

Industry Partners Perspective on Cruiseline Management Trainees: Basis for Improved Internship Program

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Abstract – *The cruise industry is the fastest-growing travel sector in the world. The role of training and development plays a vital role in terms of skills acquisition cannot be over emphasized in a competitive world in which man live today. The study aimed to look into the industry partners' perspective on Cruise line Management trainees and propose a training plan to further improve the internship program. The researcher utilized descriptive and quantitative design in order to analyze industry partner's evaluation on Cruiseline Management students' internship performance. The participants of this study are the Industry partners where 221 Cruise line Management students were deployed for their internship for the academic year 2013 – 2014. The findings showed that the Industry Partners where Cruiseline students were deployed for internship are composed of AAA resorts, 3-star to 5-star hotels, casual dining restaurants, and passenger vessel that have been in operation from 3 – 50 years. The performance of CLOHS and CLOCA students based on knowledge, skills, attitude, and personality as performance criteria is very good in the areas of Food and Beverage, Rooms Division, Western Cuisine, Asian Cuisine, and On-board training. The two programs performed differently as to the knowledge, skills and personality except for attitude as assessed by the industry partners. A training plan was proposed to help improve the internship.*

Keywords – *cruise line management, industry partner, internship partner*

INTRODUCTION

The cruise industry is the fastest-growing sector of the travel industry in the world. In 2012, more than \$42 billion was generated by the cruise line industry in total economic activity to the US economy. This produced over 356,000 jobs paying \$17.4 billion in wages to American workers. The health safety and

security of the guests and crew, environmental protection, and providing an industry-leading workplace are essential to this sector. Cruising is one of the securest, affordable and pleasurable vacation experience available today and the cruise industry continuously reviews best practices and advances technologies to further strengthen its safety record [1].

The role of training and development in terms of skills acquisition cannot be overemphasized in a competitive world in which man lives today. To address the complexities of today's world especially in the academe, the need to work in partnership has become a commonplace for many institutions. The reason being that partnership has become a central theme for institutions striving for higher recognition as is the case with Lyceum of the Philippines University-Batangas. More so, workplace learning provides a strong learning environment as they offer real on-the-job training experience and more opportunities to acquire both soft and hard skills as part of the implementation of outcomes-based education (OBE) where the students are given the opportunity to gain knowledge from their own experience and discover new things for long lasting retention of information [2]-[10].

Internship as one of the components in a university's curricula, adds tremendous value to all degree programs by enhancing the employability skills of future graduates. Moreso, it exposes students to real work environment and helps them to apply theory to practice [11]-[22].

Two of the specialized program offerings of the College of International Tourism and Hospitality Management under Bachelor of Science in International Hospitality Management are Cruiseline Operations in Hotel Services (CLOHS) and Cruiseline Operations in Culinary Arts (CLOCA). The students enrolled in these programs undergo internship in hotel, restaurant and on-board vessel. The Internship Office of the university seeks for industry partners

which can provide students with hands-on training and experience that can satisfy the students' requirement in their field of specialization. They work alongside with the department in the deployment of students in the establishment appropriate for them.

Before engaging in a training program, it is necessary to clearly define the trainees' needs. One of the factors that determine success of training to bring the expected change and learning is the training needs assessment. One goal of a performance is to evaluate the level of competency students achieve in doing trainings [23]-[35]. Therefore, performance assessments can also produce useful information for diagnostic purposes to assess what students know. These assessment strategies can also be used to monitor student's progressing skills and problem-solving capabilities, as well as their competence in particular areas while applying learning activities. Learning theory and educational practice often are viewed as distinct, but in fact they should complement on one another. Neither is sufficient to ensure good teaching and learning. Theory alone may not fully encapsulate the significance of situational factors. Practical experience without theory relatively specific and lacks the principal framework to systematize knowledge of teaching and learning.

Thus, to ensure that the interns are equipped with the needed competencies to face the challenges of the industry having been exposed to different trainings and skills acquisition, the need to review industry partner's performance evaluation which is a impartial and sensible assessment of student's performance is expected.

As a faculty member of the College of International Tourism and Hospitality Management, and with intensive industry experience in the Cruise line Industry, it is in this context that the researcher deemed it necessary to assess the students performance during the Internship program to further improve the necessary competencies (knowledge, skills and attitude) of the Cruise line Management students to better prepare them in their future profession. Moreso, this may be of help to answer the call of the Cruise line Industry in acquiring competent Tourism and Hospitality professionals.

OBJECTIVES OF THE STUDY

The study aimed to look into the Industry Partners' perspective on Cruiseline Management trainees. Specifically, it will describe profile of the Industry Partners in terms of classification and number of years in the operation; determine the

performance of the students as evaluated by the industry partners in terms of knowledge, skills, attitude and personality; test the significant difference on the performance of BSIHM-CLOHS and BSIHM-CLOCA; and to propose a training plan to further improve the internship program.

METHODS

The researcher utilized descriptive-evaluative design in order to analyze industry partner's evaluation on Cruiseline Management students' internship performance. The researcher utilized the standard Evaluation form used by the Internship Office, conducted an informal interview coupled with documentary methods of research to substantiate data gathered.

The qualitative research method was used in this research study particularly the descriptive type of research investigation. Qualitative research is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issues [36]. The descriptive method of research design helps the researcher planned and carried out descriptive studies, designed to provide rich descriptive details about people, places and other phenomena [37].

The participants of this study are the 221 BSIHM-CLOHS and BSIHM CLOCA students who had their internship in the areas of food and beverage, rooms division, western cuisine, Asian cuisine and onboard for the academic year 2013-2014. They were evaluated by the managers or supervisors of the industry partners where they had their internship.

The researcher based the data on the accomplished internship evaluation instrument provided by the Internship Office. The instrument is a standard performance evaluation tool of the University utilized to evaluate the performance of the interns. The evaluation instrument accomplished by the industry partners assessed the internship performance of the students using Knowledge, Skills, Attitude and Personality.

Informal interview was conducted to supplement the evaluation and feedback of the industry partners and Internship Coordinator.

The researcher requested permission from the dean of CITHM and the head of the Internship Office for the retrieval of the needed accomplished Evaluation Form of CLOHS and CLOCA students. Results of the instrument were tallied, tabulated and interpreted.

The gathered data were tallied, tabulated, encoded and analysed accordingly using the following statistical tools: Frequency Distribution and Weighted Mean.

RESULTS AND DISCUSSION

In terms of Industry Partner profile for resorts in terms of classification and years of operation, most of them are more than 5 years in operation and Classified as AAA Resort by the Department of Tourism. For Balesin Island, though youngest among the Industry Partners in terms of number of years in Operation, it is classified as World Class Resort.

The students were placed in resorts accredited by the Department of Tourism. This means that the interns were exposed to the high standards and operating procedures of these establishments making them more competent after the internship.

For Hotel Partners, all of the tie up hotels are operating for more than five (5) years and classified as three (3), four (4), five (5) star respectively and Tagaytay Highlands as World Class recreational and Residential Complex. Having deployed to hotels with high classifications benefited the students since they had an actual exposure and training on these establishments that further enhanced their competency and provided them with new learning.

Restaurants where students are placed are classified as Casual Dinning, Catering Service and Pizza Parlor, all operating for more than nine (9)

years. Students were exposed to various food establishments that differs in the type of service and menu served to the guests.

The profile of the industry partners implies that the university has established partnership with the industries that can provide the students with the required training and learning for them to be competent future cruise line professionals.

For the On board/ Vessel partner, 2Go Travel classified as Passenger Vessel, operating for more than 30 years is only Shipping Industry in the Philippines. The company also provide an Educational Program called APEX-. Its highly comprehensive programs has been giving its participants a unique and hands-on experience towards the mastery of their chosen fields. School administrators can choose among different packages to suit what they feel is best for their student

The Apprenticeship-by-Experience (ApEx) program for the Hospitality and Tourism industries is an onboard learning program specially designed for Hospitality Management, Hotel and Restaurant Management, Tourism Management and Travel Management students and trainees [38].

In summary, the profile of the industry partners presented in table 1 implies that the university has established partnership with the industry that can provide the students with the required training and learning for them to be competent future cruise line professionals.

Table 1. Performance Evaluation of CLOHS and CLOCA in terms of knowledge

Performance Criteria	CLOHS				CLOCA				CLOCA		CLOHS	
	F & B		Rooms		Western		Asian		Onboard		Onboard	
	WM	R	WM	R	WM	R	WM	R	WM	R	WM	R
1. The intern comprehends/follows instructions easily	4.37	4	4.46	2	4.30	4	4.25	2.5	4.39	1.5	4.45	2
2. The intern understands the operating procedures and techniques	4.44	1	4.30	4.5	4.36	1	4.31	1	4.04	5	4.57	1
3. The intern is competitive enough in his/her job assignment	4.11	5	4.44	3	4.29	5	4.23	4	4.22	3.5	4.19	5
4. The intern is able to organize work and analyze it.	4.40	3	4.30	4.5	4.35	2	4.22	5	4.22	3.5	4.39	4
5. The interns has the command of relevant general information and technology.	4.42	2	4.53	1	4.33	3	4.25	2.5	4.39	1.5	4.44	3
Composite Mean	4.35		4.40		4.33		4.25		4.25		4.41	

Table 1 shows the performance evaluation of CLOHS Students in Food and Beverage (4.35), Rooms Division (4.40) and Onboard (4.41) and the performance evaluation of CLOCA students in Western Cuisine (4.33), Asian Cuisine (4.25) and Onboard (4.25) using Knowledge as performance indicator. All areas got a verbal interpretation of Very Good.

For the CLOHS program, results showed in F & B that "The intern understands the operating procedures and techniques rank 1 with a weighted mean of 4.44 but in 2nd rank (4.46) for Rooms Division. The interns have the command of relevant general information and technology ranked 2nd (4.42) but top the survey for Rooms Division having a weighted mean of 4.53.

This is clearly explained by the nature of the competency of each course. As described in the CITHM Course description on F & B, students are well trained in F & B Service. While in Rooms division, students have more access to technology used in reservation system that the students commonly practiced during OJT. Students are well versed on the computer applications since, part of the curriculum, they are to take Computer Applications for front office operation.

A Standard Operating Procedure (SOP) is a set of written instructions that record a routinary or repetitious activity followed by an establishment. SOP helps in maintaining quality and service consistency and standard's in the hotel. The development and use of SOPs are an important part of a successful quality system as it provides individuals with the information to perform a job properly, and facilitates consistency in the quality and integrity of a product. It is essential that all newly hired hotel staff should be given training on the SOP of hotels [39].

Dotong [22] stated that the next generation of Information age has been getting more challenging with the new set of discoveries and innovations being introduced for dynamic end-users while tough Higher Educational Institutions are simultaneously redesigning their student services and curricula to align and sustain academic growth with modern technologies in international networks.

In F & B, the intern is competitive enough in his/her job assignment, while in Rooms Division, the intern understands the operating procedures and techniques and the intern is able to organize work and analyze it rank the last having a weighted mean of 4.36 and 4.11 respectively. The internship program

for F&B and Rooms Division are taken by 2nd year students.

Students who were assigned to these departments have not yet taken all the necessary professional courses that will make them feel confident to execute required task.

Training courses often define the competencies students should be able to perform by the end of the class. Likewise, most on-the-job and other developmental activities are designed to develop certain knowledge and skills. Knowing how course content and developmental activities create mastery helps supervisors or managers to 'map' each position to a specific training and development plan that nurtures growth in required competencies [40].

According to Taladtad, Bala and Rodelas[41], many opportunities for learning and development can be found in the workplace. Trainees/ interns can learn as they contribute to the goals of the enterprise. However, there are limitations because this approach requires competent higher – level managers who can teach, mentor and coach trainees.

For the CLOCA program, both areas in the kitchen has noted that interns well understood the operating procedures and techniques during kitchen operation having a weighted mean of 4.36 and 4.31 and interpreted as very good. The trainings that were provided to the students developed their competencies particularly in the kitchen. With intense culinary background and Outcome-based approach in teaching, students were able to perform well in their field. The result also shows that the hands-on experience that students were experience during their practical examinations greatly affect their performance during the on-the-job training.

On-the-job training / internship has several advantages over other methods of training. It can be tailored-fit to the experiences and abilities of trainees. Training is directly applicable to the job because OJT occurs on the work site using actual tools and equipment. As a result, trainees are highly motivated to learn.

The intern comprehends/follows instructions easily and the interns has the command of relevant general information and technology having a weighed mean of 4.39 top the rank in the onboard training for CLOCA students. The culinary students use kitchen tools and equipment comparable to what are being utilized in the industry. They are exposed to practical examinations where the students require to execute variety of cooking methods and techniques. It is for

these reasons that these criteria ranked first among others.

With regards to the on-board training of the CLOHS students, the intern comprehends/follows instructions easily and the interns have the command of relevant general information and technology is both very good having a weighted mean of 4.39. The intern comprehends/follows instructions easily is very good with a weighed mean of 4.45 ranked second. Evidently, students showed good comprehension and follow instruction easily and perform well in using information and technology. Professional courses on Cruiseline management made the students more familiar with the basic competencies of Cruise line operations.

If the program provides training for their team or their organization, then they most likely know how significant it is to measure its effectiveness. Nevertheless, they don't want to waste time or money on training that doesn't provide a good return [42].

However, the intern understands the operating procedures and technique with a weighted mean of 4.04 and the intern is competitive enough in his/her job assignment with a weighted mean of 4.19 rank last in CLOCA and CLOHS programs onboard training respectively. This may be due to the difference in the standard operating procedures of a passenger vessel as compared to the land-based trainings in hotel and restaurant. Moreso, the passenger vessel where the students were deployed is not a luxury liner that offers the same service as first-class hotel or restaurants.

In terms of skills, Table 2 shows the performance evaluation of CLOHS Students in Food and Beverage (4.35), Rooms Division (4.40) and Onboard (4.41) and the performance evaluation of CLOCA students in Western Cuisine (4.33), Asian Cuisine (4.25) and Onboard (4.25) all with a verbal interpretation of Very Good.

Table 2. Performance Evaluation of CLOHS and CLOCA in terms of Skills

Performance Criteria Skills	CLOHS				CLOCA				CLOHS		CLOCA	
	F & B		Rooms		Western		Asian		Onboard		Onboard	
	WM	R	WM	R	WM	R	WM	R	WM	R	WM	R
1. The intern seeks to improve his/her skills by taking initiative to learn new paradigms and methodologies.	3.98	5	4.58	1	4.30	4	4.25	2.5	4.33	1.5	4.13	5
2. The intern is comfortable in presenting recommendations, suggestions and criticisms to his/her supervisor/peers and open to accommodate them with an objective and positive point of view	4.14	4	4.39	3	4.36	1	4.31	1	4.20	4	4.15	4
3. The intern is accurate and efficient in work.	4.42	2	4.35	5	4.29	5	4.23	4	4.20	4	4.38	2
4. The makes productive use of the resources e.g., terminals and or workstations assigned to him	4.26	3	4.37	4	4.35	2	4.22	5	4.20	4	4.29	3
5. The intern delivers the required amount/volume of work output within the allocated time.	4.44	1	4.47	2	4.33	3	4.25	2.5	4.33	1.5	4.49	1
Composite Mean	4.25		4.43		4.33		4.25		4.25		4.29	

Delivering the required amount/volume of work output within the allocated time ranked 1 in F & B Service having a weighted mean of 4.44 and initiative to learn new paradigms and Methodologies” topped the evaluation for Rooms Division with a weighted mean of 4.58 interpreted as very good. This is a clear indication that students have internalized the Program Educational Objectives. CITHM trained the students to manifest professionalism and self confidence in performing duties and responsibilities where students are immersed in various activities that recourse them to practice the following Performance indicators: Identifying the basic duties and responsibilities in the workplace during internship and performing it accordingly and confidently; showing professional gestures and positive attitudes during internship ; and observe punctuality, respectfulness, honesty and obedience to manifest professionalism.

It is through the practicum or internship experience that students develop essential professional knowledge such as social knowledge, knowledge of themselves, and people sensitivity- all of which are important traits that would see them through their professional lives [34].

On the other hand, in F & B The intern seeks to improve his/her skills by taking initiative to learn new paradigms and methodologies got the lowest mean score of 3.98 in Food and Beverage and interpreted as very good.

Having initiative in performing the task is one of the perceived problems of the industry partners. In Rooms division, the intern is accurate and efficient in work ranked last with a weighted mean of 4.35. Most of the students under Rooms Division training, were assigned in the housekeeping department of a hotel. The students were required to clean a number of rooms ranging from 8-20 rooms. According to them, they find it difficult since they are not used to it and most of the rooms were occupied. These statements were confirmed during their revalida conducted after the internship.

The intern is accurate and efficient in work ranked first in Western cuisine with a weighted mean of 4.46 and interpreted as very good. In Asian Cuisine, the intern delivers the required amount/volume of work output within the allocated time is very good having a weighted mean of 4.48.

This can be supported by the fact that CITHM-LPU B has adopted the competency based teaching methodology which has developed not only the cognitive aspect but more of the psychomotor aspect

in the student learning [43]. CMO 30 series 2006 [44] has explained that a shift from supply-driven to market driven curriculum in terms of content and structure will result to a more responsive training based on the needs of the industry. Programs with more focus on skills and competencies instead of just managerial theory will provide a student better performance on the actual.

For the on-board training, The intern seeks to improve his/her skills by taking initiative to learn new paradigms and methodologies and the intern delivers the required amount/volume of work output within the allocated time got the highest wean mean of 4.33 and 4.49 for CLOCA and CLOHS program respectively.

These clearly reflect the competencies that the students have displayed in performing the specific task assigned to them on-board. According to the internship coordinator, the interns’ deployed on-board vessel stood-out among the rest of the interns specifically in terms of service delivery and their skills in the performance of their duties. It was also mentioned during the revalida that positive feedbacks were given to students who are deployed on-board vessel. Furthermore, this can be explained by the comprehensive trainings given to CLOHS and CLOCA students which can be seen on the enrichment courses in their curriculum.

As stated in the study conducted by Taladtal et.al [41] the most effective method to develop the competence and skills of students is through hands – on training – the on-the-job training. This activity exposes the students to the various fields and learning. More so, it allows the students to become accustomed to the actual operation of the business and the modern facilities, equipment and technology used.

The criteria which got the lowest weighted mean of 4.13 for CLOHS program seeking to improve his/her skills by taking initiative to learn new paradigms and methodologies. All other criteria got the same weighted mean of 4.20 in the on-board training of CLOCA program. As mentioned by the students during the interview, there were limited tasks assigned to them in the on-board training and routinary. Furthermore, since the training happens in a short period of time, the students cannot explore and discover new learning.

The performance evaluation of CLOHS and CLOCA students in terms of Attitude is seen on Table 3. Food and Beverage got a composite mean of 4.47; 4.59 for Rooms Division, Asian and Western Cuisine both garnered 4.30; and the on board training got a

composite mean of 4.33 and 4.47 for CLOCA students and CLOHS students respectively.

For the Food and Beverage of CLOHS program, among the performance criteria mentioned, applying the virtues of integrity and honesty in all aspects of his/her work is excellent with a weighted mean of 4.72. One of the main thrust of the CITHM is to train their students on integrity and values. This item is clearly manifested on the Cruiseline syllabi where it cited that one of the Performance indicator for Cruise line students is to show professional gestures and positive attitudes during internship.

Observing punctuality, respectfulness, honesty and obedience to manifest professionalism is expected from the students after completing the course. This note will also support the assessment of the industry partners among students who were assigned in the Rooms division that is evidently shown in the result: the intern enjoys comfortable working relationship with his/her superiors or peers were excellent having a weighted mean of 4.68.

The intern accepts miscellaneous jobs and tasks with the proper attitude without complaining ranked first both in Western Cuisine and Asian Cuisine verbally interpreted as very good and excellent and having a weighted mean of 4.48 and 4.50 respectively.

Students become more flexible and accept job without complaining were manifested among CLOCA. It is through the practicum experience that students improve important professional knowledge such as knowledge of people, , patience , self-control and people sensitivity - all of which are significant traits that would see them though their professional lives [41]. In addition, practicum teaches soft skills such as independent problem-solving, working with colleagues and improving professional values and attitudes.

As to the on-board training of CLOHS and CLOCA programs, the intern applies the virtues of integrity and honesty in all aspects of his/her work ranked first with a weighted mean of 4.52 and 4.63 and verbally interpreted as excellent. Students have strongly manifested the virtues of integrity and honesty in their works. This attribute is the main focus of LPU quality education as cited in the LPU-B Mission Statement [43], “ ... it is committed to provide quality education and develop leaders, lifelong learners and globally competitive professionals who possess the 4 C’s-competence, commitment, credibility and collaboration.” Employers most preferred the characteristics of the employees to be honest and trustworthy [49].

Table 3 Performance Evaluation of CLOHS and CLOCA in terms of Attitude

Performance Criteria Attitude	CLOHS F & B		Rooms		CLOCA				CLOCA Onboard		CLOHS Onboard	
	WM	R	WM	R	WM	R	WM	R	WM	R	WM	R
	1. The intern reports to the office with regular punctuality and finishes the duty as scheduled.	4.21	5	4.58	4	4.28	4	4.30	4	4.22	5	4.34
2. the intern is reliable and imbues a sense of responsibility in handling the tasks assigned to him/her.	4.35	4	4.47	5	4.06	5	4.02	5	4.26	4	4.40	4
3. The intern enjoys comfortable working relationship with his/her superiors or peers..	4.47	3	4.68	1	4.46	1	4.33	3	4.30	3	4.47	3
4. The intern applies the virtues of integrity and honesty in all aspects of his/her work.	4.72	1	4.65	2	4.32	3	4.38	2	4.52	1	4.63	1
5. The intern has the positive attitude towards criticism and towards superior/s.	4.58	2	4.60	3	4.38	2	4.48	1	4.35	2	4.54	2
Composite Mean	4.47		4.59		4.30		4.30		4.33		4.47	

Conversely, the intern reports to the office with regular punctuality and finishes the duty as scheduled the intern is reliable and imbues a sense of responsibility in handling the tasks assigned to him/her rank last and got the lowest weighted mean of 4.21 and 4.47 for Food and Beverage and Rooms Division respectively. Same is true with the Asian and Western Cuisine internship with weighted means of 4.06 and 4.02 and on-board training with a weighed mean of 4.22 for CLOCA program and 4.44 for CLOHS program.

This implies that students may have positioned themselves in the establishment as students who can be pardonable for being late or absent or they see themselves as a trainee and not as an actual worker or employee of the establishment. It may be also due to their young age that they may not have understood well the value of time and professionalism.

Table 4 presents the performance evaluation of CLOHS and CLOCA students in terms of Personality. It can be observed from the table that Food and Beverage got a composite mean of 4.52 and Rooms Division got 4.58. For Asian and Western Cuisine it garnered 4.43 and 4.38 respectively. The onboard training of CLOCA has a composite mean of 4.31 while 4.34 for CLOHS program.

Data showed that both department have identified that the interns excellently reports for work in attire and follows proper personal hygiene is excellent and ranked first with a weighted mean of 4.68 in Food and

Beverage and Rooms Division, 4.55 in Rooms Division, 4.54 and 4.75 in the on-board training. This can be explained by the thorough training made by CITHM on proper hygiene and good grooming standards that were incorporated in the rubrics used to assess students' competency in various professional courses. Students undergone an in-depth training as to the personality development which is incorporated in the pre-internship program of the university. Series of trainings to improve personality that will suit the industry were some of the activities conducted by the college to prepare the students to the industry settings. Power dressing is also part of the programme in the powered seminar of the college. With this, students became aware of the importance of proper grooming and adherence to uniform standards. More so, study of Switzer [45] cited that intellectual and emotional is the basic material of the internship.

When people take the time to dress for success, they tend to feel good about themselves [46]. Proper and good grooming and professional appearance are essential to get not just positive impression but most importantly respect in the workplace. First impressions matter and the way a person look and carry themselves create impact on people they get along with in the work setting. Lack of these may lead to negative image and may hinder the chance of getting good impression and positive feedbacks from colleagues and superiors [47].

Table 4. Performance Evaluation of CLOHS and CLOCA Students in Terms of Personality

Performance Criteria Personality	CLOHS				CLOCA				CLOHS		CLOCA	
	F & B		Rooms		Western		Asian		Onboard		Onboard	
	WM	R	WM	R	WM	R	WM	R	WM	R	WM	R
1. The intern reports for work in attire and follows proper personal hygiene.	4.68	1	4.68	1	4.55	1	4.56	2	4.54	1	4.75	1
2. the intern exercise self-confidence and comfortable in airing his/her problems and difficulties with his supervisor	4.40	4.5	4.42	5	4.29	5	4.13	5	4.30	2.5	4.43	4.5
3. The intern is flexible in work and in dealing with people.	4.53	3	4.56	4	4.45	3	4.25	4	4.20	4.5	4.51	3
4. the intern accepts miscellaneous jobs and tasks with the proper attitude without complaining.	4.40	4.5	4.61	3	4.48	2	4.58	1	4.30	2.5	4.59	2
5. The intern shows interest and pride with the tasks assigned to him/her.	4.58	2	4.63	2	4.41	4	4.36	3	4.20	4.5	4.43	4.5
Composite Mean	4.52		4.58		4.43		4.38		4.31		4.54	

Moreso, the intern accepts miscellaneous jobs and tasks with the proper attitude without complaining topped the list in Asian cuisine having a weighted mean of 4.58 and interpreted as excellent. TESDA Training regulations on Cookery also noted that one of the evidence guides for a competent industry practitioner is to observe work values and attitude.

Contrary wise, the performance criterion which ranked the last for all the internship divisions is that the intern exercises self-confidence and being comfortable in airing his/her problems and difficulties with his supervisor. Since the students having these trainings are 2nd year students, it is evident that they are still not confident in expressing themselves and giving their feedbacks to their colleagues most specially to their superiors. The students may be anxious of voicing out their concerns or if they feel troubled.

Table 5. Difference on the Performance of the Respondents on Internship

	Program	N	Mean	t-value	P-value
Knowledge	CLOHS	273	4.47	6.608**	0.000
	CLOCA	179	4.28		
Skills	CLOHS	273	4.39	3.337*	0.001
	CLOCA	179	4.28		
Attitude	CLOHS	273	4.45	1.346	0.179
	CLOCA	179	4.41		
Personality	CLOHS	273	4.53	4.933**	0.000
	CLOCA	179	4.39		

*Significant; **Highly Significant

As seen from the result in Table 5, there is a significant difference observed on the performance in terms of knowledge (0.000), skills (0.001) and personality (0.000) of BS CLOHS and BS CLOCA students. This was observed from the obtained p-values which were less than 0.05 alpha level. This means that the two programs performed differently as to the three components. It can be seen from the result, that CLOHS performed better than COCA in terms of the knowledge that they gained, skills in the internship and personality that were developed.

In terms of knowledge and skills, CLOCA and CLOHS students have different specialization. This implies that they have dissimilar know how on the operations of restaurant or hotel. Culinary Arts students focus on hands-on training on food preparation while Hotel Services students focus on food service and handling guests.

The students enrolled in CLOCA and CLOHS programs possess different personality. CLOHS

students are frontliners and have direct guests contact since they are being assigned as food attendants in Food and Beverage Department and receptionist, front desk clerk, or as room attendants in Front Office Department and Housekeeping Department respectively. On the other hand, CLOCA students are assigned at the Back of the House of the hotel or restaurant specifically in the kitchen. They do not interact directly with the guests.

However, their attitude during internship is the same as assessed by their respective employers/company. This implies that students of both programs demonstrate same or common attitude towards work. The practical examinations / simulations that the students were exposed to contribute on how they obey rules and handle situation at the workplace.

[48].

Personality can have inferences not only to an individual performance level but also on a team level. Individual and collective dimensions are pertinent because currently employees have a tendency to combine both types, individual work and team work in their organizations. These are areas that affect competencies which are measurable or observable knowledge, skills, abilities, and behaviors (KSABs) perilous to successful job performance [40] or perform "critical work functions" or tasks as a Cruise line professional.

Proposed Training Plan to Improve the Internship Program

In order to prepare the CLOHS and CLOCA students become more competitive when it comes to knowledge, they will take the competency assessment to acquire NC II in the following courses: Food and Beverage, Housekeeping, Front Office, Cookery, Bartending, and Bakery & Pastry. There will also a strict implementation of Outcomes based Education with monitoring of students' portfolio.

When it comes to enhancing the students' skills, accuracy and work efficiency, there will be seminar on the updates in Hospitality Industry focusing in the areas of Food and Beverage, Housekeeping, and Front Office. Speaker from a 5-star hotel may be invited; For Culinary Arts students, a seminar/workshop on culinary gastronomy, sugar pulling, art of chocolate and other latest culinary innovations; and attendance of students to culinary and hospitality skills competition such as NFS, PCC, COP, NLTSSO, COHREP and the like.

To make students more reliable and responsible, Powered Seminar focusing on Values, Attitude and Behaviour will be conducted with in-depth orientation of students per program before deployment.

In terms of enhancing the personality to help them exhibit more self-confidence in giving feedback, the Personality Development Course will be imbedded in the curriculum and conduct a seminar on Crowd and Crisis Management

CONCLUSION AND RECOMMENDATION

The Industry Partners where Cruiseline students were deployed for internship are composed of AAA resorts, 3-star to 5-star hotels, casual dining restaurants, and passenger vessel that have been in operation from 3 – 50 years. The performance of CLOHS and CLOCA students based on knowledge, skills, attitude, and personality as performance criteria is very good in the areas of Food and Beverage, Rooms Division, Western Cuisine, Asian Cuisine, and On-board training. There is a significant difference observed on the performance in terms of knowledge, skills and personality of BS CLOHS and BS CLOCA students as assessed by the industry partners. A training plan was proposed to further improve the internship program for the Cruise line Management students.

The Internship Office in close coordination with CITHM may forge tie-up with more 5-star hotels, fine dining restaurants, Triple A resorts that will provide the required training of the cruiseline management students in preparation to work in a luxury liner. The college may continuously initiate activities and programs that will prepare the students in their internship. The existing pre-internship course taken before the deployment of students may be reviewed and redesigned so that the program be tailor-fit to the specialization of the students. Moreso, a separate seminar / workshop for each specialized program may be conducted inviting industry practitioners as resource speakers/trainers to further enhance the students' knowledge, skills, attitude in a specific field. A course in Personality Development, Customer Relations, Crowd Control and Crisis Management may be imbedded in the curriculum. Part of the topic in the Pre-internship course/ program may be handled by trainers/ facilitators who have industry experience or aligned with program of the students so that students can have better understanding of the duties and responsibilities expected of them in the training/internship venues. Faculty members with cruise line industry experience may be assigned to handle orientation of the students taking the Cruise line Management program so that students can have better understanding of the duties and responsibilities expected of them in the training/internship venues.

The proposed training plan may be implemented come school year 2015-2016.

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