

# Host Companies Feedback on US Work and Travel Cultural Exchange Program Participants

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**Abstract** – *The Summer Work Travel (WAT) program offers international students the chance to spend their summer break from college or university living and working in the United States. This study aimed to determine the feedback of the industry partners to the US Work and Travel Cultural Exchange Program where LPU students were deployed. Specifically, it described the profile of the host companies and WAT participants, determined the feedback of the host companies on the performance of the participants, and assessed the feedback of WAT participants to the host companies. This study used descriptive design with the managers and supervisors of the host companies as respondents. The study utilized the LPU final evaluation form used by industry partners to evaluate OJTs and company evaluation to evaluate the performance of the host companies. The study used frequency distribution, percentage, weighted mean, and ANOVA as statistical tools. Based on the result. Most numbers of the WAT participants were in the school year 2016-2017 and the majority are BSITTM. They are assigned to the Food and Beverage Department mostly in theme parks. The host companies rated the WAT participant's performance as excellent. On the other hand, WAT participants rated their host companies to a very great extent as to their work ethics, teamwork, and regard for people. In addition, WAT participants sometimes experience problems specifically if the distance of the host company is too far from the accommodation*

**Keywords** – *Internship, Tourism and Hospitality, Host Company*

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## INTRODUCTION

The Lyceum of the Philippines University Batangas hones students to excel by offering applied learning opportunities that demand skilled workers and place them among the world's top performers in productivity, career development, attitude, and technical prowess. Within the College of International Tourism and

Hospitality Management (CITHM), students receive a high-quality education grounded in an international curriculum, bolstered by a partnership with Dusit Thani International. Through various agreements with tourism and hospitality businesses, CITHM ensures that students undergo training where they can put their knowledge and skills into practice. These training and exchange programs enable students to gain hands-on experience in customer service across different areas such as Food and Beverage, Front Office, Housekeeping, Kitchen, and other public spaces.

After completing requisite professional courses such as Principles of Food Hygiene and Sanitation (FD 2), Principles of Food Preparation (FD 3), Food and Beverage Services (FD 4), Beverage Product Operations (FD 5), Housekeeping Operations (HRA 1), and Front Office Service (HRA 2), students pursuing Bachelor of Science in International Hospitality Management and International Travel and Tourism are assigned to internships. The Food and Beverage Services course equips students with expertise in Restaurant Services, covering the entire sequence of Restaurant Service Procedure, Wine Service, and Room Service. The College of International Tourism and Hospitality Management is equipped with comprehensive laboratory tools and equipment to ensure students receive high-quality education and practical training.

Students were deployed in the different host companies in the different states in the US. Host companies were the partners of the agencies providing Cultural Exchange Program from the different universities outside the United States.

The Summer Work Travel (WAT) program offers international students the chance to spend their summer break from college or university living and working in the United States. This program enables participants to immerse themselves in American culture and lifestyle while gaining valuable work experience. Full-time students enrolled in accredited academic institutions outside the United States are eligible to participate, contributing to cultural exchange by sharing their perspectives and ideas with Americans through temporary work and travel opportunities. To qualify, participants must demonstrate proficiency in English, be

actively pursuing a degree or full-time course of study at a recognized educational institution, have completed at least one semester of academic study, and secure a job placement prior to entry [1].

A study conducted by Lertwannawit [2] assessed the connection between participation in the US Work and Travel Cultural Exchange Program and the career competencies and success of employees in the tourism and hospitality sector. The researchers identified and defined four key career competencies: computer and language skills, work ethic and professionalism, teamwork and leadership, and knowledge and skills specific to tourism and hospitality. They also looked into two aspects of career success: objective and subjective measures. The findings suggest a moderately positive relationship between career competencies and success. Specifically, computer and language skills, teamwork and leadership, and tourism and hospitality knowledge and skills were found to significantly influence career success. This study's outcomes were utilized to design training programs within organizations aimed at enhancing employees' career success.

This study was conducted to help the college determine the strengths and weaknesses of the US Work and Travel Cultural Exchange participants through feedback that will be given by the industry. The result of this study will also help improve the program provided by industry partners in the United States thus ensuring the acquisition of needed competencies.

#### **OBJECTIVES OF THE STUDY**

This study aimed to determine the feedback of the industry partners to the US Work and Travel Cultural Exchange Program where LPU students were deployed.

Specifically, it describes the profile of the host companies in terms of location, nature of the establishment, and student placement; presents the profile of the WAT participants in terms of Program, and year participated in the WAT Program, determines the feedback of the host companies in the performance of the participants in terms of knowledge, skills attitude, and personality; assess the feedback of WAT participants to the host companies in terms of collaboration and teamwork, communication, regard for people, decision making and empowerment and work ethics, test the significant difference on the assessment of the industry partners when grouped according to profile and based on the result, propose an enhancement program.

#### **MATERIALS AND METHODS**

##### **Research Design**

This study used descriptive design to determine the feedback of the host companies on US Summer Work Travel Cultural Exchange Program participants and the evaluation of the WAT participants to the host companies. Descriptive research gathers quantifiable information that can be used for statistical inference on a target audience through data analysis [3].

##### **Participants**

The respondents of this study were the managers and supervisors of the host companies for the year 2016-2018 and the WAT participants for the same years.

##### **Instrument**

The study utilized the LPU final evaluation form used by industry partners to evaluate OJTs and company evaluation to evaluate the performance of the host companies.

##### **Data Collection Procedure**

After the approval of the proposed topic by the research committee and the University President, the researcher requested the assistance of the Internship office to access the evaluation form submitted by the WAT participants. Data was gathered from the submitted evaluation form accomplished by the US host companies from which the rating was made by their supervisor.

##### **Data Analysis**

This study used frequency distribution, percentage, weighted mean, and ANOVA as statistical tools. Frequency distribution and percentage were used to present the profile of the host companies and WAT participants. Weighted mean was utilized to determine the performance of WAT participants and assess the feedback of WAT participants to their host companies. ANOVA was used to test the significant difference in the performance of WAT participants when grouped according to the host profile variable. Personal encoding was used and SPSS utilized to interpret and analyze the data gathered.

##### **Ethical Considerations**

Ethics is an indispensable part of every research study. In this study, the researchers take into consideration that every respondent has read, understood the consent form, and agreed with the terms of the study

before participating. Confidentiality of the participants' personal information was given the utmost importance.

**RESULTS AND DISCUSSION**

**Table 1**  
**Percentage Distribution of the Participants Profile**

Profile Variables	Frequency	Percentage (%)
<b>Year of Participation</b>		
2016-2017	41	45.1
2015-2016	12	13.2
2017-2018	38	41.8
<b>Program</b>		
BSITTM	76	83.5
CLOHS	5	5.5
HRA	1	1.1
CLOCA	8	8.8
CAKO	1	1.1
<b>Department</b>		
Food and Beverage	72	79.1
Housekeeping	12	13.2
Kitchen	4	4.4
Games	2	2.2
Pool	1	1.1
<b>Designation</b>		
Food Attendant	20	22.0
Theme Park Worker	56	61.5
Housekeeper	6	6.6
Room attendant	5	5.5
Kitchen Utility Worker	2	2.2
Games Attendant/Supervisor	2	2.2

Table 1 presents the distribution of the profile of the respondents in terms of year of participation with the WAT Program, program enrolled, department assigned, and designation

Based on the result, the most number of students joined the work and travel program during the school year 2016-2017 with 41 or 45.10 percent followed by 2017-2018 with 38 or 41.80 percent, and the least was in the school year 2015-2016 with only 12 or 13.20 percent.

During the school year 2016-2017, students were of high interest in joining the program. Student was given the chance to fulfill their dream of spending their time in the US for On-the-job training and at the same time, exploring the culture and the beautiful places of America.

In terms of the enrolled program, the majority of the students who participated in the WAT program were BSITTM with 76 or 83.50 percent followed by CLOCA with 8 or 8.80 percent, and the least CAKO and HRA with only 1 participant or 1.10 percent. BSITTM students are said to be more well-off compared to the students of another program. BSITTM students can

afford more to pay for the program fees which range from P250,000.00 to P300,000.00.

As to the department assignment, most of the participants were assigned to the Food and Beverage Department with 72 or 79.10 percent followed by the housekeeping Department with 12 or 13.20 percent, and the least number of trainees was assigned in the swimming pool with only one or 1.10 percent.

Having been assigned in the Food and Beverage Department is considered to be an advantage because all of the student regardless of the program specialization has F&B subjects. They were trained when they were enrolled in the said subject and immediately after they were deployed in their OJT with a minimum of 400 hours.

With regards to the designation, most of the participants were working as theme park workers with 56 or 61.50 percent followed by food attendants with 20 or 22 percent and the least were Kitchen utility workers and games attendants with 2 or 2.20 percent.

Theme park workers mostly perform the work of food servers. They are assigned to the different shops in the theme park. Being a tourist attraction or destination, mostly the stall sells food and beverages for the people who visit the theme park.

**Table 2.1**  
**Host Companies Feedback on WAT Participants Performance as to Knowledge**

Indicators	WM	VI	Rank
1. WAT participant comprehends/follows instructions easily.	4.80	E	1
2. WAT participant understands the operating procedures and techniques.	4.70	E	2
3. WAT participant is competitive enough in his/her job assignment.	4.56	E	5
4. WAT participant is able to organize work and analyze it.	4.65	E	4
5. WAT participants had the command of relevant general information and technology.	4.67	E	3
<b>Composite Mean</b>	<b>4.68</b>	<b>E</b>	

Legend: 4.50 – 5.00 = Excellent (E); 3.50 – 4.49 = Very Good (VG); 2.50 – 3.49 = Good (G); 1.50 – 2.49 = Fair(F); 1.00 – 1.49 = Poor (P)

Table 2.1 presents the host company's feedback on WAT participants' performance as to knowledge with a composite mean of 4.68 and all the indicators rated as excellent.

WAT participant who comprehends /follows instructions easily ranked first with a weighted mean of 4.80 followed by understanding the operating procedures

and techniques (4.70) and having the command of relevant general information and technology (4.67).

WAT participants can follow instructions easily due to the preparation they have during their enrollment in each subject and the training they have during their stay in the university for 4 years.

The study of Felicen [4] supports the result of this study showing interns have enough knowledge on the courses that they obtained from the school. They were able to apply what they have learned from professional courses such as Housekeeping for BSHRA, Food and Beverage Services for both BSHRA and BSITTM, and Travel and Tour Operations for BSITTM only.

However, organizing and analyzing work(4.65) ranked low while being competitive enough in his/her job assignment (4.56) rank the lowest but still rated as excellent.

Being competitive in their job assignment is a result of the learning they have in the university. They were given training for them to be knowledgeable in every step and scope of their work.

The findings are corroborated by the research conducted by Buted [5]. They found that participants were able to effectively apply the knowledge imparted by their professors through the competency-based curriculum and the Dusit Thani Curriculum. This curriculum aligns with the Training Regulations set forth by TESDA and adheres to industry standards.

composite mean of 4.55 and all the indicators rated as excellent.

The participants who work accurately and efficiently (4.73) ranked first followed by those who make productive use of the resources e.g., terminals and or workstations assigned to him/her (4.62) and the WAT participant delivers the required amount/volume of work output within the allotted time.

The participants were able to perform their work accurately and efficiently because they were equipped with the skills needed in the workplace. These skills were gained during their 4 years of education in LPU with the shared expertise of faculty. Students acquired the skills conveyed by their proficient professors, and these skills were effectively demonstrated during their training sessions. Competencies were honed through seminars conducted each semester, particularly during training sessions, especially when students participated in skills competitions such as the CITHM Skills Olympics, Food Showdown, Chefs on Parade, and various regional and national competitions [5].

However, WAT participants are comfortable in presenting recommendations, suggestions, and criticisms to his/her supervisors/peers and open to accommodate them with an objective and positive point of view (4.43) rank low while they are seeking the improve skills by taking the initiative to learn new paradigms and methodologies (4.42) rank the lowest but also rated as excellent

Having the initiative to learn new ideas and methods signifies the wisdom of the participants. This wisdom was gained through the shared experiences during On-the-job training. As they fulfill their task, they can gain this wisdom.

Taking initiative has become increasingly vital in the contemporary workplace. Employers seek individuals who can demonstrate proactive thinking and are capable of taking decisive action without constant direction. This kind of adaptability and boldness is instrumental in driving teams and organizations toward innovation and enabling them to thrive amidst competition [6].

Table 2.3 presents host companies' feedback on WAT participants' performance as to their attitude with a composite mean of 4.67 and all the indicators rated as excellent.

They enjoy comfortable working relationships with superiors or peers ranked first with a weighted mean of 4.76, followed by their positive attitude towards criticism and superior/s (4.73), and apply the virtues of

**Table 2.2**

**Host Companies Feedback on WAT Participant's Performance as to Skills**

Indicators	WM	VI	Rank
1. WAT participant seeks to improve his/her skills by taking initiative to learn new paradigms and methodologies.	4.42	VG	5
2. WAT participant 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.	4.43	VG	4
3. WAT participant is accurate and efficient in work.	4.73	E	1
4. WAT participant makes productive use of the resources e.g., terminals and or workstations assigned to him / her.	4.62	E	2
5. WAT participant delivers the required amount/volume of work output within the allotted time.	4.57	E	3
<b>Composite Mean</b>	<b>4.55</b>	<b>E</b>	

Legend: 4.50 – 5.00 = Excellent (E); 3.50 – 4.49 = Very Good (VG); 2.50 – 3.49 = Good (G); 1.50 – 2.49 = Fair(F); 1.00 – 1.49 = Poor (P)

Table 2.2 presents the host companies' feedback on WAT participants' performance as to skills with a

integrity and honesty in all aspects of his/her work (4.69).

The students have comfortable working relationships with their superiors or peers connotes a good attitude. Superiors and subordinates have to be comfortable with each other to create a healthy working environment that will result in positive outcomes in the company's performance.

**Table 2.3**  
**Host Companies Feedback on WAT Participants terms of Attitude**

Indicators	WM	VI	Rank
1. WAT participant reports to the office with regular punctuality and finishes the duty as scheduled.	4.60	E	4
2. WAT participant is reliable and imbues a sense of responsibility in handling the tasks assigned to him/her.	4.58	E	5
3. WAT participant enjoys comfortable working relationship with his/her superiors or peers.	4.76	E	1
4. WAT participant applies the virtues of integrity and honesty in all aspects of his/her work.	4.69	E	3
5. WAT participant has the positive attitude towards criticism and towards superior/s.	4.73	E	2
<b>Composite Mean</b>	<b>4.67</b>	<b>E</b>	

Legend: 4.50 – 5.00 = Excellent (E); 3.50 – 4.49 = Very Good (VG); 2.50 – 3.49 = Good (G); 1.50 – 2.49 = Fair(F); 1.00 – 1.49 = Poor (P)

Establishing positive workplace relationships is crucial for achieving career success. The quality of your relationships can significantly impact your job satisfaction, your prospects for advancement, and the recognition you receive for your accomplishments. By cultivating positive relationships, you enhance your comfort level in interactions and reduce feelings of intimidation from colleagues. This fosters a stronger connection with the individuals you collaborate with most frequently in the workplace [7].

However, a participant who reports to the office with regular punctuality and finishes their duty as scheduled (4.60) ranked low while they are reliable and imbue a sense of responsibility in handling the tasks assigned ranked the lowest (4.58) but also rated as excellent.

Being punctual is a commendable quality that garners admiration and respect. Punctuality demonstrates an individual's regard for both people and time, a trait especially valued in the workplace where employees are compensated for their time spent working. It is essential for employees to be punctual and

reliable to fulfill the requirements of their department effectively [8].

Table 2.4 presents host companies' feedback on WAT participants' performance as to attitude with a composite mean of 4.67 and all the indicators rated as excellent

The participants report for work in attire and follow proper personal hygiene (4.89) followed by they exercise self-confidence and are comfortable in airing his/her problems and difficulties with their supervisor(4.61) and participant is flexible in work and in dealing with people (4.57).

**Table 2.4**  
**Host Companies' Feedback on WAT Participants in terms of Personality**

Indicators	WM	VI	Rank
1. WAT participant reports for work in attire and follows proper personal hygiene.	4.89	E	1
2. WAT participant exercise self-confidence and comfortable in airing his/her problems and difficulties with his supervisor.	4.61	E	2
3. WAT participant is flexible in work and in dealing with people.	4.57	E	3
4. WAT participant accepts miscellaneous jobs and tasks with the proper attitude without complaining.	4.51	E	4.5
5. WAT participant shows interest and pride with the tasks assigned to him/her.	4.51	E	4.5
<b>Composite Mean</b>	<b>4.62</b>	<b>E</b>	

Legend: 4.50 – 5.00 = Excellent (E); 3.50 – 4.49 = Very Good (VG); 2.50 – 3.49 = Good (G); 1.50 – 2.49 = Fair(F); 1.00 – 1.49 = Poor (P)

Wearing appropriate attire and having proper hygiene is a matter of training and practice. An individual who is used to wearing proper attire on any occasion or situation is a manifestation of being well-mannered.

There was a notable contrast in perspectives between students and industry professionals. While students emphasized the significance of knowledge and skills for new employees, industry stakeholders placed greater importance on personality traits. Students believed that improving communication skills was crucial for career advancement, whereas industry prioritized initiative. The industry's stance indicates that managers prioritize attitudinal characteristics over technical skills and are willing to assist employees in acquiring the necessary skills for their roles[9].

However, participants who accept miscellaneous jobs and tasks with the proper attitude without complaining and showing interest and pride with the tasks assigned (4.51) rank the lowest.

The intern shows interest and pride in their tasks assignment ranked the lowest but still rated as excellent. Based on the comments of the supervisors, students were proud of any task that they did because they were all knowledgeable of the tasks that were assigned to them as they learned all of them in the university

Table 3.1 presents the WAT participant's assessment of their host company in terms of collaboration and teamwork with a composite mean of 4.54 rated to a very great extent.

The people with whom I worked made themselves available to others to assist (4.86) ranked first followed by my team taking time to have fun together (4.57) both rated to a very great extent.

**Table 3.1  
Collaboration and Teamwork**

Indicators	WM	VI	Rank
1. The people with whom I worked are an effective team.	4.42	GE	6
2. The people with whom I worked care about one another.	4.44	GE	5
3. The people have strong trust among the team members.	4.48	GE	3.5
4. The people with whom I worked made themselves available to others to provide assistance.	4.86	VGE	1
5. The person to whom I reported helped me solve problems.	4.48	GE	3.5
6. My team took time to have fun together.	4.57	VGE	2
<b>Composite Mean</b>	<b>4.54</b>	<b>VGE</b>	

Legend: 4.50-5.00= to a very great extent (VGE); 3.50 – 4.49 = to a great extent (GE); 2.50 – 3.49 = to some extent (SE); 1.50 – 2.49 = to a little extent (LE); 1.00 – 1.49 = to a very little extent (VLE)

Another study research explores the ability of Japanese learners of English as a Foreign Language (EFL) to provide mediation to their peers during pair work and examines whether this mediation considers the needs of their partners. Drawing on sociocultural theory, the study evaluates how well participants recognize and address their partner's developmental level, providing assistance that is suitable and beneficial [10].

WAT participants are considered lucky because they were provided with a program that develops teamwork in the workplace. It is good that somebody can provide them with the assistance they need during the training.

However, The people with whom I worked care about one another (4.44) ranked low and The people with whom I worked are an effective team (4.42) ranked the lowest and rated as to a great extent.

Having an effective team will result in a good performance in the individual members of the team. They support each other to achieve their goal of having a productive and profitable company.

In today's diverse labor markets, it's crucial to foster teamwork and communication skills on a global scale. Students are tasked with collaborating on a significant project as part of an international team, even while working from their home institutions. To ensure diversity and encourage international cooperation, team members are strategically located across different geographical regions [11].

Table 3.2 presents the WAT participants' assessment of their employer in terms of communication showing the composite mean of 4.22 and interpreted to a great extent.

**Table 3.2  
Communication**

Indicators	WM	VI	Rank
1. I had access to the information I needed.	4.40	GE	2.5
2. I understood what was expected of me.	4.38	GE	4
3. People shared to me the feedback about my work.	4.44	GE	1
4. People engage me in constructive discussion/ dialogue.	4.37	GE	5
5. Communication was clear with no hidden meanings.	4.40	GE	2.5
6. There was little negative gossiping.	3.32	SE	6
<b>Composite Mean</b>	<b>4.22</b>	<b>GE</b>	

Legend: 4.50-5.00= to a very great extent (VGE); 3.50 – 4.49 = to a great extent (GE); 2.50 – 3.49 = to some extent (SE); 1.50 – 2.49 = to a little extent (LE); 1.00 – 1.49 = to a very little extent (VLE)

People shared with me feedback about my work (4.44) topped the rank followed by communication was clear with no hidden meanings and I had access to the information I needed (4.40) tied on the second rank which was rated to a great extent.

Providing feedback is very important because with this feedback they can have the chance to improve their craft. Whether negative or positive feedback is an instrument that will help not only the person but the company itself.

The results endorse the facilitated feedback model and its four phases—building relationships, exploring reactions, delving into content, and coaching for performance change (R2C2)—as well as the theoretical foundations underpinning them. These findings enrich our comprehension of factors that increase recipients' involvement with, acceptance of, and effective utilization of feedback. Facilitators noted that the model was coherent and that the phases generally followed a

logical progression. Recipients expressed that the feedback process was beneficial and acknowledged the value of reflection encouraged by the model and the coaching received [13].

However, people engage trainee in constructive discussion/ dialogue (4.37) ranked low and the lowest there was little negative gossiping (3.32) rated as to some extent only.

It may be considered good because gossiping is only in some extent. This means they avoid this practice and they are more focused on their task. Gossiping is usually not a good practice because this will sometimes destroy the working relationship in the company.

Negative behaviors such as gossiping can be addressed and managed effectively in the workplace. Employing a coaching approach can assist employees in improving their behavior. Gossiping is often deeply ingrained and breaking this habit may require significant effort over time. Managers who overlook gossiping behaviors risk causing harm to their department's cohesion and productivity [13].

**Table 3.3**  
**Regard for People**

Indicators	WM	VI	Rank
1. People listened to equally regardless of race, gender, position, age, education, or career level.	4.56	VGE	5
2. People were treated fairly.	4.55	VGE	6
3. I felt cared about as an employee/ intern.	4.57	VGE	3.5
4. I felt valued for the work I did.	4.59	VGE	2
5. My development was a high priority.	4.60	VGE	1
6. The people with whom I worked made this a great place to work.	4.57	VGE	3.5
<b>Composite Mean</b>	<b>4.58</b>	<b>VGE</b>	

Table 3.3 presents the WAT participants assessment on their employer in terms of regard for people having a composite mean of 4.58 and interpreted as to a very great extent including all the indicators.

Participant's development was given a high priority (4.60) ranked first followed by having an feeling of being valued for the work done (4.59), people made the company a great place to work and feeling cared about as an intern (4.57).

Professional development programs provide opportunities for individuals to broaden their professional skills and gain exposure to various facets of their chosen field. These programs entail ongoing training and education tailored to an individual's career.

The primary aim of professional development is to stay informed about current trends and cultivate new skills to progress within the field [14].

Among the low result, people were listened to equally regardless of race, gender, position, age, education or career level (4.56) and people were treated fairly (4.55) but still rated as to a very great extent.

Having this feedback of the participants of being treated fairly is a good indicator that WAT participants do not experience racial discrimination. Although this item or statement is rated the lowest but still it has positive result that will give the future participants the courage to join the program.

Establishing fair treatment for all employees fosters stronger relationships built on trust and respect. Numerous studies support the significance of the relationship between employees and their managers in determining retention rates. If managers neglect to cultivate positive, productive, and professional relationships with their employees, the likelihood of high turnover rates within the company or department increases significantly [15].

**Table 3.4**  
**Decision Making**

Indicators	WM	VI	Rank
1. I was given the authority to make decisions on my own.	4.37	GE	6
2. The person to whom I reported was supportive of my decisions.	4.54	VGE	2
3. I got to provide input when decisions were being made.	4.44	GE	3.5
4. I was comfortable raising issues or questions.	4.44	GE	3.5
5. I received regular constructive feedback on my performance	4.38	GE	5
6. I was trusted to do a good job.	4.68	VGE	1
<b>Composite Mean</b>	<b>4.48</b>	<b>GE</b>	

Table 3.4 reveals the WAT participants' assessment of their employer in terms decision making showing a composite mean of 4.48 and rated as to a great extent.

I was trusted to do a good job. (4.68) topped on the rank followed by The person to whom I reported was supportive of my decisions (4.54) both interpreted as to a very great extent.

Being trusted to do a good job is a good indication that LPU students have the knowledge and skills that are needed in the industry. This is a manifestation that they were able to learn what they had to learn.

Trusting others may seem obvious, but when you perceive others as trustworthy, they are more likely to

reciprocate. Provide your co-workers with the assistance they require, and then trust them to follow through. This is particularly important if you hold a managerial position. Many supervisors inadvertently engage in micromanagement, which can significantly hinder the development of trust [16].

However, I received regular constructive feedback on my performance (4.38) ranked low while the lowest I was given authority to make decisions on my own (4.37), rated to a very great extent.

The chance of being given the authority to make decision to in the workplace is a big responsibility especially if you are new in the company. This means that trust is also part of the picture. An employee is given the decision-making task if the employer believes that employees have the capability of doing the job. Table 3. presented the WAT participants' assessment on their employer in terms of work ethics showing a composite mean of 4.56 interpreted to a very great extent

This company values employee satisfaction (4.63) followed by the people with whom I worked care about their work (4.58) both interpreted as to a very great extent.

**Table 3.5**  
**Work Ethics**

<b>Indicators</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1. The people with whom I worked acted with integrity.	4.55	VGE	3
2. The people with whom I worked take ownership of outcomes and results.	4.49	GE	4
3. The people with whom I worked care about their work.	4.58	GE	2
4. This company values employee satisfaction.	4.63	VGE	1
<b>Composite Mean</b>	<b>4.56</b>	<b>VGE</b>	

Satisfied employees or participants are a good indicator of a company's success. If the employees are satisfied, this will have a positive impact on the services they will provide to their customers, thus, also resulting in customer satisfaction

Employees are inclined to experience greater satisfaction when they encounter respectful treatment across all levels of the organization, competitive compensation, comprehensive benefits, job security, and established trust. Higher engagement levels are typically observed when employees feel confident about achieving their work objectives and are motivated to do so. Additionally, they should possess a clear comprehension of the company's vision and mission. Cultivating positive working relationships among

colleagues is essential. Furthermore, employees should have opportunities to demonstrate their skills and capabilities [17].

The people with whom I worked acted with integrity (4.55) ranked low and the lowest the people with whom I worked took ownership for outcomes and results (4.49) rated as to a great extent only.

As per the comments of the participants, their superior had the ownership of whatever outcomes and results of the management and operation of the company. They do not rely on the participants for all the activities that the company has. They are strictly monitoring every activity in the operations to have positive results.

**Table 4**  
**Problems Encountered**

<b>Indicators</b>	<b>WM</b>	<b>VI</b>	<b>Rank</b>
1. The trainer may not have enough time to teach the trainee properly.	1.38	SP	2
2. He lacks a good working relationship with the practicum.	1.18	SP	7
3. The trainer has bad habits which may be passed on to the trainee.	1.21	SP	5
4. Superiors are not willing to listen to whatever suggestion or recommendation.	1.19	SP	6
5. The training method is inefficient.	1.13	SP	9
6. The company gives task/s not related to the specialization.	1.34	SP	3
7. There is a risk of hazard/ accident in the place.	1.23	SP	4
8. The distance of the company is too far from the practicum's place.	1.41	SP	1
9. There is a time conflict between classes and OJT schedule.	1.15	SP	8
10. The right facilities and equipment are not available for the exercise.	1.08	SP	10.5
11. Instructions are not clearly defined.	1.08	SP	10.5
<b>Composite Mean</b>	<b>1.22</b>	<b>SP</b>	

Table 4 shows the problems encountered by the WAT participants during the conduct of the program with the composite mean of 1.22 rated as sometimes a problem together with all indicators.

The distance of the company is too far from the practicum's place (1.41) ranked first followed by the trainer may not have enough time to teach the trainee properly (1.38) and third in the rank, the company gives task/s not related to the specialization (1.34).

It is a common problem not only for the practicum but also for the employees if their workplace is far from their residence or dorm. Participants will exert more



time and effort in traveling if that is the case. Therefore, it is necessary to take into consideration this issue.

The proximity of employment opportunities can impact a wide array of economic and social outcomes, ranging from the fiscal well-being of local areas to the job prospects of residents, especially those from low-income and minority backgrounds. Previous research examining the relationship between residents' work and living locations has often focused on understanding how the movement of wealth and job opportunities to suburban areas may have affected access to employment for marginalized individuals remaining in urban centers [17].

### CONCLUSION AND RECOMMENDATION

Most numbers of the WAT participants were in the school year 2016-2017 and the majority are BSITTM. They are assigned to the Food and Beverage Department mostly in theme parks. The host companies rated the WAT participant's performance as excellent. As to knowledge, they comprehend or follow instructions easily and when it comes to their attitude, they enjoy comfortable working relationships with superiors or peers. In terms of personality, they report for work in proper attire and follow personal hygiene while in skills they work accurately and efficiently. WAT participants rated their host companies to a very great extent as to their work ethics, teamwork, and regard for people while only to a great extent when it comes to decision-making and communication. In addition, WAT participants sometimes experience problems specifically if the distance of the host company is too far from the accommodation.

It is recommended that the Internship office include in the MOA the provision on task assignment specialization. "Participants will be assigned only a task within his/her specialization"

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