

# Summative Assessment on Student Outcomes for Tourism Program from 2013 to 2017

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Noelah Mae D. Borbon<sup>1</sup> & Marivic V. Ricafort<sup>2</sup>

Lyceum of the Philippines University Batangas

<sup>1</sup>nmdborbon@lpubatangas.edu.ph, <sup>2</sup>mvrivafort@lpubatangas.edu.ph

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**Abstract:** *This study aims to have a summative assessment of the student outcomes for the tourism program during the academic year from 2013 to 2017. This study explored the effectiveness of Outcome-Based Education (OBE) through assessing the student outcomes. With this, the researcher would like to investigate the student academic performance through their final grades on all the subjects they have taken. A Quantitative method was used for the total sample of 33 students (25 percent of total population). Among the student outcome for the tourism program, it was revealed that majority of the student is on high standing in terms of Manifesting professionalism and self-confidence in the performance of duties and responsibilities. With all the findings, the researcher proposed to upgrade the Amadeus training plan, have Micros Opera Training to other faculty members and revisit their teaching strategies for enhancement. Furthermore, it is recommended for the College of International Tourism and Hospitality Management, they may revisit their course syllabi and focus on the performance task of the student rather than focusing on the theories and knowledge-based tasks and For the Tourism Faculty to be innovative and creative in their teaching strategies to ensure higher learning capability for the students.*

**Keywords** – Enhancement Program, Outcome Based Education, Student Outcome, Tourism Program

## INTRODUCTION

Outcome Based Education (OBE) is a curriculum design and teaching methodology that focuses on what learners can know, understand, explain and how to relate to life after formal education. Moreover, their study reveals that OBE techniques strengthen content acquisition abilities in terms of higher final course grades and academic skills, enhance student skills [1]. OBE is a skill-based oriented and student-centered curriculum methodology that presents a powerful and attractive way to reform and administer hospital management. [2]. OBE highlight of what student should understand and know, demonstrate as well as how to become accustomed in field that they are specialized with.

Confounding variables such as the demographic profile of pupils, past experiences including academic success, the classroom atmosphere and the consistency of the instructor can have a substantial effect on the performance of students in any educational research. In Lyceum of the Philippines University Batangas (LPUB), more specifically in the College of International Tourism and Hospitality Management, the quality of the faculty and instruction is undeniable of high standards. CITHM is one of the most awarded in terms of local and international competitions may it be academic and extracurricular.

Bachelor of Science in International Travel and Tourism Management (BSITTM) provides in-depth knowledge in tour and travel operations and managing the interdependency among the various segments of tourism, travel, airlines, food service, and accommodations. Tourism program in LPUB is awarded Center for Excellence, First in the Philippines to be accredited INTERNATIONAL CENTRE OF EXCELLENCE (4Stars) for its International Travel and Tourism Management programs by the Asia Pacific Institute for Events Management and the Philippines' First Level 4 PACUCOA Reaccredited Tourism Program.

LPU B is committed to provide quality education and develop leaders, lifelong learners and globally competitive professionals who possess the competence, commitment, credibility and collaboration. There is a need to have an assessment of the student outcomes for the university to have a room for improvement and continue to provide quality education among their students. The purpose of this study is to conduct a summative assessment on the student outcomes for the tourism program. Since then, there is no systematic review has been seen to explore the effectiveness of Outcome Based Education through assessing the student outcomes. With this, the researcher would like to investigate the student academic performance

through their final grades on all the subjects they have taken from 2013 to 2017.

### OBJECTIVES OF THE STUDY

This research aims to conduct a summative assessment on the student outcomes for the tourism program during the academic year of 2013 to 2017. More specifically, the study aims to assess the student outcomes for the tourism program. As an output, the researcher will propose an action based on the result of the study for further development of the tourism program.

### MATERIALS AND METHODS

This study used a quantitative descriptive design to assess the student outcomes for the tourism program. Descriptive research is described as a method of study that explains the features of the population or phenomena being analyzed. The participants of the study were the students under the Bachelor of Science in International Travel & Tourism Management Batch 2013-2017. A total sample of 33 students (25 percent of total population) was assessed.

Once proposed topic is approved by the research committee and the University President, the researcher sought the approval of the dean to collect the necessary data which are the final grade of the student to the subjects that they took since 2013-2017. After which, the researcher tallied the grades per subject and was able to have the summary assessment per student outcome. Moreover, the researcher assured the full confidentiality of the grades as the names of the students were hidden during the data encoding. The collected data were tallied, encoded and interpreted using average from the grades of the students rank was in the study.

The researcher assured, in compliance with the Code of Ethics, that all information to be collected from the respondents was being granted free consent, entirely voluntary consent from its respondents. The investigator has assured that in order to achieve an appropriate response from them, there is a strong reverence and value for the honesty of their participants in the treatment.

### RESULTS AND DISCUSSION

First in the rank is student outcome E. Manifest professionalism and self-confidence in the performance of duties and responsibilities. Followed by student outcome C and H. Speak articulately and express themselves clearly both oral and written and

Ability to conceptualize products, ideas and systems in hospitality businesses.

**Table 1 Summary Table on Student Outcome Assessment**

Student Outcome (SO)	Grade	Rank
SO A: To be able to acquire basic knowledge and to perform basic tasks as a tour guide travel agent cabin crew and front liner of the tourism and hospitality industry	89	9
SO B: Perform and adjust to technological advancement and services of international standards using the different General distribution system	88	10
SO C: Speak articulately and express themselves clearly both oral and written	91	2.5
SO D: Apply knowledge of different theories and principles in the areas of travel and tourism operations	90.5	5.5
SO E: Manifest professionalism and self confidence in the performance of duties and responsibilities	93	1
SO F: Conduct research in the field of tourism and hospitality industry and utilizing the result of community development	90	5.5
SO G: Observe the tourism policy and international laws and code of ethics in the practice of student profession	91	2.5
SO H Ability to conceptualize products ideas and systems in hospitality businesses	90	5.5
SO I: Ability to establish hospitality related business	90	5.5
SO J: Demonstrate respect to different cultures and nationalities and awareness of social issues in the community	90	5.5
<b>Composite Mean</b>	<b>89.66</b>	

Practice based education and professionalism is an important student outcome. This is a phenomenon of several different ways that expresses itself. It varies according to the students' personal characteristics, the degree of their careers, the areas of practice, the intentionality of their study, and the formalization of the practices of learning. The concern is whether technical skill principles have helped to practice professional and practice-based learning [3]. Furthermore, Tourism and and hospitality industry faces a wide variety of worldwide competitions. This is one of the biggest and fastest-growing markets in the world. It is currently placed next to the government as the biggest employer in the world; it offers numerous jobs in diverse fields, such as hotels and restaurants [4].

The students can communicate fluently through simulations and interviews ranked first. One of the teaching and learning strategies provided by the college to have frequent class reporting, individual class recitation and group interactive discussion so that the students will be able to develop their communication

skills orally. This is an important skill for tourism students since they will be exposed in the industry using this skill. Furthermore, Based on the study of Sydorenko [5], participants and respondents learned material and communicative method from experienced speakers, and their experiences in scenario-based simulations demonstrated greater pragmatic understanding and improvements over time in oral development. Also, in the study of Kwon, [6] In a simulated social simulation environment, it explains how the amount of graphical realism required can be therapeutically helpful in reducing job interview anxiety by exposure. Inside a high-quality immersive environment that is like professional augmented reality, the virtual work interview simulation will offer a convincing mock job interview. People not only need to be able to pronounce tones, sentences, and phrases accurately in compliance with the reasonably static laws of a given language in order to speak meaningfully in real-world conversations, but they need to be able to do so in a socially acceptable way at the time of speaking [7].

Moreover, students were able to produce or develop new ideas. This has been made possible for students to develop tourism marketing plans, tourism development plan, business plan and research. One of several greatest issues hospitality educators currently face is determining clear objectives and goals for the education system to the constantly changing demands of the business. It is essential to understand the connection between what is taught to students and what the industry expects from the graduates being hired. Shift is an agreed and required part of doing business in the hospitality industry. Hospitality managers must be able to position their company to be flexible enough to be competitive in today's environment, whether it be to stay ahead of the curve in anything from product creation to newly passed regulations. Hospitality programs must have the requisite opportunities for their learners to excel in the ever-changing environment [8].

While numerous efforts to incorporate professional learning systems focused on competence were highly criticized, later advances in the philosophy of professionalism and research provided new perspectives that stressed the interdisciplinary meaning of competence within professional practice. It has helped to chart specialist areas from both a domain-specific and a general behavioral viewpoint. [3]. On the other hand, by applying their realistic learning in the workplace, students gain useful knowledge, improve their abilities to communicate with fellow staff, clients

and management, and figure out in which way they want to guide their careers [8].

Also, Yuksel and Culha, [9] recommended some Techniques were likely to be perceived acceptable if the learners were hopeful about a tourist industry approach to support themselves, local residents would be active participants in the growth of tourism. In various avenues and modes of human life, learning takes place. In essence, formal schooling from educational institutions is the right place for gaining relevant knowledge and expertise for future work [10]. It is important to be familiar with these policies and laws, for the tourism students to be more ethically and lawfully aware with the tourism industry. More so, the students will be future tourism practitioners, they needed to be knowledgeable in this area.

On the other hand, least in the rank is student outcome by using the various General Delivery Networks to operate and respond to technical innovation and facilities of international standards. In the second year of tourism students are opted to undertake the Amadeus e learning program and at the end of it they are expected to pass the certification. Faculty experts for Amadeus underwent 5-day intensive Amadeus training to make them competitive enough to teach the students with the Basic Amadeus skills of creating a reservation. Over the previous years, there is a high percentage of passing rate and for those who failed have another chance to retake the exam on the next batch. Tourism students are expected to demonstrate skills in AMADEUS and Micros-opera and to let the students apply the acquired learning through on the job training. There is one course subject for tourism students to learn and apply the basic principles for Amadeus and Micros Opera. They were able to have hands -on experience in using this system so that by the time they need to apply this on their on the job training and even in the future for their work field, they will be able to confidently execute these computer skills.

As technology becomes rapidly the catalyst of growth enhancement and market prospects for firms in the 21st century, tourism and hospitality education and training must discuss these changes and aim to strengthen the capacity of potential management to use a range of IT technologies and techniques to maximize the effectiveness and responsiveness of their company in the global economy [11]. Also, Technologies turn tourism business management and advertisement from a stagnant and functional context (where managers and visitors use innovations as tools) to a revolutionary

conceptual framework by influencing and shaping technology by tourism sector and stakeholders [12].

As tourism students where they are expected to acquire basic knowledge, learning the basic principles and concepts in relation to Tour guiding, Travel Services, Front Office Services and Food and Beverage Operations is very important. Teacher assured before conducting practical exams, demonstrations and assessment all concepts and principles must be understood firsts by the student. The results revealed based on the study of Gine [13], The professionalization of educators focuses more on developing practitioners' technical strengths, awareness, mindset, integrity and transparency. Professionalization has a range of licensing, qualification, evaluation, certification and continuing special learning programs as conducted in the Philippines. In addition, TESDA's evaluation and qualification mandate aims to decide if a graduate or a worker is able to meet the expected expectations in the workplace on the basis of established standards. This guarantees the efficiency, quality and global competitiveness of the workforce [14]. A study of Silitonga [15] stated that National credentials are required to offer guidelines to enable human capital to promote lifelong learning in one region.

## CONCLUSION AND RECOMMENDATION

The result of the study revealed that tourism students are able to perform all these student outcomes most especially being confident and professional in performing duties of a tourism practitioner through speaking and expressing themselves both in oral and written as they were also knowledgeable in the tourism laws and code of ethics. However, there is a need to for improvement in enhancing their GDS skills in relation to Amadeus and performing computer skills more specifically in Micros Opera. As well as upgrading their knowledge and skills to perform basic tasks as a tour guide, travel agent, cabin crew and front liner of the tourism and hospitality industry.

For the College may revisit their course syllabi and focus on the performance task of the student rather than focusing on the theories and knowledge-based tasks. For the Tourism Faculty Members, they may be innovative and creative in their teaching strategies to ensure higher learning capability for the students.

For the Lyceum Tourism Society, they may conduct semestral or monthly tutorial to help those students who are finding it hard to cope up in the lessons and they may also conduct student activity to actualize all the learning they got it from the classroom to the actual tourism field.

**Table 2. Proposed Action Plan**

Key Result Area	Action Plan	Person Concerned
To be able to enhance the skills in AMADEUS and Micros-opera.	<b>Upgrading of AMADEUS Training Plan</b> From Basic Reservation to Amadeus Advance Online Program where it includes Amadeus reservation essentials, Amadeus Fare Basics, Amadeus Electronic Ticketing Basics.	<ul style="list-style-type: none"> <li>· CITHM Tourism Faculty and Students</li> <li>· Amadeus Corporate University</li> </ul>
	<b>Faculty Development</b> Amadeus and Micros Opera training to faculty	
	<b>Enhancement of Teaching Strategy</b> Application of MICROS Opera during their Front Office Service practical exam	
To be able to apply the acquired learning through on the job training.	<b>Enhancement of OJT Program</b> Deployment of Students to appropriate Tourism and Hospitality Establishment that is aligned to their Program where in it will properly enhance their tour guiding skills and travel services.	<ul style="list-style-type: none"> <li>· Internship Office</li> <li>· CITHM Faculty and Students</li> </ul>
	<b>Enhancement of Teaching Strategies</b> Emphasizing on the skills of the students with the use of collaborative group work and practical activities that will focus on the knowledge learned put into practice.	

For the tourism students, they may join and participate into local or international tour or competition where they can be exposed to gain more learning experience.

For the future researchers, this study is limited only for tourism program during the academic year 2013-2017, future researches may be conducted in other programs applying to different academic years assessing the correlation on academic preperformance since the study is limited on assessing the student outcomes for tourism program.

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