

The Perception of Cruise Line Operations in Hotel Services' Students Towards Dusit Thani Curriculum

Ryan Joseph G. Calinao, Mark Caesar M. Catangay, Precious Karol M. De Chavez,
Alexander A. Pacis & Baby Catheryn A. Pesigan

*Bachelor of Science in International Hospitality Management specialized in Cruise Line
Operations in Hotel Services*

ABSTRACT

The study aimed to determine the perception of Cruise line Operation and Hotel Services (CLOHS) students towards Dusit Thani Curriculum. More specifically to assess the perception of the students with regards to curriculum, student learning outcomes, experiences and academic instruction. Furthermore, the study focused on the curriculum outline for CLOHS students in terms of communication skills, social-interpersonal skills, skills proficiency and industry stance. This study used descriptive method and self-made questionnaire based on Dusit Thani Curriculum for CLOHS program to determine the status as an international program and identified the encountered problem. It involved ninety-four respondents from the total population of fourth year CLOHS students of the university. The study concluded that Dusit Thani Curriculum is effective in terms of communication skills, social interpersonal skills and skills proficiency and proposed measures was formulated to enhance the Dusit Thani curriculum of the institution. The research recommends that the CITHM may continue the pre-internship program and cultural diversity is a need to develop among student's awareness and proposed measures may be reviewed for proper implementation.

I. INTRODUCTION

The prime means of facilitating learning and engaging in skills development for the whole twentieth to twenty-first century, has been teaching making learning and teaching inseparable processes. However, the rapid technological changes in the 21st century brought about changes in the concept of learning. Thus, a new learning emerged which focuses on new concept such as learning how to learn as a process or journey, learning as a lifelong process and the concept of the teacher as a learner and a learner as an instrument to the next generation model. Consequently, this research paper addresses the need to develop a definition of Internationalization of the Curriculum and the related issue of Internationalization of the CITHM and the wave of the university's research and instruction. It proposes a definition of Internationalization of the Curriculum and a framework to develop a definition for Internationalization. Focusing on once field, the hospitality industry, one of the highly regarded in the service industries, is coping up with the necessary.

Therefore, Hospitality management demands a competency-based training and education as it is considered as the fastest growing and changing lucrative business all over the world. With this recognition, the field is both energized and challenged to continue to move forward in an effort to provide students with competency-based professional development opportunities to be competitive in the global world employment opportunities. In this context, every university desires their students to be given the opportunity to acquire the knowledge, skills, and attitudes necessary to perform at a level of excellence in their jobs. They also desires the opportunity for professional development and a career path that is anchored in a high quality training and curriculum education program that they deserved. Indeed, hotel and restaurant business seems to be the concern of most businessmen in the world. In fact, this business is given priority attention in most Asian countries especially in South East Asian region.

Hospitality education in the Philippines has gained popular patron-age by young people who desire to go around that world. Many of them would go into the program with the end in view of embarking a career in international hospitality services. It is for this reason that educators of Hospitality as a degree course keep on studying and/or identifying relevant learning tasks that would make the course more viable and at the same time serve its utility value (Buted, 2010). Ensuring the quality and standards of the educational offering will constitute the first step towards internationalization of higher education. (Javier, 2010).

The hospitality curriculum should prepare students in their entry to the industry taking note that the hospitality professional program must realize the both formal education and hands-on exposure and learning. It must provide the experiences, instructions, approach and content needed to affect maximum learning and practical changes in their lives as students (Meñez, 2008). According to Martinez, (2011) work requires communication. Information and services are created and delivered by communication. In every organization, communication is the way people get their points across, get work done, and get recognized for their contributions. Within the hospitality industry, (Bamporin, 2010) where revenues are driven by guest satisfaction, service is a key to success. Internal communication plays a role that should be examined on how its performance affects guest satisfaction within hospitality. Knowledge of these legal principles will aid industry operators in understanding the legal obligations imposed on them and thus avoid unnecessary and costly litigation (Ying, 2013).

The College of International Tourism and Hospitality Management (CITHM) envisions itself to be a Center of Excellence in hospitality and tourism management through a quality curriculum that seeks to provide a well-integrated approach to resources of faculty, facilities and the holistic student development. It aims to produce globally competitive professionals and leaders who respond to the demands of the industry and the academe and contribute to research and community development. The CITHM relentlessly inculcates into the mind and spirit of its students to be a competent human resource embodied with cognitive, affective and technical skills needed in the hospitality and tourism industry in the Asia Pacific Region. Instruction as one of the functions of all educational institutions is very much reflected in the mission and vision of the Lyceum of the Philippines University (LPU). In achieving its vision as a center of academic excellence, LPU ensures the cohesiveness and relevance of the programs being offered to the students. The institution believes in team efforts where core work committees are formed in each College to focus on the progress and development of all program offerings.

The researchers' aims to identify the perception of Cruise line Operation and Hotel Services

(CLOHS) students about Dusit Thani Curriculum. It also targets to determine the impact of LPU collaboration with Dusit Thani in terms of curriculum development with industry based education in the pursuit towards internationalization.

II. OBJECTIVES OF THE STUDY

The study aimed to determine the perception of CLOHS students towards Dusit Thani Curriculum. More specifically to assess the perception of the students with regards to curriculum, student learning outcomes, experiences and academic instruction. From the result, propose measure & strategies will be used to enhanced the implementation of the Dusit Thani Curriculum.

III. MATERIALS AND METHOD

This study used descriptive research method to find out the stability of the CITHM curriculum for Cruise Line Operation in Hotel Services as perceived by its students. Descriptive research describes and interprets the discipline of quantitatively describing the main features of a collection of data. The participants are the total population of CLOHS 4th year students with a total of 94 respondents. The participants will be equally presented based on the course and year level using stratified proportional allocation.

The main instrument to be used in the study will be descriptive survey questionnaire. The questionnaire is the modelled form from the official Curriculum outline of LPU-DTC for Cruise Line Operation in Hotel Services program and constructed thru the aims and objectives. In order to arrive at this research, the researches gathered data in the library, school administrator offices, research centre and the internet and chose the most important information to be put in the research. The data for this research were collected using a survey questionnaire. The survey was created using suitable questions modified from related research and individual questions formed by the researchers.

The survey was comprised of 46 questions, which were related to the participant's perception regarding internationalization of the college. After the professor validated the questionnaire, these were equally distributed to all 4th year CLOHS students. The researchers assured confidentiality of their survey sheets since the identities are not important. Participants were given time to respond and then the researchers collected the surveys the next day. There were no incentives offered for participating in the research. To ensure hundred percent respondents, the researchers themselves drifted and retrieved the questionnaire. Data were then gathered and analysed thru the help of statistical data and the research statistician. The data gathered were tallied and interpreted using descriptive statistics. Frequency distribution and weighted mean were used according to the objectives of the study. The data will also be supported using PASW version 18.

VI. RESULTS AND DISCUSSION

Perception Towards Dusit Thani Curriculum in terms of Communication Skills

It was found out that the over-all assessment was 1.70 and rated Agree. Among the items enumerated, acquire broad understanding of communication situation of hotel and restaurant organizations ranked first with mean value of 1.64. Being able to communicate with others is one of the best life skills a person can develop. The communication skills have an important role in a work especially in hospitality industry. Having knowledge and understanding in hotel and restaurant organizations can help CLOHS students to execute a good communication skill in different situations. A communication skill is a way for us, as an employee to give our customer a good service that will lead to exceed their satisfaction. In this, there should be a time for the company to recognize people who are good in giving of professional service in their guest and should be conduct a training to develop oral and communication capability of each employee for them to provide a good service.

It was followed by recognize the need to improve and develop oral and communication capability and consider different learning styles and communication styles, with the mean of 1.65 and 1.67 respectively.

However, as perceived by the CLOHS students which happens to be the least among the rank includes develop a versatile and well-rounded personality through speaking and writing (1.71), show confidence in ability to participate in all kinds of communication situation (1.71) and able to communicate using FL in Basic Conversation (1.83). People today are connecting across cultural, political, and economic borders via the Internet and other information technologies. To meet the challenges of ever-increasing global connections and to be a front-runner in a global economy now and in the 21st century, students in LPU more specifically the CITHM must communicate in a culturally appropriate manner with people from around the world. Learning new things is not just easy as a one snap. And it will not be possible to absorb immediately. To learn new things it should be have enough period of time to understand. And it is also depending on the capacity of a learner on how he can understand the learning. On some other situations basic learning in foreign language is easy to understand but it is difficult to stay in our mind. It's because of the learning habits that the learner did. Some of them are not truly interested in the subject that is why they only listen in the time of the class but after that they don't even care until the next meeting come. Some are quite interested but not that too much they might practice using foreign language in basic communication but not all the time. However, learning of the students will also depend on how the instructors introduce the subject.

Perception Towards Dusit Thani Curriculum in terms of Social- Interpersonal Skills

Among the items mentioned identifying and applying knowledge of interpersonal process skills by participating in specific tasks and by building relationships to support group effectiveness by being open, flexible, respectful of others and accepting of diversity using effective communication skills was the most observed which obtained a mean value of 1.69. Being in the field of hospitality industry Interpersonal skills are a big factor in our personal and professional lives our ability to cope with changes, ability to understand, solving problem, decision making and stress management will be based on our acquired interpersonal

skills.

Even though all items were assessed to be agreed, student groups have cultural mix which assist in the development of cross-cultural communication and identify the value of cultural diversity ranked the least with 1.84 and 1.85 respectively. We all know that hospitality industry is an environment where different kinds of people with different cultures interact with each other. In an environment with different culture having a cultural awareness is a must. First cultural awareness is defined as “understanding the different attitudes, values and background of each person in a one group or organization. it is important to understand different culture to cope up with cultural diversity

Safety and Sanitation generally as the top of the rank when it comes to food and beverages service industry. The results based in the Dusit patterned curriculum on principles of food, safety, sanitation and hygiene that is offered during the first semester of the level I in all programs as much of CLOHS. The students also remembered and practicing the seminars given by the college for the said course and taking this as the primary tools in hospitality industry. This finally means that this is a formula of different programs, a dynamic and ongoing function and cannot be sporadic.

Perception Towards Dusit Thani Curriculum in terms of Skill Proficiency (Food and Beverages)

Others were also assessed as Agree but participate in the operation and execution of restaurant dining service (1.73) and able to set the different types of table setting and skirting (1.79). Generally reveals the performance and an ability of the student under the program that they lack the training skills in table settings and skirting. This because the program is given thru the second semester and lack of the seminars and other skillful approach in the basic restaurant service and table skirting. All were assessed as Agree and proper use of equipment and tools for housekeeping operations (1.64) and apply safety and sanitation standards in housekeeping operations topped on the ranked (1.70). Effective housekeeping can eliminate some workplace hazards and help get a job done safely and properly. Poor housekeeping can frequently contribute to accidents by hiding hazards that cause injuries. If the sight of paper, debris, clutter and spills is accepted as normal, then other more serious health and safety hazards may be taken for granted.

Perception Towards Dusit Thani Curriculum in terms of Skill Proficiency (Housekeeping)

Housekeeping department is the source of the hotel’s revenue. Properly cleaning a hotel requires knowledge of the available tools and chemicals that make cleaning job easier. Just as important as the selection of the best cleaning aids is the training of staff in the safe and proper use of these aids.

As observed by the researchers nowadays more numbers of hotels has their own reservation system for them to easy know the specific number of rooms available and occupied. As part of the training of the students they might not experience how to use the reservation system during their training because most of the establishments they only put the trainees in housekeeping department to clean rooms or in other hand the establishment don’t have a reservation system that connects the housekeeping department and front office department using a well-integrated tool such as system programs or using technology. That’s why the trainees do not have enough learning about the reservation system in housekeeping that will manage the hotel’s room capacity and space.

Perform the basic computations used in front office and knowledgeable about the list of types of rooms and types of rates and plans properly both obtained the same rank with mean value of 1.72. Front office is the first department in the hotel who will interact with the guest. That is why as a front office agent you must be capable in the work and be knowledgeable everything about the hotel facilities and amenities especially about the rooms that the hotel offers.

It was found out from the table 1.3.2 below that identifying the risk in events management and discuss how to manage them (1.56) was the most observable with regards to events management. The students in accordance on handling and managing risk management has been developed thru seminar hosting and other events such as conventions, meeting and conferences to name a few.

Perception Towards Dusit Thani Curriculum in terms of Skill Proficiency (Events Management)

Able to design an event, select a theme and test the idea (1.66), 1. Execute event functions and apply the various skills learned (1.67), identify the key players in the event industry and analyse the trends and impacts of events (1.67) and able to identify the different characteristics of events management and the component of events were least on the ranked (1.86). The component of an event from the table below ranked least because students may have been forgotten the different component for in such executing an event is more important than of the said characteristics.

Perception Towards Dusit Thani Curriculum in terms of Skill Proficiency (Catering Management)
N = 94

Items	Weighted Mean	Verbal Interpretation	Rank
1. Building a relationship between the caterer and supplier	1.76	Agree	4
2. Create quality standards for catering services and understand the functions of catering management	1.70	Agree	2.5
3. Manage resources to exceed customer expectations and meet organized goals	1.70	Agree	2.5
4. Defines and creates quality standards for catering services and product	1.63	Agree	1
5. Understand the importance of insurance and legal issues related to the catering and banquet owner	1.77	Agree	5
Composite Mean	1.71	Agree	

Legend: 1.00 – 1.49 = Strongly Agree; 1.50 – 2.49 = Agree; 2.50 – 3.49 = Disagree; 3.50 – 4.00 = Strongly Disagree

As shown from the table, defines and creates quality standards for catering services and product (1.63), create quality standards for catering services and understand the functions of catering management (1.70) and manage resources to exceed customer expectations and meet organized goals (1.70) topped on

the list and considered the most skills possessed in terms of catering management. Catering management requires skills, knowledge and managing ability First let us focus in skills, in the first two years the Curriculum of the CITHM which we all know is based on the Dusit Thani guidelines is focusing in skills development this curriculum offers subjects that provide basic knowledge in napkin folding, skirting, different kinds of table setting bar tending, fruit Carving. These skills are very relevant for Catering industry now for the management in the next two years the Curriculum of the CITHM is preparing the students in the flora and fauna of management CITHM Curriculum provides subjects for third and fourth year students that will give knowledge in management.

Understand the importance of insurance and legal issues related to the catering and banquet owner (1.77) need to give emphasis since it is the least priority rated. The Cruise Line Operation in Hotel service students underwent and handled different kinds of events under the guidelines of the subjects Catering and Banqueting and events management students are able to experience how to organize an event and how to manage and operates a catering but students does not experienced to handle an off-premise event and unable to cater with the real presence of legal and social issues.

Perception Towards Dusit Thani Curriculum in terms of Skill Proficiency (Basic Safety Training)

Relate the framework of crowd and crisis management to emergency situations on-board ranked first with a mean value of (1.61) and outlined the international security threats and prepare security plan ranked second with a mean value of (1.64). Crowd Management training is specifically designed for officers and crew responsible for controlling passengers during emergency situations. These include fire, explosion, collision, terrorist, and similar events which call for ship's crew to effectively control large numbers of people, maintaining their safety, facilitating emergency response, while insuring effective evacuation.

For as long as the persons assigned in crowd control management are knowledgeable, knows how to handle pressure, can communicate well, always prepared for unexpected circumstances and always prioritize the lives of passenger the crowd manager can surely earn the trust of every passenger.

A lot of Cruise Line students possessed these qualities through the proper implementation of training by the professors of Lyceum Maritime Academy, and through continuous and proper drills and training that every shipping industries requires Future Cruise Liners will be able to meet the qualification of a good crowd manager because It prepares vessel officers, and managers themselves to better deal with the events leading up to crisis situations.

Perform first aid for various life threatening situations and recognize shipboard practices and extend goods human relations on-board ranked the same with a mean value of (1.67) respectively, and practice survival techniques during emergencies ranked least with a mean value of (1.70).

It can be gleaned from the table1.3.5 that applying effective human relations skills in the workplace was the most visible as revealed by the mean value of 1.60. And identifying the major demographic trends which provide the context for international/intercultural relations and Learn about culture shock, cultural adaptation, cultural adjustment, and other phenomena that occur when people cross cultures in the indus-

try ranked second with a mean value of (1.62). Human Relations is a co-factor on working smoothly in the workplace in much as the hospitality industry taking such interrelation in a mere factor on how to succeed in the endeavor as per the practicum or training program executes by the students.

Perception Towards Dusit Thani Curriculum in terms of Skill Proficiency (Industry Stance)

Identifying the major demographic trends which provide the context for international/intercultural relations and Learn about culture shock, cultural adaptation, cultural adjustment, and other phenomena that occur when people cross cultures in the industry ranked second with a mean value of (1.62). Human Relations is a co-factor on working smoothly in the workplace in much as the hospitality industry taking such interrelation in a mere factor on how to succeed in the endeavour as per the practicum or training program executes by the students.

Applying knowledge in communication while in working environment such as on board trainings, rooms division and F and B service ranked second to the last with a mean value of 1.65 and Explicate the different rights, duties, obligation, processes and procedures laid down in substantive and procedural laws such as legal developments in the hospitality industry ranked least with a mean value of (1.76). The relation between tourism and hospitality law in terms of the industry and the real world is a dynamic function to everybody compromising legal developments, rights and duties and cross cultural relations. Tourism law may be defined as a body of rules or principles of action which deals with the regulation, authority, relations and obedience among members of a society involved in tourist travel and accommodation. It includes persons traveling from place to place for pleasure (tourist), and business establishments or persons engaged in the occupation of providing various services for tourists.

V. CONCLUSION AND RECOMMENDATION

The perception of the respondents on the Dusit Thani Curriculum in terms of communication skills, social interpersonal skills and skills proficiency was assessed as agree. A proposed measures was formulated to enhance the Dusit Thani curriculum of the institution. The CITHM may continue the pre-internship program to enhance the communication skills of the students. The cultural anthropology should be vital to the curriculum to enhance the cultural awareness of the CITHM students. The proposed measures may be reviewed for proper implementation. Future researchers may conduct similar study not covered in this research.

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