Factors Motivating LPU-Laguna Students to Continue Tourism Education in the Age of Covid-19

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Abstract – Since January 2020, the coronavirus disease (COVID-19) outbreak has severely affected many countries and industries. Despite studies on COVID-19 from different perspectives, research on tourism education during the pandemic are only few. This study aims to broaden the understanding towards tourism education and the motivating factors that drove the tourism students to continue education during this era of pandemic. The descriptive research design was utilized. 134 LPU Laguna tourism students using the stratified random sampling method were the respondents from the 305 population of 1st year to 3rd year. In the analysis of data, frequency distribution and ranking were used for the Psychographic Profile. Then weighted mean supported to interpret the students' perception on factors influencing their motivation and their educational experience during the pandemic. Moreover, Spearman Rho was applied to correlate the factors motivating students and their educational experience and it was also employed to determine the variability between group means of students' motivation and educational experience and is larger than the variability of the observations within the group's psychographic profile. By aligning the results and the institutions' ever-improving operations, delivering an increased quality plan on the students' educational experience in a matrix form composed of key results area both the present and the future, the objective, strategies to be implemented for the key results area, and the persons involved where the plan is mainly for the Center of Excellence and Academic Proficiency Planning to be implemented in Lyceum of the Philippines University – Laguna. Furthermore, different dimensions of learning processes in online and blended environments occurring the intersection of social, teaching, and cognitive presences in continuing education can be concluded that continuing education leads to skills, academic performances, and even personal development despite the challenges in the age of COVID-19.

Keywords – Covid19, motivation, online learning, tourism education

INTRODUCTION

A decreasing demand of number on tourism student enrollees have been very alarming when the pandemic came upon, not just in the education sector but also to the tourism industry itself. Through education, acquiring necessary skills and knowledge is the focal point that will help a person to adapt easily in the ever-changing industry. Furthermore, there is a great shift and impact of covid-19 to a skill-based specialization, tourism education. Since the community of inquiry theory discusses three different dimensions of learning processes in online and blended environments occurring the intersection of social, teaching, and cognitive presences in continuing education which leads to skills, academic performances, and even personal development during the age of COVID-19 wherein this study was used to scrutinize the motivating factors that drove the tourism students to continue tourism education.

Tourism is known to have the utmost importance in the economic aspect of a country, as it emphasizes the lack for employees in the industry in order to develop skilled personnel [1]. Majority of the industry in the world have been severely hit by the COVID-19 and one of it is the Tourism industry, where the economy is largely dependent on [2]. A part of the industry that was hit largely by the pandemic is the tourism education that represents a vital role in molding the students to be industry-ready and professional [3]. It is said that 32 countries [4] worldwide have school shutdown leading 91% of students worldwide- around 1.6 billion children [5] were affected and are not able to continue education. Which later led the schools to offer online learning for their students [6] to continue education.

One of the great transformations in the tourism industry is the implementation of online learning. Online learning intends to guarantee effectual teaching by giving the opportunity to students to interconnect with a system that suits their knowledge and behavior. It is important because it considers the specific characteristics needed of a student to the teaching materials [7]. However, it is also a must to consider comprehending the students'

perception in the engagement to online learning [8] and to understand the psychographic profile of students, because it will be dealing with their perception on the factors that influence their motivation in continuing education, in line with this is their educational experience in this time of pandemic especially to the less fortunate who is also adapting to online learning [9].

This study was conducted to broaden the understanding towards education of tourism students during this unprecedented time of pandemic since there are only few studies like this in the tourism academe. It was designed to understand what motivates the tourism students to continue tourism education due to the fact the number of tourism enrollees decreased from 336 to 306 from the last term's population of LPU Laguna tourism students.

OBJECTIVES OF THE STUDY

This study aims to examine the various factors motivating LPU Laguna students to continue tourism education in the age of covid-19. Specifically, determine the psychographic profile of the respondents in terms of: Personality, Attitudes; and Lifestyles; determine the students' perception on the factors that influence their motivation in continuing education in terms of: Class and Curriculum Structure, Teacher Behavior and Personality, Teaching Methods, Learning Environment, Parental Habits and Involvement, Family Issues and Instability, Peer Relationships and Assessment; determine the students' educational experience in this time of pandemic in terms of: Social Presence, Teaching Presence and Cognitive Presence. Also, correlate the factors motivating students to continue tourism education to their educational experience and determine the significant relationship between students' motivation and educational experience when grouped according to psychographic profile. Lastly, propose an increased quality plan on the students' educational experience.

MATERIALS AND METHODS

The descriptive research design was used to identify what motivates the tourism students to continue their education at this time of pandemic. The respondents of this study were the 134 tourism students from Lyceum of the Philippines University Laguna. This was determined using the G-Power version 3.1.9.2. The researchers were able to identify the respondents using the stratified random sampling method. The instrument used in this study is a researcher-made questionnaire that underwent a pilot testing that resulted to a Cronbach alpha result of 0.90 which signifies that the questionnaire has excellent consistency in results. The researchers made sure that there is a consent or data privacy act attached to the start

of the questionnaire to let the respondents know of their rights to continue or withdraw from participating. The online survey was disseminated using Microsoft Forms. The statistical tools used in this study were Frequency and Ranking, Weighted Mean, and Spearman Rho for the significant relationship.

RESULTS AND DISCUSSION
Table 1. Personality

Personality	f	Rank	%
I am a people person; I get along well with others.	104	4	78%
I am open to new learnings and new experiences in the everchanging tourism education and industry.	113	1	84%
I am dependable and responsible; I accept responsibilities as this will hone me in becoming the person I need to be when I enter the Tourism industry.	100	5	75%
I see myself resilient.	97	6	71%
I am cooperative and have a sense of teamwork because I know I will be in a workplace where teamwork is much needed.	108	3	81%
I am open to criticism and corrections for the benefit of improving myself and the betterment.	111	2	83%

The Personality Table 1 under Psychographic Profile shows the different responses from the Tourism Students, this is considered effectual to know the preferences of the respondents, as it shows the character of an individual [10]. Along with this, it helps define the type of personality of the students taking up tourism and on how this affects their decision making and motivation to continue tourism education despite their situation during this pandemic. The 84% of the respondents said, they are *open to new learnings and new experiences in the everchanging tourism education and industry* which shows a great number of interests from the students who are willing to be honed by their professors in becoming better tourism practitioners. This is one of the important positive signs that a person is wanting to grow and becoming better. Personal experiences are also considered one of the factors on how a person is developed when it comes to decision making.

Then 83% of the respondents then responded to the following statement that they are *open to criticism and corrections for the benefit of improving themselves and the betterment*, ranked as the second highest, while 81% of them are *cooperative and have a sense of teamwork because they know that they will be in a workplace where teamwork is much needed*, ranked as the third highest then 78% of the respondents says that *they are a people person and get along well with others*, ranked as the fourth highest, while 75% of them says that *they are dependable and responsible; they accept responsibilities as that will hone them in becoming the person they need to be when they enter the Tourism industry,* ranked as the fifth in the list.

Lastly, 71% of them *sees themselves as resilient,* which ranked last shows that the students were still learning

to move through, since some could be stuck from their experiences, and some could be trying to still control the quality of their works. A perceive of sense of control on things shows a good effect since this helps value the quality of works and trying to make it better. In doing such, this allows an individual to advance through their level of expertise.

Table 2. Attitude

Attitude	F	Rank	%
Education keeps my attention — I am eager to finish.	94	3	70%
I am interested in the Tourism program.	106	1	79%
It is worth while taking time to study tourism.	90	4	67%
I see the program as a useful tool for my future opportunities.	105	2	78%
Engaging activities and events grab my attention.	79	5	59%
I am eager to participate on discussions.	66	6	49%

The Table 2 Attitude under Psychographic Profile category shows the different responses from the students taking up Tourism based on attitude upon choosing tourism education. This could also mean that the students are sometimes carried away by their feelings and emotions when deciding important things in their life. Attitude helps focus on achieving the goals and increases the connection with other people, especially on the students [11].

The 79% of the respondents says that *they are interested in the Tourism program,* ranked as the highest among the six statements. This shows that the students do really want to take tourism program as their desired college course. Tourism education is considered one of the most chosen programs in higher education, it shows the fact that tourism helps develop the students to establish a relevant career in the future. Students see that taking up tourism program for higher education can help support and sustain the actions and changes in the tourism industry

Following the highest, 78% of them says, *they see the program as a useful tool for their future opportunities*. Meanwhile, 70% responded that *education keeps their attention and that they are eager to finish.* Next on the rank with 67%, states that *it is worth while taking time to study tourism,* and on the fifth spot with 59% of them says *engaging activities and events grab their attention.* Lastly, 66% of the respondents says, *they are eager to participate on discussions* shows that hospitality attitude is one of the vital things that makes the tourism industry functioning. In conformity to these results, Relationship with other people especially on the students' perspective helps develop a positive attitude in decision making and motivation on continuing education [12].

The Table 3 shows Lifestyle table on different responses from tourism students. From the table, 82% responded that *they attend class regularly,* this represents the students who value their education even in online set up.

Table 3. Lifestyle

Lifestyle	f	Rank	%
I document my progress in every school requirement I do.	75	4	56%
I ensure that my checklists, marking schemes, and achievement charts are always updated.	92	3	69%
I assess myself and set learning goals for myself.	100	2	75%
I take the current learning outcomes and standards for the curriculum and current units of study into account.	74	5	55%
I do my school-works as soon as they were given by the professor.	70	6	52%
I attend class regularly.	110	1	82%
I study ahead of time for my examinations.	66	7	49%

Attending classes as part of their lifestyle of daily routine is best to practice as young as possible so that it could provide a positive result when the students have landed in their desired careers [13]. Meanwhile, 75% responded that *they assess themselves and set learning goals for themselves,* ranked as the 2nd, followed by 69% that says *they ensure that their checklists, marking schemes, and achievement charts are always updated.* On the fourth rank with 56% of the respondents says that *they document their progress in every school requirement they do,* while 55% of them responded that *they take the current learning outcomes and standards for the curriculum and current units of study into account*, next on the sixth spot with 52% of them says that *they do their school-works as soon as they were given by the professor.* The least number of responses with 49% says that *they study ahead of time for their examinations* which was positioned on the last rank. This shows the students value their day-to-day lecture or sessions. Experiences and lifestyle were presented in a report that it is one of the factors or reasons for affecting a students' performance [14]. Daily exercises from the lectures helps in honing the student to become industry involved, moreover academic achievement from the activities done daily helps instills knowledge and skills to the students.

Table 4. Students' perception on the factors that influence their motivation in continuing education

Learning Environment	WM	VI	Rank
Class and Curriculum Structure	3.29	Agree	6
Teacher Personality and Behavior	3.48	Agree	3
Teaching Methods	3.68	Strongly Agree	1
Learning Environment	3.21	Agree	7
Parental Habits and Involvement	3.62	Strongly Agree	2
Family Issues and Instability	2.86	Agree	8
Peer Relationships	3.37	Agree	4
Assessment	3.36	Agree	5
Overall Composite Mean	**3.36**	**Agree**	

Among the eight given factors, teaching methods ranked the highest (3.68) with a verbal interpretation of

strongly agree which means teaching methods have been found essential and beneficial for the students' development since acquiring both knowledge and skills can help hone the students to become equipped and prepared once they have entered the tourism industry [15]. The difference in the teaching methods applied by educators strongly affects the learning progress of a student, the more it is active, the more a student is likely to be inclined to learn more.

Teaching methods ranked the highest (3.68) with a verbal interpretation of strongly agree. Teaching methods have been found essential and beneficial for the students' development, since acquiring both knowledge and skills can help hone the students to become equipped and prepared once they have entered the tourism industry. In addition, parental habits and involvement (3.62) ranked second among eight with also has a verbal interpretation of strongly agree from the respondents. From the third, the Teacher Behavior and Personality (3.48), Peer Relationships (3.37), Assessment (3.36), Class and Curriculum Structure (3.29), Learning Environment (3.21), and Family Issues Instability (2.86) all had a verbal interpretation of agree by the respondents which signifies that the students are motivated to continue their education with the help of the factors mentioned above.

Most of the time, students are motivated to push through with their academics when they receive support from their family and having issues tends to affect them negatively that causes distraction to their academic performance. The composite average of 3.40 indicates that the students are satisfied with the overall educational experience when it comes to the presence of social, teaching, and cognitive. Social Presence were the highest among other indicators with a weighted average of 3.45 and verbal interpretation of satisfied. The other indicators, Cognitive Presence (3.38) and Teaching Presence (3.37) also has a verbal interpretation of satisfied.

Table 5. Summary table on the students' educational experience

Indicators	WM	VI	Rank
Social Presence	3.45	Satisfied	1
Teaching Presence	3.37	Satisfied	3
Cognitive Presence	3.38	Satisfied	2
Overall Composite Mean	**3.40**	**Satisfied**	

The students were satisfied with the social presence as it ranked first among the indicators. The importance of social presence is seen in the educational experience of the students because they can be with the people whom they can relate to and be with in college, may it be for academic purposes or for socializing purposes. Social presence that can be felt towards their

teachers can lead to the increased perception of the students in gaining knowledge form the lesson of their teachers [16].

It is evident that there is a significant relationship between the motivating factors to the students with the social presence in terms of Class and Curriculum Structure (p<0.01), Teacher Behavior and Personality (p<0.01), Teaching Methods (p<0.01), Learning Environment (p<0.01), Parental Habits and Involvement (p<0.01), Peer Relationships (p<0.01), and Assessment (p<0.01). Seeing as social presence is perceived to be a vital aspect in the learning experience of the students, it is clearly visible that majority of those factors revolves around the condition of a student inside the school in which it resulted to be significantly related to each other.

Table 6. Correlation of the factors motivating students to continue tourism education to social presence

Social Presence vs	rho-value	p-value	I
Class and Curriculum Structure	.426	.000	S
Teacher Behavior and Personality	.382	.000	S
Teaching Methods	.434	.000	S
Learning Environment	.392	.000	S
Parental Habits & Involvement	.354	.000	S
Family Issues & Instability	-.034	.701	NS
Peer Relationships	.426	.000	S
Assessment	.561	.000	S

NS-Not Significant; S- Significant

Inversely, contrary to the other factors, the Family Issues and Instability (-.034) is seen to have no significant relationship to the Social Presence of the educational experience of the students. Improved social presence of the students can be seen in their interaction with the other students, orientation activities, course announcements, and discussion activities that mostly happen inside the school where they develop their interpersonal relationship that positively influences them [17]. There is a significant relationship between the motivating factors of the students with the teaching presence in terms of Class and Curriculum Structure (p<0.01), Teacher Behavior and Personality (p<0.01), Teaching Methods (p<0.01), Learning Environment (p<0.01), Parental Habits and Involvement (p<0.01), Peer Relationships (p<0.01), and Assessment (p<0.01). Teaching presence in these factors has significant impact towards the educational experience of the students in this new way of learning. It is also one of the greatest challenges in assessing the effectiveness of learning virtually.

Table 7. Correlation of the factors motivating students to continue tourism education to teaching presence

Teaching Presence vs	rho-value	p-value	I
Class & Curriculum Structure	.556	.000	S
Teacher Behavior and Personality	.509	.000	S
Teaching Methods	.320	.000	S
Learning Environment	.469	.000	S
Parental Habits & Involvement	.320	.000	S
Family Issues & Instability	-.033	.704	NS
Peer Relationships	.385	.000	S
Assessment	.592	.000	S

NS-Not Significant; S- Significant

There is insignificant relationship between the motivating factors of the students with the teaching presence and Family Issues and Instability (.704). The focus in the teaching presence is only on the student-professor relationship in the institution. Students who receive a certain support from their teachers or the faculty members have a significant part in building the self-efficacy of the students that will be a foundation in having sustainable motivation in pursuing tourism education [18]. It is evident that there is a significant relationship with the cognitive presence and the factors that motivates the tourism students in continuing their education namely Class and Curriculum Structure, Teacher Behavior and Personality, Teaching Methods, Learning Environment, Parental Habits and Involvement, Peer Relationships, and assessment with a p-value of .000 each factor.

Table 8. Correlation of the factors motivating students to continue tourism education to cognitive presence

Cognitive Presence vs	rho-value	p-value	I
Class and Curriculum Structure	.480	.000	S
Teacher Behavior and Personality	.375	.000	S
Teaching Methods	.431	.000	S
Learning Environment	.424	.000	S
Parental Habits & Involvement	.280	.001	S
Family Issues & Instability	.112	.198	NS
Peer Relationships	.391	.000	S
Assessment	.591	.000	S

NS-Not Significant; S- Significant

The family issues and instability is seen as not significant relationship with the cognitive presence in their educational experience with a corresponding p-value of .198 seeing that the student's cognitive presence when it comes to the educational experience is only affected with the learnings from the professors, the lessons, and the experience in accomplishing their academic responsibilities. Development of cognitive from the student's experience in the education is vital

in the overall development and certain transformations in the student [19].

Table 9. Relationships between the motivating factors of the students and their personality

Personality VS	rho-value	p-value	I
Class and Curriculum Structure	-.015	.860	NS
Teacher Behavior and Personality	.090	.300	NS
Teaching Methods	.129	.138	NS
Learning Environment	.138	.133	NS
Parental Habits & Involvement	.173	.046	S
Family Issues & Instability	-.040	.649	NS
Peer Relationships	.175	.043	S
Assessment	.122	.162	NS

NS-Not Significant; S- Significant

It can be gleaned from the table that the Personality of the respondents impacted the factors Parental Habits and Involvement with a p-value of .046 as well as the Peer Relationships together with its p-value of .043 as they are interpreted as significant to the Personality. Establishing the foundation which build connection to their personality is the first thing to do to achieve the goal and that is what the Parental Habits and Involvement and Peer Relationships are built for, to influence their personality to be motivated.

Table 10. Relationships between the motivating factors of the students and their attitudes

Attitude VS	rho-value	p-value	I
Class and Curriculum Structure	.074	.396	NS
Teacher Behavior & Personality	.151	.082	NS
Teaching Methods	.204	.018	S
Learning Environment	.194	.025	S
Parental Habits & Involvement	.241	.005	S
Family Issues & Instability	-.002	.984	NS
Peer Relationships	.125	.149	NS
Assessment	.214	.013	S

NS-Not Significant; S- Significant

It is provided in the table that the attitude of the respondents clearly impacted the factors: Teaching Methods (p=.018), Learning Environment (p=.025), Parental Habits and Involvement (p=.005), and Assessment (p=.013) as these factors have resulted to be significant to the psychographic profile, specifically the Attitude. Individuals are overwhelmed with their subjective outlook in life and attitudes when making decision [20]. Moreover, the main point is to forecast the students' attitudes and behaviors in continuing tourism education at this of pandemic, whether if they see the worth of continuing or motivational enough for them to pursue this road [21].

Table 11. Relationships between the motivating factors of the students and their lifestyle

Lifestyle VS	rho-value	p-value	I
Class and Curriculum Structure	.173	.046	S
Teacher Behavior and Personality	.192	.026	S
Teaching Methods	.230	.008	S
Learning Environment	.302	.000	S
Parental Habits & Involvement	.234	.005	S
Family Issues & Instability	.015	.862	NS
Peer Relationships	.158	.068	NS
Assessment	.212	.014	S

NS-Not Significant; S- Significant

There are six motivating factors that shows significance while there are only two motivating factors that are not significant with their difference when grouped according to lifestyles as demonstrated in the table. The significance of the home and school environment in providing a healthy lifestyle specifically in supplying knowledge and ideas in having a healthy lifestyle, which is why identifying the lifestyle of the students in their homes could give us the explanation on what factors influences them to have a motivation to thrive more in their academics [22].

Table 12. Relationships on the educational experience when grouped according to personality

Personality VS	rho-value	p-value	I
Social Presence	.121	.163	NS
Teaching Presence	.053	.545	NS
Cognitive Presence	.048	.585	NS

NS-Not Significant

The table shows that the social presence (p=.163), teaching presence (p=.545), and cognitive presence (p=.585) have no significant relationship when the students were grouped according to their personality since their p-values are greater than .05. This implies that the personality of the students does not affect their motivation and educational experience with a reason that personality differs from every student and there are no exact implications on how each kind of personality affects their educational experience.

Each learner or students have unique mix of personality traits. With this, the educational experience of each student will not be satisfied if there will only be one personality that will be a basis for all students. Each individual has distinct personality that dictates their feelings and decisions towards something their educational experience [23].

Table 13. Relationship on the educational experience when grouped according to attitude

Attitude VS	rho-value	p-value	I
Social Presence	.196	.023	S
Teaching Presence	.078	.368	NS
Cognitive Presence	.233	.007	S

NS- Not Significant; S- Significant

The educational experience has been affected by the attitude of the respondents, two have resulted to have a significant relationship to their attitude these are the social presence (p=.023) and the cognitive presence (p=.007), then the other one which resulted to have no significant relationship is the teaching presence (p=.368). This unveils the fact that inter-relationship and intrarelationship among students has affected their educational experience as grouped according to attitude. Learners continue education because they could have been motivated by the people surrounding them [24]. This made an impact since this tackle about the intellectual capacity, the way of absorbing and critical thinking of an individual respondent which helps to breakdown the arguments that may be facing whether in the educational set up or may it be in the industry.

Table 14. Relationship on the educational experience when grouped according to lifestyle

Lifestyle VS	rho-value	p-value	I
Social Presence	.183	.034	S
Teaching Presence	.191	.027	S
Cognitive Presence	.266	.002	S

S- Significant

All the mentioned educational experience such as the social presence (p=.034), teaching presence (p=.027) and cognitive presence (p=.002) had a significant relationship in terms of the educational experience when grouped according to lifestyle. The results can be interpreted into having an effective teaching strategy, strong relationship between and among the students and professors and positive conscious intellectual activity.

Education majorly affects an individual's decision-making processes, understanding and knowing the differences [25]. Students' relationship with other people such as their professors, co-student, friends, and others helps motivate them to continue education leading them enjoyment and have a positive educational experience, this signifies that it can become a guide for greater academic achievement.

To sum up, the results showed that the teaching methods ranked the highest as a factor that influence the motivation of the students in which the respondents strongly agree. This means that the teaching methods are perceived as essential due to its high influence on the motivation of the

tourism students to continue tourism education despite the presence of COVID-19 pandemic. In contrast, the teaching presence in the students' educational experience ranked last among the other variables. This implicates that there is a great need to improve and provide an increased quality plan on the educational experience of the students when it comes to the teaching presence to achieve success and standards in the industry. The increased quality plan includes the academic proficiency, and the center of excellence wherein academic proficiency focuses on the way of the delivery of the quality education while center of excellence aims to provide facilities and unique features to better the educational experience of the tourism students and be recognized as the center of excellence when it comes to providing tourism education.

As a result of the study, the researchers came up with an increased quality plan. The key results area both the present and the future, the objective, strategies to be implemented for the present and future key results area, and the persons involved are indicated in the increased quality plan. Each key results area corresponds to the objectives of the study.

CONCLUSION AND RECOMMENDATION

The study revealed that according to their psychographic profile, the respondents are still inclined to continue studying tourism at this time of pandemic to pursue academic success. In terms of the factors that are influencing their motivation in continuing tourism education, most of the students only responded strongly agree and agree on the statements provided therefore, these factors influence their perception and motivation towards continuing education. In terms of social presence, the students are highly satisfied with the relationships they built. while for teaching presence, the respondents are satisfied with the overall experience. lastly, in cognitive presence, it shows the students satisfaction with their educational experience due to acquired knowledge and lifelong learnings. A significant relationship was found between the factors motivating students to continue tourism education to their educational experience. It is found that the only factor that has no significant relationship is the family issues and instability. From the results, the respondents agreed that there are no significant differences between the Personality and the factors motivating students. Therefore, the personality clearly did not impact the factors When grouped according to educational experience, it was seen to have significant differences due to the reason that institution having an effective teaching strategy, strong interpersonal relationships towards friends and teachers, and positive intellectual of students clearly influences their motivation and educational experience. Based on the findings, the researchers were able to come up with the increased quality plan to broaden the understanding towards education of tourism students during this unprecedented time for the improvement and development of teaching methods and school facilities to improve the students' educational experience.

Quality plans may be able to develop for innovative methods to be adopted in teaching and learning to improve the skills and knowledge. Since continuing education leads to skills, academic performances, and even personal development despite the challenges in the age of COVID-19. The quality plan for the improvement of the students' educational experience can be based on the academic and proficiency planning and transforming the Lyceum of the Philippines - Laguna to be the center of excellence for international tourism becoming global. The quality plan for the enhancement of their learning experience will be brought out by the proposition of the academic planning that will direct the institution to be the center of excellence. Lyceum of the Philippines University Laguna can study and improved the increased quality plan to be able to develop for innovative methods to be adopted in teaching and learning which can be beneficial for the students and professors to improve the skills and knowledge to be competent. Transforming LPU-Laguna to be the center of excellence for tourism specialization can be modified and improved by the administrators before implementing the proposed increased quality plan. Lastly, future researchers may review, conduct similar study, and include variables that are not included in this research to contribute to the College of International Tourism and Hospitality Management of Lyceum of the Philippines University Laguna's quality education.

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