

PERCEPTION OF THE STUDENTS TOWARDS THE BS IN HOSPITALITY MANAGEMENT DEPARTMENT HOME-BASED INTERNSHIP PROGRAM OF CAPIZ STATE UNIVERSITY

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COVID-19 epidemic ranges swiftly not only in China, but on an international level, for that reason, the World Health Organization (WHO) has proclaimed it as pandemic on March 12, 2020 (WHO, 2020). As per the world college rankings, colleges and school grounds are where understudies reside and review in nearness to one another. They are additionally humming social center points where understudies are united from countries all throughout the globe. As covid-19 flare-up, making vulnerability with respect to the ramifications for advanced education. Numerous unequipped establishments needed to imprudently force virtual trainings. What had been on the guide to sometime research and carry out was constrained upon nearly everybody, and for some, with next to no related knowledge—not to mention expertise or legitimate innovation to get it going, Sangtani, V. (2020). As per CHED (2020), OJT and entry level position programs stay suspended until ECQ, MECQ, GCQ, and MGCQ has been lifted.

Academe has been hit and challenged due to the current occurrence of the CoViD19 pandemic even up to this time. Previously on the job training were being conducted in-person especially in tourism and hospitality industry in person within the workplace of a certain company or organization. In a growing number of occurrences when conditions prevent face to face experience, due to the occurrence of the COVID-19 pandemic, internships or on the job training has been hold for the mean time due to no concrete mitigating strategies for the requirement of the graduating students and there is a possibility of it may be done virtually or distantly. The coronavirus pandemic has also generally controlled the capability of educational organizations to conduct and implement face to face learning. Philippines Higher Education Institutions particularly Capiz State University campuses forced to create a Home-Based internship program designed for graduating Hospitality Management students due to the limit of in-person contact and closure of the different tourism and hospitality business due to Covid-19 pandemic. Through the result of this research is beneficial to different OJT coordinators of the Capiz State University to design a more extensive, comprehensive, and aligned to the needs of the students without compromising the needed requirements in order to graduate.

The general objective of this study is to evaluate the perception of the students towards the Bachelor of Science in Hospitality Management Home-Based Internship program of Capiz State University SY 2021-2022. Specifically, the study sought to answer the following objectives: evaluate the perception of the students towards the Bachelor of Science in Hospitality Management Home-Based Internship program of Capiz State University in terms of, knowledge, skills and attitude and determine the significant difference in the perception of students towards when they are grouped according to, sex, age, and campus.

Descriptive research design and quantitative research approach has been used in this study. The respondents & local of the study are the graduating students of Bachelor of Science in Hospitality Management of the three campuses namely, Sigma, Pilar, and Pontevedra Campus from the month of August 9 - October 30, 2021 of data gathering. For the treatment of data, the researchers used the weighted mean, percentage, and ranking. Descriptive and inferential statistical tools were used for the interpretation and analysis of data. Analysis of Variance (ANOVA) has been used to determine the significant difference in the perception of students towards the Bachelor of Science in Hospitality Management Home-Based Internship program in COVID-19 setting when they are grouped according to; sex; age; and campus. Survey instrument is a researchers made questionnaire validated by the panel and tested using Cronbach's alpha. For the content validity of the researchers-made questionnaire, the draft has been presented and reviewed by the research panel committee. Careful and thorough analysis of this paper has been conducted to eliminate irrelevant contents, presentation, grammars for extra improvement for its quality and presentation. The final drafts of the questionnaire were pre-tested by the randomly selected 30 BS hospitality management students.

The demographic profile of the respondents from three (3) campus are in total of 328 students. CAPSU Sigma got 225 students in total, equivalent to 112 males and 113 females. Pontevedra campus garnered a total of 80 students responded by 50 males and 30 females followed by Pilar Campus with the total of 23 students responded with 14 males and 9 females.

Sigma Campus demographic profile of respondents in terms of age, reveals that the numerical data shows that majority of the CAPSU Sigma students age are ranging from 21-23 with a total of 186, Pontevedra campus got most of the students age range are from 21-23 with a total of 73 respondents lastly in Pilar campus, majority of the students age are ranging from 21-23 with a total of 17 respondents.

CAPSU Student's Perception Towards Hospitality Management Home-Based Internship Program in terms of knowledge, the three campus, CAPSU Sigma, Pilar and Pontevedra strongly agreed that Home-Based Internship Program helps reduce the spread of CoViD 19. Students also highlighted that Home-Based Internship Program is appropriate for my HM education program considering that it is pandemic time. Students also feels that the Home-Based Internship Program conducted is focused towards the mission of the organization or HM department.

By following the internship programs, students can give by hand the largest range of chance the minute the students are looking for and applying for a work after university. CAPSU Student's Perception Towards Hospitality Management Home-Based Internship Program in terms of skills, CAPSU Sigma and Pontevedra both agreed that the received Home-Based Internship Program suitable to do to its current program requirement despite the pandemic. On the other hand, data reveals also that the students of the three-campus experienced in Home-Based Internship Program leads to difficulty in transferring learning to work needs. The students also agreed and believed that Home-Based Internship Program is a good start and way to progress in their careers and it allows them to practice its adaptability skills despite the pandemic. Training includes a mixture of skills improvement, knowledge transmission, growth, and sustenance of understanding and continued attitude transformation.

CAPSU Student's Perception Towards Hospitality Management Home-Based Internship Program in terms of attitude, CAPSU Sigma, Pilar and Pontevedra students agreed that students developed positive attitude towards helping their classmates because of Home-Based Internship Program, students develop their positive attitudes in terms of full interest towards learning, students enjoy gaining more insights towards their future work and lifelong learnings and it boosted their morale as a student and as future hospitality professional.

Findings reveals that there is no significant difference in the ratings on perception of students towards the Bachelor of Science in Hospitality Management Home-Based Internship program based on knowledge & attitude when they are grouped according to; Sex; and Age. However, there is a significant difference in the ratings of perception of students towards the Bachelor of Science in Hospitality Management Home-Based Internship program based on skills when they are grouped per respective campus, since students have a different home-based internship program being followed, received, and designed by respective campuses' hospitality management department.

Based on the findings of this study, the succeeding conclusions were derived; the demographic profile of the students in all campuses are male participants are more dominant compared to the number of female respondents, therefore hospitality industry still dominates by the male practitioners; regardless of millennial generation supremacy, older students still have a future within the hospitality industry as practitioners or workers since older employees are increasingly significant source of labor of hospitality industry for employment retention; Home-based internship program is a great remedy or solution to the current situation and limitations of the school requirements like on the job training due to the occurrence of the CoViD19 Pandemic and the Home-based internship program for students is beneficial and valuable in fostering their knowledge, skills and attitude or competency as a whole; students not only contributes to the body of knowledge, skills and attitude but also creates a confusion or a hard time from the transition of transferring learning to future or hospitality industry work needs; there is no significant difference in the ratings of perception of students towards the Bachelor of Science in Hospitality Management Home-Based Internship program based on knowledge & attitude when they are grouped according to; Sex; and Age, but there is a significant difference in the ratings of perception of students based on skills when they're grouped per respective campus, due to the fact that students have a different home-based internship program being followed, received and designed by their respective campuses.

Based on the findings and conclusions, the following recommendations has been drawn. Study the effectiveness of Home-based internship programs based on the knowledge, skills, and attitude of the students. There must be a review and revision of existing home-based internship program based on the result of the research. A conduct a close monitoring and evaluation of each activity of the program. Lastly, there must be a focus group discussion with the students about the home-based internship program received.

Keywords: knowledge, skills, attitude, training, effectiveness, hospitality industry

PERCEPTION PERCEPTION OF 4TH YEAR BS HOSPITALITY MANAGEMENT STUDENTS TOWARDS WORKING IN THE HOSPITALITY INDUSTRY

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Employees in the tourism and hospitality sector must be committed to their work and make sure their career choice is the appropriate one. Given all of these factors, every employee places a high value on orientation and application in advancing their professional lives and finding better jobs within their field. The academe sector needs to be aware of and responsive to the traits of competent and trained professionals in order to advance their career routes, improve their perception of their professions, and strengthen their firm commitment to the sector. In order to prepare their students for life after graduation, colleges and universities typically offer career counselling to their students.

The majority of schools have developed solid, integrated career programs for students that provide a variety of options and activities (Nightingale et al., 2020). When the pupils graduate from school, the career advice program hopes to have produced measurable long-term results.

In light of the previously mentioned relevant literature, it is anticipated that this study will fill in some of the gaps, particularly in terms of identifying and evaluating the students' career perceptions following graduation and participation in a home-based internship program. This study can offer useful insights, particularly about how hospitality management programs might offer the most assistance to students who are presently unsure and undecided about their future jobs in the tourist and hospitality business. A big factor in a person's development as a young person is their career. It is linked to psychological, physical, and socioeconomic variances that last into the adult stage and can be either good or bad (Twumasi et al., 2018).

The result is beneficial to the Fourth year students of Capiz State University – Sigma Satellite College to boost their morale in still choosing the Hospitality Industry despite the current turbulence. The result is beneficial to create a program with series of activities to maintain the excitement and keep the students full of drive and motivated to be involved as a future hospitality professionals or practitioners. Based on the result also, the HM department also can formulate mitigating strategies to help the students find job or hold job fair activity or career guidance and counselling for their employability aspect. The main purpose of this study is to determine the Perception of Fourth Year BS Hospitality Management Students towards Working in Hospitality Industry of Capiz State University Sigma Satellite College. Specifically, the study sought to answer the following objectives determine the demographic profile of the CAPSU Sigma fourth year HM students, change in attitude towards hospitality industry after receiving the home-based internship program, identify satisfaction percentage of students on Home-Based internship program, identify HM students plan or projection after graduation working towards hospitality industry, identify students department of interest working in the field of hospitality industry and to assess the HM Fourth Year Students Perception on Hospitality Industry Jobs. The respondents of the study are the students of CAPSU Sigma HM department students. The Cochran formula has been used to determine the appropriate sample size, descriptive research design, quantitative research approach, frequency distribution, weighted mean and ranking has been used and applied. majority of the HM students in CAPSU Sigma HM students are male while with a numerical data of 120 compared to female students that has a number of 96 only equivalent to 56 and 44 percent. Data simply shows that majority of the graduating students from HM students are male. In terms of age, majority of the respondents are aging from 20 – 23 with the total of 180 respondents equivalent to 83 percent.

Majority of students from CAPSU Sigma are still interested working within hospitality industry with the total of 108 responses equivalent to 50 percent however, there 86 respondents that are not interested and some are undecided working towards working in the industry with 86 and 22 responses in particular equivalent to 40 and 10 percent respectively. Over 80% of the overall student population is impacted by these international constraints, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020). Additionally, a number of nations have imposed regional closures that will impact millions of additional students and learners. The COVID-19 established a number of requirements on the global educational system. The COVID-19 epidemic brought up the necessity to embrace creative approaches and measures to create a stronger educational system at all levels. As a result, the way that tourism, hospitality, and other business-related fields are taught has already changed. CAPSU Sigma HM Students are satisfied however some students are not satisfied on the program implemented with a numerical data of 122 satisfactory response rate followed by 68 respondents very satisfied rate equivalent to 57 and 31 percent in particular. HM Students Projection after Graduation revealed that students want a Job in the Industry with a total of 149 responses equivalents to 69% while others want to work abroad with 62 responses equivalent to 29 percent. According to a recent research by the World Travel & Tourism Council (2020), the COVID-19 situation puts 75 million people at risk at work and resulted in the loss of 1 million jobs. HM students wants to work in the area or department most of food and beverage service with the total of 91 responses and followed by accommodation operation area with 68 responses equivalent to 42 and 32 percent respectively. One's career is a significant concern in youth developmental life. The result is associated with either negative or positive psychological, physical and socio-economic variations which exist beyond a young age in the adult stage (Twumasi et al., 2018). HM Fourth Year Students Perception on Hospitality Industry Jobs, numerical data shows that HM students strongly agree that Meeting new people by working in hostel industry is a pleasant experience with a total mean score of 3.58 followed by the mean score of 3.53 with a verbal interpretation of strongly agree indicating that Working in hospitality industry provides promotion opportunities.

Despite the despite the successful launch of the home-based internship program because of the COVID-19 pandemic there are some students that are not satisfied with the conduct of the said program and it has an effect to the choice of graduating students in pursuing a career in hospitality industry and some are undecided to join the said sector. The researchers recommend HM department must hold a career guidance - counselling and must create a career programs design for the incoming and graduating students. HM department must hold a career guidance and counselling. HM department must create a career programs design for the incoming and graduating students and post-pandemic employability plan for students of CAPSU Sigma.

Keywords: perception, career guidance, career counselling, career programs, employability

USE OF ONLINE LEARNING, SELF-DIRECTED SKILLS AND UNDERGRADUATE STUDENTS' WELL-BEING: AN APPROACH TO NEW NORMAL EDUCATION

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Education is concerned with learning and teaching in universities and schools – helps the children to behave accordingly and molds them to be role models in society. This research paper tends to analyze the factors that affect and are used in an approach to new normal education in terms of self-directed learning skills, usage of online learning of undergraduate students, and students' well-being. The descriptive method was applied in this study and the researchers decided to perform this study through a quantitative method by using a survey questionnaire responded by 134 respondents that showed through tables and statistics. Results presented that most of the respondents have thrice a week of frequency of online contact, more than 7 hours per week in online learning in the factor of average time, preferred synchronous as methods engaged, laptop in online learning as gadgets used, and Wi-Fi for the source of connectivity of students. In addition, most of the respondents agreed that commitment, adaptation, integrity, and self-reliance affect the students' self-directed learning skills. Moreover, the results showed that the respondents have high level of positive affect, resiliency, satisfaction, and effective functioning affect the students' well-being that contributed to the approach in new normal education. Furthermore, this paper revealed that the factors in usage of online learning and self-directed learning skills have no significant difference which means that the two variables are likely not related at all. First, it is because learners are just depending on the availability of their time as a student. Students are still responsible on their own studies; they have the control if they want to study or not. As a student who is currently experiencing online learning, it is your obligation to help yourself on how you can survive this kind of learning situation. However, there is a significant relationship among students' well-being and self-directed learning skills which affects the approach in new normal education which means that the probability that two or more variables affect each other. This is because students who are currently doing online learning gives their much time and effort to learn what they need to learn. Students become more independent with their own because the instructors are not beside them all the time. Most of the students are ready regarding the challenges and problems they might face during this online learning era. The online learning development programs for students were proposed after the findings.

Keywords: usage of online learning, self-directed learning skills, students' well-being, new normal education

COMMUNICATIVE COMPETENCIES OF TOURISM MANAGEMENT STUDENTS IN THE ONLINE EDUCATIONAL PLATFORM: BASIS FOR AN ENHANCED COMMUNICATION DEVELOPMENT PLAN FOR TOURISM CORE COURSES

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When the COVID-19 pandemic started in the Philippines and turned into a worldwide well-being emergency, an outcome of billions of students were affected around the world. Among this number, more than 28 million Filipino students across scholarly levels need to remain at home and conform to the Philippine government's isolation measures. Due to the lockdown implementation, many college universities in Metro Manila have suspended all face-to-face classes. The usual method of learning is face-to-face interactions to enhance students' skills while performing some activities that are related to their chosen course. Specifically with the Tourism Management Students who are actively performing tourism-related activities that will be used in their future as they get into the tourism field. Many students want to work in the industry of Tourism but are lacking in communication skills. That is why Tourism courses can help students to learn the qualities needed in the industry. Some students are afraid and worried of talking in front of everyone, or shy to speak because they are not fluent in English. This is another reason why there are courses that can help them boost their skills, as communication skills are fundamental in choosing a career in the Tourism industry. One of the most applied and important skills in the tourism and hospitality industry is communication. Communication skills are abilities when effective communication has been achieved. This study is important, especially to the tourism management students on having excellent interpersonal skills as they will need to work with and serve people from different cultures and nations. Interpersonal communication cannot be avoided by tourism management students; thus, it is meaningful for them to know their communicative competence. And being able to assess their communication skills on their own would be significant assistance as they try to improve their capabilities and train themselves.

It has been two years since the COVID-19 was detected, all college universities were forcibly shut down and moved the traditional education into an online learning method where higher education was not prepared for the transition of online learning and teaching platform. This transition into online platforms faced a different challenge in adapting the new way of learning. Therefore, this study assessed the performance of the students based on the writing and speaking assessment conducted by the Tourism instructors and analyzed the different ways to enhance the communicative competencies of the tourism management students in the online educational platform.

From the perspectives of different authors and studies, this means that communicative competence focuses on what is needed from others and expressing these needs appropriately, while others believe that it creates context and establishes suitable usage. This concludes that the term 'communicative competence', as used in this study, refers to the knowledge and skills which will enable the Tourism Management students to communicate effectively by expressing themselves that is appropriate within the current situation of an online educational class. This also refers to situations that are performed by the professors through the assignment of contextually relevant and meaningful tasks. This study was performed to know how prepared are the tourism students and what degree of competitiveness they have that would allow them to work in the industry. It will give contemporary and relevant education to travel and tourism students, this study will be beneficial as a basis for curriculum development for the college and tourism management department. Faculty and lecturers can also utilize this as a starting point for improving the curriculum for students. Communication abilities are crucial in the Tourism industry and an online learning education platform is a suitable and effective way to resume education during the COVID-19 pandemic.

To evaluate the communicative competencies of the tourism management students, a descriptive mixed-method approach was used and conducted with the combined mixed method that will be a data collection of quantitative from the statement of the problem one and statement of the problem two with the combined analysis of qualitative in the statement of the problem number three. In quantitative research, the data analysis was employed, and the weighted means and standard deviation were applied by measuring learners' communicative competencies. While qualitative research was applied to understand underlying reasons, opinions, and motivations, the collected data from the interview of tourism management students were analyzed and interpreted using thematic analysis. The qualitative data contributes details that assisted in deepening the study, which benefited researchers for further expansion and created the enhanced communication development plan for tourism core courses. Moreover, the communicative competencies of the tourism management students were assessed by the adapted rubrics to assess the Tourism Management Students' performance when it comes to writing and speaking skills to gather and evaluate the speaking and writing assessment of second-year and third-year tourism management students. The content of the adapted speaking and writing rubrics was based on the study of De Silva (2014) entitled Rubrics for Assessment: Their Effects on ESL Students' Authentic Task Performance, which was related to the theoretical framework which is The Theory of Communicative Competence of Canale and Swain (1980). Afterwards, an interview with structured questions was conducted within the Tourism Professors and Second and Third Year Tourism Management Students. Respondents were chosen through probabilistic sampling and stratified random sampling was applied which is a technique that will divide and organize the target respondents into subgroups by their section, year level, and course in order to collect the data in the conducted assessment within the Tourism Management students.

As a result of this, the performance of the second-year students in terms of their section on the writing assessment conducted by the tourism instructors results that their writing skills Meets Expectations on the adapted rubrics assessment conducted by the Tourism Management Instructors. On the other hand, the third-year students in terms of their section show that their writing skills are Below Expectations on the adapted rubrics assessment conducted by the Tourism Management Instructors. Through that, each year and section had a numerical difference and it is interpreted that the performance of tourism management students depends on the given activities with the different courses conducted by the tourism management instructors. As well as on the performance of the second-year students in terms of their section on the speaking assessment conducted by the tourism instructors, it presented Meets Expectations while third-year students with regards to their section results that their speaking skills Below Expectations on the adapted rubrics assessment conducted by the Tourism Management Instructors. This indicates that the speaking performance of tourism management students has seen a numerical difference and at the same time was enhanced by cooperative activities assigned by the tourism management instructors which benefits both parties, as long as they are actively participating in the said courses. Lastly, the result of how Tourism Management instructors enhance the communicative competencies of Tourism Management students in the online educational platform has many ways such as giving activities, the help of the tourism instructors, and English only policy. These ways were done, assigned and proved by the Tourism Management instructors which are said to be helpful and effective in enhancing the communicative competencies of the tourism management students in the online educational platform. The stated results, it is seen to be connected with the response of the tourism management instructors.

Finally, the implication of the findings of this study with regards to the enhanced communication development plan for tourism core courses proposed writing and speaking rubrics to enhance the communicative competencies of the tourism management students. The universities and colleges of the tourism management department will use the proposed rubrics in assessing the level of the writing and speaking proficiency of every tourism management student.

The tourism instructors can revisit its curriculum to identify its dynamics and shortcomings and can analyze what will be the focus on enhancing the performance of the learners, specifically when it comes to their writing and speaking skills. It is important for the different universities or colleges to ensure that the instructors are able to carry out the speaking and writing rubrics to enhance the communicative competencies of the learners to the suggested per core courses. Furthermore, the course syllabus and materials should respond to this drastic need as well as the instructors to be involved in at least a short writing output every other lesson. Through the speaking and writing rubrics for the enhancement of the communicative competencies of the students it processes skills in engagement and understanding that is alignment by involvement between instructors and tourism management students. Likewise, it can be said that all the tourism management students and instructors involved in the study benefited in reflecting their teaching techniques with regard to enhancing the communicative competencies of students' capabilities and facilitating feedback to learners to identify areas which need more improvement. Through the mentioned ways to enhance the communicative competencies instructors influence the tourism management student and the implementation of diverse literacy practices in the online educational platform. These strategies continuously develop and improve the communicative competence of students' abilities that lessen the struggle and motivate their writing and speaking skills.

Keywords: Communicative Competencies, Descriptive Mixed Method, Standardized Testing