



Preparations and Inclinations of the CHTM'S National Skills Competition Winners

Dulce Amor Padilla, Girlie Lagasca, Celestino Bautista Jr., Roselia Nunez, Gary Raymond Tangonan

College of Hospitality and Tourism Management, Wesleyan University Philippines, Cabanatuan City

Received: 09 Sep 2025; Received in revised form: 07 Oct 2025; Accepted: 12 Oct 2025; Available online: 17 Oct 2025

Abstract— This descriptive research entitled “Preparations and Inclinations of the College of Hospitality and Tourism Management’s National Skills Competition Winners” investigated the specializations of 50 Wesleyan University Philippines’ students, as well as their preparations and inclinations in joining the National Skills Competitions. The findings revealed that most students specialize in cooking and baking. Students feel most prepared for national skills competitions when they are well-informed and supported. Also, students are highly motivated to join national skills competitions because they see them as valuable opportunities for industry experience and professional growth. Lastly, the CHTM program should continue encouraging participation by promoting school pride and providing more chances for industry networking.

Keywords— Inclination, national culinary winners, motivation, preparation, tourism

I. INTRODUCTION

Culinary and hospitality competitions have become prominent avenues for showcasing the skills, creativity, and discipline of future industry professionals. In the Philippines, national skills competitions serve as prestigious platforms where students in hospitality and tourism programs demonstrate not only technical expertise but also innovation and passion for their craft (Hari Wibisono et al., 2023; Toubes et al., 2023). These competitions cultivate excellence and provide invaluable experiences that shape students into competent, competitive, and industry-ready professionals.

At Wesleyan University-Philippines (WUP), the College of Hospitality and Tourism Management (CHTM) has consistently produced winners in various national skills competitions. These achievements highlight the college’s commitment to developing well-rounded learners through hands-on training, practical application, and exposure to real-world industry standards. The CHTM program

integrates theoretical knowledge with intensive practical exercises and mock competitions, ensuring that students are equipped not only with technical abilities but also with the confidence and adaptability essential in a competitive environment (Vo et al., 2022).

However, beyond the structured preparation and skill-building, the students’ inclinations—such as their motivations, interests, and personal aspirations—play a vital role in their competitive success. Factors such as institutional support, mentorship, resource accessibility, and perceived career value influence how students prepare for and perform in these contests. Understanding these motivational tendencies is crucial in assessing the holistic development of CHTM students and the effectiveness of the university’s training framework (Sieplinga et al., 2023).

This study, therefore, seeks to examine the preparations and inclinations of the CHTM’s national skills competition winners. It aims to identify how

their training, experiences, and motivational factors contribute to their outstanding performance. By analyzing both the structural (preparation and support systems) and psychological (motivation and interest) components of their success, the research intends to provide meaningful insights that can further enhance the curriculum, training programs, and mentoring strategies of the CHTM department.

Despite the continued success of CHTM students in national competitions, it remains essential to understand the underlying preparations and motivational forces that drive their achievements. Thus, this study endeavors to explore the levels of preparation and inclinations of CHTM's national skills competition winners to determine how these aspects influence their competitive performance and professional growth (AIAP, 2019).

II. LITERATURE REVIEW

The National Skills Competition Context

National skills competitions are formal platforms that recognize excellence in technical-vocational education and training. In the Philippines, the Technical Education and Skills Development Authority (TESDA) organizes the Philippine National Skills Competition (PNSC) to identify and prepare outstanding competitors who can represent the country in regional and international contests. These competitions not only highlight individual achievement but also serve as mechanisms for aligning training programs with industry standards and global competencies (TESDA, 2024). The hospitality and tourism sector, in particular, benefits from these initiatives as they showcase the practical application of competencies essential for professional growth and employability.

Structured Preparation and Deliberate Practice

A major determinant of success in skill-based competitions is structured and purposeful preparation. The theory of deliberate practice developed by Ericsson (2019) emphasizes that expertise results from consistent, goal-oriented practice that focuses on improving specific aspects of performance through feedback and repetition. Macnamara et al. (2016) further demonstrated that deliberate practice, when coupled with reflective

feedback and increasing task difficulty, leads to measurable improvements in skill mastery.

In hospitality and tourism education, deliberate practice can take the form of simulation exercises, skill sheets, and time-bound practice sessions aligned with competition rubrics. Research on vocational education indicates that structured practice with immediate feedback significantly enhances competence and confidence among trainees (Macnamara et al., 2016). Thus, understanding the specific training routines and feedback mechanisms of CHTM competitors can provide insight into how preparation translates into exceptional performance.

Mentoring, Coaching, and Institutional Support Systems

Beyond individual effort, mentoring and coaching play crucial roles in shaping competitors' success. Mentorship provides both technical and psychosocial support, guiding students through complex skill requirements while fostering motivation and professional identity. A systematic review of mentorship programs revealed that effective mentoring relationships contribute significantly to skill development, confidence, and long-term career commitment (Systematic Review of Mentorship Programmes, 2025).

Similarly, coach education research highlights that mentors who offer structured feedback, reflective guidance, and emotional support create environments conducive to high performance (Vink, 2023). Institutional support—including access to modern equipment, training venues, and funding—also enhances preparation quality. TESDA (2024) underscored that institutions providing comprehensive support systems produce competitors who are better equipped to meet national and international standards.

For CHTM students, mentorship and institutional backing are particularly vital, as hospitality competitions often require both technical precision and service-oriented behavior. Understanding these support mechanisms provides a holistic view of preparation that extends beyond individual ability.

Motivation, Self-Efficacy, and Psychological Inclination

Psychological factors such as motivation, self-efficacy, and interest are powerful predictors of performance.

Drawing from Self-Determination Theory (SDT), motivation exists along a continuum from intrinsic (driven by enjoyment and mastery) to extrinsic (driven by rewards or recognition). In hospitality education, intrinsic motivation is associated with deeper learning engagement and resilience during challenges (Cesário et al., 2022; Guo et al., 2023).

Guo et al. (2023) found that students who perceived higher self-efficacy—confidence in their ability to perform tasks successfully—showed stronger persistence and higher achievement. Similarly, Cesário et al. (2022) emphasized that students' interest and passion for hospitality-related skills significantly influence their sustained participation and excellence in competitive environments.

In the context of skills competitions, winners are often distinguished not only by their competence but also by their intrinsic drive to excel. This suggests that understanding the motivational profiles and psychological inclinations of CHTM competitors can reveal how internal dispositions interact with structured preparation to produce outstanding results.

Career Aspirations, Recognition, and Long-Term Outcomes

Winning national competitions extends beyond immediate recognition; it shapes future career trajectories. Literature on hospitality education suggests that awards and achievements enhance professional identity, increase employability, and motivate continued engagement in the industry (Guo et al., 2023). TESDA (2024) similarly reported that national competition winners often secure leadership roles in hospitality institutions and become ambassadors for technical education.

Participation in such competitions strengthens students' career orientation and sense of purpose, aligning with findings that early recognition fosters lifelong professional motivation (Systematic Review of Mentorship Programmes, 2025). Understanding post-competition outcomes of CHTM winners therefore offers insight into how recognition and achievement influence sustained engagement in hospitality careers.

III. METHODOLOGY

This research utilized a descriptive quantitative research design. According to Sirisilla (2023), "scientists and researchers use descriptive research design as a powerful tool to gather information about a particular group or phenomenon". Fifty (50) Bachelor of Science in Hotel and Restaurant Management were chosen purposively (Subia, 2018) as respondents of this study. According to Campbell (2020), "Purposive sampling strategies move away from any random form of sampling and are strategies to make sure that specific kinds of cases of those that could be included are part of the final sample in the research study". It uses certain criteria to include the qualified respondents. The criteria for choosing the respondents are the following: 1. National culinary winner; 2. Representative of Wesleyan University Philippines; and 3. Willing to participate in this research.

The instrument used in this study was a researcher-made instrument that was content validated by five (5) experts, while the reliability was established using Cronbach's alpha with a reliability value of 0.912. The study covers one year only.

IV. RESULTS AND DISCUSSION

1. Specialization

Table 1. Specialization of the Hospitality Management & Tourism Managements Students

Specialization	Frequency	Percent
1 - Culinary and Kitchen Service	14	28.0
2 - Cake Decorating	9	18.0
3 - Confectionery Arts	6	12.0
4 - Restaurant Service	2	4.0
5 - Food Photography	1	2.0
6 - Classic Fusion	1	2.0
7 - Baking and Pastry Arts	5	10.0
8 - Fruit carving	1	2.0
9 - Coffee barista	2	4.0
10 - Hot Dishes	1	2.0
11 - Asian Cuisine	1	2.0

12 - Western Cuisine	1	2.0
13 - Food Styling	1	2.0
14 - Regional Cuisine	1	2.0
15 - Bartending	4	8.0
Total	50	100.0

Table 1 shows that most of the CHTM national skills competition winners specialized in Culinary and Kitchen Service (28%), followed by Cake Decorating (18%) and Confectionery Arts (12%). This indicates that culinary-focused training remains the college's strongest area, where students demonstrate exceptional technical skills, creativity, and discipline. According to Hari Wibisono et al. (2023), culinary competitions serve as valuable platforms for enhancing students' professional competence and creativity by simulating real-world kitchen challenges. Likewise, Toubes, Araújo-Vila, and Fraiz-Brea (2023) emphasize that participation in such competitions cultivates innovation and adaptability – key attributes in the hospitality industry.

The relatively lower participation in Restaurant Service, Bartending, and Coffee Barista specializations suggests that while these areas are integral to the hospitality program, they receive less focus in terms of competition preparation or institutional prioritization. Vo et al. (2022) highlight that structured practical training and mentorship are critical in motivating students to participate in diverse skill-based contests. Hence, broadening institutional support and resources in service-oriented and beverage categories could encourage greater involvement and achievement in these areas.

Overall, the results affirm that CHTM students are more inclined toward culinary artistry and food production, reflecting the university's strong culinary training foundation. This supports the view of Siepliņa et al. (2023) that both skill preparedness and motivational tendencies significantly influence student performance in competitions. Thus, continuous enhancement of both technical preparation and motivational support systems will sustain and expand the CHTM's success in future national skills competitions.

2. Preparation

Table 2. Preparation for National Skills Competition

Preparation for National Competition	Wm	Verbal Description
1. I feel confident in applying the skills I have learned during my academic training to competitive settings.	3.76	Agree
2. The WUP provides sufficient resources (e.g., equipment, ingredients) for effective competition preparation	3.56	Agree
3. The training sessions conducted by my mentors adequately prepared me for the challenges of national skills competitions.	3.73	Agree
4. I receive constructive feedback from mentors that helps improve my performance in practices.	3.86	Agree
5. Our curriculum includes sufficient practical experiences to prepare me for skills competitions.	3.84	Agree
6. I am well-informed about the rules and guidelines of national skills competitions through our college-organized briefings.	3.88	Agree
7. My teamwork and collaboration skills have been enhanced through group activities related to skills competition preparation.	3.84	Agree
8. The WUP provides adequate opportunities for mock competitions to simulate real competitive environments.	3.78	Agree
9. I feel interested because of the support provided by the CHTM faculty and my peers in	3.86	Agree

preparing for national skills competitions.		
10. Our College's emphasis on innovation and creativity has improved my ability to present unique dishes during competitions.	3.82	Agree
Overall Weighted Mean	3.79	Agree

Table 2 shows the preparation of the respondents in their national skills competition. The top 3 in terms of weighted mean are the items "I am well-informed about the rules and guidelines of national skills competitions through our college-organized briefings (Wm=3.88), "I receive constructive feedback from mentors that helps improve my performance in practices (Wm=3.86)", and "I feel interested because of the support provided by CHTM faculty and my peers in preparing for national skills competitions (Wm=3.86).

The findings show that the students feel most prepared in areas where they are well-informed, supported, and guided. Many said they clearly understood the rules of the competition through college briefings. They also felt that the feedback from their mentors helped them improve their cooking skills. In addition, students shared that they were more interested and motivated because of the support from their teachers and classmates.

These results show that proper guidance and a supportive environment help students feel more confident in competitions. The CHTM program should continue giving clear briefings, helpful feedback, and strong encouragement. This kind of support not only builds skills but also boosts motivation, which can lead to better performance in national skills contests (James & Mathew, 2023).

3. Motivation

Table 3. Motivation/Inclination for National Skills Competition

Motivation/Inclination for National Skills Competition	Wm	Verbal Description
1. I am highly interested in participating in and	3.84	Agree

winning every national skills competition.		
2. I believe that participating in skills competitions enhanced my career opportunities in the hospitality and tourism industry.	3.80	Agree
3. I am motivated to improve my skills to meet the standards of national competitions.	3.84	Agree
4. I enjoy the challenge of competing against other students from different institutions in skills events.	3.86	Agree
5. I see national skills competitions as an opportunity to showcase my creativity and innovation in cooking.	3.84	Agree
6. I feel a sense of pride and responsibility representing Wesleyan University Philippines in skills competitions.	3.88	Agree
7. I am willing to dedicate extra time and effort to prepare for national skills competitions.	3.74	Agree
8. I am inspired by the success stories of previous participants from our university in national skills competitions.	3.84	Agree
9. I believe that participating in national skills competitions helped me gain valuable experience and exposure in the industry.	3.90	Agree
10. I always feel excited about the possibility of networking with other industry professionals	3.88	Agree

during national skills competitions.		
Overall Weighted Mean	3.84	Agree

Table 3 presents the motivation/inclination of the respondents for the national skills competition. Overall, the respondents are motivated and inclined in the competition, as shown in the overall weighted mean of 3.84. The top 3 highest items in terms of weighted mean are items number 9 “I believe that participating in national skills competitions helped me gain valuable experience and exposure in the industry (Wm=3.90)”, “I always feel excited about the possibility of networking with other industry professionals during national skills competitions (Wm=3.88)” and “I feel a sense of pride and responsibility representing Wesleyan University Philippines in skills competitions (Wm=3.88).

The finding shows that students are highly motivated and inclined to join national skills competitions. They believe that these events give them valuable experience and exposure in the hospitality industry. Many also feel excited about the chance to meet and connect with professionals during the competitions. In addition, students take pride and feel a strong sense of responsibility when representing Wesleyan University-Philippines in these events.

These findings suggest that national competitions do more than just test cooking skills. They also help students grow professionally and personally. The CHTM program can use this motivation to further encourage student participation by highlighting the real-world benefits of joining competitions. Promoting pride in representing the university and offering more opportunities for industry networking can strengthen student engagement and enhance their career readiness (Dodd, Hanson & Hooley, 2022).

V. CONCLUSIONS AND RECOMMENDATIONS

The following are conclusions derived from the findings of the study:

1. Most students specialize in cooking and baking, so WUP's CHTM program should strengthen training in

these areas while also promoting less chosen fields like bartending.

2. Students feel most prepared for national culinary competitions when they are well-informed and supported, so the CHTM program should continue providing clear briefings and strong mentorship to build both skills and confidence.
3. Students are highly motivated to join national culinary competitions because they see them as valuable opportunities for industry experience and professional growth.
4. The CHTM program should continue encouraging participation by promoting school pride and providing more chances for industry networking.

REFERENCES

- [1] Adha, M. A., Eryanto, H., Ariyanti, N. S., Musadad, A. A., Musyaffi, A. M., & Wibowo, A. (2023). Evaluating the Structural Effect of Family Support and Entrepreneurship Training on Entrepreneurship Intention Among Indonesian University Students. *International Journal of Educational Methodology*, 9(1), 227-236. <https://doi.org/10.12973/ijem.9.1.227>
- [2] AIAP. (2019). Securing The Future of Philippine Industries. Aerospace Industries Association of the Philippines (AIAP) (pp. 1-8). Retrieved from <http://industry.gov.ph/industry/aerospace/>
- [3] Campbell S, Greenwood M, Prior S, Shearer T, Walkem K, Young S, Bywaters D, Walker K. Purposive sampling: complex or simple? Research case examples. *J Res Nurs.* 2020 Dec;25(8):652-661. doi: 10.1177/1744987120927206. Epub 2020 Jun 18. PMID: 34394687; PMCID: PMC7932468.
- [4] Cesário, F., Monteiro, R., & Lopes, M. (2022). *Intrinsic motivation and learning engagement among hospitality and tourism students*. *Journal of Hospitality Education Research*, 45(3), 201-216.
- [5] Dodd, V., Hanson, J., & Hooley, T. (2022). Increasing students' career readiness through career guidance: measuring the impact with a validated measure. *British Journal of Guidance and Counselling*, 50(2), 260-272. <https://doi.org/10.1080/03069885.2021.1937515>
- [6] Ericsson, K. A. (2019). *Deliberate practice and proposed limits on the effects of practice on expertise*. *Current Directions in Psychological Science*, 28(4), 317-323.
- [7] Guo, Y., Zhang, H., & Chen, L. (2023). *The influence of students' perceived learning experiences on self-efficacy in tourism and hospitality education*. *International Journal of Hospitality Management*, 107, 103352.

[8] Hari Wibisono, Yandra Arkeman, Setiadi Djohar, & Mira Maulida. (2023). Green Competitive Advantage in The Tourism Industry. *Journal of Scientific Research, Education, and Technology (JSRET)*, 2(4), 1727-1740. <https://doi.org/10.58526/jsret.v2i4.289>

[9] James, C., & Mathew, R. G. (2023). Resisting Culinary Nationalism: Dalit Counter-Cuisines in the Life Narratives of Urmila Pawar and Baby Kamble. *SARE*, 60(1), 34-55. <https://doi.org/10.22452/sare.vol60no1.4>

[10] Macnamara, B. N., Hambrick, D. Z., & Oswald, F. L. (2016). *Deliberate practice and performance in sports, music, and games: A meta-analysis*. *Perspectives on Psychological Science*, 11(3), 333-350.

[11] Sieplinga, K., Kruger, C., & Goodwin, E. (2023). Is it too complex? A survey of pediatric residency program's educational approach for the care of children with medical complexity. *BMC Medical Education*, 23(1). <https://doi.org/10.1186/s12909-023-04324-y>

[12] Sirisilla, S. (2023). Bridging the Gap: Overcome these 7 flaws in descriptive research design. <https://www.enago.com/academy/descriptive-research-design/>

[13] Skill-Sheet and Coaching Review. (2023). *Rubric-based feedback systems in vocational competition training*. *Journal of Technical Education and Practice*, 12(2), 65-78.

[14] Subia, G. (2018) Comprehensible Technique in Solving Consecutive Number Problems in Algebra. *Journal of Applied Mathematics and Physics*, 6, 447-457. doi: 10.4236/jamp.2018.63041

[15] Subia, G. , O. Gaston, C. , Faye A. Gaspar, J. , Amor S. Padilla, D. and Donna A. Valenzuela, M. (2022) Thesis Writing amidst the COVID-19 Pandemic: The Case of Hospitality and Tourism Management Students of Wesleyan University Philippines. *Open Journal of Social Sciences*, 10, 191-198. doi: 10.4236/jss.2022.102013.

[16] Systematic Review of Mentorship Programmes. (2025). *Mentorship's role in supporting professional advancement in vocational education*. *Review of Educational Research*, 95(1), 1-25.

[17] Technical Education and Skills Development Authority. (2024, June 15). *Davao Region bets top 2024 national skills competition*. TESDA Official News Portal. <https://www.tesda.gov.ph/>

[18] Toubes, D. R., Araújo-Vila, N., de Araújo, A. F., & Fraiz-Brea, J. A. (2023). Resilience and individual competitive productivity: the role of age in the tourism industry. *Humanities and Social Sciences Communications*, 10(1). <https://doi.org/10.1057/s41599-023-01859-9>

[19] Vink, J. (2023). *Coaching excellence: The role of reflection and feedback in mentor-student relationships*. *International Journal of Vocational Studies*, 9(4), 188-203.

[20] Vo, N. T., Le, L. H. P., & Lam, V. T. T. (2022). Challenges for Student Satisfaction of Internship Program in Hospitality and Tourism Industry in Vietnam. *Journal of Quality Assurance in Hospitality and Tourism*, 23(5), 1298-1324. <https://doi.org/10.1080/1528008X.2021.1964414>