

Singapore Experience of the HRM and Tourism Students of Lyceum of the Philippines University in the Context of Cross Cultural Orientation Initiatives

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Abstract - This study aimed to determine the “Cross-Cultural awareness of HRM and Tourism students in Singapore”. Specifically, level of cross-cultural orientation of the SIAP participants in terms of customs and tradition, language and tourism and hospitality industry practices; the significant relationship between the profile of the respondents and their level of cross-cultural orientation and programs that may be implemented to increase the level of cross-cultural orientation among future SIAP participants. This study also aimed to determine the experiences and challenges met by the HRM and Tourism student in Singapore because this will be helpful for the college in developing various programs and interventions for the students’ preparation in the program. The descriptive method of research was used in the study. Instruments like questionnaire and interview were further utilized in gathering the primary data. The data gathered were statistically treated using the percentage, weighted mean

and the eta-squared. The result revealed that most of the respondents have equal chances of being placed in a Student Internship Abroad Program (SIAP) exposure regardless of the selected profile variables. They have an adequate level of cross cultural awareness to the customs and traditions, values and languages and tourism hospitality practices.

Keywords - Cross-cultural, Student Internship Abroad Program

INTRODUCTION

With the increasing pressures and opportunities of globalization, the incorporation of international networking linkages has become an essential mechanism for the internationalization of higher education institutions. Many universities have taken great strides to increase intercultural understanding through processes of organizational change and innovations.

Above all, universities need to make sure that they are open and responsive to changes in the outside environment. In order for internationalization to be fully effective, the university (including all staff, students, curriculum, and activities) needs to be current with cultural changes, and willing to adapt to these changes. Internationalization therefore, account for future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many academic managers in working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment. With these new realities of global interconnectedness comes a greater awareness of cultural diversity from place to place.

Lyceum of the Philippines University as its vision to be a premier university in Asia Pacific Region desires to provide globally competitive education to its students specifically to College of International Hospitality Management. This therefore, opens the door of opportunity for students exchange and internship in Singapore and other countries with existing tie up.

In the study of Liu (1989) on the learners' conceptions of cross-cultural orientation she noted that with the increasing interactions among people of different culture and growing awareness of cross-cultural understanding and communication skills, the strong need for cross-cultural orientation programs continues to increase.

With this premise, the researchers are urged to conduct this study. Various learning and realization from this study will be a good source of input in strengthening the Student Internship Abroad Program (SIAP) of the university through Cross-Cultural Orientation Programs. The study also aimed to determine the students' experiences and challenges met in Singapore in order for the college in developing various realignment and interventions for the students' preparation in their local and international practicum program.

FRAMEWORK

The study aimed to determine the "Cross-Cultural Awareness of Hotel and Restaurant Management and Tourism students in Singapore: An Assessment"

Students as individuals are exposed to various workplaces in acquiring experience in their training program while they are still learning in school because the theoretical aspect of education background is not sufficient index of his proficiency and skill in assuming particular job. Being in the local or international exposure their adaptation to anew workplace or cross cultural adjustments is expected. Liu (1989) on her study emphasized that the need for a strong collaboration of the people in the cross-cultural orientation programs is important, she further emphasizes that a thorough understanding on the program by the participants will help to realize the main objectives of the said program. The study of Liu is a good basis for the present study, employing the study with the help of the students in verifying there notions and experiences on cross-cultural orientations will be a solid ground for the university in strengthening its program.

In addition, the theory, of Morenigbade and Abdul (2002) working in a foreign culture entails, unfamiliar environment and cultural differences. This process is an adjustment of the individuals who will actively engender or passively accept in order to achieve or maintain satisfactory states within themselves.

With the above premise, the study sought answers to the following questions: (1) What is the level of cross-cultural orientation of the SIAP participants in terms of: (a) Customs and Tradition, (b) Languages, and (c) Tourism and Hospitality Industry Practices (2). Is there a significant relationship between the respondents profile and their level of cross-cultural orientation? (3.) What programs may be implemented to increase the level of cross-cultural orientation of the future SIAP participants?

Related Literature

The researchers reviewed concepts on understanding cross cultural orientation, cross cultural differences, the need for cross cultural orientation and training of hospitality students in Singapore for better understanding of this research.

Understanding cross cultural orientation

Many people today have an idea of “culture” that developed in Europe during the 18th and early 19th centuries. This notion of culture reflected inequalities within European societies, and between European powers and their colonies around the world. It identifies “culture” with “civilization” and contrasts it with “nature”. According to this way of thinking, one can classify some countries as more civilized than others, and some people as more cultured than others. Some cultural theorists have thus tried to eliminate popular or mass culture from the definition of culture. Theorists such as Matthew Arnold (1822-1888) or the Leavisites regard culture as simply the result of “the best that has been thought and said in the world”. He contrasted mass / popular culture with social chaos or anarchy. On this account, culture links closely with social cultivation: the progressive refinement of human behavior.http://www.artandpopularculture.com/Common_culture

Cross-cultural orientation has its foundation to establish and understand how people from different cultures communicate with each other. It is also charge to produce some guidelines with which people from different cultures can better communicate with each other.

Cross-cultural orientation, as in many scholarly fields, is a combination of many other fields. These fields include anthropology, cultural studies, psychology and communication. The field has also moved both toward the treatment of interethnic relations, and toward the study of communication strategies used by co-cultural populations. Such understanding has profound implications with respect to developing a critical awareness of social relationships and the way other cultures work.

In the study of Bhawuk and Brislin (2000) on the review of cross-cultural training, they emphasized that programs designed for preparing people for living in another culture are usually referred to as “Cross-Cultural or Intercultural Orientation Programs.” They stressed out that the early practitioners and researchers viewed that preparing people

for international assignment is a process of which one is needed to be oriented to the differences in social interactions between the two cultures. Furthermore, in the study of Bhawuk and Brislin (2000) they used the study of Brislin and Yoshida (1993) defining cross-cultural training as formal efforts to prepare people for more effective interpersonal relations and for job success when they interact extensively with individuals from cultures other than their own.

The above study of Bhawuk and Brislin is a springboard of the present study in unfolding the reality of the importance of preparing the students in the international OJT. The cross-cultural programs of the university will be a good source of preparing the students in their quest of international training.

Cross Cultural Differences

Culture is defined as the totality of the following attributes of a given group (or subgroup): shared values, beliefs and basic assumptions, as well as any behavior arising from those, of a given group. The term group not only refers to a nation, but to supranational and international groups, which are clearly distinguishable as well. Dahl states (2001) it is important to consider the individual's role in a culture. On the one side, the individual determines its culture, on the other; it is determined by its culture. As the individual contributes to the culture around him, it will be part of the cultural change. .

University, in today's multicultural global community frequently encounters cultural differences in the conduct of their international exposures. The most well-known dimensions are relations between people, motivational orientation and attitude towards time.

In the study of Nixon and Bull (2005) they quoted Le Baron (2003); and Ting-Toomey & Oetzel, (2001) understanding on intercultural communication that has become more common in recent years with increases in immigration, world travel and international business and the advancement of telecommunication technologies. At the same time, miscommunication between cultures and resulting misunderstandings seem to be high. Cultural differences are best reflected in languages spoken by native speakers. One must be aware of the precise interpretation of culture, the determinants of culture and identity.

According to the study of Morenigbade and Abdul (2002) working in a foreign culture entails, as a matter of necessity, interacting with an

unfamiliar environment and cultural differences. Nevertheless, it is crucial for individuals to reconcile themselves with the dynamics of the new work environment. This process of trying to “fit-in” with the host culture is commonly referred to as adjustment the individuals actively engender or passively accept in order to achieve or maintain satisfactory states within themselves.

The Need for Cross Cultural Orientation

The study of Chen, Lin and Lo (2010) stressed practical implications and posited the importance of internship value perceived by post-interns. The results of the study showed that majority of the respondents that interpersonal skill and self efficiency, as well as familiarity and connection of the workplace were significantly and positively related to career commitment.

The study of Chen, Lin and Lo (2010) is relevant in the present study; it backed up the idea of the importance of cross cultural programs of the university in preparing its students for an international OJT. The study emphasizes that the way of communicating and a clear cut of familiarity and interconnectedness in the OJT site is really important for the students to experience a worthwhile training. The present study is guided by the study of Chen, Lin and Lo, putting in mind that preparedness of the students in the areas of physical and emotional aspect of the international OJT is beneficial and necessary through an effective cross-cultural orientations.

Cross-Cultural orientations explore the student feelings, stage of adjustment and discuss adjustment with their instructors and peers. It further deals with normal, acceptable ways of interacting and learning and describes expectations of students and acceptable student behavior reinforces students’ understanding that the emotional stages they may go through in adjusting are normal, predictable, and to be expected.

As the application, of cross-cultural orientation theory, exchange students may be unfamiliar with what is expected of a person living and studying and often miss or forget important cross-cultural adjustment information and had some time to settle in and now need to address the reality of cultural shock and adjustment.

Cross-cultural orientation is filtered through a range of variables; these include course, gender, age, family income education, customs and tradition, language, and hospitality industry practices. By assessing in

advance the roles these variables play in cross-culture orientation, one can improve one's ability to convey messages and conduct business with individuals in a wide range of cultures.

The Training of Hospitality Students in Singapore

The study of ThuraiSelvam and Lim (2010) looked at the background characteristics of students on what factors were influential in their decision to continue their degree and remain in the same institution, the results indicate that there were four factors that were significant which include: academic-in-industry recognition, escape, career goals and social factors.

The study of ThuraiSelvam and Lim is a good indicator that students nowadays strongly believe in the importance of the industry driven curriculum that can be possible through a strong linkage between the university and various establishments that will serve as the venue of the students' training. Furthermore, in the study, they also emphasize the importance of social factors were in the present study is one the highlights. The program of the university on the cultural preparations for its students who wants to have an international OJT is relevant because it will help the students to be ready on how to deal with the cultural differences that they might encounter.

Training is needed simply for "growth and change". Students must be introduced to the training program while they are still learning in school because the theoretical aspect of education background is not sufficient index of the student's proficiency and skill in assuming particular job. Students' growth and development is hone through entering into various workplaces and acquiring experience in a job (Riggs,1980). In college, thus is the OJT or practicum which can be summed up to student's exposure of his personality traits, work performance, and communication skills. Personality traits may refer to physical appearance, attitudes towards work, conduct, and drive in leadership, reliability, punctuality and mental maturity. Work performance includes knowledge of work, quality of work, attendance and possession of traits necessary for employment in a kind of work and communication skills, on the other hand, includes good public relation, fluency in speaking English and other languages, ability to handle communication flaws and relating message effectively.

In the study of study Felicen (2011) described the status of Singapore Trainees as to their nature of establishment that provide opportunity, department assigned and course enrolled in. It also determined how the students were rated in terms of knowledge, skills and abilities by their

Singaporean managers or supervisors. Results revealed that most of the student trainees were BSHRM assigned in Food and Beverage with placements in country club, restaurant and hotel. The employers' rating of student interns is good only in terms of knowledge, skills and abilities. The good performance of the student trainees is not affected by the course and the establishments of placements. Hence, department assigned is significantly related to the employer's rating of student trainees.

The above study of Felicen gave a clear picture on the relevancy of the OJT provided by the establishments in international setting specifically Singapore. This study is will be necessary for the present study as it will help the researchers to understand the quality of the training given by establishments in Singapore particularly in the sense of cultural aspect of the differences of employing the hospitality and tourism business practices.

Singapore as a training venue for hospitality students did promise a vibrant destination due to it's perfectly blend city which in South Asia is bound to enthrall every traveler. The diverse population of Singapore, comprising of the Chinese, Malay, Indian and European immigrants, celebrate their own unique cultures that integrate with each other's present unique cultural diffusion. Singaporean arts and crafts, its fine architecture, the music and dances as well as the trends in fashion and its delicious and varied cuisine unite with her finest traditions, etiquettes, religion and customs to present this enriching extravaganza that is called the 'Culture of Singapore'.

With its unique culture which represents a fine blend of both the east and the west, Singapore is one exclusive kaleidoscope of all aspects of it that blend perfectly with the city and its people. There is certainly a wide range in economic and technological development in the region. On one hand, Singapore is comparatively advanced. There is much discussion in the local newspapers about the knowledge-based economy and the importance of knowledge management. The Singapore government has aspirations of transforming the island nation into a regional and international information hub and an "*intelligent island.*" There is an awareness of the importance of life-long learning as a means to stay relevant in a global market place and a rapidly changing environment.

Singapore is popular because of the way it has economically evolved and progressed and at the same time preserved its age-old traditions and customs. Though it appears extremely modern and polished from outside, the local customs and traditions in Singapore are still dominant there, kept alive by the older generations. Owing to the presence of diverse religions

and ethnicities such as the Indians, the Malays and the Muslims, there is a kaleidoscope of diverse local customs and traditions in Singapore. The different religions in Singapore respect the traditions and customs of each other and thus contribute to the stability of the multi cultural society of Singapore.

Synthesis

The study of cross-cultural orientation is fast becoming a global research area. As a result, cultural differences in the study of cross-cultural communication can already be found.

In substance, the gathered related literature and studies provided the framework of the whole research. With the variables that should be used and population that should be studied, these have also been a vital frame of reference. These apparently proved that the problem on cross-cultural awareness of HRM and Tourism students were feasible, researchable and justifiable. Various studies were already conducted, yet the problems still do existed, and its effects on the Hospitality Industry profession were not yet identified and discussed. Therefore, this study delved not just on assessing the mentioned variables but more on the increasing awareness of student's parents and other stakeholders on cross-cultural concerns.

Various studies exhibited similarities and differences to the present study. The data gathered in literature and studies proved the real importance and function of maintaining cross-culture awareness (Nanda 2000). The related literature and studies have also reflected the alarming scenario of culture difficulties. Many have proven that problems like these really do exist and failure to act on these could lead to greater risks and complications in later years of an individual. The facts presented are a call for the essential help needed to be addressed by concerned individuals. Morenigbade and Abdul (2002).

The only weapon that the students and the university could have in order to combat the problems is the adequate knowledge and awareness that will help them to be more prepared in facing the possibility of culture shock. As what has earlier been told, things like these are still modifiable remedies and solutions are greatly plausible.

OBJECTIVES OF THE STUDY

The study aimed to determine the "Cross-Cultural Awareness of Hotel and Restaurant Management and Tourism students in Singapore: An

Assessment”

Specifically, the study sought answers to the following questions: (1) What is the level of cross-cultural orientation of the SIAP participants in terms of: (a) Customs and Tradition, (b) Languages, and (c) Tourism and Hospitality Industry Practices (2). Is there a significant relationship between the respondents profile and their level of cross-cultural orientation? (3.) What programs may be implemented to increase the level of cross-cultural orientation of the future SIAP participants?

MATERIALS AND METHODS

The researchers utilized the descriptive qualitative design of the study. It involves the collection of data from responses of respondents who are the 51 or 50% of the students undergone SIAP from SY 2004-2005 to SY 2007-2008. Questionnaire was used as the basic tool of investigation. This is the most applicable instrument since it is structured with questions and indicators for the mutual convenience of both respondents and researchers. Percentage, Weighted Mean and Eta Square was the tools used.

RESULTS

I. Profile of the Respondents

Table I presents the profile of the HRM and Tourism respondents in terms of course, gender, age and family income.

Table 1. Distribution of the Respondent's Profile

Course	Frequency	Percentage
BSHRM	56	56%
BSTourism	44	44%
Gender		
Male	34	34%
Female	66	66%
Age		
18	42	42%

19	35	35%
20	23	23%
Family Income		
Above 40,000	27	27%
30,000-39,999	24	24%
10,000-29,999	34	34%
Below 10,000	15	15%

The table above describes that there is almost an equal opportunity for BSHRM (56%) and BS Tourism (44%) to undergo the International Training Program. There are 66 female and 44 males who are presently placed in Singapore. It explains that regardless of gender, there is a chance for students to have their International Training in Asian countries. The age bracket of student - practicumers are 16 or 42%, 17 or 35% and 18 for 23% which reflect that a two-year degree course both as HRM and Tourism is qualified provided you finish the academic subjects and passed the requirements to be placed in your On Job Training abroad.

In terms of family Income, the practicumers mostly belong to 10,000-29,999 with 34%, followed by above 40,000, 27%, 30,000-39,999, 24% and Below 10,000 with 15%. The distribution of income group explains that student respondents are mostly average family earners; this will somehow help them in their desire to support the expenses of an International Practicum. Although, the host country provides travel expenses, allowances, housing and other related fees, student practicumers have to spend personal expenses during their international practicum.

This results on profile variables of the respondent's identity the practicumers as mixtures of course, sex, age and family income. Along with this identity, each personal experience may influence his culture, values, behavior in dealing with other foreign countries. Despite the recognition of Filipino character showing strength which is "pakikipagkapwa-tao" (open to others), family orientation, flexibility, adaptability, curiosity, joy, hard work, industry, faith and the will to survive, there is much to explore on cross-cultural adjustments in interacting with other nation state and with several international students, workers and manager.

Furthermore, each individual comes from a socio-economic class, a specific gender, sexual orientation, religion, age, health status, and disability status. As cited by Nunn (2006), "everyone has ethnic identities". Along with this ethnic identity are some of his characteristics highly resistant

to change while others are more flexible. The individual's personal and professional identity is shaped by her/his cultural experiences and ethnic identity as it intersects with each of the above mentioned factors. It is crucial for individuals to reconcile themselves with the dynamics of the new work environment.

2. Level of Cross Cultural Awareness

Table 2.1 presents the level of cross cultural orientation of student practicumers in terms of customs and traditions, language awareness and hospitality practices.

Table 2.1. Respondents' by Level of Cross-Cultural Orientation in terms of Language

Language – Knowledge	WM	VI
A. There are four official languages in Singapore: English, Chinese, Malay and Tamil.	1.24	NA
B. English tends to be the language spoken widely in the business, education and government sector of Singapore.	1.35	NA
C. The Singaporean also speaks a diverse and mixed language that can involve English, Chinese, Malay and Tamil, depending on the circle one is associated with the group, the race and the location.	1.24	A
D. The local colloquial dialect of English is known formally as Singapore Colloquial English (though it is more commonly called "Singlish")	2.98	VA
E. English became widespread in Singapore after it was implemented as a first language medium in the education system, and English is the most common language in Singapore Literature.	3.67	VA
F. Singlish is basically identical to Manglish (the English dialect of Malaysia) and is the usual language on the streets.	1.30	NA
G. English used among the population became more widespread after the implementation of English as the first language medium in the Singapore education system in 1980.	3.58	VA
H. Mandarin Chinese is the second most commonly-spoken language among the Singaporean Chinese population	3.69	VA

Table 2.1 is the distribution of respondent's level of cross cultural orientation in terms of language- knowledge.

The table shows that English was used among the population after the implementation of English as a first language medium in the Singapore education system in 1980; this was shown by the weighted mean of 3.69. The local colloquial dialect of English is known formally as Singapore Colloquial English, though it is more commonly called "Singlish" with the weighted mean of 3.67 verbally interpreted as very aware. Singlish is basically identical to Manglish (the English dialect of Malaysia) and is the usual language on the streets with the weighted mean of 3.58. This is verbally interpreted as "very aware". It is followed by the Singaporean also speaks a diverse and mixed language that can involve English, Chinese, Malay and Tamil, depending on the circle one associated with, the age group, the race and the location indicated by the weighted mean of 2.98; and Mandarin Chinese is the second most commonly-spoken language among the Singaporean Chinese population with the weighted mean of 2.61, both are verbally interpreted as aware.

Student practicumers are aware on the need to learn English language in order to adjust to this nation state. The Malay, Chinese and Tamil are also widespread, but it is still English as a medium of communication. The Singlish (Singaporean - English) is a colloquial manner of informal conversation which should not be practiced by a Filipino and a practicumer to this Asian country. Besides, languages differ dramatically from one another in terms of how they describe the world. Each language differs from the next in innumerable ways: from obvious differences in pronunciation and vocabulary to more subtle differences in grammar. It is interesting to analyze whether having different ways of describing the world leads speakers of different languages also to have different ways of thinking about the world.

The above findings can be backed up by the study of Yang and Cheung (2010) on the China's tourism undergraduate curriculum focus on design process and content constitution revealed that most of the sample programs offer at least one subject specifically focusing on English, regardless of the orientation of the programs. Moreover, some programs offer a second language as elective, mostly Japanese, and one university in Shanghai which is oriented in foreign trade offers German as their second language course.

The study of Yang and Cheung and the present study coincide with the notion that English as a universal language can be a good springboard

for students to succeed in international OJT knowing that they can communicate confidently will allow them to have a worthwhile experience while dealing with cultural differences.

Table 2.3. Respondents' level of cross-cultural orientation in hospitality and tourism practices

Hospitality Practices	WM	VI
A. On-the-job-training (OJT) in other countries is much advantageous than here in the Philippines	3.5	HA
B. On-the-job-training (OJT) in Singapore is an advantage in the Hospitality Industry	3.92	HA
C. Choosing the location for the on-the-job-training (OJT) (Batangas, Manila, Singapore)	2.38	A
D. Choosing what Hospitality Industry for the on-the-job-training (OJT) they would prefer (airlines, hotel, travel agency, restaurant, cruise ship)	2.82	MA
E. On-the-job-training (OJT) in Singapore for six (6) months.	3.78	HA
F. Seminars, training, and conventions are necessary for the OJT	3.24	A
G. Singaporean cuisine is also a prime example of diversity and cultural diffusion in Singapore	3.46	A
H. Enjoying Singaporean cuisine is a national pastime	2.89	A
I. Singaporeans also enjoy a wide variety of seafood (crabs,clamps,squids)	2.89	A
J. One favorite dish in Singapore is the stingray barbecued and served on banana leaf and with sambal (chili).	3.58	HA
K. Singaporeans participate in a wide variety of sports and recreational activities	3.58	HA
L. Living on an island, the people also enjoy many water activities	3.37	MA
M. Singapore is the only country in Asia which offers free Practicum program to graduating Filipino students of Tourism Management	3.39	MA
N. Singapore is heavily enjoying its flock of tourists and needs more Tourism Managers and Staff Workers for its increasing number of tour destinations	3.38	MA
O. Singaporean employers prefer Filipinos over other Asian counter parts because of proficiency and skills in the English language.	3.51	HA
P. The Singapore government has been supporting of its academic program by sponsoring the students for a free training in the establishments.	3.78	HA

Q. The reputation of Filipinos as the world's finest chefs has attracted Singapore's Hospitality Industry for employment in hotels and restaurant.	3.21	MA
R. Scarlet Hotel Singapore's latest boutique hotel opened in December 2004 after a 45 USD million acquisitions and refurbishment.	3.58	HA

Table 2.3 shows the distribution of respondent's level of cultural orientation in hospitality and tourism practices.

On-the-Job-Training (OJT) in Singapore is an advantage in the hospitality industry as indicated by the weighted mean of 3.92; the Singapore government has been supportive of its academic program by sponsoring its students for a free training in their establishments with the weighted mean of 3.78 and 3.78 all of which had a verbal interpretation of highly agreed.

The 6 months training in this nation state with allowance, airfare, accommodation is an opportunity for hospitality students. Their awareness on this kind of cultural orientation regarding hospitality practices can be capitalized by the university in continuously sending students to this nation state. There is a good promise of job in Singapore where their government has aspirations of transforming the island nation into a regional and international information hub and an *"intelligent island."* There is an awareness of the importance of life-long learning as a means to stay relevant in a global market place and a rapidly changing environment. Thus, much of tourism industry can be created and exchange of students and cultures are waiting ahead.

3. Relationship between the Respondents Profile and their level of Cross Cultural Awareness.

Table 3. Relationship between the profile variable and the level of cross cultural awareness

Profile variables	Eta	Eta-quared (η^2)	Profile value	VI
Gender	0.712	0.507	0.000	HS
Age	0.892	0.796	0.000	HS
Course	0.753	0.568	0.000	HS
Family income	1.936	0.876	0.000	HS

Table 3 indicates the relationship between the respondents profile variables and their level of cross cultural awareness.

The data reveal clearly that all profile variables such as gender, age, course, family income, are highly significant to this level of Cross-Cultural Awareness of HRM and Tourism respondents. As evidenced of probability value of 0.000 which is less than the obtained Eta-squared (n^2) values of 0.507; 0.796; 0.568; and 0.876 respectively.

Thus, the null hypothesis of no significant relationship is rejected. The findings implied that the demographic profile of the respondents tested influences their cross-cultural awareness. The student's level of awareness on Customs and traditions, Language – Speaking and Writing Ability, language knowledge, hospitality practices can be determined by their course whether they are HRM or Tourism, the earnings of the family, gender and sex issues.

However, the existence of a gender difference does not necessarily identify whether the trait is due to nature or environment. Some traits are obviously innate, others obviously environmental, while for others, the relationship is either multi-cause or unknown (Buss, 2003).

4. Programs to be implemented to increase the level of cross-cultural orientation of the students;

The possible programs that maybe implemented to improve the students level of cross-cultural are as follow.

1. **Cross Cultural Training.** This can help develop a prominent application of cross cultural awareness of the students in response to the pressures of globalization and to visualize the realities of global interconnectedness for greater awareness of culture diversity. This enables students to develop and to understand the concept of culture and intercultural communication, the rational differences and values orientations and the deference's in organizational culture and the country's specific knowledge.
2. **Singapore Tour.** This enables students to become familiar with the customs and traditions, differences on food, fashion and their patterns of thinking. Singapore is a small and relatively different modern country hence; students should be properly trained in communication and social interaction with people of mixed cultural diversities.
3. **Seminars and Conventions.** These provide the students' additional

information and experience for them to enhance their skills and ability in leadership and to enable incoming business people an understanding of the beliefs, values and attitudes as well as acquire the skills to work successfully work or business.

4. **Foreign Language.** The teaching of foreign language will enable students to communicate effectively thereby make them globally competitive. Furthermore, it is also fosters good public relations that cross-cultural barriers.
5. **On-Hand Training Experience.** This will prepare the students in any circumstances to help improve the relationship between management and supervisor, to improve the skills of the trainee to solve problems and make decisions regarding the field work.

CONCLUSION AND RECOMMENDATION

Based on the results following are the conclusions and recommendations:

CONCLUSION

1. Most of the respondents' BSHRM and BS Tourism respondents have given equal chances of being placed in an International OJT exposure regardless of age, sex and family income.
2. The respondents have an adequate level of cross cultural awareness to the customs and traditions and values however, they are willing to adjust specifically in their ability to use English language in speaking and communicating with Singaporean
3. The HRM and Tourism students' level of cross-cultural awareness is influenced by their profile variables.
4. The programs proposed to increase the level of cross-cultural awareness of the respondents are to be discussed in a round table.

RECOMMENDATION

1. CIHM Department should sponsor a training program for students associated with planning and implementing cross cultural orientation programs.
2. CIHM Department should conduct a cultural immersion camp than can provide an authentic and supportive environment in which participants can gain first-hand experience interacting with local

- people while learning the cultural traditions and life-ways of the area.
3. The school management assist the students for pre departure orientation on cultural exchange, language barriers and customs and traditions exposure.
 4. The CIHM Department should not only focus on having a Tour Internationally, but more importantly a tour in which the students will gain more knowledge and experience on having there on-the-job-training. Before giving an international tour, the Department should first prioritize a domestic tour for students to explore first their native land before setting foot on a foreign country.
 5. Seminars and conventions must be related to the course of the students. The seminars should help the students to improve and gain knowledge in the hospitality industry. It should also have certain activities in which the students will enjoy and can adapt to the topic that can help them.
 6. Students should focus more on learning and acquiring the universal language. It is advisable that French and Mandarin are included in the studies of foreign language. However, studying more on the English language can give a better edge for students in the hospitality industry.
 7. The General Education department should have a more up to date program in developing the writing and oral skills of the students in the English language.

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