created a positive impact to the learning of the respondents. To the students, the Bartending NCII Competency Quality Assessment had greatly helped the respondents in passing the national assessment. Hence, in the over-all result garnered 4.61 mean that is extremely effective as their responses. And so, no doubt that the assessments served its best.

Keywords: *Bartending, NC II Competency Quality Assessment, Effectiveness, Passing, and national assessment*

INTRODUCTION

Lately, no research were conducted to determine the effectiveness of the methods used in Bartending NC II Competency Quality Assessment that could ensure the students to pass the TESDA National Assessment. In addition, no research about the experiences and feedback from students was made for improvement purposes. Basically, the study aims to point out fine points about assessment that are applied at classroom-based education and evaluate each one of them for effectiveness. The study attempted to strain effective methods that may serve as a baseline for passing the National Certification.

Employability is the chief reason behind the creation of TESDA-CAC (Technical Education and Skills Development Authority- Competency Assessment and Certification). TESDA seeks to trail the assessment and certification of the competencies of the skilled workers here in the Philippines. This assessment process determines whether the workers' competencies meet the standard level of performance expected in their different workplaces. The certificates to be issued by TESDA after passing CAC are recognized by employers in the Philippines and across the international borders, so basically having one can be an advantage over thousands of job-seekers when looking for a job.

One of the issues that arise in the conduct of Competency Quality Assessment and National Certification is that the students could not take NC II if they could not pass the CQA of the institution. And so, this research would seek the degree of judgment of the respondents in the effectiveness of the methods applied in the CQA of Bartending. Moreover, this study aims to verify the application and execution of the different methods implemented in the classroom to

facilitate learning. This is to safeguard the end result of the study as to how effective are the implementation of the used methods of Bartending NC II Competency Quality Assessment.

The main objective of the study was to determine the Bartending NC II competency quality assessment, which is its effectiveness in passing the national assessment. Specifically, it answered the following queries: To determine the level of bartending NC II competency quality assessment: it's effectiveness in passing the national assessment in terms of Oral Examination; Written Test; and Demonstration; and To determine the significant difference in the level of bartending NC II competency quality assessment: it's effectiveness in passing the national assessment when respondents are analyzed in terms of age and sex.

REVIEW OF RELATED LITERATURE

TESDA offers programs that issues National Certificate and a National Certificate is granted to those who successfully pass the competency assessment. An individual undergoes a competency assessment examination for the identified and recognized qualification in different accredited assessment centers throughout the country. So after passing the assessment, an individual is issued a National Certificate or Certificate of Competency.

National Certificates and National Diplomas recognize knowledge and skills that meets or surpasses the national standards and endorsed units of achievement. The skills that are needed in the national certification are what employers say they need. These qualifications are recognized nationally for it is the national department who established, designed and carried it out.

National Certificate is a hair strand different from the Certificate of Competency. National Certificate is granted to those individual who demonstrated competence and excellence in all units of the competency that involves qualification. On the other hand, a Certificate of Competency is given to those individual who showed and have performed satisfactorily, those who demonstrated ability and aptitude on a specific or particular field or units of the competency assessment.

TESDA offers programs with national certification and this includes courses in the field of construction, tourism, hospitality, engineering, agri-fishery, food, IT and many others. Having a national certificate is an edge over others, you will get recognition of the abilities you already have without undergoing series of training. This is what we call Recognition of Prior Knowledge. National Certificates are not only evident in the Philippines, but is also present in other countries and existed before it came to the country. Thus, having a National Certificate is not only recognized here in the country but also abroad.

National Certificates and Certificate of Competency issued here and abroad give credits to the holders of the certificate. These granted certifications are proofs and these certify that an individual has passed all the qualifications assessment and showed evident standard and even extraordinary skill, knowledge and expertise in different fields of their desired and taken courses. This gives the holder the privilege of employment in known, huge, and outstanding companies and a step closer to a bigger salary or wage they can get compared to not having any certification at all.

Ocejo (2012) stated that bartending is a service occupation that works directly for the retail store of the bar and indirectly with the drinks industry. Bartending is the art of providing excellent service to each guest that enters the bar. A good bartender is one who is always ready to greet a guest, accommodate to their needs and serve them with the utmost respect and professionalism .A bartender (also known as a barkeep, barman, barmaid, bar chef, tapster, mixologist, alcohol server, or an alcohol chef) is a person who formulates and

serves alcoholic beverages behind the bar, usually in a licensed establishment (Baartman, Bastiaens, Kirschner, & Van der Vleuten, 2006).

METHOD

The study used the descriptive survey method. Shuttleworth (2008) states that descriptive survey method describes the nature of a situation and determines the extent to which the variable was measured in the population of interest and determines the extent to which the variable will be measured in the population of interest and determines the various assessments of the respondents according to their demographic profile by comparing their means. This was used by the researcher in determining the effectiveness of the methods used in the Competency Quality Assessment of Bartending NCII.

The participants of this research were the CHE-HRM Students who had undergone the Competency Quality Assessment of National Certification II for Bartending for the year 2016-2017, to assess the applied program methods of examination. Purposive sampling technique was utilized by taking the respondents to answer the questionnaire. The researcher personally administered the questionnaire.

Table 1 showed the profile of the respondents consisting of age and gender with an overall frequency of 100. In terms of age, mostly of the respondents are within the age bracket of 18-20 years old. In terms of sex, mostly of the respondents are female CHE-HRM Students of the University of Mindanao. Majority of the respondents taken for the study are female CHE-HRM Students of the University of Mindanao.

For the utilization of the study, the researcher used self-made questionnaire. Reading in several references provided the researcher insights in the construction of the survey questionnaire. The questions were designed to acquire the necessary information needed for the research. The questionnaire was divided into two parts. The first part was the profile of the respondents in terms of age, gender and civil status. The second part was to identify the effectiveness of Bartending NC II Competency Quality Assessment in passing the National Certification.

Table 1. Profile of Respondents

Profile	Frequency	Percentage
Age		
18-20	52	52
21 and above	48	48
Total	**100**	**100**
Gender		
Female	56	56
Male	44	44
Total	**100**	**100**

In evaluating the effectiveness of Bartending NC II Competency Quality Assessment, the five-point Likert scale was used (5 – extremely effective and the lowest was 1 – not at all effective.

In analyzing the data gathered from this study, the following statistical measures were employed: Frequency Count. This was used to determine the number of the respondents in the study. Percentage. This was used to determine the percentage of the respondents. Mean. This was used to determine the level of effectiveness of Bartending NC II Competency Quality

Assessment in passing the National Assessment. T-Test. This was used to determine the significant difference on the effectiveness of Bartending NC II Competency Quality Assessment by CHE-HRM students when analyzed by age and gender.
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RESULTS

Level of Effectiveness of Bartending NC II Competency Quality Assessment in Passing the National Assessment

Table 2 presented the level of Bartending NC II competency quality assessment: Its effectiveness in passing the National assessment with an overall mean score of 4.61 described as extremely effective or very high in level. In terms of CQA-Oral Questioning developed the mean obtained 4.59 which is extremely effective. Tested the depth and breadth of thinking process in dealing various situations in Bartending got the lowest mean score of 4.53, still extremely effective while the highest is Developed creativity of formulating answers as well as measured the level of understanding about Bartending with the mean score of 4.61 or extremely effective. In terms of CQA-Oral test, the mean obtained is 4.58 or extremely effective. Refreshed with the technical terms and more techniques in dealing Bartending issues, have the lowest mean scores of 4.56 or extremely effective. Led to get correct answers during the National Assessment test and required to answer set of questions that corresponds to learning are the highest mean scores of 4.61 or extremely effective. The evaluation revealed that CQA-written test is extremely effective in passing the National Assessment. In CQA-Demonstration, the mean obtained 4.65 or extremely effective. Allowed to see, feel and participate directly in the Bartending process has the lowest mean score of 4.61, still extremely effective while finish all products within the given time during the National Assessment test has the highest mean score of 4.71 or extremely effective straight.

Table 2. *Level of Effectiveness of Bartending NC II Competency Quality Assessment in Passing the National Assessment*

Indicators	Mean	Descriptive Level
The CQA-Oral Questioning	**4.59**	**Extremely Effective**
1. Gave me the predictions on what the assessor would ask, thus, led me to answer the questions correctly during the National Assessment test.	4.60	Extremely Effective
2. Provided me experience on one-on-one with the CQA assessor made me more confident in facing the assessor and answering oral questions during the National Assessment test.	4.60	Extremely Effective
3. Developed my creativity of formulating answers without the influence of others in preparation for National Assessment test.	4.61	Extremely Effective
4. Tested the depth and breadth of my thinking process in dealing various situations in Bartending.	4.53	Extremely Effective
5. Measured my level of understanding about Bartending.	4.61	Extremely Effective
The CQA-Written Test	4.58	Extremely Effective
1. Gave me the predictions on what to come out, thus, led me to get correct answers during the National Assessment test.	4.61	Extremely Effective
2. Required me to answer set of questions that corresponds to my learning I have attained in Bartending.	4.61	Extremely Effective

3. Gave me feedback with the extent of my knowledge about Bartending.	4.58	Extremely Effective
4. Refreshed me with the technical terms used in Bartending.	4.56	Extremely Effective
5. Provided me more techniques in dealing Bartending issues.	4.56	Extremely Effective
The CQA-Demonstration	4.65	Extremely Effective
1. Allowed me to gain techniques and strategies that made me finish all products within the given time during the National Assessment test.	4.71	Extremely Effective
2. Gave me the challenge to enhance my ability in Bartending which is skills subject.	4.68	Extremely Effective
3. Allowed me to see, feel and participate directly in the Bartending process.	4.61	Extremely Effective
4. Provided me permanent learning experience.	4.63	Extremely Effective
5. Helped me build working models for Bartending NC II Assessment.	4.62	Extremely Effective
Overall	**4.61**	**Extremely Effective**

Significant Difference in the perceived effectiveness of Bartending NC II Competency Quality Assessment in Passing the National Assessment when according to the Profile of Respondents

Presented in Table 3 is the significant difference on the level of bartending NC II competency quality assessment: It's effectiveness in passing the national assessment when analyzed by age. The overall result showed no significant difference resulting to the acceptance of the null hypothesis. This means that the perspectives of the 18-20 years and 21 & above years old respondents on the effectiveness of competency assessment in the national assessment did not vary.

Table 3. *Significant Difference in the perceived effectiveness of Bartending NC II Competency Quality Assessment in Passing the National Assessment when Analyzed by Age*

Variables	Age		t-value	p-value	Decision on H_0
	18-20 years	21& Above			
The CQA-Oral Questioning	4.57	4.61	-0.39	0.69	Accept
The CQA-Written Test	4.57	4.60	-0.32	0.74	Accept
The CQA-Demonstration	4.65	4.65	0.00	1.00	Accept
Overall	**4.60**	**4.62**	**-0.25**	**0.79**	**Accept**

Presented in Table 4 is the significant difference on the level of bartending NC II competency quality assessment: It's effectiveness in passing the national assessment when analyzed by gender. The overall result showed no significant difference resulting to the acceptance of the null hypothesis. All the indicators, namely the CQA-oral questioning, the CQA-written test,

and, the CQA-demonstration showed no significant difference indicating that male and female students realized the importance of Bartending NC II Competency Quality Assessment.

Table 4. *Significant Difference in the perceived effectiveness of Bartending NC II Competency Quality Assessment in Passing the National Assessment when Analyzed by Gender*

Variables	Gender		t-value	p-value	Decision on H_0
	Female	Male			
The CQA-Oral Questioning					
	4.60	4.58	0.25	0.80	Accept
The CQA-Written Test					
	4.59	4.57	0.21	0.83	Accept
The CQA-Demonstration					
	4.66	4.63	0.35	0.72	Accept
Overall	**4.62**	**4.59**	**0.29**	**0.77**	**Accept**

DISCUSSIONS

Level of Effectiveness of Bartending NC II Competency Quality Assessment in Passing the National Assessment

Table 2 presented the level of Bartending NC II competency quality assessment: Its effectiveness in passing the National assessment with an overall mean score of 4.61 described as extremely effective or very high in level. The grand evaluation revealed that CQA-Oral Questioning was extremely effective in passing the National Assessment. The result confirmed the study of Aysel (2012), he found that higher achieving students were more confident and less anxious than lower achieving students when they succumb to oral questioning. Concern with the effects of high-stakes examinations on individuals and social institutions is not new, in recent years controversy about oral examinations and testing has reached a high level of intensity' it would seem important that time is taken when designing or redesigning an assessment or oral examination system to consider its potential effects and that research is undertaken to monitor the effects of existing systems on teaching, learning and related beliefs and attitudes.

Asklund and Bendix 2003 said that oral examination retorts to formulated and prepared questions help regulate and assess the measure of information and the level of understanding each student has obtained from their fields taken. As oral tests are given, their responses to the questions asked reflect their knowledge and know-hows about their subjects. Instructors or teachers by then can assess and point out important factors in their performance right away.

Similarly, the evaluation revealed that CQA-written test is also extremely effective in passing the National Assessment. Haberman (2011) explained that in written examination, students are required to answer set of questions that corresponds to the learning they have gained. The test scores reflect how well students understand the topic and represent their level of knowledge with regards to the lesson. By this, it is found to be an effective way to assess students according to what they have learned and understand. Furthermore, Elliot, McGregor, and Gable (1999) suggested college students' achievement goals are predictors of the cognitive/metacognitive study strategies they practice. The researchers also suggested that study strategies mediate the connection between achievement goals and exam performance.

Also, CQA-Demonstration was extremely effective. According to Marchesky (2008), he conducted a study to explore the work of bartenders employed in large nightclubs in the City of Toronto, Ontario. Using existing literature, survey of bartenders employed in nightclubs and his own personal experiences, he discovered that bartenders have undergone orientation course and pass the national examination to become legitimate bartenders; yet while working devised a number of performance strategies to make the most money possible while working at the club. Thus, Aristotle wrote, "For the things we have to learn before we can do them, we learn by doing them". In learning things, we learn best by actually experiencing it and doing it on hand.

Significant Difference in the perceived effectiveness of Bartending NC II Competency Quality Assessment in Passing the National Assessment when Analyzed according to the Profile of Respondents

No significant difference in the perceived effectiveness of Bartending NC II competency quality assessment in passing the national assessment when analyzed by age was found. The overall result showed no significant difference resulting to the acceptance of the null hypothesis. This means that the perspectives of the 18-20 years and 21 & above years old respondents on the effectiveness of competency assessment in the national assessment do not vary, which can be surmised that there is no significant difference in the perceived effectiveness of Bartending NC II competency quality assessment in passing the national assessment when analyzed by age.

Presented in Table 4 is the significant difference in the perceived effectiveness of Bartending NC II competency quality assessment in passing the national assessment when analyzed by gender. Male and female students realized the importance of Bartending NC II Competency Quality Assessment, providing the students' drive to review and study bartending well and prepared to answer orally, written or in terms of demonstration, both have similar perspective that it is effective in passing the National assessment. As Albury, Beresford, Caple and Peterson 2016 supposed as they were able to practice it on their own and experience it individually, they will come remember it more because they have memories associated with their learning; it doesn't matter if the student is a male or a female

Conclusions
Deduced from the foregoing findings, the following conclusions are reached:

The methods applied in Competency Quality Assessment in Bartending such as Oral Questioning, Written Test and Demonstration were very effective in passing the National Assessment.

CHE-HRM students who were respondents of the study do not contradict in their perspectives that the CQA in bartending is extremely effective when grouped according to age and gender.

Recommendations
Premised on the conclusions derived in this study, the researcher presents the following recommendations:

The very high level of effectiveness of bartending NC II competency quality assessment to the National assessment passing means that the administrators of the University of Mindanao should maintain its competency in imparting knowledge and skills to the students and monitor new updates concerning bartending to keep up with the ever-changing landscape of quality service.

Regardless of their age and gender students may acquire knowledge and skills in bartending and be able to pass National Assessment with the help of bartending NC II competency quality assessment.

A similar study maybe conducted using other types of CQA Programs such as CQA Front Office, CQA Food and Beverages, CQA Cookery, CQA House Keeping, etc to determine the effectiveness in passing National Assessment of TESDA.

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