

Feedback on Student Outcomes Among College Students of International Hospitality Management

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Abstract - *Student Outcomes are assertions that inarguably state that depicts skills, abilities as well as knowledge the learners gained by complying with the course accordingly. This study aimed to assess the Student Outcomes as Perceived by BS International Hospitality Management Specialized in Cruise Line Operations in Hotel Services (BS IHM – CLOHS). This study used a descriptive method. Based on the result, the respondents agreed on the assessment on student outcomes that they have acquired in studying their degree the ability to establish hospitality – related business upon graduating. It was also found out that faculty members and the Laboratories, although useful at current point, may continuously upgrade their abilities and facilities respectively for continuous improvement. Also, the gender variation among female and male’s point views and perceptions are significant and not similar across the graduating students of the degree program under study.*

Keywords: *Student Outcomes, Cruiseline Program, OBE*

INTRODUCTION

The hospitality industry is a wide range category of fields wherein service is the prime concern in attaining the industry’s goals that includes events planning, lodging, theme parks, transportation, airline business, cruise line business and other fields intertwined with the tourism industry. Hospitality industry is one of the world’s fastest-growing and largest industries. Today it topped the rank as the largest employer in the global market (right after the government) having a broad selection of job offers in different sectors within tourism and hospitality industry such as resorts, hotels, and restaurant and other services [1].

Hospitality education is in the main stream of most programs chosen by students nowadays due to

the demand of employability for the hospitality and tourism industry. Most programs, such as BS Tourism, BS Hotel and Restaurant Administration, BS Culinary Arts and the fast rising BS Cruise Line Management is the proof that hospitality education is at the edge of the line. Because of these programs, different tertiary schools offer these programs.

One of the fast rising program at LPU – B is the Bachelor of Science in International Hospitality Management specialized in Cruise Line Operations in Hotel Services. BS IHM – CLOHS is a baccalaureate degree which provides specialization and foundation of the study of Hotel Services in the Cruise Line industry. The program includes academic, laboratory operations and field of internship [2]-[6] or apprenticeship program experiences and is modulated through Outcome Based Education system (OBE).

Student learning outcomes are significant measure of the effectiveness on the implementation of the curriculum of higher education institutions anchored in the principles of OBE [7]-[15]. It is said to be a philosophy rather than set of uniform practices. Many institutions adopted the philosophy of OBE to impart and emphasize the expected achievement on outcomes of education, with this; several of them changed their rules and set standards of regulations that will be compatible to their own perception and aspects of schooling, still with considerations in a length of a semester or year. Student Outcomes served as essential input to the employability of the graduates that guide the students and teachers towards the attainment of the ultimate goal of education to make the students prepared for global competition[16]-[27].

This study on student outcomes will provide the university itself and the College of International Tourism and Hospitality Management (CITHM) better understanding on how they will provide a more rigid academic, laboratory operations and apprenticeship for the students of Bachelor of Science in

International Hospitality Management specialized in Cruise Line Operations in Hotel Services. This will prevail the in depth areas of the program for the students, whether graduating or non – graduating in accordance to their future hospitality career.

OBJECTIVES OF THE STUDY

This research was conducted to determine and assess the feedback on student outcomes as perceives by the Cruise Line Operation in Hotel Services students in LPU – B.

Specifically, this study aimed to (1) present the profile of the respondents in lines and terms of age, sex, and program; (2) to assess the student outcomes of the respondents; (3) to evaluate OBE in presentation in terms of curriculum, faculty members, laboratories, methods, instructions and assessment; (4) to test the significant differences when grouped according to the profile variables; and lastly (5) to propose an action plan based on the result of the study to improve the program.

METHODS

Research Design

This study used the descriptive method of research in order to get the accurate data of feedback on student outcomes as perceived by BS IHM – CLOHS. A descriptive method describes what is occurring in the present time [28]. Descriptive type of research involves collection of data that answers questions that concerns the latest status of the study. It is considered to be the most arrogate method to be used up because the current study analyzed a present condition which is the feedback on student outcomes as perceived by Bachelor of Science in International Hospitality Management Specialized in Cruise Line Operations in Hotel Services Students.

Participants

The participants of the study consists of seventy four (74) students or one hundred percent (100%) of the population of the fourth year students under the program Bachelor of Science in International Hospitality Management Specialized in Cruise Line Operations in Hotel Services.

Instrument

The main instrument used in this study to gather pertinent or relevant data is a survey questionnaire which was adapted and modified from the Program Educational Objectives provided by the College of International Tourism Hospitality Management

(CITHM) in order to determine the feedback on student outcomes as perceived by BS IHM – CLOHS students. This questionnaire is composed of four parts, namely: (1) determining the demographic or profile of the respondent, (2) composition of the students outcome accomplishment applied to BS IHM – CLOHS, (3) over-all rating of the specified items on student outcomes and lastly, (4) survey questions that will be answered directly and accordingly by the respondent himself.

Data Analysis

Data gathered through the survey questionnaires are treated statistically and with confidentiality using different formulas. Specific statistical treatment that is necessary to ordain the responses of the target participants and respondents. The researches of the study used the following statistical tools in weighing the data. These includes the following: (1) frequency distribution and percentage, which is applied in order to present the profile of the respondents, (2) weighted mean, which will be used to assess the feedback on student outcomes, and lastly (3) Analysis of Variance (ANOVA), which will be used to test the significant difference among the feedback on student outcomes when grouped according to profile.

The given scale was used to interpret the result of the data gathered: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

RESULTS AND DISCUSSION

Table 1. Percentage Distribution of the Respondents' Profile

| Profile Variables | f | % |
|------------------------|----|-------|
| Age | | |
| 19 years old | 13 | 17.60 |
| 20 years old | 42 | 56.80 |
| 21 years old | 15 | 20.30 |
| 22 years old and above | 4 | 5.40 |
| Gender | | |
| Male | 35 | 47.30 |
| Female | 39 | 52.70 |

The table 1 represents the distribution of demographic profile of the respondents in terms of their age and gender. The table states that the majority of them are 20 years old with a figure of 42 or 56.80 percent over 74 or 100 percent total of the population. It implies that the majority of the graduating students

of the program BS IHM – CLOHS, are at this age, wherein there is no gap within their study period, since 20 years old is the ideal age of a graduating college student.

The typical age of a college graduate is between 20 –22 years old which eventually, after graduating, will work right away. There are two factors that work hand in hand in identifying this result. First, the age bracket of the junior to senior high students and secondly, the age bracket of the students who enter college right away after graduating at senior school, which mostly are of the age of 17 – 19 years old [29].

While on the other hand, 21 years old respondents ranked second with the figure of 15 or 20.30 percent of the population of the respondents. As for the 19 years old, it ranked third which gathered a figure of 13 or 17.60 percent over 74 or 100 percent of the population.

Least among the result is the age bracket of 22 years old and above, wherein it has only a figure of 4 or 5.40 percent of the total population. It implies that there are few students who reach and earn their degree a little bit late than the usual since some of them are transferees and shifters, which causes them to be an irregular students, while some of them just returned to school, and others are late enrollees in college.

As for the gender of the respondents, the table implies that almost half of the population of the graduating students of the program Bachelor of Science in International Hospitality Management specialized in Cruise Line Operations in Hotel Services were female with the figure of 39 or 52.70

percent while the other half are male with the figure of 35 or 47.30 percent of the whole population.

The data above represents the break even count of the population, where in female students aggregated only with 5.40 percent difference from the male students. This data infer that they were almost at the same figure, but still, female students have the higher percentage, which tells, that still, female students have higher interest at the said program and are most likely to finish their degree.

Table 2 portrays the assessment of the respondents on student outcomes wherein it has an over-all composite mean of 3.93 which indicates that the respondents agree on the above mentioned items.

The ability to establish hospitality – related business got the highest weighted mean score of 4.01 and ranked first. It was followed by ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division based on international standards with the weighted mean of 3.99 and apply knowledge of different theories and principles in the areas of cruise ship, hotel and restaurant operations with weighted mean of 3.97, all rated as agree.

This implies that the students or be respondents of this study has an ample amount of skills and knowledge gained in studying and they can use those skills and knowledge in their future work place. This also means that the students or respondents agreed that they have adequate information and knowledge in indulging or putting up their own hospitality business in the future through their acquired skills and knowledge while studying the program.

Table 2. Assessment of Student Outcomes

| Indicators | WM | VI | Rank |
|--|-------------|----------|------|
| 1. An ability to utilize / apply different cruise ship terminologies in the cruise line and hospitality operations | 3.93 | A | 6.5 |
| 2. An ability to perform the safety of life at sea procedure and manage crowd and crisis | 3.96 | A | 4 |
| 3. An ability to demonstrate skills in guest relations, food handling, production, food and beverage service operations, and rooms division based on international standards | 3.99 | A | 2 |
| 4. Speak articulately and express themselves clearly in both oral and written form | 3.91 | A | 8 |
| 5. Apply knowledge of different theories and principles in the areas of cruise ship, hotel and restaurant operations | 3.97 | A | 3 |
| 6. Manifest professionalism and self-confidence in the performance of the duties and responsibilities in the practice of the profession | 3.96 | A | 5 |
| 7. Ability to identify different geographical locations, cruising regions and tourist attractions. | 3.85 | A | 9.5 |
| 8. Conduct a research in the field of cruise line, tourism and hospitality industry and utilizing the results for community development. | 3.80 | A | 11 |
| 9. Students have the ability to conceptualize products, ideas and systems in hospitality businesses. | 3.85 | A | 9.5 |
| 10. Ability to establish hospitality – related business. | 4.01 | A | 1 |
| 11. Demonstrate respect to different culture and nationalities and awareness of social issues in the community | 3.93 | A | 6.5 |
| Composite Mean | 3.93 | A | |

Managing various restaurants, and taking lead among different hotel departments and other facilities which caters hospitality services and even putting up their own business entity are some of the career opportunities a hospitality business or management degree holder can attain or have. Also, graduates of the said line of program has a big opportunity in working in an umbrella of purchasing, hiring and training employees and even forecasting facility profits together with organizing an event. Students who earned this degree could also be an entrepreneur and have or operate their own line of restaurants or hotel [30].

Even though some had low result, still, they were all positively assessed, items such as ability to identify different geographical locations, cruising regions and tourist attractions and students have the ability to conceptualize products, ideas and systems in hospitality businesses, both with the weighted mean of 3.85 and conduct a research in the field of cruise line, tourism and hospitality industry and utilizing the results for community development, which obtained the lowest rank with mean value of 3.80.

This implies that most of the students had a hard time doing and coping with these research papers covered by the program. It also implies that most students find this field or area of their learning outcomes as the maker or the breaker of their learning process.

Research subjects such as thesis are becoming important nowadays. One will earn a degree through and passed it. Due the systematic changes, educators increase the critical value and quality of these researches. It is inspected accordingly by professionals in education programs. At this point, some of those educators assessed and conclude that, too many research papers with critical quality assessment may discourage students to take the course [31].

Table 3. Over-all Evaluation of Outcomes-Based Education

| Indicators | WM | VI | Rank |
|--------------------------|-------------|--------------|------|
| 1. Curriculum | 3.92 | Agree | 1 |
| 2. Faculty Members | 3.72 | Agree | 5 |
| 3. CITHM Laboratories | 3.62 | Agree | 6 |
| 4. Method of Instruction | 3.73 | Agree | 4 |
| 5. OBE Implementation | 3.85 | Agree | 3 |
| 6. Assessments | 3.88 | Agree | 2 |
| Composite Mean | 3.79 | Agree | |

The table 3 above renders the assessment of the respondents on over-all assessment of Outcome Based

Education, wherein it has an over-all composite mean of 3.79 which indicates that the respondents agree on the above mentioned items.

The data shows that the curriculum ranked as first with the weighted mean of 3.92, followed by the assessments with 3.88 weighted mean and then by the OBE Implementation with the weighted mean of 3.85. Data above reveals that the curriculum of the program BS IHM – CLOHS at current point is effective and useful to its users, which are the students themselves. Also, it reveals that gives the students the best opportunity in learning and acquiring in depth knowledge and skills for their future work force in the hospitality industry.

Curriculum is the fullest sense in general educating procedure that universities' and institutions take over which mainly composed of learning acquisition and teaching procedures [32]-[37]. In a smaller scale, curriculum is said to be an epitome, activity and lists of courses and competencies. Either large or smaller scale of vision, modules should be a useful tool for educational institutions in order to facilitate operative learning experience. As an action towards the needs of hospitality education and hospitality industry, different universities must deliver an up to date modules; on trend facilities and high end equipment, effective learners' services; sensible institution and administrative and teaching staffs which must have the effective teaching approach [38-39].

The program Cruise Line Operations in Hotel Service (CLOHS) is mainly about hotel operations upon boarding a vessel. The program CLOHS is a baccalaureate degree that delivers and establish the founding framework and specialization of the study of cruise line management in line with academic field, laboratory works and internship trainings. It also provides the acquisition of skills and knowledge required for the learners to guarantee the efficiency and quality of services in the industry. The program was contrived in two abyss areas in the field of hotel and culinary, either-way management or operations, for the learners and future cruise liners readiness for working in the cruise line industry [40].

Although some had low result, still, they were all positively assessed and marked as agreeable; items such as method of instruction together with the faculty members and CITHM laboratories which have the weighted mean of 3.74, 3.72 and 3.62 that obtained the lowest rank. This implies that educators can still continuously improve their way of method of teaching even though students can follow up with its

discussion, while faculty members can still improve their teaching techniques, even though they are doing well, while the computer laboratories can be improved for the betterment of its users, even though they are useful to the students.

As per Malkhasyan [41], educators or faculty members are prime motivators of their students, together with laboratory facilities, they become good driver to their students. Students nowadays learned better in a student-centered classroom rather than a teacher-teaching centered type of classroom. Educational facilities such as laboratories for demonstrations and field practices should be in good shape, otherwise, students is in need of determining their level of satisfaction through this areas and highlighted them for improvement [42].

Table 4. Difference of Responses on Student Outcomes and OBE When Grouped According to Profile Variable

| Profile | Student Outcomes | | OBE | |
|---------|------------------|---------|---------|---------|
| | F-value | p-value | F-value | p-value |
| Age | 0.470 | 0.704 | 0.791 | 0.503 |
| Gender | 2.296* | 0.025 | 2.128* | 0.037 |

*Significant at $p\text{-value} < 0.05$

Based from the result, the assessment of the respondents on student outcomes and OBE varies according to gender since the obtained p-values of student outcomes is 0.025 and OBE is 0.037, which was less than 0.05 alpha level. This means that there is a significant difference observed and implies that male and female have different observation. This implies that female's perception and views about Student Outcomes and OBE are of different phase from the male's point of view and evaluations.

The difference of a woman from a man is said to be with their way of thinking. Women will see through things underneath, negatively and positively while men usually perceived positive ideas only and astride the negative thoughts out of those things. For men, effort stand to their sense of well-being while women, stand to their own conclusion and principles [43].

Proposed Action Plan

It focuses on conducting a research in the field of cruise line, tourism and hospitality industry; identifying different geographical locations, cruising regions and tourist attractions; conceptualizing products, ideas and systems in hospitality businesses and continuously improving the CITHM laboratories.

Some of the strategies include: Faculty must guide the students accordingly and discuss every detail clearly to the students; Improve teaching tools and techniques by innovating the modules and send instructors to Faculty may be exposed to the industry to demonstrate innovative examples to their students to present possible ideas in conceptualizing; and the college may conduct a facility check-up in order to know the changes they can make to adjust to the needs of their the students and utilize some laboratory facilities, such the cruise and plane cabin simulation room.

Outcomes of this action upon implementation that the students will feel less burden in doing researches and find this easy; students will competently identify different geographical locations, cruising regions and tourist attractions easily and be able to recognize those immediately; students would be able to present a better products and ideas in hospitality businesses and students will have a better laboratories for their practical activities involved in their respective courses and program.

CONCLUSION AND RECOMMENDATION

Majority of the respondents were female and is aging 20 years old. Respondents, BS IHM – CLOHS, agreed on assessment on student outcomes that they had acquired in studying their degree that they have the ability to establish hospitality – related business upon finishing with the degree BS IHM – CLOHS. Faculty members and CITHM laboratories, although useful at current point, may continuously upgrade their abilities and facilities for better functioning. The gender variation among female and male's point of views and perceptions are significant and not similar across the graduating students of BS IHM – CLOHS. An action plan was profound for the improvement of the program BS IHM – CLOHS.

It is recommended that the College may continuously upgrade the curriculum despite its useful ability at current point. The Faculty member or Instructor may simplify the explanations regarding subjects with research. The College may dispatch the faculty members to different trainings wherein they will gather a whole new level of mastery. The Faculty member or Instructor may resort to full implementation of Outcome Based Education and lessen the paper works that may burden the students. The College may invest in the advancement of their laboratories and other educational facilities. The Faculty member or Instructor may push through an English speaking class for the students to be more

articulate in using English language in both written and oral communication.

The College may consider some changes in the curriculum of BS IHM – CLOHS, specifically, the research and development course to be enrolled during their 4th year, 1st semester, for a longer time frame of preparation. The Faculty member or Instructor may provide a rigid method of instruction for their students. This will allow them to work accordingly and learn to follow instructions carefully and skilfully. The proposed action plan of the researchers may be executed to attain the students' outcomes and assess the OBE continuously. Future related researches may be conducted for continuous study and improvement using different variables.

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