CAPSICUM

Vision

By 2025, the College envisions to be a premier local institution of higher learning in Region 3 committed to the holistic development of the human, person, and society.

Mission

To produce well-trained, skilled, dynamic, and competitive individuals imbued with values and attitudes, responsive to the changing needs of local, national, and global communities.

Goals

Gordon College shall

- ❖ Provide opportunities that will enable individuals to acquire a high level of professional, technical, and vocational courses of studies;
- ❖ Develop innovative programs, projects, and models of practice by undertaking research and studies;
- ❖ Promote community development through relevant extension programs;
- ❖ Provide opportunities for entrepreneurship and employability of graduates.

Vision

A center of excellence in tourism and hospitality management with high standard through instruction, research, and extension.

Mission

To produce well-trained, skilled, dynamic, and competitive service provider professionals in the tourism and hospitality industry, imbued with values, attributes, and good characters to the needs of the local, national, and global communities.

Objectives

- ❖ To adequately equip the students with the fundamental knowledge attributes and skills in food and beverages, planning, preparation, management in the hotel and restaurant, tourism services, and allied fields in order to prepare them for entry level for professional responsibilities.
- ❖ To provide quality education to students and will provide sufficient exposure to the realities of the work environment whether in local community or abroad thru international practicum training program.
- ❖ To provide proper motivation, opportunities for the inculcation of values and promotion of personal and professional growth.
- ❖ To provide skills for self-corporate employment.

ANALYZING THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND CREATIVITY TRAITS AMONG CHTM STUDENTS

Apostol, J.R. D., Batinga, J.R. G., Bundang, D.A., Coronel, R.Y. F., Mendoza, D.P.E. R., Reboya, Y.
College of Hospitality and Tourism Management Gordon College
Olongapo City

*Presented during the 5th CHTM Research Forum

Abstract

This study, titled "Analyzing the Relationship between Leadership Style and Creativity Traits among CHTM Students," employed a quantitative research approach to fully ascertain the level of creativity traits among the student leaders at the College of Hospitality and Tourism Management. Data was collected from 45 respondents through purposive sampling, utilizing a 4-point Likert scale survey questionnaire. Statistical techniques, including frequency distributions, the Shapiro-Wilk test and correlation analysis, were employed to analyze the data. Examining the relationship between leadership styles and creativity traits shows significant correlations. Autocratic leadership revealed a weak positive correlation with elaboration, while bureaucratic leadership revealed moderate positive correlations with fluency, flexibility, elaboration, and originality. Democratic leadership correlated moderately positively with fluency and flexibility, whereas laissez-faire leadership revealed weak to moderate positive correlations across various creativity traits. Servant leadership demonstrated moderate positive correlations in fluency, flexibility, elaboration, and originality. Transactional leadership showed weak positive correlations with fluency, flexibility, and elaboration, alongside a moderate positive correlation with originality. Finally, transformational leadership displayed moderate to large positive correlations across all creativity traits. These findings provide valuable insights into the leadership styles and creativity traits of CHTM students, offering a foundation for tailored approaches in leadership development programs within the academic context.

Keywords: leadership style, creativity traits, student leaders, relationship, Gordon College

Introduction

The role of creativity and leadership became the key principle in organizational and educational success. School organizations provide the most effective training experiences in relation to leadership and creativity, and understanding how a student leader lead is associated with their creativity. This allows the researchers to help students improve their creative skills. Examining characteristics of leaders can help in better organization of work, which can help increase productivity. Within the past thirty years, scholars across the disciplines of psychology, sociology, and higher education have become increasingly intrigued with the subject of creativity. The vast majority of research and writing on the topic has strived to examine what traits or dispositions are present in creative individuals, the factors contributing to creativity, and methodologies for its development.

Creativity comes with multitude traits, behaviors, and social influences in one person. According to Torrance, Father of Creativity, creativity comes with four (4) components: fluency, flexibility, originality, and elaboration. Fluency refers to the ability to generate a large quantity of ideas, while flexibility involves thinking about things in different ways.

Originality, on the other hand, relates to the novelty or uniqueness of ideas, and elaboration entails adding details and depth to ideas. He established the four components to be used as a criterion in measuring the creative thinking of an individual. Torrance invented the "Torrance Tests for Creative Thinking" which prove that creative level can be measured and can be developed (Sarnat, 2011).

Leaders are categorized by different criteria and one of them is leadership style. Leadership style is a behavioral approach of influencing and motivating your followers. It is a combination of behaviors, attitudes, and thinking strategies that influence how a leader leads in an organization. There are seven (7) common leadership styles: democratic leadership, autocratic leadership, laissez-faire leadership, transformational leadership, transactional leadership, bureaucratic leadership, and servant leadership. Democratic Leadership is the most popular type of leadership which the leader encourages participation and collaboration in an organization - they provide open environment for exchanging ideas, and keep the team engaged and motivated. Autocratic Leadership requires the leader to have power over an organization, they dictate processes, systems, and operations, and they rarely involve their members in decision making. Laissez-Faire Leadership or the delegate leadership gives their members a freedom to perform their role, they put minimal regulation and let the members make their own choices. Transformational Leadership inspire the team through positive visions, the leader encourages team spirit and camaraderie, and they value growth and development. Transactional Leadership is described as a "give and take" transaction, the leader provide rewards for their member's achievement such as bonuses, incentives, and recognitions. Bureaucratic Leadership is a "go by the book" type of leadership, the leaders must follow the processes and regulations according to policy and the organization is not open for flexibility. Servant Leadership involves a leader that want to serve, the leader strive to provide the needs of their organization and spend their time in empowering, teaching and caring for their members. These

leadership styles fit all types of organizations or situations, and there is no wrong leadership approach (Miller, 2022).

Fortunately, the tools utilized by creative individuals are often developmental outcomes that student affairs professionals seek to foster in those involved in student leadership. If students develop such traits through their leadership experience, they should ideally develop in creative capabilities. Despite these potential connections between student leadership and creativity, little to no research exists to provide evidence for their connection.

This section intends to identify research questions, problems, and objectives that the proponents aim to address. By assessing the student leaders of the college of hospitality and tourism management, this study generally seeks to determine a relationship between the leadership style and creative traits. Specifically, it seeks to address the following questions:

1. How may the leadership style of the student leaders be described in terms of:

    1.1 Autocratic Leadership;

    1.2 Bureaucratic Leadership;

    1.3 Democratic Leadership;

    1.4 Laissez-Faire Leadership;

    1.5 Servant Leadership;

    1.6 Transactional Leadership; and

    1.7 Transformational Leadership

2. How may the creativity traits of student leaders be described in terms of:

    2.1 Elaboration;

    2.2 Flexibility;

    2.3 Fluency; and

    2.4 Originality

3. Is there a significant relationship between leadership style and creativity traits of CHTM students?

4. Based on the results of the study, what program may be proposed?

Conceptual Framework

An independent variable (IV) is a variable that is manipulated by the researcher to investigate whether it consequently brings change to another variable. This other variable, which is measured and predicted to be dependent upon the IV, is therefore

named the dependent variable (DV). As stated by AQA, Edexcel, OCR, and IB (2021), an independent variable (IV) stands alone; the value does not change due to the impact of any other variable. The researcher manipulates or changes the independent variable to measure its impact on other variables. In some cases, independent variables can already exist, like age, but they are not dependent on any other variable. Most researchers use the independent variabledependent variable- Dependent Variable- Output (IV-DV) research model to illustrate the conceptual framework for educational research by assisting or examining causal relationships and testing hypotheses. This method also aids in comprehending and recognizing the outline of the research process. Furthermore, the causal relationship between dependent and independent variables in research studies helps assess the effects, associations, and correlations. The independent-variable part shows the demographic and leadership style while the dependent variable shows the creativity traits of student leaders.
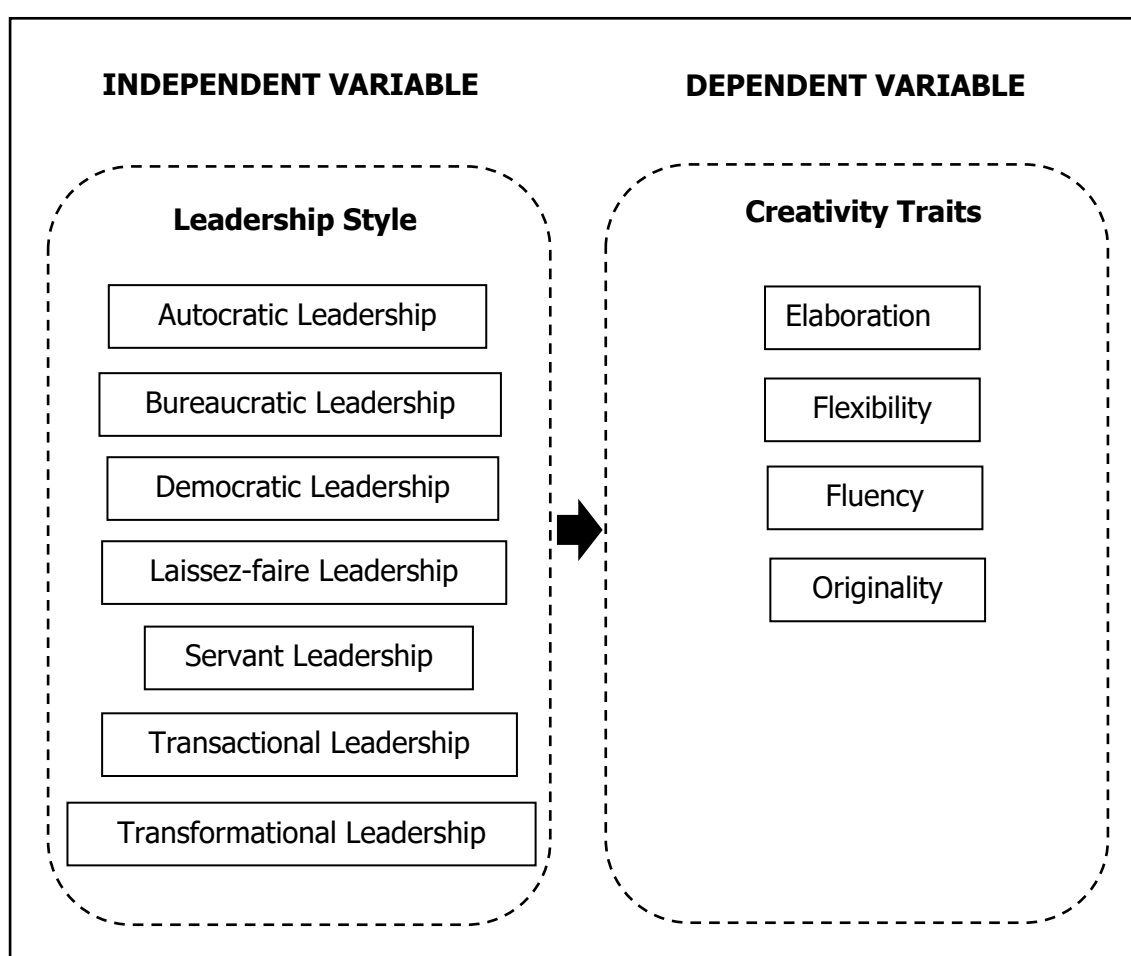
Figure 1. Conceptual Framework

Methodology

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure (Singh, 2020). The study used a quantitative correlational research to

determine the role of student leadership experience in the creativity traits of Gordon College students.

A quantitative correlational research is nonexperimental type of research which involves numerical measurement of variables and investigation of whether the variables correlate and if there is any correlation identified the direction thereof (i.e., direction of the correlation). In other words, quantity correlation research is a design of research which entails observing statistical relationships between two variables in their natural phenomenon. Such that when a variable changes, the other variable change even if not in the same direction (Mduva, 2021). Correlational research designs are used to address the question "How are things related?" In contrast to some experimental research designs, in these design types the primary area of interest under investigation is not manipulated by the researcher. Researchers investigating correlational research questions commonly use surveys or observational methods to gather data. (Miksza et al., 2023). The aim is to develop hypotheses based on qualitative interviews and expert opinions, and then confirm or reject these hypotheses with a high level of confidence (Karakaş et al., 2023). Moreover, as stated by Allen (2017), quantitative research mainly explores numerical patterns. It provides knowledge and understanding about the social world.

Furthermore, descriptive research helps researchers obtain a deeper understanding of a certain subject by collecting data. A descriptive method is a research design that tries to systematically gather data to characterize a phenomenon, circumstance, or population that is being examined. It is used to address the question "What is x?" and focuses on gathering information about individuals' experiences, beliefs, attitudes, and behaviors.

In this study, a quantitative correlational research approach was utilized to statistically analyze the data collected. The data was gathered with reference to the problem statement of the study. A correlational research can be used to assess whether a tool consistently or accurately captures the concept it aims to measure. It enables a thorough examination of the relationship between student leadership experiences and creativity attributes among CHTM student leaders. A descriptive research method was also employed to offer a more in-depth explanation of the numerical data, allowing for a comprehensive understanding of the relationship between student leadership experiences and creativity traits.

This study was conducted in Gordon College, Olongapo City.

Figure 2. Locale of the Study

The target population of the study comprises CHTM students at Gordon College, with a specific focus on those appointed and elected students' leaders for the academic year 2023-2024. In this study, the researchers utilize purposive sampling technique, which involves the use of expertise in selecting a sample that is useful for the purpose of the study (McCombes, 2023).

The researchers additionally utilize a general power analysis program called GPower and the type of power analysis. A priori, an approach wherein a framework is conceptualized before the research process begins (Pallister, 2023). The effect size and power were used to determine the total sample size of the population in the study. As described by Cohen (1988), the effect size is described as the "degree to which the phenomenon is present in the population" or "degree to which the null hypotheses is false". On the other hand, the power of a statistical test is the probability that it will yield statistically significant results.

The total number of student leaders in the College of Hospitality and Tourism Management at Gordon College is 46. In this study, the researchers used an effect size f of 0.25 and a power of 0.80, which gives the researchers a total sample size of 46.

The researchers used a researcher made survey questionnaire (likert scale instrument) to gather the necessary data. The questionnaire is an orderly arrangement of questions carefully prepared to be answered by the student leaders among CHTM Gordon College. The instrument consisted of two (2) parts.

The first part includes the seven (7) leadership style which are autocratic leadership, bureaucratic leadership, democratic leadership, laissez-faire leadership, servant leadership, transactional leadership and transformational leadership. The second part of the questionnaire, creativity traits are composed of elaboration, flexibility, fluency and originality. Each of the indicators is consisted of five statements,

and respondents' were asked to rate their level of agreement or disagreement using Likert-scale format.

The instrument is a 4-point scale system which is used to determine the creativity of student leaders. The respondents may choose their answer according to the level of agreement: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree).

For reliability test, the study used Cronbach's Alpha. Cronbach's Alpha measures the internal consistency, or reliability of a set of items in a survey (Frost, 2023). The internal consistency interpreted as: Excellent (0.90 and above), Good (0.80 to 0.89), Acceptable (0.70 to 0.79), Questionable (0.60 to 0.69), Poor (0.50 to 0.59), and Unacceptable (below 0.50).

The scale used to measure leadership style among student leaders in the College of Hospitality and Tourism Management demonstrates high internal consistency and reliability, as evidenced by an excellent Cronbach's alpha value. This indicates the seven items in the scale consistently measure the underlying construct of leadership style. Individual analysis showed that Autocratic Leadership performs Good, Bureaucratic leadership performs Acceptable, Democratic leadership performs Good, Laissez-Faire performs Good, Servant leadership performs Good, Transactional leadership performs Good, and Transformational leadership performs Excellent. Individual items perform well, while the bureaucratic leadership item received an acceptable rating, suggesting further analysis to determine its contribution to overall reliability. This high level of reliability allows for confident use of the scale to assess leadership style in this population.

Gordon College instructors Ms. Kimberly J. Recitis, Mr. Vince Richard Gomez, and Ms. Jehan Doblado validated the survey questionnaire.

The data that was gathered, organized and tallied with the help of statistician. Percentages make the data easier to understand by illustrating the relative distribution or proportion of responses within various categories, such as the level of agreement in the seven types of leadership style and creativity traits encompassing the fluency, flexibility, originality, and elaboration. While frequency counts give the data a quantitative perspective by showing how frequently specific reactions or outcomes occur. Together, these measures improve the precision and quantitative presentation of the findings. The statement of the problem number one and two used mean and standard deviation which identified the how extent the factors - internal and external- affects the student's performance in home-based laboratory activities in culinary subject. On the other hand, the correlation analysis is used in the statement of the problem number four which identified the significant relationship of student leaders' leadership style and creativity traits.

Results and Discussion

1. How may the leadership style of the student leaders be described in terms of:

1.1   Autocratic Leadership:

Indicators	Mean	Descriptive Interpretation
1. Makes all decisions on behalf of the team without any input of suggestions.	2.58	Moderate leadership style
2. Holds the authority and responsibility.	2.98	Moderate leadership style
3. Has absolute power and dictate all task to be undertaken.	2.58	Moderate leadership style
4. Dictates processes, systems, and operations.	2.71	Moderate leadership style
5. Rarely involve their members in decision making.	2.07	Low leadership style
Composite Mean	**2.58**	Moderate Leadership style

Table 1: Leadership Style of the Student Leaders in Terms of Autocratic Leadership

Table 1 displays the mean values for the indicators that reflect the leadership style of the student leaders in terms of autocratic leadership. The student leader with the highest mean value (M = 2.98, indicator 2), who "holds authority and responsibility," is said to have a moderate leadership style. It implies that most student leaders are at ease and productive while assuming positions that involve authority and responsibility. It indicates a methodical and systematic approach to leadership. According to Mamchii (2023), authority and responsibility maintains discipline and productivity in a work environment. The power they hold is not used for oppression rather more focused on using control to develop the group. It implies that student leaders are providing effective surrounding for responsibilities and regulations by implementing strictly organized and controlled leadership.

Conversely, the student leader with the lowest mean (M = 2.07, indicator 5) who "rarely involves their members in decision-making" possesses low leadership style. This indicates these leaders often make choices on their own, which might result in a decrease in team engagement and collaboration. To increase involvement and commitment, it might be worthwhile to think about methods for including team members in decision-making. As stated by Perry (2022), autocracy do not get to benefit brainstorming, and discourages feedback which results to constraint of ideas. As a leader, making decisions independently exerts with little or no input from other members. Thereby, it is vital to involve other members in decision-making as it strengthens the organization.

The composite means for all categories (M = 2.58) indicate an overall "moderate leadership style" among student leaders in terms of authoritarian

leadership. It indicates that student leaders use a balanced approach to autocratic leadership, making decisions and exercising power but not fully excluding team members from the decision-making process. This moderate style may be successful in keeping order and direction within the team without limiting collaboration. A study of Luo, Li & Du (2020), stated that demonstrating the positive relationship between authoritarian leadership and leader actively support for organizational change support is possible. Interactive communication improves ideas, decision-making, and leadership skills.

1.2   Bureaucratic Leadership:

Indicators	Mean	Descriptive Interpretation
1. Follows the process and Regulations according to the policy and the organization.	3.78	High leadership style
2. Operates in an efficient, rational manner.	3.17	High leadership style
3. Has a clear chain pf command, strict regulations, and conformation by its followers.	3.44	High leadership style
4. Believes that each member's duties and responsibilities are fixed.	3.31	High leadership style
5. A "go by the book" type of leader	2.98	Moderate leadership style
Composite Mean	**3.44**	High Leadership style

Table 2: Leadership Style of the Student Leaders in Terms of Bureaucratic Leadership

Table 2 shows the mean values for the factors that characterize the student leaders' leadership style in terms of bureaucratic leadership. The student leader with the highest mean value (M = 3.78, indicator 1), who "follow the process and regulations according to policy and the organizations," it shows a high leadership style. It implies that most student leaders follow the process regulations and policy used by management to impose a certain order within the organization (Weichbrodt & Grote, 2010).

In contrast, the student leader with the lowest mean (M = 2.98, indicator 5) who "A go by the book type of leader" possesses a low leadership style. This indicates that these leaders are "go by the book," so to speak. With this leadership style, there's a prescribed set of boxes to check in order to be a true leader. Meaning to say, their power comes from a formal position or title, rather than unique traits or characteristics

that they possess. They also have a set list of responsibilities, as well as clearly-defined rules and systems for how they will manage others and make decisions. They just need to follow that roadmap that was laid out for them. Moreover, textbooks are often the product of many hands, compiled via correspondence. This process hinders the possibility of the books containing engaging, coherent and original content simply because the writers are never actually present in one room together at once (Ansary, 2004).

The composite means for all categories (M = 3.44) indicated an overall "high leadership style" among student leaders in terms of bureaucratic leadership. It indicates that student leaders have a clear chain of command, strict regulations, and conformation. It used a balanced approach to bureaucratic leadership, there is a chain of command with clearly defined roles and expectations for each level of authority (Lee, 2023).

1.3   Democratic Leadership:

Indicators	Mean	Descriptive Interpretation
1. Enriches creativity of team members.	3.60	High leadership style
2. Provides open environment for exchanging ideas.	3.73	High leadership style
3. Aims high job satisfaction and high productivity	3.80	High leadership style
4. Encourages participation and collaboration in organization.	3.76	High leadership style
5. Prefers including others in decision-making.	3.78	High leadership style
Composite Mean	**3.73**	High Leadership style

Table 3: Leadership Style of the Student Leaders in Terms of Democratic Leadership

Table 3 emphasize the mean values for the factors that characterize the student leaders' leadership style in terms of Democratic leadership. The student leader with the highest mean value (M = 3.80, indicator 3), who "aim high job satisfaction and high productivity." It shows that everybody is encouraged to participate in the decision making process. This type of leader encourages their employees to make contributions and bring new ideas to the table. Employees feel empowered and motivated to make a contribution to the organization. This is something that can have a positive impact on job satisfaction, commitment and productivity (Quintana, 2022).

On the other hand, the student leader with the lowest mean "Enriching the creativity of team members" with the mean of (M = 3.60, indicator 1) shows that this type of democratic leadership style, task conflict plays an important role in the team operation process, but little is known about who exhibits greater creativity when in conflict, leading the team toward greater creativity (Yan et al., 2018).

The composite means for all categories (M = 3.73) indicated an overall "high leadership style" among student leaders in terms of democratic leadership. It indicates that this type of leader provides an open environment for exchanging ideas, leadership resides in the quality of the exchange relationship developed between leaders and their followers. High quality exchanges are characterized by trust, liking, and mutual respect, and the nature of the relationship quality has implications for job-related well-being and effectiveness of employees (Erdogan & Bauer2015).

1.4   Laissez-Faire Leadership

Indicators	Mean	Descriptive Interpretation
1. Gives the members a freedom to perform their role.	3.73	High leadership style
2. Puts minimal regulation and let the members make their own choices.	3.44	High leadership style
3. Provides the members with the necessary tools, information, and resources to carry out their work tasks.	3.67	High leadership style
4. Gives the members support, guidance, consultation, and training when it's needed.	3.73	High leadership style
5. Trusts the members to handle the details and execution of their tasks and projects.	3.73	High leadership style
Composite Mean	**3.66**	High Leadership style

Table 4: Leadership Style of the Student Leaders in Terms of Laissez-Faire Leadership

Presented in the table number 4 is the mean values for the indicators that reflect the leadership style of the student leaders in terms of laissez-faire leadership. The student leader with the highest mean value (M = 3.73, indicators 1, 4, and 5) who "give the members the freedom to perform their role," "give the members support and guidance, consultation and training when it's needed," and trusting the members to handle the details and execution of their tasks and projects" is said to have a high

leadership style. The students are said to be given total freedom and responsibility to make decisions that are in line with their vision and independent of other people. Although some leaders are at ease assigning tasks and grant their followers the freedom to manage their own desks and make decisions, these leaders also manage mistakes made by their team members during the course of a task, as long as they are still held responsible for the group's accomplishments and failures. According to The trait approach to studying leadership distinguishes leaders from followers based on traits, or personal characteristics (Pavitt, 1999). Some traits that leaders, in general, share are related to physical appearance, communication ability, intelligence, and personality (Cragan & Wright, 1991). In terms of physical appearance, designated leaders tend to be taller and more attractive than other group members.

Conversely, the students with the lowest mean (M = 3.44, indicator 2) who "put minimal regulation and let the members make their own choices" have an effective leadership style. This implies that each team member is capable of making decisions on their own initiative. According to St. Thomas University, leader leaves the decision-making up to their team members. This can lead to feelings of importance among every member of the team, but it can also lead to confusion and bottlenecks in strategic processes.

The composite means for all categories (M = 3.66) indicate an overall "high leadership style" among student leaders in terms of laissez-faire leadership. It indicates that student leaders assign responsibility to others and approach the leadership role with a distant attitude. Team members are the real leaders, and this high-level leadership approach might be beneficial when dealing with subordinates. According to Kurt Lewin (1930) leaders do not participate in the decision-making process, and rarely offer opinions. This style can work well if the group is highly motivated and competent.

1.5   Servant Leadership:

Indicators	Mean	Descriptive Interpretation
1. Strives to provide the needs of the organization.	3.53	High leadership style
2. Spends time in teaching, and caring for other members in the organization.	3.33	High leadership style
3. Stands as a servant to the team first before being a leader.	3.56	High leadership style
4. Has a desire to serve others.	3.67	High leadership style
5. Prioritizes the empowerment of other leaders.	3.60	High leadership style
Composite Mean	**3.54**	High Leadership style

Table 5: Leadership Style of the Student Leaders in Terms of Servant Leadership

Showed on the table 5 is the mean values for the indicators that reflect the leadership style of the student leaders in terms of Servant leadership. The student leader with the highest mean value (M = 3.67, indicator 4) who "Have a desire to serve others," is said to have a high leadership style. It considers others before oneself - The capacity to prioritize others over oneself and one's own goals is the primary indicator of a servant. That said, the best style of leadership depends on what your goals are and your leadership style. If you have a desire to work toward the greater good or inspire your employees to make an impact, servant leadership might be right for you (Gomez, 2022).

Conversely, the student leader with the lowest mean (M=3.33, indicator 2) who "Spend time in teaching, and caring for other members in the organization." It indicates that the team members are personally and professionally fulfilled, as evidenced by the higher-quality task they generate quickly and effectively. A leader's greatness is built upon the practice of serving other people (Spears, 2004) and although servant leaders are servants first, they can be great leaders because "leading and serving are two sides of the same coin" (Sultan & van de BuntKokhuis, 2014).

The composite mean for all categories (M= 3.54) indicate an overall "high leadership style" among student leaders in terms of servant leadership. Focuses the growth and success of individuals as well as the groups to which they belong. This high-level leadership approach distributes authority, prioritizes the needs of others, and fosters the growth and increase performance of others. Servant leaders genuinely care about people and will sacrificially serve and focus on their followers' needs (Buskey, 2014; Cerit, 2009; Taylor et al., 2007) and leaders are often developed and discovered by those acts of service and stewardship (Crippen, 2005). Servant leaders stretch beyond meeting the needs of individuals in the organization, but also put aside personal desires, in order to meet the needs of the organization (Taylor et al., 2007).

1.6   Transactional Leadership

Indicators	Mean	Descriptive Interpretation
1. Provides rewards for the member's achievement.	3.39	High leadership style
2. Encourages members to do a good job in order to receive perks or incentives.	3.40	High leadership style
3. Focuses on order, structure, and goal-oriented planning.	3.47	High leadership style
4. Prioritizes maintaining the status quo, rather than challenging it.	3.27	High leadership style

5. Monitors members carefully to enforce rules, reward success, and punish failure.	3.33	High leadership style
Composite Mean	**3.35**	High Leadership style

Table 6: Leadership Style of the Student Leaders in Terms of Transactional Leadership

Table 6 demonstrates that, among the many indications of transactional leadership, "Encouraging members to do a good job in order to receive perks or incentives" (Indicator 2) has the highest mean value, 3.40. This suggests that student leaders who place a high value on rewarding excellent achievement have a strong transactional leadership style. Supported by research by Walumbwa et al. (2008), which showed that leaders who use contingent rewards—a crucial component of transactional leadership—can greatly affect follower behavior and motivation, this perspective lends credence. As a result, the results imply that student leaders who use this strategy will probably see improvements in team performance and motivation.

Conversely, the indicator "Prioritizes maintaining the status quo, rather than challenging it" (Indicator 4) has the lowest mean value (mean of 3.27) when considered in the context of transactional leadership. It nevertheless has a strong leadership style, even if it has the lowest mean. This tendency to maintain the status quo is consistent with the ideas presented by Bass and Avolio (1994) in their discussion of transactional leadership mentioned in the study of McCartney & Parent, (2015). On the other hand, the opposing perspectives presented by research such as Lai et al. (2020) implies that a singular emphasis on preserving the status quo might potentially impede innovation. As a result, although stability is indicated by a high leadership style in this area, leaders should also think about introducing aspects of change to encourage adaptation and development.

A high leadership style is indicated by the overall mean of 3.35 that is produced by the composite means for all areas of Transactional Leadership. According to this holistic perspective, student leaders should primarily take a transactional leadership stance, putting a focus on structure, goal-oriented planning, and incentives. This is also consistent with the theoretical framework Bass and Avolio (1994) developed, emphasizing the task-oriented nature of transactional leadership. In addition, studies conducted in 2013 by Mahdinezhad et al. suggest that transactional leadership might have a good impact on organizational results. The results of the research therefore suggest that transactional leadership is crucial in determining the leadership style of student leaders and in creating an organized, goal-oriented work environment.

1.7   Transactional Leadership

Indicators	Mean	Descriptive Interpretation
1. Ables to set an inspiring, yet realistic	3.69	High leadership style

and achievable, vision for the organization.		
2. Encourages team spirit and work together	3.67	High leadership style
3. Values growth and Development	3.78	High leadership style
4. Capable of inspiring others to make the required changes to bring about the desired outcome.	3.67	High leadership style
5. Able to effectively communicate, foster a sense of dedication, purpose, and belonging.	3.76	High leadership style
Composite Mean	**3.71**	High Leadership style

Table 7: Leadership Style of the Student Leaders in Terms of Transformational Leadership

Table 7 shows that, among the indicators that show transformational leadership, "Values growth and development" (Indicator 3) has the highest mean value, 3.78. This is an indication of a high leadership style and highlights the significance of leaders who put their team members' personal development first. This is in line with the fundamentals of transformational leadership, which place a strong emphasis on a leader's capacity to uplift and enable followers to realize their greatest potential. This was corroborated by the research of Bass and Avolio (1994), which shows that leaders who emphasize personalized attention and intellectual stimulation— two essential elements of transformational leadership—benefit their followers' personal development.

Conversely, with a mean of 3.67, "Encourages team spirit and working together" (Indicator 2) has the lowest mean value in the context of transformational leadership. It nevertheless has a strong leadership style, even if it has the lowest mean. This finding implies that teamwork and cooperation may not be given as much priority by student leaders in the research group as they are by other transformational leadership components. It is important to remember that even the lowest mean denotes a high leadership style, highlighting the fact that student leaders often take a strong transformational leadership stance. Higher levels of organizational success and creativity are associated with leaders who inspire a common vision and create cooperation, according to a study by Avolio et al. (1995).

Generally, high level of leadership is indicated by the transformational leadership composite mean of 3.71 for all categories. According to this all-encompassing perspective, student leaders should primarily follow a transformational leadership path, focusing on traits like creating a clear vision, motivating their team, and communicating effectively. This aligns with the theoretical framework put forward

by Bass (1985), which characterizes transformational leadership as a style that encourages and inspires subordinates to achieve extraordinary results.

2. How may the creativity traits of student leaders be described in terms of:

2.1 Fluency:

Indicators	Mean	Descriptive Interpretation
1. Has the ability to come up with creative thoughts, concepts, and solutions to issues.	3.44	High Creative Traits
2. Able to comprehend the apply ideas appropriately.	3.49	High Creative Traits
3. I am able to comprehend and apply ideas appropriately.	3.51	High Creative Traits
4. I always look for better and more effective ways to do things, usually by way of trying out and learning through failure.	3.64	High Creative Traits
5. Able to adapt my leadership style to suit what is needed in an particular work while upholding the core values of the organization.	3.60	High Creative Traits
Composite Mean	**3.54**	High Creative Traits

Table 8: Creativity Traits of the Student Leaders in Terms of Fluency

Table 8 displays the mean values for the indicators that represent the creative traits of the student leaders in terms of fluency. The highest mean value (M = 3.64, indicator 4) is a student leader's creative traits: "always look for better and more effective ways to do things, usually by trying out and learning through failure," indicating that a leader actively looks for innovative and better approaches to tasks, with an eagerness to experiment and learn through failure. It implies that student leaders may contribute to an organizational culture of continuous improvement and innovation by taking a proactive and flexible attitude towards identifying opportunities for improvement. According to Cannon, M. D., & Edmondson, A. C. (2005), it presents a strategy for organizations to learn from failures, focusing on identifying, analyzing, and experimenting. It suggests six recommendations for action, recommending

leaders implement these practices as an integrated set of practices to redefine failure as a critical first step in discovery and learning.

On the other hand, the lowest mean value (M = 3.44, indicator 1) is a student leader's creative qualities: "Have the ability to come up with creative thoughts, concepts, and solutions to issues," yet still reasonably strong creative traits of a student leader. This indicates that the leader should produce innovative ideas, concepts, and solutions. Encouraging brainstorming sessions or creative workshops might improve this part of a leader's creative abilities. Based on Ola W. A. Gafour, Walid A. S. Gafour (2020), his research article explores creativity skills, which are highly sought-after in the 21st century. It emphasizes the importance of creativity in innovative thinking, problem-solving, and critical thinking. It highlights the role of creativity in promoting global understanding and navigating the knowledge economy era. It highlights the role of creativity in exploration and promoting different perspectives. According to PlayAblo LMS Blog (2021), leadership fluency is the state of being fluent, or the capacity to communicate learning thoughts effortlessly, quickly, and fluently. Fluency is the capacity to "accurately and with facility" speak, write, or read a language. It also entails being able to absorb and apply concepts correctly.

The composite mean (M = 3.54) reveals that student leaders have highly creative fluency traits. This implies that student leaders have a high capacity to produce and apply creative ideas as a group. This may contribute in establishing an environment that encourages creativity, adaptation, and the desire for continual development.

2.2   Flexibility

Indicators	Mean	Descriptive Interpretation
1. Able to adapt to changing circumstances.	3.53	High Creative Traits
2. Able to respond to challenges more quickly and easily.	3.36	High Creative Traits
3. Can acknowledge differences in leadership style and cooperate to get an objective accomplished.	3.58	High Creative Traits
4. Able to think ahead and analyze potential outcomes.	3.49	High Creative Traits
5. Willing to take on uncertainty, make bold decisions, and explore new or unconventional paths.	3.47	High Creative Traits

Composite Mean	**3.49**	High Creative Traits

Table 9: Creativity Traits of the Student Leaders in Terms of Flexibility

Table 9 displays the mean values for the indicators that represent the creative traits of the student leaders in terms of flexibility. The highest mean value (M = 3.58, indicator 3) is a student leader's creative traits: "Can acknowledge differences in leadership style and cooperate to get an objective accomplished" ability to come up with a lot of ideas not all of them unusual. This means that you succeed in accomplishing something or making something happen if you achieve a certain goal or outcome, generally after putting in a lot of work. According to Sigma Assessment INC (1991) Flexibility is crucial in a rapidly changing economic and social environment. Adaptable leaders can modify their leadership style, adapt to changes, and incorporate new behaviors into existing situations, allowing them to express creativity and find innovative solutions to problems.

On the other hand, the lowest mean value (M= 3.36, indicator 2) is a student leader's creative qualities: "Able to respond to challenges more quickly and easily." The action of successfully adapting to difficult circumstances in life, particularly by showing flexibility in thinking, feeling, and acting as well as adjusting to both internal and external pressures. According to E. Gökçen, K.V. Petrides, et al. (2014), flexibility allows individuals to nimbly react to novel situations, playing an important role in adaptive responses to environmental changes and finding optimum solutions to problems. Humans are particularly adept at flexible thinking, potentially due to complexity in their environment and social relationship structure. The composite mean (M = 3.49) reveals that the student leaders have highly creative flexibility traits. This implies that student leaders have a high capacity to produce and apply creative ideas as a group. This may contribute to encourage achievement. Personal freedom, self-reliance, and balance are all made possible by flexibility, which improves human. performance producing better output, loyalty, and motivated. According to Transcend Culture (2002), the most effective leaders can connect with anyone. They are flexible in their own style, which makes the other person comfortable and able to contribute their best to the conversation or interaction. Well aware of the turbulence that is part of modern business, flexible leaders embrace change and are open to new ideas. They are able to lead and manage both of which are necessary for being a successful leader.

2.3　Elaboration:

Indicators	Mean	Descriptive Interpretation
1. Can add details and depth to ideas.	3.51	High Creative Traits
2. Can clearly and concisely explain my ideas.	3.44	High Creative Traits
3. Can actively contribute to group discussions	3.44	High Creative Traits

and brainstorming sessions.		
4. Able to provide specific example to support my claims.	3.47	High Creative Traits
5. Can connect my ideas to broader concepts and theories.	3.49	High Creative Traits
Composite Mean	**3.47**	High Creative Traits

Table 10: Creativity Traits of the Student Leaders in Terms of Elaboration

Presented in Table 10, in indicator 1, "can add details and depth to ideas," has a high mean value (M = 3.51) that is consistent or connected with the results of Amabile's Componential Model of Creativity (Amabile, 1983) as cited in Thomson & Jaque (2017). Amabile believes that elaboration-the capacity to give ideas more nuance and depth-is an essential step in the creative process. Elaboration contributes to the whole creative output by expanding and improving original concepts. Amabile. highlights that highly creative people often elaborate their ideas, giving them more complex and nuanced shapes. Thus, the indicator's mean value indicates that student leaders who scored higher have a creative attribute linked to successful elaboration.

The lowest mean value (M = 3.44) is associated with indicators 2, "can clearly and concisely explain my idea," and indicator 3, "can actively contribute to group discussions and brainstorming sessions. While these indicators have the lowest mean value, both still have highly creative traits. This means that the student leaders can elaborate on details to explain their topics in full, either individually or even in group or brainstorming sessions. Mueller et al.'s (2011) research, which explores the multidimensional character of creativity and emphasizes that creative people are not only capable of coming up with unique ideas but also of communicating and developing them, lends credence to this. In order to ensure that creative notions can be communicated and understood, the focus on clarity in idea expression is in line with the notion that creativity entails good communication. Furthermore, the link to group talks is consistent with Amabile's theory of collaborative networks, which postulates that creative people often flourish in cooperative settings where they may share and improve ideas with others.

Generally, the composite mean (M = 3.47) represents all the indicators, which is also in the highly creative traits. This indicates that student leaders are highly capable of supporting their statements with imaginative elaboration of their ideas, either in a group setting or on an individual basis. This is in line with the research on creative problem- solving, which argues that elaboration is a crucial component of creative thinking (Isaksen et al., 2011). Isaksen et al. claim that elaboration is the process of enlarging and enhancing concepts in order to provide stronger answers. According to the research, student leaders who have a higher composite mean are more likely to be able to imaginatively develop their ideas, both individually and in groups, which enhances their leadership qualities and makes them more creative and inventive.

2.4   Originality

Indicators	Mean	Descriptive Interpretation
1. Able to promote independent and critical thinking as a means to foster innovation.	3.42	High Creative Traits
2. Able to encourage thinking outside of the box to enable us to complete our given task.	3.44	High Creative Traits
3. Capable of applying existing ideas to new areas of study.	3.47	High Creative Traits
4. Can constantly contribute ideas and expertise in a way that hasn't been done before.	3.31	High Creative Traits
5. Take satisfaction in coming up with unique concepts or content.	3.49	High Creative Traits
Composite Mean	**3.43**	High Creative Traits

Table 11: Creativity Traits of the Student Leaders in Terms of Originality

Based on Table 11, the mean values for the indicators that reflect the creativity traits of the student leaders in terms of Originality. The student leader with the highest mean value (M = 3.49, indicator 5), who "take satisfaction in coming up with unique concepts or content," is said to have highly creative traits, which shows that a student leader can come up with a unique concepts or content with satisfaction. Alajami (2020), who defines originality as the capacity to come up with novel approaches to change the status quo or modify preexisting concepts for new contexts, agrees with this conclusion. Being creative doesn't always mean coming up with completely original notions; it may also mean merging or altering preexisting ideas to create something new. Consequently, the high mean value indicates that student leaders can satisfactorily provide original ideas or material, which adds to the creative features of their leadership.

The lowest mean value (M = 3.31) is associated with indicators 4, "can constantly contribute ideas and expertise in a way that hasn't been done before." These indicators have the lowest mean value, both still have highly creative traits. This suggests that, despite the lower mean value, student leaders are capable of making novel contributions in previously unheard-of ways. This is consistent with the theory of divergent thinking (Runco, 2011), in which different people come up with different

original ideas. The lower mean value highlights the many ways in which student leaders generate original ideas rather than undermining the creative element.

Generally, the composite mean (M = 3.43) represents all the indicators, which is also in the highly creative traits. This indicates that student leaders have ability to generate a product or idea that is unique or very unusual, unexpected. This is in line with research on creative cognition, which highlights the production of original and uncommon ideas (Runco & Jaeger, 2012). The originality component of creativity is characterized by the capacity to generate an idea or product that is surprising or unique. The composite mean illustrates the ability of the student leaders to think creatively and to provide results that surpass expectations.

3. Is there a significant relationship between leadership style and creativity traits of CHTM students?

Variables	1	2	3	4	5	6	7	8	9	10	11
1 Autocratic	-										
2 Bureaucratic	.305*	-									
3 Democratic	-.114	.286	-								
4 Laissez-faire	.201	.441**	.178	-							
5 Servant	.356*	.525**	.286	.534**	-						
6 Transactional	.464**	.548**	.234	.463**	.656**	-					
7 Transformational	-.044	.416**	.549**	.186	.446**	.378*	-				
8 Fluency	.201	.545**	.470**	.347*	.552**	.349*	.501**	-			
9 Flexibility	.048	.665**	.507**	.340*	.487**	.388**	.679**	.737**	-		
10 Elaboration	.305*	.534**	.378*	.416**	.554**	.378*	.502**	.783**	.704**	-	
11 Originality	.220	.475**	.284	.389**	.607**	.479**	.368*	.661**	.640**	.784**	-

Note: n = 45; *p < .05; **p < .01; Leadership Style (autocratic, bureaucratic, democratic, laissez-faire, servant, transactional, transformational); Creative Traits (fluency, flexibility, elaboration, originality)

Table 11: Relationship Between Leadership Style and Creativity Traits

Table 12 illustrates the relationship between the leadership style and creativity traits of the CHTM students' leaders. The Spearman rho correlation revealed that there was a statistically significant weak positive correlation (Schober, P. et al., 2018) between autocratic leadership style and elaboration creative traits [rs(43) =.305*, p .05] with a small effect size of relationship, flexibility [rs(43) =.201, p >.05] with a negligible effect size of relationship, and originality [rs(43) =.220, p >.05] with a small effect size of relationship (Cohen, 1988, 1992). It indicates that creativity is a multidimensional phenomenon with several facets. Autocratic leadership may be unrelated to some aspects of creativity, such as fluency, flexibility, or originality. The absence of a significant correlation might be attributed to individual variations among student leaders. Some authoritarian leaders flourish in particular creative qualities, while others do not, resulting in an overall neutral relationship.

Bureaucratic leadership style has a statistically significant moderate positive correlation to creative traits in terms of fluency [rs(43) =.545**, p <.05] with large effect size of relationship, flexibility [rs(43) =.665**, p <.05] with large effect size of relationship, elaboration [rs(43) =.534**, p <.05] with large effect size of relationship, and terms of originality [rs(43) =.475**, p <.05] with medium effect size of relationship (Cohen, 1988, 1992). The coefficient of determination (R2) indicates that 29.70% of the variance of bureaucratic leadership style was explained by the presence of fluency, 44.22% by the presence of flexibility, 28.52% by the presence of elaboration, and 22.56% of the variance of bureaucratic leadership style was explained by the presence of creative traits in terms of the originality of a student leader and vice versa.

Table 12 also shows that democratic leadership style has a statistically significant moderate positive correlation (Schober, P. et al., 2018) to creative traits in terms of fluency [rs(43) =.470**, p <.05] with medium effect size of relationship, flexibility [rs(43) =.507**, p <.05] with large effect size of relationship, and a weak correlation in terms of elaboration [rs(43) =.378*, p <.05] with medium effect size of relationship (Cohen, 1988, 1992). The coefficient of determination (R2) indicates that 22.09% of the variance of democratic leadership style was explained by the presence of fluency, 25.70% by the presence of flexibility, and 14.29% of the variance of democratic leadership style was explained by the presence of creative traits in terms of elaboration and vice versa. Conversely, democratic leadership style has no statistically significant correlation to creative traits in terms of originality [rs(43) =.284, p >.05] with a small effect size of relationship (Cohen, 1988, 1992).

Laissez-faire leadership style has a statistically significant weak positive correlation (Schober, P. et al., 2018) to creative traits in terms of fluency [rs(43) =.347*, p <.05] with medium effect size of relationship, flexibility [rs(43) =.340*, p <.05] with medium effect size of relationship, and originality [rs(43) =.389**, p <.05] with medium effect size of relationship. Furthermore, laissez-faire leadership style has a moderate positive correlation to creative traits in terms of elaboration [rs(43) =.534**, p <.05] with a medium effect size of relationship (Cohen, 1988, 1992). The coefficient of determination (R2) indicates that 12.04%% of the variance of laissez-faire leadership style was explained by the presence of fluency, 11.56% by the presence of flexibility, 17.31% by the presence of elaboration, and 15.13% of the variance of laissez-faire leadership style was explained by the presence of creative traits in terms of the originality of a student leader and vice versa.

Moreover, servant leadership style has a statistically significant moderate positive correlation (Schober, P. et al., 2018) to creative traits in terms of fluency [rs(43) =.552**, p <.05] with large effect size of relationship, flexibility [rs(43) =.487**, p <.05] with medium effect size of relationship, elaboration [rs(43) =.554**, p <.05] with large effect size of relationship, and terms of originality [rs(43) =.607**, p <.05] with large effect size of relationship (Cohen, 1988, 1992). The coefficient of determination (R2) indicates that 30.47% of the variance of servant leadership style was explained by the presence of fluency, 23.72% by the presence of flexibility, 30.69% by the presence of elaboration, and 36.84% of the variance of servant

leadership style was explained by the presence of creative traits in terms of the originality of a student leader and vice versa.

In addition, transactional leadership style has a statistically significant weak positive correlation (Schober, P. et al., 2018) to creative traits in terms of fluency [rs(43) =.349*, p <.05] with a medium effectsize of relationship, flexibility [rs(43) =.388**, p <.05] with a medium effect size of relationship, and elaboration [rs(43) =.378*, p <.05] with a medium effect size of relationship. Furthermore, transactional leadership style has a statistically significant moderate positive correlation to creative traits in terms of originality [rs(43) =.479**, p <.05] with a medium effect size of relationship (Cohen, 1988, 1992). The coefficient of determination (R2) indicates that 12.18% of the variance of transactional leadership style was explained by the presence of fluency, 15.05% by the presence of flexibility, 14.29% by the presence of elaboration, and 22.94% of the variance of transactional leadership style was explained by the presence of creative traits in terms of the originality of a student leader and vice versa.

Lastly, transformational leadership style has a statistically significant moderate positive correlation (Schober, P. et al., 2018) to creative traits in terms of fluency [rs(43) =.501**, p <.05] with a large effect size of relationship, flexibility [rs(43) =.679**, p <.05] with a large effect size of relationship, and elaboration [rs(43) =.502**, p <.05] with a large effect size of relationship. Moreover, transformational leadership style has a statistically significant weak positive correlation to creative traits in terms of originality [rs(43) =.368*, p <.05] with a medium effect size of relationship (Cohen, 1988, 1992). The coefficient of determination (R2) indicates that 25.10% of the variance of transformational leadership style was explained by the presence of fluency, 46.10% by the presence of flexibility, 25.20% by the presence of elaboration, and 13.54% of the variance of transformational leadership style was explained by the presence of creative traits in terms of the originality of a student leader and vice versa.

4. Based on the results of the study, what program may be proposed?

TEAM BUILDING PLAN ABOUT LEADERSHIP AND CREATIVITY

Goals

1. By giving students a thorough grasp of different approaches to leadership, promoting self-awareness, and encouraging ongoing development, you may increase the efficacy of your leadership.

2. Encourage an innovative culture by strengthening student leaders' capacity for creative thought through workshops, creativity challenges, and exposure to realworld applications.

3. Encourage productive collaboration through cross-functional initiatives, leadership challenges, and peer feedback sessions to foster a cooperative and collaborative atmosphere

4. To ensure continued personal and professional growth, cultivate a culture of continuous learning by encouraging people to participate in seminars, guest speaker sessions, journaling, and suggested readings.

Objectives

1. Through seminars and reflection sessions, develop a nuanced knowledge of different leadership styles that promote flexibility and self-awareness.

2. By involving tasks that call for the application of creative qualities to real-world issues, you may foster inventive problem-solving and enhance creative thinking.

3. By putting an emphasis on good communication and collaboration, cross-functional initiatives, leadership challenges, and feedback sessions may strengthen teamwork.

4. Encourage participation in suggested activities, journaling, and guest speaker events to foster a culture of lifelong learning that will support continued development on both a personal and professional level.

Planned Actions and Activities

The table below showcases the planned activities and actions prepared for the student leaders of the College of Hospitality and Tourism Management's leadership and creativity development plan.

Planned Activities and Actions	Key Result Areas	Approximate Time and Duration	Responsible Contributor	Objectives	Expected Outcome
1. Workshop on Leadership Style Awareness.	Leadership Style Awareness	1 day	Leadership Development Facilitator	Gain an advanced grasp of different approaches to leadership.	Student leaders have become more self-aware and flexible with the approaches to leadership
2. Innovative Approaches to Solving Problems.	Creative Thinking and	2 weeks	Faculty mentors, Team Leaders	Practice solving real-world problems	Student leaders have enhanced

	Problem Solving			to improve your creative thinking.	their capacity for creative problem-solving and adaptability in a variety of contexts.
3. Projects including team collaboration and feedback sessions.	Teamwork and Collaboration	Ongoing	Project Coordinators, Facilitators	Enhance collaboration by implementing cross-functional initiatives and providing helpful criticism.	Student leaders with improved collaboration, communication and collaborative effectiveness.
4. Activities for Constant Learning (Workshops, Readings, etc.)	Continuous Learning Culture	Throughout the Academic Year	Self-Directed, Academic Advisors	Participate in suggested activities and seminars to foster a culture of lifelong learning.	Contonuous professional and personal growth, fostering a lifelong learning attitude.

Conclusions

Based on the findings, the following conclusions were drawn:

1. **Leadership Style and Creativity Traits: Insights from CHTM Student Leaders**
   1.1 **Autocratic Leadership:** Among CHTM student leaders, the research finds a weakly positive statistically significant association ($r_s(43) = .305*$, $p < .05$) between elaboration creative qualities and autocratic leadership style. This implies that leaders who exercise autocracy could think more deeply and creatively, especially when it comes to elaboration.

1.2 **Bureaucratic Leadership:** Fluency, flexibility, elaboration, creativity, and bureaucratic leadership style are all statistically significantly positively correlated with each other among CHTM student leaders (rs(43) =.545**,.665**,.534**,.475**, p <.05). These results suggest that higher creative attributes in these domains are associated with bureaucratic leadership.

1.3 **Democratic Leadership:** Democratic leadership style shows a statistically significant moderate positive correlation with fluency, flexibility, and a weak correlation with elaboration (rs(43) = .470**, .507**, .378*, p < .05). However, no significant correlation is observed with originality. This suggests that democratic leadership may influence certain aspects of creativity in CHTM student leaders.

1.4 **Laissez-Faire Leadership:** A slight positive association (rs(43) =.347*,.340*,.389**, p <.05) has been seen between fluency, flexibility, and creativity among CHTM student leaders who are led in a passive manner. Additionally, there is a somewhat positive connection (rs(43) =.534**, p <.05) seen with elaboration.

1.5 **Servant Leadership:** Fluency, adaptability, elaboration, and originality are among the creative attributes with which CHTM student leaders show a statistically significant moderate positive connection (rs(43) =.552**,.487**,.554**,.607**, p <.05).

1.6 **Transactional Leadership**: A moderately positive association has been found between the transactional leadership style and creativity (rs(43) =.349*,.388**,.378*,.479**, p <.05), and a statistically significant weak positive correlation with fluency, flexibility, and elaboration.

1.7 **Transformational Leadership:** There is a weak positive link with creativity and a statistically significant moderate positive correlation with fluency, flexibility, and elaboration when it comes to transformational leadership style (rs(43) =.501**,.679**,.502**,.368*, p <.05).

2. Correlation Between Leadership Style and Creativity Traits

The research reveals that among CHTM student leaders, there is a complex correlation between creative qualities and leadership styles. The multifaceted character of creativity is shown by the favorable relationships that exist between some creative aspects and autocratic and bureaucratic leadership styles. Conversely, democratic leadership does not connect with inventiveness, although being favorably linked with several attributes. Different degrees of favorable relationships between creative qualities and leadership styles—laissez-faire, servant, transactional, and transformational—have been observed.

3. Practical Implications and Future Research

The results provide insightful information for organizations, academic institutions, and upcoming research projects. Based on the complex effects of various approaches

to leadership, academic institutions may customize their leadership development programs to support innovation. Companies may improve their leadership strategies to stimulate innovation. The findings encourage investigation of contextual variables impacting these relationships and lays the groundwork for future research.

Recommendations:

Variation of Leadership Styles. It is recommended to support student leaders in embracing a range of leadership philosophies, such as servant, transformational, democratic, autocratic, laissez-faire, and authoritarian leadership, given the complex nature of leadership. This methodology guarantees a comprehensive leadership experience, cultivating flexibility and adaptation in CHTM trainees.

Holistic Development Programs. The researchers highly recommend to include programs that focus on the development of creative attributes like fluency, flexibility, originality, and elaboration for student leaders. These programs ought to be created in a way that accommodates different leadership philosophies while also meeting the particular requirements and preferences of each student.

Partnerships with Student Affairs Office. Based on the findings of this study, to foster an environment that is encouraging for student leaders, develop collaborative efforts between academic departments and the Student Affairs Office. This includes training sessions, conferences, and mentoring initiatives that emphasize cultivating creative qualities in addition to leadership development.

Feedback System. It is recommended to provide a feedback system for student leaders to evaluate their innovation and leadership abilities in order to promote continuous improvement. This introspective approach fosters self-awareness and offers a foundation for ongoing growth, which is consistent with the fluid nature of creativity and leadership.

To Educators and Academic Institutions. It is advised that university curricula across a range of subjects include sections on creative characteristics and leadership styles. This guarantees that every student, regardless of their leadership positions, has a thorough comprehension of these essential abilities. And for faculty development, it is a must to provide support efforts aimed at providing educators with professional development so they may remain current with changing philosophies of leadership and innovation. Teachers who possess up-to-date information are better able to mentor students as they start on their leadership journeys.

For future Research. The results or findings of this study recommend the need of continuing research that advocates longitudinal study to look further into the growing association between leadership style and creative attributes among CHTM students. An extended period of continuous investigation and analysis will yield complex insights and advance our understanding of the correlation.

References

Ahmed Iqbal, Z., Abid, G., Arshad, M., Ashfaq, F., Athar, M. A., & Hassan, Q. (2021). Impact of authoritative and laissez-faire leadership on thriving at work:

The moderating role of conscientiousness. European journal of investigation in health, psychology and education, 11(3), 667-685.

Alajami, A. (2020). Beyond originality in scientific research: Considering relations among originality, novelty, and ecological thinking. Thinking Skills and Creativity, 38, 100723.

Allen, M. (2017). The SAGE encyclopedia of communication research methods (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781483381411.

An introduction to the shapiro-wilk test for normality | built in. (n.d.). Retrieved December 13, 2023.

Ansary, T. (2004, November 10). A textbook example of what's wrong with education. Edutopia.

Avolio, B. J. (1994). The alliance of total quality and the full range gfleadership, In B. M. Bass and B. J. Avolio (Eds). Improving Organisational Effectiveness Through Transformational Leadership. Thousand Oaks: Sage publications.

Avolio, B. J., Bass, B. M., and Jung, D. I. (1995). MLQ Multifactor Leadership Questionnaire: Technical Report. Mind Garden: Palo Alto, California.

Aziz, R. (2023). Creativity in Higher Education: The Effect of Personality on Students' Creative Thinking Skills. Thinking Skills and Creativity Journal. Volume 6, Number 1, Tahun 2023, pp. 44-51.

Bass, B. M. (1985). Leadership and Performance Beyond Expectation. New York: The Free Press.

Bauer, T. N., & Erdogan, B. (Eds.). (2015). The Oxford handbook of leadermember exchange. Oxford university press.

Brian, C., & Getz, I. (2018, November 4). Give your team the freedom to do the work they think matters most. Harvard Business Review.

Bunco, M. A., & Jaeger, G. J. (2012, January). (PDF) the standard definition of creativity researchgate.

Canavesi, A., & Minelli, E. (2021). Servant leadership: A systematic literature review and network analysis. Employee responsibilities and rights journal, 1-23.

Cohen, J. (1992). A Power Primer. Psychological Bulletin, 112(1), 155- 159.

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Forgeard, V. (2021). Why Knowledge Leads to Creativity. Brilliantio Ltd.

Gia, A. (2023, June 13). The importance of flexible leadership. Transcend.

Heath, C. (2023). What is Purposive Sampling?. Dovetail.

Isaksen, S. G., Dorval, K. B., & Teeffinger, D. J. (2011). Creative approaches to problem solving: A framework tor innovation and change. SAGE.

Karakaş, N., Aktura, S. Ç., Özden, G., & Sarıtaş, S. Ç. (2023). Descriptive research. Türkiye Klinikleri Hemşirelik Bilimleri Dergisi, 15(2), 446–452.

Lai, F.-Y., Tang, H.-C., Lu, S.-C., Lee, Y.-C., & Lin, C.-C. (2020). Transformational leadership and job performance: The mediating role of work engagement. SAGE Open, 10(1), 215824401989908.

Lee, J. & Lee, S. (2023). Relationships Between Physical Environments And creativity: A scoping review.

Lee, S. (2023, October 18). What is bureaucratic leadership?. Torch.

Li, Y., Yang, B., & Ma, L. (2018). When is task conflict translated into employee creativity?. Journal of Personnel Psychology.

McCombes, S. (2019, September 19).Sampling methods | types, techniques & examples. Scribbr.

McGuinness, M. (2019). Lesson 21: What Motivation Does to Your Creativity. The 21st Century Creative Foundation Course.

Miksza, P., Shaw, J. T., Kapalka Richerme, L., Hash, P. M., Hodges, D. A., & Cassidy Parker, E. (2023). Quantitative descriptive and correlational research. In P. Miksza, J. T. Shaw, L. Kapalka Richerme, P. M. Hash, & D. A. Hodges, Music Education Research (1st ed., pp. 241-C12P143). Oxford University PressNew York.

Miller, H. L. (2020, July 9). Learn the 7 distinct leadership styles. Leaders.Com.

Miller, L. (2022, July 18). Leadership Creativity and Innovation

McCartney, S., & Parent, R. (2015, April 17). 7.6 Transactional and Transformational leadership. Ethics in Law Enforcement.

Mabdinezhad, M., Suandi, T. B., Silong, A. D. B., & Omar, Z. B. (2013, October 13). Transformational, Transactional Leadership Styles and Job Performance of Academic Leaders. Microsoft Word

Mueller, J., Melwani, S., & Goncalo, J. A. (2011, November). The bias against creativity: Why people desire but reject creative ideas.

Pallister, B. (2023). What is A Priori?.

Quintana, C. (2022, February 9). Why Democratic leadership is the best style to boost productivity [really]. The Management Blog by Beebole.

Runco, M. A. (1991). Divergent thinking. Norwood, NJ: Ablex Publishing Corporation.

Runco, M. A. (2010). Divergent thinking, creativity, and ideation. The Cambridge handbook of creativity, 413, 446.

Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. Anesthesia & Analgesia, 126(5), 1763–1768.

Schroeder, B. (2016). The Effectiveness of Servant Leadership in Schools from a Christian Perspective. BU Journal of Graduate Studies in Education, 8(2), 13-18.

Singh, S. (2020). RESEARCH DESIGN.

Sirisilla, S. (2023, February 9). Descriptive research | definition, types, and flaws to avoid. Enago Academy.

Thomson, P., & Jaque, S. V. (2019). Creativity, trauma, and resilience. Lexington Books.

Walumbwa, F. O., Wu, C., & Orwa, B. (2008). Contingent reward transactional leadership, work attitudes, and organizational citizenship behavior: The role of procedural justice climate perceptions and strength. The leadership quarterly, 19(3), 251- 265.

Weichbrodt, J., & Grote, G. (2010, June). Rules and Routines in Organizations: a review and extension. In Fourth International Conference on Organizational Routines. Nice/France (pp. 1-35)

Yukl, G. (2008, April). The importance of flexible leadership. In 23rd Annual Conference of the Society for Industrial-Organizational Psychology, San Francisco, CA.

Frost, J. (2023). Cronbach's Alpha: Definition, Calculations, & Example. Statistics By Jim.

Exploring descriptive statistics: Everything need to know! | simplilearn. (2021, January5). Simplilearn.Com

Jr imagination—Raising a creative genius— The powerful fours of creative thinking. (n.d.). Retrieved December 13, 2023.

NSLS, T. (n.d.). What is laissez-faire leadership? Retrieved December 13, 2023.

COMMUNICATIVE COMPETENCE OF GORDON COLLEGE TOURISM STUDENTS: ANALYZING LINGUISTIC AND DISCOURSE SKILLS

Cauilan, A.R. R., Dela Cruz, J.S. A., Espellegar, T.G. N., Monteza, T.J., Salgado, J.A. R.

College of Hospitality and Tourism Management

Gordon College

Abstract

This study aimed to assess the communicative competence of Gordon College tourism students through an analysis of their linguistic and discourse skills. The research is focused on students from first-year to fourth-year enrolled in the tourism program academic year 2023-2024. The primary objective was to gauge the level of communicative competence encompassing linguistic and discourse skills, with the ultimate aim of formulating a tailored English language development program specific to the needs of tourism students. Utilizing a descriptive methodology, the research employed scientific approaches along with comparative techniques and correlational analyses. A total of 180 respondents participated in the study. Data analysis involved frequency counts, means, and percentage computations along with statistical tests including the Shapiro Wilk-Test, Kruskal - Wallis H Test, Post Hoc Test Pairwise, Mann Whitney U Test, and Spearman HRO were utilized to comprehensively assess the variables in question. The results revealed that Gordon College tourism students from freshmen to senior year were competent in linguistic and discourse skills. Their communicative competence also indicated a noteworthy correlation with their age, sex, year level, and preferred learning style. This may imply that the aforementioned variables suggests an impact on the linguistic and discourse development of the respondents. Furthermore, there has been a slight relationship between discourse skill and exposure to the English language. Students that may have exhibit higher exposure reported a slightly increased in discourse competence. Based on the results of the study, the proposed English language development program tailored to these findings is expected to significantly enhance second language acquisition efficiency among Gordon College tourism student.

Keywords: communicative competence, linguistic skills, discourse skills, english language, tourism students.

Introduction

Communication is fundamental to the existence and survival of humans as well as to an organization. It is a process of creating and sharing ideas, information, views, and facts, feelings from one place, person, or group to another. An outbreak of corona virus (COVID 19) has spread throughout the world, authorities imposed requirements to contain the virus, including restrictions, blockages, and closures of various locations (Maqsood et al., 2021). All levels of education, from preschool to higher education have been forced to adapt their traditional methods to physical distance. The ability of the last two generations to use the internet for various purposes, from leisure to communication, the implementation of social interaction with academic activities, contributes to the development of distance learning.

Communicative competence refers to an individual's capability to communicate successfully in terms of both effectiveness (goal achievement) and appropriateness (acceptability about context). As stated by Sandigan (2018), communicative competence consists of four indispensable components: grammatical (also known as linguistic), sociolinguistic, discourse, and strategic competences. Grammatical competence involves knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics, and phonology. Sociolinguistic competence is concerned with the knowledge of sociocultural rules of language and discourse. Discourse competence reflects the ability to connect sentences in stretches of discourse and to form meaningful wholes out of series of utterances. However, most of them still do not know how to put the main idea and supporting idea in a paragraph.

As a student especially in the course of tourism management, communication competencies are important as it is one of their strength in the field of work. According to Liu and King (2022), many hospitality and tourism management graduates will be required to handle customers from different backgrounds and their corresponding needs or will be expected to be flexible and mobile in changing workplace locations. Developing intercultural understanding and ICCs can help hotels and the wider tourism industry to operate effectively and efficiently.

As stated by Anchondo (2018), communication and language skills in English are now an essential need for jobs in the tourism industry. Work tends to be less efficient without the accurate presentation of thoughts and communication, especially when an employee is an able to offer his views, ideas, or opinions and interact correctly not only with his superior but also with co-workers and business partners. Communication skills indicates professional and ethical conduct as well. Employers today expect university graduates to have mastered these competencies.

According to Bautista and Valle (2023), Executive Order No. 210 of the Department of Education states that English language shall be used as the primary medium of instruction in all public and private schools in the secondary level, including those established as laboratory and/or experimental schools, and non-formal and vocational or technical educational institutions. It is the objective foregoing policies to develop the aptitude, competence, and proficiency of all students in the use of the

English language to make them better prepared for the job opportunities emerging in the new, technology-driven sectors of the economy.

The importance of knowing the proper use of words in a paragraph is necessary especially to students who are encountering making grammars for their activities. Knowing the proper usage will enable them to produce a more professional writing that will soon be beneficial to the future generations as well as to their professional lives.

The study entitled "Communicative Competence of Gordon College Tourism Students: Analyzing Linguistic and Discourse Skills" aims to identify the level of the students' communicative competence to determine suitable teaching methods and interventions that may improve students' comprehension to the given context.
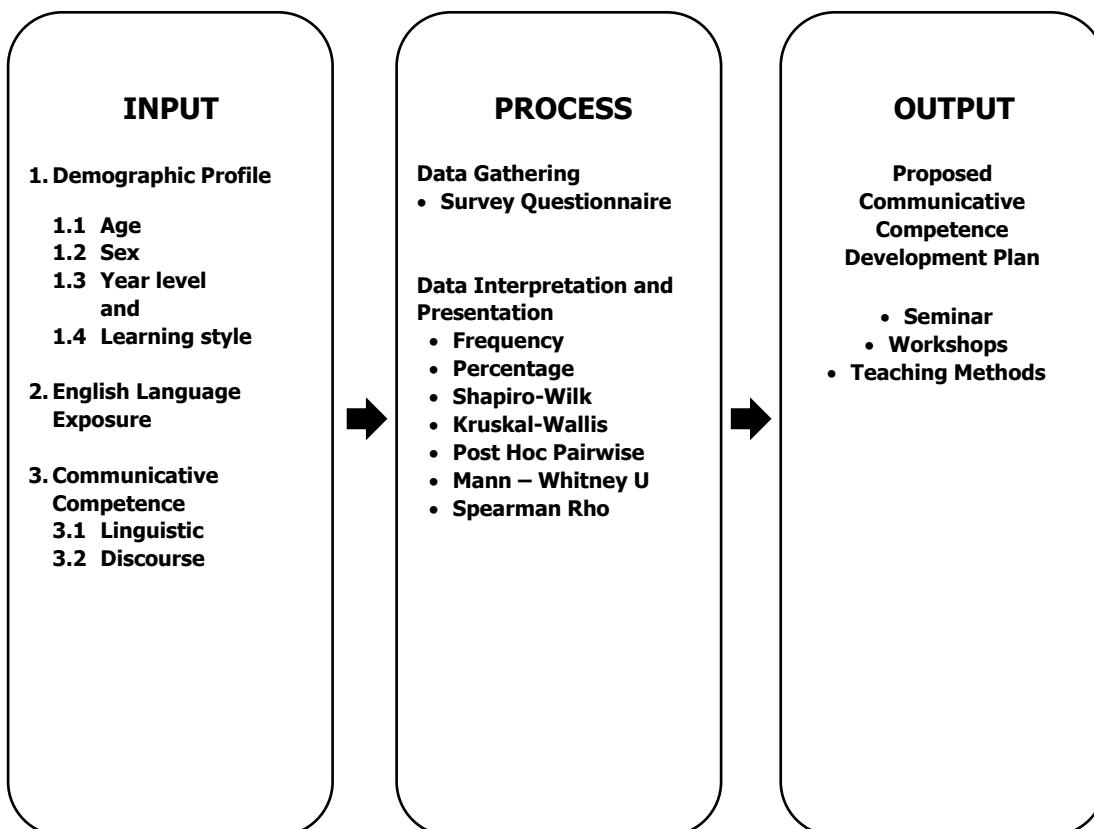
In this section, it intends to identify research questions, problems, and its objectives that the proponents aim to address. The purpose of this study is to determine the level of communicative competence of Tourism Students in Gordon College with the help of the following variables:

1. What is the profile of the respondents in terms of:
   1.1. age;
   1.2. sex;
   1.3. year level; and
   1.4. learning style?

2. How may the English Language Exposure of the respondents be described?

3. What is the level of communicative competence of the respondents be described in terms of:
   3.1. linguistic competence;
   3.2. discourse competence;

4. Is there a significant difference in the linguistic and discourse skill of the respondents when grouped according to demographic profile?

5. Is there a significant relationship between the English language exposure and level of communicative competence of the respondents?

6. Based on the results of the study, what instructional strategies may be proposed?

Conceptual Framework

The study used the Input-Process-Output, or IPO, to analyze the performance of the raw data and served as a guide for the researchers. According to Canonizado (2021), most researchers used the input-process-output (IPO) research model to illustrate the conceptual framework of educational research. The IPO model is a condensed version of several related articles that explain the processes involved. This

instructs the researcher to create a set of actions that must be followed throughout the educational research. It considers the other researchers' insights, observations, and findings about their research studies. The input shows the demographic profile of the respondents based on age, sex, year level, and learning style; English exposure; and communicative competence. The process refers to data gathering through a survey questionnaire. The output will be the action plan.

INPUT	**PROCESS**	**OUTPUT**

1. **Demographic Profile**
 	
  1.1 **Age**
  1.2 **Sex**
  1.3 **Year level and**
  1.4 **Learning style**
 	
2. **English Language Exposure**
 	
3. **Communicative Competence**
  3.1 **Linguistic**
  3.2 **Discourse**
	Data Gathering
	• **Survey Questionnaire**
	
	Data Interpretation and Presentation
	• **Frequency**
	• **Percentage**
	• **Shapiro-Wilk**
	• **Kruskal-Wallis**
	• **Post Hoc Pairwise**
	• **Mann – Whitney U**
	• **Spearman Rho**
		Proposed Communicative Competence Development Plan
		
		• **Seminar**
		• **Workshops**
		• **Teaching Methods**

Figure 1. Paradigm of the Study

Research Methodology

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Singh, 2020). The researchers utilized quantitative research and descriptive design. According to Fleetwood (2018), quantitative research is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. In addition, quantitative research prioritizes breadth, statistical descriptions, and generalizability while employing deductive designs to achieve objectivity, control, and precise measurement in order to either challenge or support specific theories and hypotheses (Leavy, 2022). The researchers used this approach as this study employs a survey questionnaire for gathering procedure which will deal with numerical data to interpret the results.

Descriptive research helps researchers obtain a deeper understanding of a certain subject by collecting data. A descriptive method is a research design that tries

to systematically gather data to characterize a phenomenon, circumstance, or population that is being examined. It focuses more on the "what" of the research subject than the "why" of the research subject (Seidlecki, 2020). This study aims to describe the level of communicative competence of tourism students in terms of linguistic and discourse skills.

This study was conducted in Gordon College, Olongapo City.

Figure 2. Locale of the Study

The target population of the study comprises students at Gordon College, with a specific focus on those enrolled in the Bachelor of Science in Tourism Management program for the academic year 2023- 2024. In this study, the researchers utilized stratified sampling. It is a method where the total population is divided into homogeneous groups or strata, and then samples are randomly selected from each stratum to ensure representation from each subgroup. This approach helps improve the accuracy of the sample by ensuring that key characteristics of the population are accounted for in the sampling process (Williams, 2023).

The researchers also used a general power analysis program called GPower and the type of power analysis is A priori, an approach wherein a framework is conceptualized before the research process begins (Pallister, 2023). The effect size and power was used to determine the total sample size of the population in the study. As described by Cohen (1988), the effect size is described as the "degree to which the phenomenon is present in the population" or "degree to which the null hypothesis is false". On the other hand, the power of a statistical test is the probability that it will yield statistically significant results.

In this study, the researchers used an effect size f of 0.25 and a power of 0.80, which gives the researchers a total sample size of 180. The total population of tourism students in Gordon College is 556, to determine the sample size for each year level,

180 is divided to 556 which leads to the quotient of 0.3237 or 32.37%. The quotient is then multiplied to the strata per year level, from 1st year to 4th year which are 215, 162, 69, 110, respectively.

To gather information needed for this study, the researchers adopted a questionnaire from the similar study entitled "Communicative Competence of the Fourth Year Students: Basis for Proposed English Language Program" by Tuan (2018) which is used to gather data. In order to follow ethical considerations, the researchers emailed Mr. Vu Van Tuan to request permission to use his research tool. The questionnaire is an orderly arranged questions carefully prepared to answer by a group of people or the respondents. It is divided into three (3) parts:

The first part includes the respondents' demographic characteristics such as age, sex, year level, and learning style to be answered by encircling the item that describes the respondents. The second part of the instrument is a 4-point scale system and is utilized to determine the English language exposure of Tourism students, the respondents may choose their answer according to the level of agreement: 4 – Always, 3 – Often, 2 – Sometimes, 1– Rarely.

The last part of the instrument consists a total number of 60 items wherein, 40 questions for linguistic skills is adopted to an English grammar level test made by Oxford online English. On the other hand, the items under discourse competence is a reading comprehension exam with 20-item question adopted from Oxford online English. The survey questionnaire was convenient considering that the respondents have only chose the correct answer or the answer that bests describes them by shading the circle.

Descriptive statistics were used to identify frequency and percentages in analyzing the profile of the respondents. According to Simplilearn (2023) descriptive statistics deals with the brief and intelligible summarization, organization, and presentation of data. The primary goal of interpreting the data using descriptive statistics is to provide a clear and concise summary allowing researchers to comprehend pattern, trends, and distribution within the sample size and obtain valuable conclusions and recommendations. The following statistical tools were used in the study:

Frequency count was used to describe the respondents' demographic profile, English language exposure, and communicative competence through the numerical scores. Percentage was used to convey the relative distribution or proportion of responses within different categories such as in demographic profile, English language exposure, linguistic and discourse test, making the data more interpretable.

Shapiro-Wilk Test is utilized to analyze the normality of the data distribution. It is a statistical hypotheses test used to assess whether a given data set follows a normal distribution (Malato, 2023). It was discovered that certain data did not exhibit a normal distribution. Consequently, a non-parametric test was employed for the statistical analysis.

Kruskal-Wallis H test was used to determine if there are statistically significant differences between the respondents' communicative competence and their demographic profiles (age, year level, and learning style). According to Laerd Statistics (n.d), this test is considered the nonparametric alternative to the one-way ANOVA, and an extension of the Mann-Whitney U test to allow the comparison of more than two independent groups.

Post Hoc Test Pairwise Comparison are employed exclusively when a statistically significant result has been identified and there is a need to ascertain the specific origins of the observed differences (Oja, 2021). In this study, it was used to determine the differences found on level of communicative competence in terms of: linguistic competence by age and learning style; discourse competence by age and year level.

Mann-Whitney U test is described as a non-parametric statistical test used to compare two samples or groups McClenaghan (2022). It was utilized in this study to detect any significant differences in communicative competence levels between males and females.

Spearman Rho Correlation was used to identify if there is a significant relationship between English language exposure and communicative competence. According to Laerd Statistics, it is a non-parametric measure of the strength and direction of association that exists between two variables measured on at least an ordinal scale.

Results and Discussion

1. What is the profile of the respondents in terms of:
    1.1. age;
    1.2. sex;
    1.3. year level; and
    1.4. learning style?

1.1. Age

Table 1. Profile of the Respondents According to Age

Age	Frequency	Percent
17-18	52	28.9
19-20	79	43.9
21-22	45	25.0
24 and above	4	2.2
Total	**180**	**100.0**

Table 1 shows the age distribution of the respondent profile. According to the table data, the majority of respondents (n = 79, 43.9%) were in the age range of 19-20. The age groups 17-18 (n = 52, 28.9%) and 21-22 (n = 45, 25.0%) followed closely. Notably, respondents aged 24 and older constitute a smaller percentage of the whole sample (n

= 4, 2.2%). This table clearly illustrates the age demographics of the study respondents, offering vital information for researchers to consider when analyzing and evaluating the study's results, since age can be a significant factor impacting the study's outcomes and conclusions. In this dataset, the age distribution of the participants shows that the study's findings may be more indicative of the communicative competence of younger respondents, with ages 19-20 being the most prevalent followed by the age bracket of 17-18.

1.2. Sex

Table 2. Profile of the Respondents According to Sex

Sex	Frequency	Percent
Male	38	21.1
Female	142	78.9
Total	**180**	**100.0**

Table 2 illustrates the sex-based profile groups of the respondents. The findings show that female respondents (n = 142, 78.9%) is greater than male respondents (n = 38, 21.1%). This suggests that women make up the vast majority of the data collected.

1.3. Year Level

Table 3. Profile of the Respondents According to Year

Level	Frequency	Percent
First Year	70	38.9
Second Year	51	28.3
Third Year	23	12.8
Fourth Year	36	20.0
Total	**180**	**100.0**

Table 3 presents the categories of profile of the respondents based on their year level. The data shows that first year have (n = 70, 38.9%) respondents, second year have (n = 51, 28.3%) followed by fourth year who has (n = 36, 20.0%) and the third year (n = 23, 12.8%) of the respondents. This indicates that majority of the respondents are from first year.

1.4. Learning Style

Table 4. Profile of the Respondents According to Learning Style

Learning Style	Frequency	Percent
Visual	85	47.2
Auditory	60	33.3
Kinaesthetic-Tactile	35	19.4
Total	**180**	**100.0**

Table 4 presents the respondent profile based on their learning style. According to the table, the majority of respondents (n = 85, 47.2%) had a visual learning style, followed by an auditory learning style (n = 60, 33.3%), and finally a kinaesthetic-tactile learning style (n = 35, 19.4%). According to Parvez (2020), students who study in a way that promotes their learning style have been demonstrated to do better on examinations and increase their marks. Furthermore, based on a study on people's ability to recall information as cited by Bay Atlantic University (2022), the test subjects remembered only 10-20% of information delivered through text or spoken lectures, compared to almost 60% of the information presented visually. To improve students' communicative competence, instructors may incorporate visual teaching strategies by employing visual aids such as utilizing photos, videos, graphs, charts and others since it may help students understand concepts quickly as it stimulates imagery and influences their cognitive skills.

2.   How may the English Language Exposure of the respondent be described?

Table 5. English Language Exposure

	Indicators	Mean	Descriptive Interpretation
1	Attending English Class session in School.	3.26	High Exposure
2	Reading English Journals, research articles, and textbooks.	2.61	Moderate Exposure
3	Reading English magazines, newspaper, pocket books.	2.54	Moderate Exposure
4	Conversing with my classmate/ friends in English.	2.56	Moderate Exposure
5	Conversing with my teachers in English.	2.52	Moderate Exposure
6	Using English during class recitation.	2.70	Moderate Exposure
7	Using English at home	2.23	Low Exposure
8	Using English language in any writing tasks.	3.27	High Exposure
9	Watching English movies or TV programs	3.57	High Exposure
10	Listening to English music.	2.54	High Exposure
11	Speaking English when I socialize/ mingle with other people.	2.29	Moderate Exposure
12	Speaking English when I talk to local authorities.	2.29	Low Exposure
13	Reading English internet materials like social media post, researches, and other uploaded information.	3.28	High Exposure
14	Attending seminar, trainings, conferences, and meetings where English is the medium of communication.	2.67	Moderate Exposure
15	Speaking English when I talk to native speaker.	2.68	Moderate Exposure
Composite Mean		**2.83**	**Moderate Exposure**

Table 5 displays the mean values for the English language exposure indicators. "Listening to English music" has the highest mean value (M = 3.71, indicator 10) of all indicators, showing the most exposure to English when listening to music. This implies that connecting with English through music is a popular and efficient technique for people to increase their exposure to the language. Consider incorporating music-related activities into language learning programmes as one of the implications. Piri (2018) states that when utilized as a teaching technique in foreign language classes, music can help students' vocabulary grow, improve their reading, writing, speaking, and listening comprehension, and deepen their understanding of the target culture. In addition, according to by Zilber (2018), through lyrics, students are exposed to proper grammar, vocabulary, and sentence structure in a memorable way.

On the other hand, "Using English at home" has the lowest mean value (M = 2.23, indicator 7), indicating the least exposure to the English language. This implies that respondents' usage of English in the household context is limited. Implications may include the need for initiatives to encourage more English language use at home in order to strengthen language abilities. Parental and sibling roles are very important in developing a sense of learning, and learners can benefit greatly from them. Amin (2018) found that learners from families habituated to using English at home feel encouraged in their language learning process, while children of parents who neglect creating a supportive language environment may experience lower confidence and self-esteem, highlighting a consistent relationship between family role and students' academic achievement and development.

The composite mean (M = 2.83) for all factors shows a moderate level of English language exposure across all categories. While some indicators indicate significant exposure, the composite mean shows a balanced level of exposure. The importance of targeted interventions that boost exposure in certain areas to generate a more well-rounded language competency is one of the implications. The result may also imply that there are moderate opportunities that are offered to the respondents to further enhance their communicative competence in English language. Salas and Legaspi (2020) states that Filipinos are exposed to the heavy usage of English, not just in school but also in their everyday lives. This might be because, in the study's location, English is considered a second language rather than a foreign language, suggesting that respondents use this language regularly in a daily basis.

3. What is the level of communicative competence of the respondents be described in terms of:
    3.1. linguistic competence;
    3.2. discourse competence;

3.1. Linguistic Competence

Table 6. Level of Communicative Competence in Terms of Linguistic Competence.

Score Category	Frequency	Percentage	Competence Level
1-10	2	1.1	Modest (Very Low)
11-20	23	12.8	Fair (Low)

21-30	120	66.7	Competent (High)
31-40	35	19.4	Very Competent (Very High)
Total	**180**	**100.0**	

Table 6 depicts the level of communicative competence in terms of linguistic competence, with the majority of respondents falling into the "Competent (High)" score category of 21-30 (n = 120, 66.7%), indicating that a significant proportion has a satisfactory level of communicative competence in terms of linguistic skills. This indicates that the individuals who were surveyed had a normally favorable degree of language competency. Individuals in this group may benefit from educational programs and interventions aimed at maintaining and improving their language ability. To develop and widen their linguistic skills, advanced courses or specialized language activities may be beneficial. According to Mojca et al. (2018), students' main linguistic features can be summarized in specific areas of language competence, such as vocabulary and grammatical competence, where there is not only a greater range but also a faster introduction of new stimuli to these students' mental infrastructure compared to their peers. Also, in speech reception, high-ability students are characterized by a stronger ability in both bottom-up and top-down reading process.

On the other hand, the smallest percentage of respondents (n = 2, 1.1%) fall into the "Modest (Very Low)" score category of 1-10, indicating a limited level of communicative competence in terms of linguistic skills for this group. This indicates that more personalized and intensive language assistance may be required. Remedial programs or additional resources focusing on foundational language skills may be beneficial in bringing these individuals up to a more competent level. According to Rubio and Hacking (2019), a person is a language proficient if he can spontaneously apply the rules and components of language in real-world contexts in a non-rehearsed manner. This proficiency further demonstrates the extent of the language user's knowledge of where, when, or how the language will be used and acquired (Ocampo, 2021).

3.2. Discourse Competence

Table 7. Level of Communicative Competence in Terms of Discourse Competence.

Score Category	Frequency	Percentage	Competence Level
1-5	6	3.3	Modest (Very Low)
6-10	64	35.6	Fair (Low)
11-15	95	52.8	Competent (High)
16-20	15	8.3	Very Competent (Very High)
Total	**180**	**100.0**	

Table 7 presents the respondent profile based on their skills in terms of discourse competence. The majority of respondents (n = 95, 52.8%) had a "competent high level," which was followed by a "fair low level" (n = 64, 35.6%), a "very competent

level (n = 15, 8.3%), and a "moderate very low level (n = 6, 3.3%), according to the table.

The level of communicative competence in terms of discourse skills shown in Table 7 leads to the majority of respondents (n = 95, 52.8%) being classified into the "Competent (High)" score category, which indicates a considerable proportion with a satisfactory level of discourse skills-related communicative competence. This implies that the survey respondent had a generally acceptable level of discourse proficiency. According to Lavadia (2023), the respondents' overall grammatical and discourse competence was graded as "average," their overall speaking ability as "competent," and their writing ability as "sufficient to good." Furthermore, a substantial correlation between grammatical and discourse competence and the respondents' English class was discovered.

In contrast, the lowest proportion of participants (n = 6, 3.3%) is classified as having a "Modest (Very Low)" score on a scale of 1 to 5, showing that this group has a limited level of discourse competency with regard to grammar. It implies that the group might need more focused and comprehensive grammar assistance. To raise these people to a more competent level, additional classes or further learning emphasizing English grammar skills may be helpful. As stated by Olena et al. (2021), analysis of the existing literature connected with teaching has shown the importance of introducing constructive communicative competence when discussing the level of proficiency in a second (foreign) language. Currently, the prevailing approach is in which the quality of education is characterized through the concept of "competence", and the competence-based approach is key in the analysis of education problems.

Table 8. Level of Communicative Competence in Terms of Whole Test.

Score Category	Frequency	Percentage	Competence Level
13.24	8	4.4	Modest (Very Low)
25-36	68	37.8	Fair (Low)
37-48	101	56.1	Competent (High)
49-60	3	1.7	Very Competent (Very High)
Total	**180**	**100.0**	

Table 8 shows the respondent profile based on their skills in terms of the entire English test. The majority of respondents (n = 101, 56.1%) had a "competent high level," which was followed by a "fair moderate level" (n = 68, 37.8%), a "modest low level (n = 8, 4.4%), and a "very competent level" (n = 3, 1.7%), according to the table.

The communicative competence level for the full English test is given in Table 8, with scores ranging from 37 to 48, "Competent (High)" was the category in which the majority of respondents (n = 101, 56.1%) fell. This implies that a considerable proportion of participants possess an acceptable degree of communicative competence, the individual who answered the survey had a generally high degree of English proficiency. According to Lozano (2020), communication is a vital aspect that connects people. Lifelong learning is a commitment that makes an individual learn and master

the language since it is arbitrary. Language keeps on changing. It involves learning all throughout the formative years until the age of refinement to be able to actively participate in the demands and needs of society. Based on the study of Samer (2018), high exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn. The forms of language exposure may include: listening to English programmes in seminar, talking face to face with English native speakers, using English language in real life situations, surfing the internet using English language as well as, reading English books, magazines, and newspapers can also help them to improve more of their skills.

However, 1.7% of respondents (n = 3) falls under the "Very Competent (Very High) score category of 49–60, showing a low level of exposure to and proficiency in English for this group. According to Domingo (2019), language exposure has a positive correlation to language proficiency in the areas of reading, writing, listening and speaking. Language exposure is necessary for second language learning and language proficiency. High exposure to the target language provides more opportunities for learners to practice and be proficient in the target language. It is recommended that teachers would maximize opportunities to expose students to English through reading, speaking, and writing activities since language exposure has a significant relation to these areas at school.

Table 9. Summary Table for the Linguistic and Discourse Competence of the Respondents.

Competency	Actual Score		Mean Score	Competence Level	Descriptive Interpretation
Linguistic Competence	HS	36	26.17	Competent	High
	LS	10			
Discourse Competence	HS	18	11.20	Competent	High
	LS	4			
Overall Communicative Competence	HS	54	37.30	Competent	High
	LS	18			

Table 9 is a summary table of the respondents' linguistic and discourse competence. The high mean score indicates that the respondents have generally strong linguistic competence (M = 26.17), placing them in the "Competent (High)" category. The actual scores, which range from 10 (LS) to 36 (HS), show individual linguistic ability variation (CV = 19.32%). This implies that language education programs may benefit from emphasizing and building on the respondents' strong linguistic competence. Advanced coursework or activities focusing on more complex language structures could help them improve their linguistic abilities even further. According to Malkawi and Krishan (2022), linguistic abilities can help students continue their higher education, which increases the need for language development. It has been seen that the inclusion of language skills in academics can help students to expand their knowledge. This can help in improving the sustainability of the language improvement process. Moreover, Yuzkiv, H. (2021) states that the teaching of foreign languages has a strong social and language competence, which is the basis for the formation and improvement of knowledge, skills and abilities of students to build an effective and useful language

behavior, it has been found that the complexity of different languages affects the interest levels of the student. The inclusion of creative ideas in the development of proficiency helps in managing special operations by which service-oriented creativity is managed appropriately.

The high mean discourse competence score (M = 11.20) indicates a notable ability to use language effectively in social contexts. While there is variability (CV = 27.02%) in individual scores ranging from 4 (LS) to 18 (HS), the overall competence level is deemed "competent (high)." This implies that educational strategies can focus on refining discourse skills in both formal and informal settings, building on the demonstrated competence. Group discussions and debates, which promote effective communication, may be beneficial. According to Alsoraihi (2019), discourse analysis provides learners with new skills and develop their competencies in interpreting language in its unique context whether at the level of society or culture. Furthermore, discourse analysis has the ability to motivate students to interpret information received through language every day through their different means of communication. In addition, Elizabeth Escar (2022), said that "Reading comprehension is the foundation for all other academic skills. It helps children build vocabulary, learn about the world, and understand complex concepts. Adults who improve their reading comprehension skills understand work instructions better. They are more productive at work, communicate effectively, and lead a quality life."

The general level of communicative competence, which combines linguistic and discourse competence, is high. The mean score (M = 37.30) reflects a high level of overall proficiency in using English for communication, even though the communicative competence score ranges from 18 (LS) to 54 (HS). This implies that comprehensive language programs could be designed to maintain and improve on the demonstrated high level of communicative competence. Activities that integrate both linguistic and discourse aspects of language use, fostering wellrounded communicative skills, could be included in targeted interventions. According to Velarde et al. (2022), Communicative Approach encompasses a great variety of activities that aim to develop learners' autonomy when using English to interact with people around them. Communicative activities such as role play, picture describing, information-gap, sharing personal experiences, debates, and problem-solving have become an essential tool when boosting students' oral production. According to Elmiyati (2019), communicative activities provide benefits in the language classroom. They are effective strategies when developing learner's autonomy while speaking in English and provide students with opportunities to use the language spontaneously.

4. Is there a significant difference in the linguistic and discourse skill of the respondents when grouped according to demographic profile?

Table 10. Difference in the Level of Communicative Competence According to Age.

Factors	Age	n	Median	H	df	Asymp. Sig	Conclusion
Linguistic Competence	17-18	5 2	27.00	18.939	3	.000	Significant
	19-20	7 9	26.00				
	21-22	4 5	29.00				
	24 and above	4	22.00				
Discourse Competence	17-18	5 2	12.00	21.985	3	.000	Significant
	19-20	7 9	10.00				
	21-22	4 5	12.00				
	24 and above	4	14.50				

Table 10 shows the evaluation of the difference in the level of communicative competence according to age using the Kruskal-Wallis H test. The test found a statistically significant difference in terms of linguistic competence among groups [H(3) = 18.939, p =.000], with a median score value of 27.00 for the 17-18-year-old group, 26.00 for the 19-20-year-old group, 29.00 for the 21-22-year-old group, and 22.00 for the 24 and above year-old group of respondents. The post hoc analysis was conducted using the Kruskal-Wallis pairwise comparison of the distribution across age groups, demonstrating that there is a significant difference in linguistic competence between those aged 21–22 and 19–20 (p =.000) because the pairwise comparison's p-value is less than the 5% significance level (see Appendix L). This means that students in the 21–22 age group have had different experiences or opportunities that have influenced their linguistic competence than those in the 19–20 age group. Many people experience significant growth and transition between the ages of 21 and 22. Education, workplace, social interactions, personal development, and other factors can all contribute to differences in linguistic competence during this age range. A variety of factors influence the linguistic competence of people aged 21 to 22. Tejada (2021) emphasizes the significance of adaptive capacities in the use of English for various purposes, arguing that the ability to vary linguistic forms in different social contexts is critical. Growing up in a bilingual household can improve language competence and perspective-taking, which influences language choice in interaction (Gasiorek, 2019). Both Ozfidan (2019) and Fenyvesi (2018) emphasize the impact of age on second language acquisition, with younger learners generally having better pronunciation and morpho-syntax skills and older learners having different socio-affective profiles that can influence their language learning. These studies collectively suggest that the 21-

22 age group's linguistic competence is shaped by their adaptive abilities, language competence, perspective-taking, and socio-affective factors.

For discourse competence, the test revealed a statistically significant difference among age groups [H(3) = 21.985, p =.000], with a median score value of 12.00 for the 17-18-year-old group, 10.00 for the 19- 20-year-old group, 12.00 for the 21-22-year-old group, and 14.50 for the 24 and above year-old group of respondents. The post hoc analysis was conducted using the Kruskal-Wallis pairwise comparison of the distribution across age groups, demonstrating that there is a significant difference in discourse competence between the 19–20 age group and those age groups of 17–18 (p =.029), 21–22 (p =.000), and 24 and above (p =.039) because the pairwise comparison's p-values are less than the 5% significance level (see Appendix M). This implies that individuals aged 19 to 20 may not be as competent in discourse skills as some older age groups. However, this is an oversimplification that may not be universally applicable. If trends or patterns are observed, several factors such as transitional phase, continued cognitive development, limited life experience, educational exposure, and so on may contribute to this perception. According to Pereira (2019), young adults have fewer impairments in expression, pragmatics, cohesion, coherence, comprehension, and emotional prosody than older adults. Hill (2020) emphasized the variability in spoken discourse skills among adolescents, with stability in macro- and super-structural features. Martin (2018) speculated that older adults may have compensatory mechanisms in place to maintain discourse comprehension, such as increased activation in the left dorsolateral prefrontal cortex. Finally, Westerveld (2022), emphasized the significance of spoken language comprehension proficiency in expository discourse skills, especially for students who struggle with reading comprehension. According to the findings of these studies, the development of discourse skills is a multifaceted process influenced by age, individual differences, and cognitive abilities.

Table 11. Difference in the Level of Communicative Competence According to Sex.

Factors	Sex	n	Mdn	U	z	Asymp. Sig	Conclusion
Linguistic Competence	Male	38	25.00	2295.500	-1.416		Not Significant
	Female	142	27.00			.157	
Discourse Competence	Male	38	10.00	1948.000	-2.643		
	Female	142	12.00			.008	Significant

Table 11 displays the assessment of data using a Mann-Whitney U test that found a significant difference in the level of communicative competence in terms of discourse competence between males (Mdn = 10.00) and females (Mdn = 12.00), with U = 1948.000, z = -2.643, and p = .008 at the 5% significance level. Magcamit (2018), implies that in terms of sex, the level of discourse competence varies, wherein female students can speak clearly and comprehensively with cohesion and coherence, while male students may encounter minimal difficulty.

On the other hand, the table depicts no significant difference in terms of linguistic competence between males (Mdn = 25.00) and females (Mdn = 27.00), with U = 2295.500, z = -1.416, and p = .157 at the 5% significance level. This result implies the

respondents' capacity to use verb tenses, prepositions, and pronouns, to make subjects agree with verbs, and to make sentence pieces parallel, wasn't influenced by their sex status. This indicates that there are similarities between the survey questionnaire results of male and female students. However, the study of Acaling et al. (2019) revealed that there was a significant difference in the level of grammar competence of the respondents when they were grouped according to sex and school of origin. In addition, the study of Tuan (2017) found out that sex influenced the level of grammar competence of the respondents.

Table 12. Difference in the Level of Communicative Competence According to Year Level.

Factors	Age	n	Median	H	df	Asymp. Sig	Conclusion
Linguistic Competence	First Year	70	26.50	6.972	3	.073	Not Significant
	Second Year	51	27.00				
	Third Year	23	29.00				
	Fourth Year	36	29.00				
Discourse Competence	First Year	70	11.00	20.044	3	.000	Significant
	Second Year	51	10.00				
	Third Year	23	14.00				
	Fourth Year	36	11.00				

Table 12 shows the evaluation of the difference in the level of communicative competence according to year level using the Kruskal-Wallis H test. The test found a statistically significant difference in terms of discourse competence among groups [H(3) = 20.044, p =.000], with a median score value of 11.00 for the first-year group of students, 10.00 for the second-year group of students, 14.00 for the third-year group of students, and 12.00 for the fourth-year group of students. The post hoc analysis was conducted using the Kruskal-Wallis pairwise comparison of the distribution across year level groups, demonstrating that there is a significant difference in discourse competence between the second-year level and those year levels of first-year (p =.021), fourth-year (p =.025), and third-year (p =.000) because the pairwise comparison's p-values are less than the 5% significance level (see Appendix N). The observed variations in discourse competence across academic years may indicate that first, third, and fourth-year students have encountered distinct experiences or opportunities influencing their discourse skills compared to their peers in the second year. The dissimilarity of results within this specific year group suggests there may be factors impacting their discourse competency. Exploring these factors, such as changes in curriculum, teaching methods, or external influences, could provide insights into addressing and improving the situation. According to Wang and Xie (2022), discourse

competence (DC) is an integral component of intercultural communicative competence (ICC). Taken literally, DC means the knowledge and skills necessary for constructing an effective discourse. In addition, Sevimel-Sahin (2020) states that there are in fact a statistically significant difference in terms of ICC skills between the first- and the fourth-year students. It is also revealed that ICC level of the fourth-year students was higher than the ICC level of the first-year students which may indicate that there has been an improvement from the students' first year to fourth year of studies.

On the other hand, there is no statistically significant difference among year level in terms of linguistic competence [H(3) = 20.044, p =.000], with a median score value of 26.50 for the first-year group of students, 27.00 for the second-year group of students, 29.00 for the third-year group of students, and 29.00 for the fourth-year group of students at the 5% significance level.

The linguistic competence of students remains relatively consistent across the four years of their academic journey. This indicates that the curriculum or teaching methods may focus on tailoring to individual linguistic competence, and there could be room for enhancing language skills throughout the student's academic years. According to the similar study conducted by Acosta (n.d), respondents from pre-service English major students among state universities and colleges (SUCs) in Region VIII are competent in vocabulary and pronunciation. The researcher's findings in the said study implies that majority of the student-respondents have the ability to use appropriate vocabulary, pronunciation and intonation were performed accurately.

Table 13. Difference in the Level of Communicative Competence According to Learning Style.

Factors	Age	n	Median	H	df	Asymp. Sig	Conclusion
Linguistic Competence	Visual	85	28.00	8.114	2	.017	Significant
	Auditory	60	26.50				
	Kinaesthetic-Tactile	35	26.00				
Discourse Competence	Visual	85	12.00	.685	2	.710	Not Significant
	Auditory	60	11.00				
	Kinaesthetic-Tactile	35	12.00				

Table 13 depicts the assessment of the difference in the level of communicative competence according to learning style using the Kruskal-Wallis H test. The test found a statistically significant difference in terms of linguistic competence among groups [H(2) = 8.114, p =.017], with a median score value of 28.00 for the visual learning style, 26.50 for the auditory learning style, and 26.00 for the kinaesthetic-tactile learning style of students. The post hoc analysis was conducted using the Kruskal-Wallis pairwise comparison of the distribution across learning style groups, demonstrating that

there is a significant difference in linguistic competence between those who are auditory and kinaesthetic-tactile (p =.032) because the pairwise comparison's p-value is less than the 5% significance level (see Appendix O). This implies that exploring learning style and multiple intelligence type of learners can enable the students to identify their strengths and weaknesses and learn from them. It is also very important for teachers to understand their learners' learning styles and multiple intelligences since they can carefully identify their goals and design activities that can teach to the different intelligences, and design student-centered activities (Sener, 2018). Moreover, based on the theory of Kusumawarti (2020), learning style (visualization, auditory, kinesthetic) may enhance the linguistic intelligence as an internal factor affecting narrative writing skills.

However, there is no statistically significant difference among learning style in terms of discourse competence [H(2) = .685, p =.710], with a median score value of 12.00 for the visual learning style, 11.00 for the auditory learning style, and 12.00 for the kinaesthetic-tactile learning style of students at the 5% significance level. This implies that participants of this study expressed that language learning materials using multimedia were very entertaining and informative for their English study. They evaluated their English learning experience through the use of multimedia as effective and motivating. This study found that using real-life English materials and multimedia activities in class can motivate foreign language learners, enhancing their communication skills and boosting their enthusiasm for learning English independently (Jeong, 2018).

5. Is there a significant relationship between the English language exposure and level of communicative competence of the respondents?

Table 14. Relationship of English Language Exposure to the Linguistic and Discourse Competence of the Respondents.

Variables	1	2	3
1 English Language Exposure	-		
2 Linguistic Competence	.054	-	
3 Discourse Competence	.433	.342**	-

Table 14 illustrates the relationship of English language exposure to the linguistic and discourse competence of the respondents. The Spearman rho correlation revealed that there was no statistically significant positive correlation (Schober et al., 2018) of English language exposure to the linguistic [rs(178) =.054, p >.05] and discourse competence [rs(178) =.433, p >.05], with a very small and a medium effect size of these relationships (Cohen, 1988, 1992), respectively. The very small effect size suggests that exposure to English has a small impact on linguistic competence. The medium effect size, on the other hand, indicates a more significant relationship between English language exposure and discourse competence. Although not statistically significant, the moderate effect suggests that as English language exposure increases, discourse competence improves to some extent. This implies the significance of taking into account multiple factors influencing language competence. To address linguistic and discourse competence comprehensively, instructors should use a holistic approach for students that includes diverse elements such as formal

instruction, individual learning strategies, and social exposure. To improve linguistic competence, educators and language programs should not rely solely on increasing exposure to English language activities. Furthermore, while exposure alone may not guarantee improvements in discourse skills, there is evidence that discourse competence improves as English language exposure increases. To foster improved discourse competence, language education programs may benefit from incorporating activities that encourage social interactions in English, such as group discussions, presentations, or language exchange programs.

However, Nimani et. Al. (2019) states that English competence and English exposure have a positive correlation. Increased language exposure, both in and out of school, leads to higher language proficiency. Language exposure provides more opportunities for learners to practice and be proficient in the target language. Out-of-school exposure to English in audio and audio-visual forms is positively related to levels of English listening skills and vocabulary proficiency. Digital media, such as internet, social media, audiovisual, and audio platforms, contribute to English exposure and enhance participants' communicative competence.

6. Based on the results of the study, what instructional strategies may be proposed?

After a thorough assessment of the communicative competence levels among Gordon College tourism students, it is advisable to implement the suggested program for developing English language communicative competence.

Null Hypotheses

H01: There is no significant difference in the linguistic and discourse skill of the respondents when grouped according to profile variables.

H02: There is no significant relationship between the English language exposure and level of communicative competence of the respondents.

Conclusions

Based on the findings of the study, the following conclusion were drawn:

1. The research uncovered diverse demographic characteristics among respondents, encompassing age, gender, academic year, and preferred learning style. Notably, the predominant age group was 19-20 years old (n = 79, 43.9%), with a minority aged 24 and above (n = 4, 2.2%). Females constituted the majority (n = 142, 77.9%), contrasting with males who comprised 21.1% of the sample (n = 38). Most if the respondents came from First-year students (n = 70, 38.9%), while the third year had the fewest participants (n = 23, 12.8%). Analysis of preferred learning styles revealed a preference for visual methods (n = 85, 47.2%), with kinaesthetic-tactile being the least favored (n = 35, 19.4%). In summary, the insightful exploration of the demographic profiles among respondents reveals compelling patterns and variations, shedding light on crucial aspects that contribute to a nuanced understanding of our study's context and implications.

2. The study's findings on English language exposure highlights that "Listening to English music" scored the highest mean value (M = 3.71, indicator 10), suggesting it is the most effective technique for enhancing language exposure. Conversely, "Using English at home" recorded the lowest mean value (M = 2.23, indicator 7), indicating limited English language usage in respondents' households. The composite mean (M = 2.83) across all factors signifies a moderate level of English language exposure. While specific indicators point to significant exposure, the overall composite mean reflects a balances level of exposure across categories.

3. According to the findings on communicative competence in terms of linguistic skills, the majority (n = 120, 66.7%) falls into the "Competent (High)" score category within the 21-30 range, suggesting a significant portion possesses satisfactory linguistic skills. This finding points to a generally favorable level of grammar competency among the surveyed individuals. Similarly, when examining discourse skills, a majority of respondents (n = 95, 52.8%) are classified into the "Competent (High)" score category. This indicates a considerable proportion with a satisfactory level of discourse skills-related communicative competence, suggesting a generally acceptable level of discourse proficiency among the surveyed participants. In conclusion, majority of the respondents' communicative competence (n = 101, 56.1%) attained a "Competent High Level" overall. This indicates a noteworthy demonstration of acceptable communicative competence. This underscores a high degree of English proficiency among the surveyed participants.

4. The test of difference reveals that linguistic competence exhibits a statistically significant difference concerning age and learning style. However, there is no significant difference based on sex and year level. In contrast, discourse competence displays a statistically significant difference with respect to age, sex, and year level, but no significant variance is found in terms of learning style. Therefore, the first null hypothesis is rejected.

5. The analysis concludes that there is no significant relationship between English language exposure and the level of communicative competence among the respondents. Therefore, the second null hypothesis is accepted.

6. Upon evaluating diverse factors related to the communicative competence of Gordon College tourism students, including their exposure to the target language, it was observed that while the overall proficiency of the general population in English, both linguistically and in discourse, is satisfactory, certain areas still exhibit a lack of competence. Consequently, the identification of these deficiencies underscores the necessity for an English language communicative competence development program.

Recommendations

1. It is advised to carry out a more in-depth analysis within the majority age group to identify any subgroups or differences in preferences. It would be effective to look into the causes of the gender differences in preferred learning modes and academic engagement. Studies with a longer time span may provide understanding of how traits and preferences change as students advance through the school year.

To further improve the educational experience, interventions that are customized to the known learning styles of each institution should be put into practice, as should comparison analyses. The fundamental variables causing these changes could be further clarified by qualitative investigation using focus groups or interviews. A thorough understanding of these findings can also be acquired by looking into how they could influence curriculum design and taking into consideration external factors like socioeconomic background and cultural influences.

2. It would be helpful to compare the distinct contribution of music to other language exposure strategies and find any potential complementing ways. Further insights could be obtained by investigating the relationship between reported exposure and actual language ability, as well as by conducting a continuous investigation to track changes in language exposure levels over time. A thorough understanding of the patterns observed would benefit from the development of interventions to encourage English usage at home, their evaluation, and consideration of regional or demographic variations in language exposure. It is also recommended to emphasize the role of parents in language learning. Providing resources and guidance to parents can enhance their ability to support their children in English language development.

3. To further explore these findings, it is recommended to conduct qualitative interviews or surveys to understand the specific strengths and areas of improvement within linguistic and discourse skills. For quantitative approach, it is suggested to modify a questionnaire capable of categorizing respondents' strengths and weaknesses, considering specific variables such as different parts of speech for linguistic analysis and cohesion and coherence for discourse evaluation. Additionally, investigating the correlation between communicative competence and other factors such as language exposure or educational background could provide insights into the broader context of language proficiency. These recommendations aim to enhance our understanding of the communicative competence demonstrated by the surveyed participants and inform potential areas for targeted improvement or support.

4. The test results shows statistically significant differences in linguistic competence concerning age and learning style, it is recommended to explore targeted interventions tailored to various age groups and learning styles to enhance linguistic proficiency. Additionally, the significant differences observed in discourse competence based on age, sex, and year level suggest the need for specialized approaches in language instruction. However, since no significant variance is found in learning styles, it is suggested to focus on age-specific and genderspecific strategies to address discourse competence. The rejection of the first null hypothesis calls for a nuanced examination of these factors in future research to inform effective language education strategies. In addition, it is advisable to also examine how motivational factors affect language and discourse competence. Analyze how individual motivation whether internal or external, affects the results of language acquisition across different demographic groups. Gaining knowledge of motivational dynamics can help you develop language-skill-fostering strategies

that work. This recommendation focuses on exploring the motivational aspects that may contribute to differences in linguistic and discourse competence. Motivation plays a crucial role in language learning, and understanding its impact can inform the development of motivational strategies designed to specific demographic groups.

5. Given the analysis results indicating no significant relationship between English language exposure and the level of communicative competence among the respondents, it is recommended to explore potential moderating factors. Further research could investigate whether other variables, such as individual learning styles, frequency of exposure, or the quality of exposure, might interact with language exposure to impact communicative competence. Additionally, qualitative research methods, like interviews or focus group discussions, may provide deeper insights into the participants' perceptions and experiences related to language exposure and communicative competence. Understanding the nuanced aspects of language exposure and its potential interaction with other variables can contribute to a more comprehensive understanding of the factors influencing communicative competence.

6. After a thorough assessment of the communicative competence levels among Gordon College tourism students, it is advisable to implement the suggested program for developing English language communicative competence.

7. The researchers suggest this study as a valuable foundation for future research endeavors.

References

Anchondo E. L. (2018). The Tourism Students' Awareness of Communicative Competence in an English as a Foreign Language Context.

Bautista, R.A. ^ Del Valle, J.M. (2023). Communicative Competence and Oral Language Usage of Filipino Learners in English. International Journal of Educational Management and Development Studies, 4 (1), 1.

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers. Frost, J. (n.d). Cronbach's Alpha: Definition, Calculations & Example.

Hayes, A. (2023). T-Test: What it is with Multiple Formulas and When to Use Them.

Malato, G. (2023). An Introduction to Shapiro-Wilk test for normality. Built in.

Sandigan A.P. (2018). Oral Communicative Competence of Filipino College Students: Levels, Correlates, and Characteristics.

Simplilearn, (2023). What is Descriptive Statistics: Definition, Types, Applications, and Examples.

StatCan. (2021). 4.3 Frequency Distribution.

Urmila. S.B. (2021). An Analysis of Coherence and Cohesion in the Students Writing Text. Department of English and Language Education.

Laerd Statistics (n.d). Kruskal-Wallis H Test using SPSS.

Laerd Statistics (n.d.). Spearman's Rank-Order Correlation using SPSS Statistics.

Oja, M. (2021). 11.5.1: Pairwise Comparison Post Hoc Tests for Critical Values of Mean Differences.

Salas, M. K. T., & Legaspi, M. J. B. (2020). Language Learning Exposure and Grammatical Proficiency of Intermediate Pupils. Philippine Social Science Journal, 3(2), 73-74.

Tuan, V.V. (2018). Communicative Competence of the Fourth Year Students: Basis for Proposed English Language Program.

Yunyao Liu, Jiajie Liu, Brian King (2022). Intercultural communicative competence: Hospitality industry and education perspectives, Journal of Hospitality, Leisure, Sport & Tourism Education, Volume 30.

Grammar Quiz Net. (n.d). Cohesive Devices Test.

Geeks for Greeks, (2023), Sentence Rearrangement Practice Exercise.

Oxford Online English (n.d). English Grammar Level Test.

EVALUATING LOCAL RESIDENTS' PERCEPTIONS OF THE FEASIBILITY OF SITIO MAMPUENG AS A SITE FOR COMMUNITY-BASED TOURISM

Recitis, K., Sardina, D., Bernal, C., Briones, P.M., Cabillan, L.M., Lutao, G.R., Salazar, M.,

Bachelor of Science in Tourism Management Gordon College Olongapo City

Abstract

This study employed a quantitative research approach to comprehensively assess the local residents' perception of Sitio Mampueng as a potential community-based tourism site. Data was collected from 61 respondents through purposive sampling, utilizing a 4-point Likert scale survey questionnaire. Statistical techniques, including frequency distributions, the Shapiro-Wilk test, Mann-Whitney U test, Kruskal-Wallis H test, and correlation analysis, were employed to analyze the data. Significant findings reveal that local residents perceive community-based tourism in Sitio Mampueng as highly feasible in terms of economic, social, and cultural benefits, as well as environmental sustainability. Notably, positive correlations were identified between economic benefits and health, sanitation, and livelihood, indicating an interconnection between economic development and well-being. A significant need for improved health and sanitation, waste management, and livelihood development programs was highlighted. Furthermore, no significant difference in perception based on age was found, suggesting a consistent outlook across different age groups. However, a significant difference in perception based on gender was identified. The study concludes that Sitio Mampueng holds promise for community-based tourism, emphasizing the importance of addressing local residents' needs for sustainable development.

Keywords: community-based tourism, local residents' perception, feasibility assessment, needs assessment, Sitio Mampueng.

Introduction

Tourism has long been recognized as a key component in driving economic growth and promoting cultural exchange in various communities worldwide. According to preliminary data from the Philippine Statistics Authority (2023), tourism's direct gross value added (TDGVA) accounted for 6.2% of gross domestic product (GDP) in 2022, higher than the 5.2% share in 2021. This increasing contribution of tourism to the Philippine GDP underscores its significance in stimulating economic progress.

However, the conventional model of tourism, often dominated by large-scale enterprises and mass tourism, has raised concerns about its sustainability, impact on local cultures, and distribution of benefits among different stakeholders. In response to these concerns, community-based tourism (CBT) has emerged as a promising alternative, focusing on local empowerment, environmental conservation, and authentic cultural experiences.

Community-based tourism is a type of sustainable tourism that promotes pro-poor strategies in a community setting. CBT initiatives aim to involve local residents in the running and management of small tourism projects as a means of alleviating poverty and providing an alternative income source for community members. CBT initiatives also encourage respect for local traditions, culture, and natural heritage (Lama, 2018). Moreover, it is a predominant form of tourism that is viewed as an opportunity for local communities in developing countries to maximize their cultural and natural resources and generate income at the same time (Lo & Janta, 2020).

Community-Based Tourism is implemented as a tool for communities for planning, implementation, and monitoring of tourism development. Through involvement in regional/local development, local people self-develop by knowledge sharing and distribution of material resources (Gutierrez, 2019).

In this context, Sitio Mampueng, a picturesque community located in Olongapo City, presents itself as a potential site for community-based tourism. The site possesses stunning landscapes, rich indigenous traditions, and a close-knit local community.

Without effective community participation and ownership, the economic activities generated by tourism may not benefit the community found in a destination (Rivera & Gutierrez, 2018). Moreover, Ariani (2021) stated that the importance of community participation in community-based tourism cannot be overstated. When the local community is involved in the planning and implementation of tourism activities, they are more likely to support CBT and to perceive the benefits of tourism to outweigh the costs.
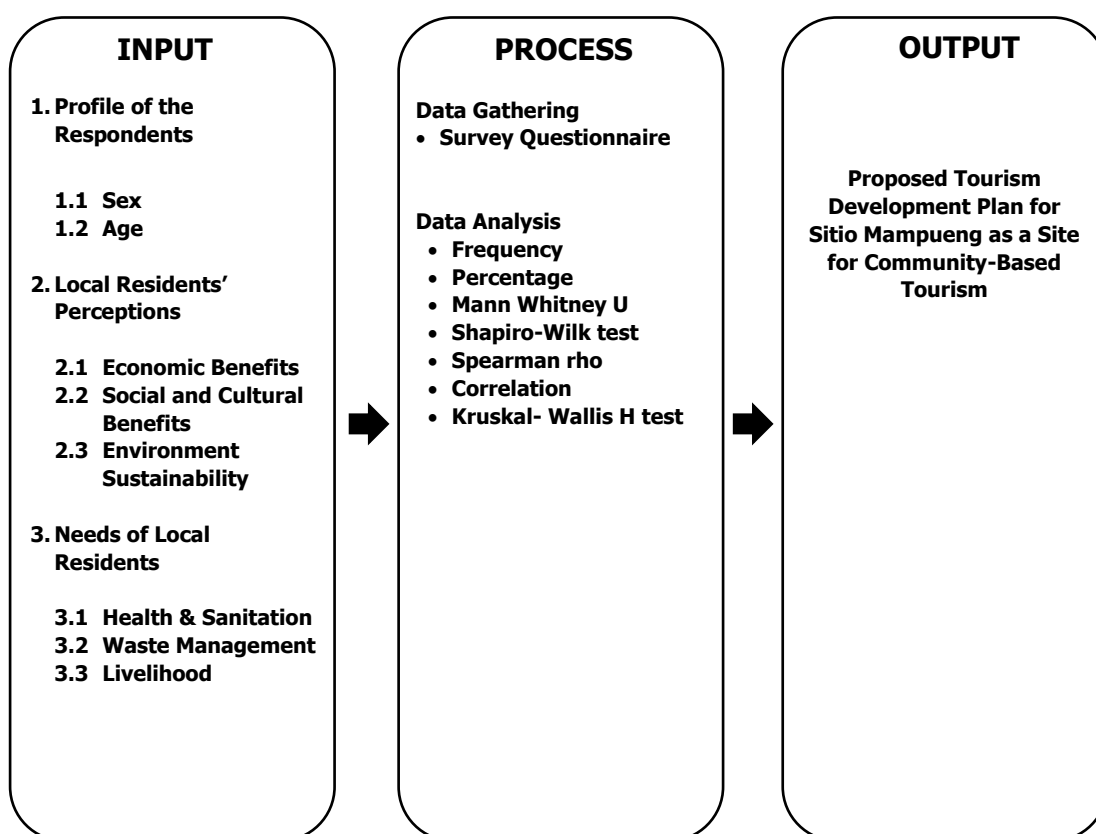
The implementation of community-based initiatives requires a thorough understanding of the local residents' perception towards them. According to Anggraini et al. (2022), evaluating the perception of the local community towards community-based tourism is crucial for its successful implementation. Carter (2018) highlighted that in order to assess the feasibility of developing community-based tourism initiatives and ensure equitable distribution of economic benefits, it is essential to evaluate local residents' perceptions of the economic benefits associated with community-based tourism.

Furthermore, according to Weaver (2020), when planning and developing tourism initiatives, it is important to consider local residents' perceptions of the social and cultural benefits of community-based tourism. This consideration helps to ensure that tourism is managed in a manner that respects and preserves local culture and values. In line with this, Fennell (2019) emphasized that local residents often witness firsthand the environmental impacts of tourism, such as pollution, resource depletion, and damage to natural habitats. Evaluating their perceptions of these impacts can help identify areas where tourism is not being managed sustainably.

Alamineh (2023), stated that a needs assessment is an essential step in developing sustainable community-based tourism initiatives. It allows stakeholders to identify and address the needs of the local community, ensure that tourism development is aligned with the community's priorities, and minimize any negative impacts. Additionally, according to Mowforth and Munt (2023), conducting a community needs assessment will help to ensure that community-based tourism is developed and managed in a way that is sustainable and beneficial to the local community. The needs assessment should consider a range of factors, including health and sanitation, waste management, and livelihood.

According to Arcangel et al. (2022), on the community needs assessment conducted in Sitio Mampueng, it was found that livelihood and waste management are among the factors that Sitio Mampueng possesses but require further improvement, as findings suggest. The National Association of Counties (2018) emphasizes the importance of regularly revisiting needs assessments to ensure their accuracy and relevance, as community needs can evolve over time. Therefore, a further assessment of the needs in Sitio Mampueng is deemed necessary.

In this light, the study entitled "Evaluating Local Resident's Perception of the Feasibility of Sitio Mampueng as a Site for Community-Based Tourism" seeks to address the critical question of whether Sitio Mampueng can realize its potential as a community-based tourism destination by evaluating local resident's perception of its feasibility. The intended output of this study is to generate a tourism development plan proposal for Sitio Mampueng as a site for community-based tourism, outlining strategies, recommendations, and action plans for the sustainable development of tourism in the area.

INPUT	PROCESS	OUTPUT

1. Profile of the Respondents
 	
  1.1 Sex
  1.2 Age
 	
2. Local Residents' Perceptions
 	
  2.1 Economic Benefits
  2.2 Social and Cultural Benefits
  2.3 Environment Sustainability
 	
3. Needs of Local Residents
 	
  3.1 Health & Sanitation
  3.2 Waste Management
  3.3 Livelihood
	Data Gathering
	• **Survey Questionnaire**
	
	Data Analysis
	• **Frequency**
	• **Percentage**
	• **Mann Whitney U**
	• **Shapiro-Wilk test**
	• **Spearman rho**
	• **Correlation**
	• **Kruskal- Wallis H test**
		Proposed Tourism Development Plan for Sitio Mampueng as a Site for Community-Based Tourism

Figure 1: Research Paradigm

In general, this study aims to evaluate the feasibility of Sitio Mampueng as a site for community-based tourism by assessing the local residents' perception. Specifically, it seeks to address the following questions:

1. What is the profile of the respondents in terms of:

    1.1 sex; and

    1.2 age?

2. How may the local residents' perceptions of the feasibility of Sitio Mampueng as a site for community-based tourism be described in terms of:

    2.1 economic benefits;

    2.2 social and cultural benefits; and

    2.3 environmental sustainability?

3. How may the needs of local residents be described in terms of:

    3.1 health & sanitation;

    3.2 waste management; and

    3.3 livelihood?

4. Is there a significant difference in the local residents' perceptions of feasibility of Sitio Mampueng as a site for community-based tourism when grouped according to profile variables?

5. Is there a significant difference in the needs of the local residents when grouped according to profile variables?

6. Is there a significant relationship between local residents' perceptions of the feasibility of Sitio Mampueng as a site for community-based tourism and their needs?

7. Based on the results of the study, what tourism development plan may be proposed?

Methodology

The study utilized a quantitative descriptive method. Quantitative descriptive research is a type of research that aims to describe a population, situation, or phenomenon using numerical data. It is a non-experimental research design, meaning that the researcher does not manipulate any of the variables. Instead, the researcher observes and measures the variables as they occur naturally (Atmowardoyo, 2018).

Given that the study primarily revolves around evaluating the perceptions and feasibility of Sitio Mampueng as a community-based tourism site, a quantitative descriptive approach enabled the researchers to gather specific numerical data on local residents' perceptions. This method provided valuable insights into the current situation and enabled the researchers to summarize and describe the data quantitatively, facilitating a comprehensive understanding of the research objectives.

Results and Discussion

The study entitled "Evaluating Local Residents' Perception of the Feasibility of Sitio Mampueng as a Site for Community-Based Tourism" aims to comprehensively assess the perception of local residents regarding the feasibility of Sitio Mampueng as a potential community-based tourism site. By employing a quantitative research approach and utilizing a descriptive method, the study sought to gather reliable data and provide valuable insights. The study was specifically conducted in Sitio Mampueng, and data was collected from a sample of 61 respondents using purposive sampling. To effectively capture the respondents' perspectives, a research-made survey questionnaire was employed, which incorporated a 4-point Likert scale as a guide for measurement.

In order to analyze and interpret the gathered data, the researchers employed several statistical techniques. Frequency and percentage distributions were utilized to provide a clear overview of the respondents' opinions. The Shapiro-Wilk test was conducted to assess the normality of the data, while the Mann-Whitney U test and Kruskal-Wallis H test were employed to examine any significant differences. Additionally, spearman rho analysis was performed to identify any relationships between variables.

Based on the data collected, the following findings were summarized:

1. Demographic Profile of the Respondents in terms of

   1.1 Sex. Out of 61 respondents, the 28-32 age group (n= 27.9%) emerges as the most predominant category, with the 38 and above age group (24.6%) ranking as the second most common. In contrast, the age group 18-22 (n= 9.8%) has the fewest respondents.

   1.2 Age. The data revealed that, out of 61 respondents, a higher percentage of females (n= 55.7%) participated compared to males (n= 44.3%).

2. The local residents' perceptions of the feasibility of Sitio Mampueng as a site for community-based tourism in terms of:

   2.1 Economic Benefits. The highest mean value (M = 3.62) is attributed to Indicator 4, "Community-based tourism will help develop new local businesses." The lowest mean value (M = 3.33) is associated with Indicator 3, "Community-based tourism will attract new investments to Sitio Mampueng" which still falls under "highly needed" range. Overall, the composite mean (M = 3.47) for all indicators falls within the "highly feasible" range.

   2.2 Social and Cultural Benefits. The highest mean value (M =3.61) is attributed to Indicators 4, "Community-based tourism will provide opportunities for education and training for local residents," and 5, "Community-based tourism will help to empower the local community." The lowest mean value (M = 3.49) is associated with Indicator 1, "Community-based tourism will help to preserve local cultural traditions and values" which still falls under "highly needed" range. Overall, the composite mean (M = 3.56) for all indicators falls within the "highly feasible" range.

   2.3 Environmental Sustainability. The highest mean value (M =3.57) is associated with Indicator 3, "Community-based tourism can raise awareness of environmental issues among local people and visitors." The lowest mean value (M = 3.36) is linked to Indicator 5, "Community-based tourism can raise awareness of environmental issues" which still falls under "highly needed" range. Generally, the composite mean (M = 3.46) for all indicators falls within the "highly feasible" range.

3. The needs of local residents described in terms of:

   3.1 Health & Sanitation. The highest mean value (M = 3.77) is associated with Indicator 1, "There is a need for improving the health and sanitation conditions in Sitio Mampueng." The lowest mean value (M = 3.57) is associated with Indicator 4, " There is a need for improving the availability and accessibility of health and sanitation services in Sitio Mampueng" which still falls under "highly needed" range. The composite mean (M = 3.66) for all indicators falls within the "highly needed" range.

   3.2 Waste Management. The highest mean (M = 3.72) is associated with Indicator 4, "There is a need for regular waste collection services to maintain cleanliness and hygiene in Sitio Mampueng." The lowest mean value (M = 3.51) is associated with Indicator 1, "There is a need for improving the current waste management practices in Sitio Mampueng" and Indicator 2, "There is a need

for waste segregation and recycling programs to reduce the amount of waste sent to landfills in Sitio Mampueng", both still falling within the "highly needed" range. The composite mean (M = 3.58) for all indicators falls within the "highly needed" range.

3.3 Livelihood. The highest mean value (M = 3.72) is associated with Indicator 5, "There is a need for developing a sustainable livelihood development program for Sitio Mampueng." The lowest mean value (M = 3.51) is associated with Indicator 3, " There is a need for skills training and capacity building programs to enhance the employability of local residents in Sitio Mampueng " which is still falls within the "highly needed" range. The composite mean (M = 3.63) for all indicators is also in the "highly needed" range.

4. Significant difference in the local residents' perceptions of feasibility of Sitio Mampueng as a site for community-based tourism when grouped according to profile variables. The conducted test revealed that there is statistically significant difference in the local residents' perception of the feasibility of Sitio Mampueng as a site for community-based tourism in terms of economic benefit between males (Mdn = 3.60) and females (Mdn = 3.40), with U = 313.500, z = -2.170, and p = .030 at the 5% significance level. A statistically significant difference in the local residents' perception of the feasibility of Sitio Mampueng as a site for community-based tourism in terms of environmental sustainability between males (Mdn = 3.60) and females (Mdn = 3.40), with U = 314.000, z = -2.172, and p = .030 at the 5% significance level, was also found.

5. Significant difference in the needs of the local residents when grouped according to profile variables. The conducted test revealed a significant difference in the needs of local residents in terms of livelihood between males (Mdn = 3.80) and females (Mdn = 3.60), with U = 311.000, z = -2.207, and p = .027 at the 5% significance level.

6. Significant relationship between local residents' perceptions of the feasibility of Sitio Mampueng as a site for community-based tourism and their needs.

The analysis conducted indicated a statistically significant moderate positive correlation between economic benefits and health and sanitation, and a weak positive correlation with livelihood. Furthermore, local residents' perceptions of the feasibility of Sitio Mampueng as a site for community-based tourism in terms of social and cultural benefits showed a statistically significant weak positive correlation with waste management. The analysis also revealed that environmental sustainability has a statistically significant weak positive correlation with health and sanitation and livelihood.

Conclusions and Recommendations

Based on the findings, the following conclusions were drawn:

1. The 28-32 age group constitutes the largest segment of respondents, with females comprising 55.7% of participants.

2. The local perception of economic benefits is highly feasible, with community-based tourism seen as a catalyst for new local businesses. The local residents also express a highly feasible perception on the social and cultural benefits of community-based tourism, emphasizing opportunities for education, empowerment, and cultural preservation. The positive local perceptions of environmental sustainability indicate a heightened awareness of environmental issues, contributing to the overall feasibility.

3. The local residents express a highly feasible perception regarding the need for improved health and sanitation conditions, emphasizing the importance of intervention in this area. Residents recognize a critical need for regular waste collection services and improved waste management practices to maintain cleanliness. A significant need is identified for sustainable livelihood development programs, underscoring the desire for enhanced employability and skills training.

4. The significant difference in the local residents' perception of the feasibility of Sitio Mampueng as a site for community-based tourism in terms of economic benefit between males and females underscores the importance of considering gender dimensions in community-based tourism planning and implementation to ensure equal opportunities and benefits for all community members.

5. The significant difference in the local residents' perceived needs in terms of livelihood between males and females highlights the necessity of adopting a gender-responsive approach in designing and implementing livelihood development programs in Sitio Mampueng. Therefore, it is crucial to tailor interventions and initiatives that address the specific needs and challenges faced by both genders, aiming to promote equitable access to resources, skills training, and economic empowerment.

6. A significant relationship exists between economic benefits, health and sanitation, as well as livelihood, emphasizing the interconnection between economic development and well-being. Moreover, the significant relationship that exists between social and cultural benefits and waste management indicates an understanding that cultural preservation and waste management can be mutually reinforcing. A significant relationship between health and sanitation and livelihood also underscores the potential alignment between environmental initiatives and community well-being.

7. It is evident that Sitio Mampueng has significant potential for community-based tourism. In line with this, a tourism development plan is essential for Sitio Mampueng as it can provide a roadmap for harnessing the economic, social, cultural, and environmental potential of community-based tourism. By addressing the identified needs and leveraging the interconnections between different factors, the plan can contribute to the overall well-being and sustainable development of the community.

In accordance to the conclusion and findings, the researchers recommended the following:

1. Given the positive local perception of communitybased tourism's economic benefits, it is important to prioritize initiatives that contribute to the development of new local businesses. Supporting entrepreneurship, providing training and mentorship programs, and facilitating access to funding and

resources can help foster economic growth and sustainability within the community.

2. The development of community-based tourism should aim to provide opportunities for education, training, and empowerment for local residents. Programs that promote the preservation of local cultural traditions and values should be implemented. Collaborating with local educational institutions and cultural organizations can help create meaningful experiences for both tourists and residents.

3. The study highlights the strong belief among local residents about the need for improving health and sanitation conditions. Efforts should be directed towards infrastructure development, access to clean water, sanitation facilities, and healthcare services. Collaborating with relevant government agencies and healthcare organizations can help address these needs effectively.

4. Regular waste collection services must be implemented in the community and promote waste segregation and recycling programs. Raising awareness among residents and visitors about the importance of proper waste management can help maintain cleanliness and hygiene in the area. Collaboration with local waste management authorities and environmental organizations can provide guidance and support in implementing sustainable waste management practices.

5. The study underscores the need for sustainable livelihood development programs and skills training to enhance the employability of local residents. Creating vocational training programs, promoting entrepreneurship, and supporting local industries can help generate income opportunities and improve the quality of life for community members. Collaborating with relevant government agencies, vocational training institutions, and industry stakeholders can help design and implement effective livelihood programs.

6. Successful community-based tourism initiatives require collaboration among multiple stakeholders, including local residents, government agencies, private sector entities, non-profit organizations, and educational institutions. Building strong partnerships and fostering cooperation among these stakeholders can help leverage resources, expertise, and support to implement sustainable and impactful community-based tourism projects.

7. The researchers recommend the tourism development plan for Sitio Mampueng as a site for community-based tourism as a basis for implementation (see appendix A).

8. The researchers also recommend further studies on the tourism development plan for Sitio Mampueng as a site for community-based tourism. While the plan serves as a basis for implementation, conducting additional research would provide valuable insights and enhance the effectiveness of the proposed development strategies.

References

Adewumi, I. B., Usui, R., & Funck, C. (2019). Perceptions of Multiple Stakeholders about Environmental Issues at a Nature-Based Tourism Destination: The Case of Yakushima Island, Japan. Environments, 6(8), 93.

Alamineh, A. (2023). Community-Based Tourism Development: A Needs Assessment Approach. Sustainability, 11(2), 450.

Alshboul, K. (2016). Assessing Local Community Involvement in Tourism Development around a Proposed World Heritage Site in Jerash, Jordan.

Anggraini, et al. (2022). Local Community Perception About Tourism Impact and Community Support for Future Tourism Development: A Study on Sylhet, Bangladesh.

Basile, G., & Tani, M. (2021). Community participation as a driver of sustainable tourism. The case of an Italian village: Marettimo Island.

Boasiako, A. A., & Yeboah, I. (2021). Assessing the Relevance of Community Participation in Local Tourism Activities.

Chantakit, P., Rodjam, C., Saranontawat, K., Sukmaitree, J., & Arsingsamanan, P. (2022). Foundation economic development for network development community tourism by linking local products and cultural capital samut songkhram province. International Journal of Health Sciences, 1340-1354.

Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Hillside, NJ: Lawrence Erlbaum Associates. Cohen, J. (1992). A power primer. Psychological Bulletin, 112, 155–159. doi:10.1037/0033-2909.112.1.155.

Debolina, Saha., Shradha, Agarwalla. (2023). Determinants of livelihood diversification and gender-inclusive strategies in forestry analysis. International Social Science Journal.

Dolezal, C., & Novelli, M. (2020). Power in community-based tourism: empowerment and partnership in Bali. Journal of Sustainable Tourism, 30, 2352 - 2370.

George, Emmanuel, Cavalcanti, de, Miranda. (2023). Community-based tourism and traditional practices. Environmental Smoke, doi: 10.32435/envsmoke.20236112-26.

Gu, X., Hunt, C., Lengieza, M., Niu, L., Wu, H., Wang, Y., … & Jia, X. (2020). Evaluating residents' perceptions of nature-based tourism with a factor-cluster approach. Sustainability, 13(1), 199.

Issaka, Kanton, Osumanu. (2023). Sanitation and Hygiene Practices in Northern Ghana: An Analysis of Household Health Risks. Ghana Journal of Development Studies.

Jiaojiao, Yang. (2022). Study on Rural Residents' Willingness and Behavior of Garbage Sorting Under the Background of Rural Revitalization Strategy. Frontiers in business, economics and management.

Kastenholz, E., Paço, A. d., & Nave, A. (2022). Wine tourism in rural areas – hopes and fears amongst local residents. Worldwide Hospitality and Tourism Themes, 15(1), 29-40.

Kim, S., Kang, Y., Park, J. H., & Kang, S. (2021). The impact of residents' participation on their support for tourism development at a community level destination. Sustainability, 13(9), 4789.

Khalid S, Ahmad MS, Ramayah T, Hwang J, Kim I. (2019) Community Empowerment and Sustainable Tourism Development: The Mediating Role of Community Support for Tourism. Sustainability. 11(22):6248.

Kıngır, S., Çolak, O., Kiper, O. (2023) Engaging poverty with tourism: Pro-poor tourism perspective. 8 (1): 93-100.

Koens, K., Postma, A., & Papp, B. (2018). Is Overtourism Overused? Understanding the Impact of Tourism in a City Context. Sustainability. 2018; 10(12):4384.

Koutsi, D., & Stratigea, A. (2021). Releasing Cultural Tourism Potential of Less-privileged Island Communities in the Mediterranean: An ICT-enabled, Strategic, and Integrated Participatory Planning Approach., 63-93.

Lesego, S., Stone., Morena, Tibabo, Stone., Gyan, P., Nyaupane. (2021). The State of Tourism and Community Development Research and Future Directions. Tourism Review International, doi: 10.3727/154427221X16098837279994.

Manaf, A., Purbasari, N., Damayanti, M., Aprilia, N., & Astuti, W. (2018). Community-Based Rural Tourism in Inter-Organizational Collaboration: How Does It Work Sustainably? Lessons Learned from Nglanggeran Tourism Village, Gunungkidul Regency, Yogyakarta, Indonesia. Sustainability.

Meneghello, S., & Mingotto, E. (2020). Local Active Engagement as An Effective Tool for Sustainable Tourism Development: First Considerations from the European Cultural Routes Case.

Paula, Fernández, Valdés. (2023). Achieving cultural sustainability through the preservation of video art: open distribution platforms. Artnodes, doi: 10.7238/artnodes.v0i31.402845.

Prakash, S., Kumar, P., Dhillon, P., & Unisa, S. (2022). Correlates of access to sanitation facilities and benefits received from the Swachh Bharat Mission in India: analysis of cross-sectional data from the 2018 National Sample Survey. BMJ Open, 12.

Rahmad, Sembiring., Uswatun, Hasanah. (2023). Transition to a circular economy-inspired waste management system. World Journal Of Advanced Research and Reviews, doi: 10.30574/wjarr.2023.19.1.1304.

Rosilawati, Y., Daffa, N., & Ariyati, S. (2021). Promotion strategy of dieng culture festival (dcf) as sustainable tourism based on local community. E3s Web of Conferences, 316, 04012.

Samuel, I., Watson., Jo, Sartori., Olalekan, A., Uthman., Richard, J., Lilford. (2019). Health effects of sanitation facilities: a Bayesian semiparametric analysis of compositional data. Journal of The Royal Statistical Society Series C-applied Statistics. doi: 10.1111/RSSC.12339.

Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. Anesthesia & Analgesia, 126(5), 1763–1768.

Shubham, Kumar., Keya, Sengupta., Bidyut, Jyoti, Gogoi. (2022). Interventions for sustainable livelihoods: a review of evidence and knowledge gaps. International Journal of Social Economics, doi: 10.1108/ijse-06-2022-0402.

Štrba, Ľ., Kolačkovská, J., Kršák, B., Sidor, C., & Lukáč, M. (2022). Perception of the impacts of tourism by the Administrations of Protected Areas and Sustainable Tourism (UN)Development in Slovakia. Sustainability, 14(11), 6696.

Sutresna, I., Suyana, U., Saskara, I., & Wiwin, S. (2019). COMMUNITY BASED TOURISM AS SUSTAINABLE TOURISM SUPPORT. Russian Journal of Agricultural and Socio-Economic Sciences.

Thetsane, R. M. (2019). Local Community Participation in Tourism Development: The Case of Katse Villages in Lesotho.

Wijaya, A., Pramono, S., Melati, I., Zamzuri, N., Hanafiah, M., & Ghazali, A. (2021). Toward the community-based sustainable marine tourism: identifying the impact of tourism development in karimunjawa island. International Journal of Academic Research in Business and Social Sciences, 11(5).

Zhao, J., & Li, S. (2018). THE IMPACT OF TOURISM DEVELOPMENT ON THE ENVIRONMENT IN CHINA., 2, 1-4.

Aizhan, Tleuberdinova., X., Kulik., Stephen, Pratt., Veronika, B., Kulik. (2022). Exploring the Resource Potential for the Development of Ecological Tourism in Rural Areas: The Case of Kazakhstan. Tourism Review International.

Amin, G., Rahmiati, F., Ismail, Y., & Zahwa, T. (2023). Community-Based Tourism Impression Self-Esteem in Rural Tourism Development. Asia Pacific Journal of Management and Education, 6(2).

Carter, T. (2018). How to Develop and Sustain Community-Based Tourism.

Chenyang, Xiao., Aaron, M., McCright. (2018). Gender Differences in Environmental Concern. Environment and Behavior.

Fennell, D. A. (2019). Tourism and Environmental Sustainability: A Review of the Literature. Tourism Management Perspectives, 31, 38-47.

Fernandes et al. (2018) Assessing the Impact of Tourism Development on Local Residents Perception: A Case Study of Mui Ne Beach, Vietnam. Asia-Pacific Social Science Review.

George, Emmanuel, Cavalcanti, de, Miranda. (2023). Community-based tourism and traditional practices.

Ignie, V., Baco, Jr.. (2023). Comprehensive government programs for indigenous peoples in the Philippines. International Journal of Advances in Applied Sciences.

Kirsten, Henderson., Michel, Loreau. (2019). Unequal access to resources undermines global sustainability. Science of The Total Environment.

Monika, Nova. (2021). Community tourism – Development of rural areas in developing countries.

Muah, Kim. (2024). Influencing factors and formation process of cultural inheritance-based innovation at heritage tourism destinations. Tourism Management.

Rahmad, Sembiring., Uswatun, Hasanah. (2023). Transition to a circular economy-inspired waste management system. World Journal of Advanced Research and Reviews.

Sari, M., Huda, M., & Wulandari, I. (2022). Making Public Participation Work: Encouraging Responsive Citizen Participation. SHS Web of Conferences.

Singer,Jane., Kinh, Thi, Kieu., Andrea, Emma, Pravitasari. (2019). Solid Waste Management in Tourist Destinations in Developing Nations: Case Studies in Hoi An, Vietnam, and Puncak, Indonesia.

Sutresna Ida Bagus (2019). Community-Based tourism as sustainable tourism support. (n.d.).

Trust, Lehikeng (2023) What is Capacity Building and Development: The Community Context.

V. Gautam (2022) Why local residents support sustainable tourism development?

Vu, Hong, Van. (2020). Linking Cultural Heritage with Cultural Tourism Development: A Way to Develop Tourism Sustainably.

Vujko, Aleksandra; Stanojević, Olgica Zečević; Zečević, Leposava; Nedeljković, Dragan; Zečević, Milija. Ekonomika Poljoprivrede; Belgrade (2021) Rural residents' perceptions on economic impacts of cultural and promotional aspects of tourism.

Wilson, C. (2018) Building capacity for community waste management in low- and middle-income countries.

LEVEL OF COMMUNICATION SKILLS OF HOSPITALITY AND TOURISM STUDENTS: BASIS FOR SCHOOL ENHANCEMENT PROGRAM

Maligaya, L M., Uvero D M., Martinez J M., Bantigue K.
Bachelor of Science in Hospitality Management
Olongapo City

Abstract

This research study aims to determine the Level of Communication skills of Hospitality and Tourism students: Basis for Skill Enhancement Program. The study aims to the level of communication skills of hospitality and tourism management students and how well communication skills are known by students who were studying tourism and hospitality management, especially since we deal in a field where communication is more important. This study might also help the college instructor or professors how to deal with students who have trouble with communication skills. The study utilized Quantitative research design, particularly Descriptive Research. Data collection was conducted through survey questionnaires. Data analysis was performed using various statistical and logical methods. The researcher used a non-parametric test because the data met the required assumptions for a parametric test. The results of the study showed that there is no significant relationship between the profile of the student's level of communication skills when grouped according to demographic profile. Most respondents are students of the Bachelor of Science in Hospitality Management (BSHM). Additionally, the majority of respondents are second-year students at the College of Hospitality and Tourism Management. There is no significant difference in the student's level of communication skills when grouped according to demographic profile. The students through oral communication, can improve their relationships with their classmates and their ability to write in English. Additionally, they often make eye contact with their classmates and other students. They can recall the important ideas or points of view that their classmates shared with them, and they pay attention to the speaker's words since they may help them expand their vocabulary. This study is beneficial to future researchers as it serves as a reference for conducting research related to the topic. The researchers recommend that students enhance open communication skills, listen to avoid misunderstandings, be straightforward and specific, take time to think before saying, write an essay in English, and maintain good body language and attitude in communication skills to lead the flow of conversation positively.

Keywords: Level of Communication Skills, Enhancement Program, Students in College of Hospitality Management and Gordon College

Introduction

Communication is an important element of the hospitality industry. Good oral and written communication skills are highly rated as crucial for hospitality practitioners at different levels. The author studied the importance of the cooperation of language and hospitality teaching programs in contributing positively to the development of the hospitality industry. He identified the gaps that exist in reading, writing, speaking, listening, and understanding. Also, American English was found to be more preferred than British English. The research concluded that the need to address weaknesses in communication skills and invest substantial effort in improving them is critical for sustainable development (Kostic Bobanovic, 2017).

It introduced pupils to the needs of the hospitality business in terms of practical communication skills. Employees (current and potential), employers, and educators must all concur on the competencies that students need to learn to be prepared for the hospitality industry. The idea that students who want to work in the tourist and hospitality sector must comprehend how crucial communication skills are to the workforce has been investigated and supported by the author. If students have "soft" skills, notably English communication skills, they will be more employable. She got to the conclusion that the ability and the required abilities are incompatible. Finding and closing the gap is essential (Suzana Ab. Rahim, 2017).

Arywh (2017) examined the average use of communication skills by students and whether there are differences in the use of these skills among students. The study found that the level of use of communication skills by students was moderate. It also showed statistical differences in the use of communication skills due to gender. Researchers arranged communication skills as follows: controlling emotions, speaking, listening, and understanding others. De Azua et al. (2020) also looked at the degree of communication abilities among college students. The results of this study showed that college students have developed effective communication abilities. (Aljaman, 2019) looked at university students' communication abilities about the academic year, gender, and specialty characteristics.

According to Wang and Chang (2019) and Meng and Jianping (2018), communication skills are linked to feelings of happiness, flexibility in handling stress, and bolstering the academic achievements of students in higher education. They are essential components of their social and personal well-being. Although there are several instances of studies in the literature assessing the communication abilities of university students, the vast majority of these studies tended to concentrate on students from the United States and Europe, with very few studies focusing on Arabs.

Literature Review

According to Smith (n.d.), the world has thousands of languages, and the one who can speak more than one will get numerous chances and benefits. These advantages are real motivations that persuade people of all ages to learn a second language, even as adults. Being bilingual in a global community is helpful to communicate, interact with, and understand other cultures and languages.

Due to globalization, people are learning a second and third language for business, travel, or other forms of intercultural communication. Moreover, linguistic studies contend that having multiple languages allows people to raise their cognitive level and receive some social and economic advantages (Yang et al., 2015).

The challenging limitlessness of current language semantics, including English, is one reason why the relationship between language and its meaning is not simple (Sren-Sen et al., 2019). There are countless words and phrases, therefore, language is productive in that sense. Symbols can be used to convey information verbally. For instance, to write the word "winter," the letters W-I-N-T-E-R must be put together. Students' technical communication abilities and empathy can both be improved through the use of communication development as a teaching strategy (Vogel et al., 2018).

A communication skill is described as the capacity to act out specific communication behaviors with proficiency or the capacity to accomplish one's communication goals. In other words, people are said to have communication skills when they can produce or process communications in a certain environment properly. All aspects of human communication, including but not limited to professional, organizational, small group, interpersonal, intercultural, health, public speaking, and mass communication, require effective communication skills (Ruble, 2018).

Even though learning these skills will take time, better teaching methods can assist students in learning material more quickly and applying it to their work. Verbal communication skills are a necessary tool for success in any subject. Students will also have the self-assurance and knowledge to succeed in interviews in addition to getting a good job with improved communication skills (Sword, 2020).

Competent and efficient communicators are moral communicators who accept credibility for the creation, reception, and effects of a message in a variety of contexts, including mass media, interpersonal, intercultural, professional, and public settings. Students can better understand communication ethics difficulties when their moral imagination is stimulated, which is a vital aspect. For their communication skills to develop the ethical dimension in the environment they live in, kids learn to balance their interests relative to the interests of others. In this sense, this article defines the phrase "speech etiquette" through a terminology analysis. Here, we attempted to provide a clear explanation of speech etiquette's function in teaching and learning other languages. (Mandelbaum, 2020).

Speech regulations are set out on the global linguistic and cultural map. The use, understanding, and selection of speech etiquette formulas are all influenced by how individuals behave. The selection of speech etiquette formulas is crucial when learning foreign languages. Without appropriate speech manners, it is challenging to start, continue, or end a discussion. This culture has developed rules for the form, content, order, personality, and situational importance of statements, which are referred to as speech etiquette. Speech etiquette specifically applies to the words used to thank someone, make a request, or express regret. It also discusses subjects like appropriate behavior, polite speech intonation, and other things. The study of speech etiquette occupies a distinctive position at the nexus of linguistics, theory, and history

of culture, ethnography, country studies, psychology, and other humanities (Kereksha, 2019).

Additionally, when examining recent trends in student social-emotional learning, it was found that self-efficacy, social awareness, and, to a lesser degree, self-management decrease after grade 6 (West et al., 2020). Furthermore, teachers are recognized within the school setting as first identifiers and responders to the social needs of students, yet several studies point to a lack of help from school policies or clear lines of support once educators have observed social difficulties (Solberg et al., 2020; Nyborg et al., 2020). The window of dynamic growth and autonomy in adolescence may offer insight into the importance of intersections between developmental social neuroscience, social-emotional learning, and technology (Giovanelli et al., 2020). The window of dynamic growth and autonomy in adolescence may offer insight into the importance of intersections between developmental social neuroscience, social-emotional learning, and technology (Giovanelli et al., 2020).

In the College Department of Franciscan College of the Immaculate Conception, Baybay City, Leyte, Philippines, during the Academic Year 2016–2017, the study evaluates the level of introduction, the quality of the oral examination to the communication skills, and the challenges encountered during the implementation. Some students found the level of oral examination implementation to be effective, including those who struggled with it. The success of oral exams in terms of communication skills differed, suggesting that some students could benefit from oral exams in terms of improving their speaking abilities while others could not. Additionally, there were challenges that both teachers and students faced when implementing the oral test (Villaber & Gonzaga, 2018).

The study aims to the level of communication skills of hospitality and tourism management students and how well communication skills are known by students who were studying tourism and hospitality management, especially since we deal in a field where communication is more important. This study might also help the college instructor or professors how they can deal with students who have trouble with communication skills.
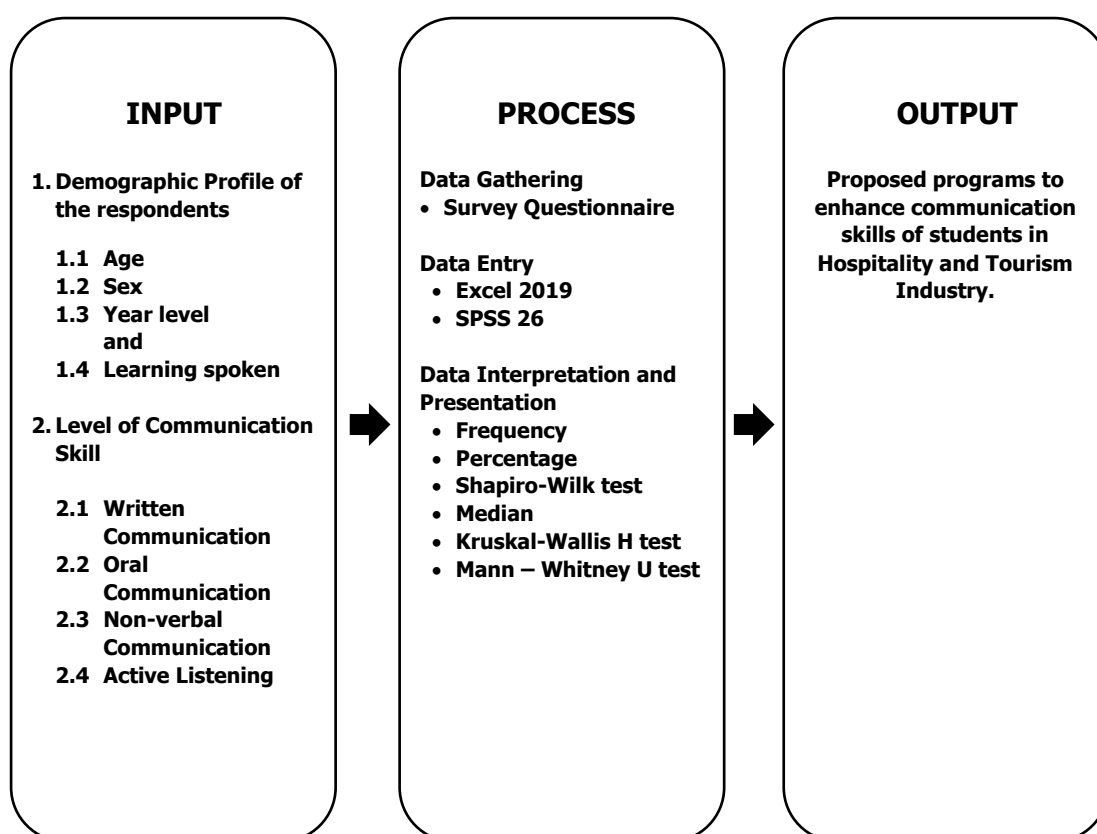
Figure 1. Conceptual Framework

Methodology

The researchers used the F-Test in "Level of Communication Skills of Hospitality and Tourism Students: Basis for Skill Enhancement Program". As a type of power analysis, a priori: compute the required sample size given the g power and effect size. The effect size is 0.25, and the "or err problem" is 0.05. Then the power will be 0.80. The total sample size of "Level of Communication Skills of Hospitality and Tourism Students: Basis for Skill Enhancement Program" is 180.

Research Design

A plan for answering a set of questions is a research design, often known as a research strategy (McCombes, 2019). It is a framework that contains the techniques and steps for gathering, analyzing, and interpreting data. In other words, the study design, which is a component of the research proposal, outlines how the researcher would approach the major research question.

Also, this is quantitative research, the process of gathering and interpreting numerical data is known as quantitative research. It can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations (Pritha, 2018).

It is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling

methods and sending out online surveys, online polls, and questionnaires (Fleetwood, n.d.).

Respondents/ Participants

The population of this study is the College of Hospitality and Tourism Management (CHTM) Department, and a portion of them will be the sample. This study will only use a sample of College of Hospitality and Tourism Management (CHTM) students that have been chosen from the general population and will be responsible for providing the data needed for the research being conducted.

Instrumentation

The instrument used in data-gathering for this study is a survey questionnaire. The survey questionnaires are modified, and the researchers make a few changes to the research survey. Also, the survey questionnaires are composed of five parts which include questions that reveal the relationship between the respondent's status and performance on the Level of Communication Skills of Hospitality and Tourism Students' Basis for Skill Enhancement Program.

Part l, consists of questions that identified the students' profile in terms of their (a) age; (b) course; (c) year level; (d) sex; (e) language at home; (f) G.P.A.

Part ll, Involved the questions about the written communication. Where written communication is concerned with any type of message that involve written words that develop and enhance the organization's image.

i. Is all about the question of oral communication. It is a verbal type of communication where you can express your ideas, provide facts, and discuss your thoughts.

ii. This consisted of non-verbal and visual communication. Where discussed any sort of message involving hand gestures, facial expressions, and body position.

iii. Consisting of active listening questions about the student's level of communication skills, respondents rate the questions and statements based on four (4) Likert scale: 4- Strongly Agree; 3- Agree; 2- Disagree, and 1- Strongly Disagree.

Data Analysis

The Descriptive Interpretation of Level of Communication Skills of Hospitality and Tourism Students' Basis: For Skill Enhancement Program.

Scale	Range	Level	Descriptive Interpretation
4	3.25-4.00	Strongly Agree (SA)	The respondents Strongly Agree that the situation is very accurate of their choice.
3	2.50-3.24	Agree (A)	The respondents Agree that the situation is very accurate of their choice.
2	1.75-2.49	Disagree (D)	The respondents Disagree that the situation is very accurate of their choice.
1	1.00-1.74	Strongly Disagree (DA)	The respondents Strongly Disagree that the situation is very accurate of their choice.

Ethical Consideration

"In accordance with the Data Privacy Act of 2012, this study made sure that ethical standards set by the research ethics will be followed. The respondents/ participants were informed about all the steps that the research is undertaking. Respect is primarily first in mind for all of the respondents/ participants. They are informed that the study is completely voluntary and will not affect their lives as a human being, as well as their families or relatives in any way. Hence, confidentiality was imposed as the respondents/ participants' personal information was not shared to anyone.

The researcher(s) is/ are fully aware of the importance of establishing trust with the research participants/ respondents and have considered some ethical implications in all of the process of the study involving applications of interaction with the respondents/ participants. The researcher(s) assure(s) the anonymity and confidentiality of all the respondents/ participants in the study. Lastly, the data collection material will be kept and destroyed upon completion of the study."

The above statements were just a sample of the ethical consideration. The authors may give a better and more accurate discussion on their own depending on the case of their research.

Results

Table 1 Distribution on Respondent's Profile According to Age

Age	Frequency	Percent
18-19	62	34.4
20-21	63	35.0
22-23	55	30.6
Total	**180**	**100.0**

Table 1 presents the distribution of respondents' profiles based on their age. The results indicate that respondents were divided into different age groups. The age group of 18- 19 years old comprised 62 respondents, accounting for 34.4% of the total sample. The age group of 20-21 years old consisted of 63 respondents, representing 35.0% of the sample. Additionally, the age group of 22-23 years old included 55 respondents, making up 30.6% of the total sample. There were 180 respondents, constituting 100.0% of the sample population. Numerous studies have demonstrated the positive communication skills of students across different age groups. Sabbah et al. (2020), conducted research on undergraduate students at Al-Quds University to investigate their communication skills. The study included 193 participants enrolled in the Bachelor of Arts program. The findings indicated that fourth-year students exhibited higher levels of communication skills compared to first-year students. Additionally, students specializing in humanities demonstrated higher communication skills than those specializing in education. These findings support the current study's distribution of participant profiles by age, which aims to examine the communication skills of students in hospitality and tourism management. Since effective communication is crucial in their field of study, it is appropriate to evaluate how well students in tourism and hospitality management possess these skills. Furthermore, Kirbauer's study (2020) explored how faculty emphasize transferable skills, such as analytical writing and problem-solving, with deep approaches to learning in higher education. The study referenced a survey conducted by the Association of American Colleges & Universities, which revealed that employers strongly believe that all students should acquire problem-solving and effective written communication skills. However, only a small number of employers perceive today's college students to possess these skills. Considering this, the distribution of participant profiles by age in the current study aligns well, as it includes first to fourth-year college students who are at a stage where these skills are particularly relevant and need to be assessed.

Table 2 Distribution of Respondent's Profile According to Sex

Sex	Frequency	Percent
Male	84	46.7
Female	96	53.3
Total	**180**	**100.0**

Table 2 illustrates the distribution of respondents' profiles based on their sex. The findings reveal that out of the 180 respondents, 84 were male, representing 46.7% of the sample. On the other hand, 96 respondents were female, accounting for 53.3% of the sample. Thus, the distribution of respondents' sex was not evenly balanced, with females comprising a slightly higher proportion than males in the study population. The existing literature does not provide a definitive consensus regarding the communication skills of males versus females or which gender is more likely to excel in communication. Therefore, considering the distribution of participant profiles based on sex would be beneficial for researchers studying and examining the communication skills of hospitality and tourism management students. This is particularly important because students in this field deal with a context where effective communication holds significant importance. Some studies, such as Nurjanah and Jusra (2022), suggest that male students exhibit better mathematical communication skills compared to their female counterparts. However, other studies, like Babys (2020), propose the opposite. Furthermore, studies like Lawson et al. (2018), which investigated gender differences in early autism manifestations and cognitive development, found no significant gender disparities in overall cognitive ability, verbal and non-verbal skills, overall autism severity, or restricted repetitive behaviors. However, they indicate that females may display more social communication impairments than males. It is important to note that communication skills can vary based on the specific context and type of communication, and individual differences should be taken into consideration. Given these factors, the distribution of participant profiles by sex in the current study aligns well and holds significance. It allows researchers to examine the communication skills of hospitality and tourism management students and assess the level of proficiency among students studying tourism and hospitality management, considering the field's emphasis on effective communication.

Table 3 Distribution on Respondent's Profile According to Year Level

Year Level	Frequency	Percent
First Year	34	18.9
Second Year	86	47.8
Third Year	33	18.3
Fourth Year	27	15.0
Total	**180**	**100.0**

The table 3 shows the demographic profile of respondents according to year level. 18.9% were in the between 1st year level, 47.8% were in the between 2nd year level, 18.3% were in the 3rd year level and 15.0% were in the 4th year level.

According to Sarah Haldane et al. (2017), Good communication skills are an important entry-level attribute of graduates with professional degrees. The inclusion of communication training within the curriculum can be problematic, particularly in programs with a high content load, such as veterinary science. This study examined the differences between the perceptions of students and qualified veterinarians about the entry-level communication skills required of new graduates.

The Science Student Skills Inventory was used in this study to gather information about how science students see the advancement of communication skills during the degree program. According to Lucy D Mercer-Mapstone and Kelly E Matthews Universities (2013), throughout the world now recognize the importance of teaching communication skills. 635 undergraduate students enrolled in a Bachelor of Science program at an Australian institution with a focus on research-provided responses. Students evaluated two communication skills— scientific writing and oral communication— across the following criteria: significance of, and improvement in, developing communication skills; the degree to which communication skills were included and assessed; confidence in using communication skills; and expectation of future use of communication skills. Although most students believed that communication skills were significant and useful in the future.

Table 4 Distribution of Respondent's Profile According to Program

Program	Frequency	Percent
BSHM	93	51.7
BSTM	87	48.3
Total	**180**	**100.0**

Table 4 presents the distribution of respondents' profiles based on their program of study. The results indicate that out of the 180 respondents, 93 were enrolled in the Bachelor of Science in Hospitality Management (BSHM) program, representing 51.7% of the sample. Additionally, 87 respondents were enrolled in the Bachelor of Science in Tourism Management (BSTM) program, accounting for 48.3% of the sample. Thus, the distribution of respondents' programs of study was nearly equal, with a slightly higher representation from the BSHM program. The distribution of participant profiles based on the program indicates that various college programs recognize the importance of communication skills and have implemented strategies to enhance these skills among their students. Considering the distribution of participant profiles according to the program is crucial for the current study, as it aims to examine the communication skills of students in hospitality and tourism management and evaluate their proficiency in this aspect, given the field's emphasis on effective communication. A study conducted by Tork et al. (2018) evaluated the learning, behavior, and attitude regarding communication skills among nursing students in three colleges in Qassim, Saudi Arabia. The findings revealed that nursing colleges in Saudi Arabia consider communication skills a vital component of their curriculum. This indicates that communication skills may also hold significant importance in the curriculum for students pursuing a Bachelor of Science in Hospitality Management (BSHM) and a Bachelor of Science in Tourism Management (BSTM), as effective communication is integral to these fields. Jara et al. (2019) also supports this notion in their study on understanding the scope of project management curricula in hospitality programs at universities. The study aimed to identify the project management skill requirements in hospitality firms and bridge the gap between project management in academia and industry. It was found that some graduate-level curricula in hospitality programs emphasize skills such as written and oral communication, problem-solving, decisionmaking, organization, time management, and cost control. Therefore, the inclusion of BSHM and BSTM students as participants

in the current study aligns well with the research objectives, problem, and questions. It allows for a comprehensive examination of communication skills in the context of hospitality and tourism management, addressing all the study's objectives effectively.

Table 5 Distribution of Respondent's Profile According to Language

Language Spoken	Frequency	Percent
English	63	35.0
Filipino	99	55.0
Others	18	10.0
Total	**180**	**100.0**

The table shows the demographic profile of respondents according to Language. 35.0% mostly used the English language, 55.0% mostly used the Filipino language, and 10.0% are those who used other languages. Speaking is one of the most important skills to be developed and enhanced as means of effective communication. According to Leong lai mei and ahmadi seyedeh Masoumeh (2017), speaking proficiency is one of the hardest components of learning a language. Speaking in a spoken language is challenging for many language learners. In today's media and mass communication environment, speaking English well is essential. This essay seeks to demonstrate the necessity of concentrating on the variables influencing English-speaking ability among language learners. According to Lyu, Yeonhwan (2006), Language exists only in our mental domain; it does not exist in the physical domain. Thus, our focus should be on learning/teaching how to communicate in a target speech community. This research re-examines the general notion of Communicative Language Teaching (CLT) and comprehensible input within a real-world perspective based on the theory of Hard Science Linguistics. The main discussion of this research is the use of simulations in classrooms concerning learning/teaching how to communicate in the target speech community. Simulations can offer efficient and effective learning in the classrooms while providing naturalistic environments, which maximize the opportunities for creating real communication in classrooms. The discussion presented here about simulations in language learning/teaching is based on view. The research presented here explores the use of simulations in classrooms with the aim of helping learners to improve communicative ability.

Table 6 Level of Communication Skills in Terms of Written Communication

Indicators	Mean	Descriptive Interpretation
1. I am able to write in English.	3.53	Strongly Agreed
2. Writing allows me to communicate my thoughts and opinions and to express myself.	3.42	Strongly Agreed
3. I can easily communicate	3.34	Strongly Agreed

information in written form.		
4. It gives me time to think about what I should and should not write in a report.	3.36	Strongly Agreed
5. Write communication provides clarity to the readers with whom I wish to communicate.	3.31	Strongly Agreed
Average	**3.39**	**Strongly Agreed**

The table shows the respondents' level of communication skills in Terms of Written Communication. 3.53 mean as strongly agreed in the level of communication skills in terms of written communication that able to write in English. 3.42 means as agreed in the level of communication skills in terms of written communication in writing allows them to communicate their thoughts and opinions and to express themself. 3.34 mean as agreed in the level of communication skills in terms of Written communication skills that can easily communicate information in written form. 3.36 mean as agreed in level of communication skills in terms of Written communication skills that gives them time to think about what they should and should not write in a report and 3.31 mean as agreed in level of communication skills in terms of written communication skills that written communication provides clarity to the readers with whom they wish to communicate. The total average mean level of communication skills in terms of Written communication skills is 3.39.

Communication skills are an important element of the hospitality industry. According to Moira Kostic Bobanovic and Jasmina Grzinic (2011), the Keys to achieving tourist satisfaction include understanding performance expectations. The most crucial abilities for hospitality professionals at various position levels are effective oral and written communication skills. A student's education will be enhanced by effective English communication while they are studying. Accordingly, the hospitality program will promote critical thinking and, where appropriate, problem solutions in the tourist industry. In order to guarantee quality and required performance requirements, the supply and demand sides of the tourist business must interact flawlessly. In terms of business travel, written communication is ranked somewhat higher than spoken communication, but both are highly regarded. Through a questionnaire, the authors investigate the significance of communication abilities (speaking, reading, listening, and writing) Kay and Rusette (2000). Writing is an essential professional skill.

According to Deanna DeBrine Mascle (2013), the goal of writing instruction in business communication classes is to develop the skills and knowledge necessary to successfully meet future writing challenges. However, many writers struggle to transfer skills and knowledge from one context to another. The primary reason for this struggle is that despite years of writing instruction, most people are highly apprehensive about writing and do not consider themselves "writers." Writing instruction typically does little to lessen writing apprehension, but fostering writing self-efficacy can both diminish writing apprehension and further writing development.

Given the importance of effective written communication skills to the discipline of accounting, faculty must emphasize these skills in their classroom in order to adequately prepare students for successful careers in the field. Since 2000, only two studies in the accounting literature have examined which written communication skills are needed by entry-level accountants and the consensus is that spelling, grammar, punctuation, and clarity are of utmost importance (Tracey J. Riley and Kathleen A. Simons).

Table 7 Level of Communication Skills in Terms of Oral Communication

Indicators	Mean	Descriptive Interpretation
1. Oral communication inspires and motivates me to express myself.	3.39	Strongly Agreed
2. I build better relationships with my classmates through oral communication.	3.51	Strongly Agreed
3. I can freely express my emotions and ideas when speaking.	3.44	Strongly Agreed
4. I am mindful when I deliver my speech or talk.	3.43	Strongly Agreed
5. When good oral communication is used.	3.47	Strongly Agreed
6. I am proficient in English	3.1	Agreed
7. I feel confident in my ability to speak clearly.	3.23	Agreed
Average	**3.37**	**Strongly Agreed**

Table 7 shows that the total average mean level of communication skills in terms of oral communication is 3.37 with a descriptive interpretation of strongly agreed. Oral communication inspires and motivates me to express myself, which got a 3.39 mean value as strongly agreed in descriptive interpretation, and it helps me build better relationships with my classmates through oral communication, which got a 3.51 mean value as a strongly agreed in descriptive interpretation. Respondents strongly agreed, with a mean value of 3.44 in freely expressing emotions and ideas when speaking. 3.47 means a strongly agreed descriptive interpretation of being mindful when delivering speech or talk, and 3.1 means an agreed descriptive interpretation of being proficient in English. Respondents also agreed in confident feeling in their ability to speak clearly, giving a mean value of 3.23 means an agreed descriptive interpretation.

According to Parupalli Srinivas Rao (2019), in the modern, globalized world, effective communication is a must for success in all endeavors. The use of language in communication is common. Without the use of a language, perfect communication is not possible between individuals. Also, without using the right language to communicate, people cannot achieve their motives, objectives, and goals. Therefore, a language is required in order to communicate with people who reside all over the world. English is used to communicate with individuals who reside in various world areas, states, nations, and continents since it is regarded as the universal language and is spoken everywhere.

The transition from a learner-centered learning model to a teacher-centered learning model has been one of the developments in English language pedagogy during the past several years. The change brings the beginning of a new era in which students should be given the freedom to express themselves in English throughout classroom instruction. Speaking is one of the skills that need to be improved as a form of communication (Leong & Ahmadi,2017).

Table 8 Level of Communication Skills in Terms of Non-Verbal and Visual Communication

Indicators	Mean	Descriptive Interpretation
1. I express my feelings and thoughts through hand gestures.	3.02	Agreed
2. I often make eye contact with my classmates and other students to communicate.	3.16	Agreed
3. I utilize emotions or graphics to communicate my message.	3.02	Agreed
4. I communicate my thoughts and emotions by writing a letter.	3.05	Agreed
5. I use fingerspelling to convey the exact spelling of the word that I wish to share with my classmates and schoolmates.	2.9	Agreed
6. I employ body language to build relationships and communicate with	3.09	Agreed

others about my intentions.		
Average	**3.04**	**Agreed**

Table 8 shows that the total average mean level of communication skills in terms of non-verbal and visual communication is 3.04 with a descriptive interpretation of agreed. Expressing feeling and thought through hand gestures got a 3.02 mean value of agreed in descriptive interpretation, and often making eye contact with classmates and other students to communicate got a 3.16 mean value of agreed in descriptive interpretation. Respondents also agreed, with a mean value of 3.02 to utilize emoticons or graphics to communicate the message. 2.9 with agreed descriptive interpretation for using fingerspelling to convey the exact spelling of the word that wish to share with the classmates and schoolmates, and 3.09 with a descriptive interpretation of agreed for employing body language to build relationships and communicate with others about intentions.

According to Bambaeeroo Fatemeh, and Shokrpour Nasrin (2017), Non-Verbal Communication uses both verbal and nonverbal interactions. "Silent speech plays a significant role in human interactions and affects one's chances of success or failure in personal and professional social interactions." That claim supports the study because nonverbal communication can express meaning more effectively than verbal communication, like by nodding or smiling during a conversation. Nonverbal communication can also convey information or signals much more quickly than verbal communication.

According to Vanichvasin, Patchar (2019), To learn, memory is crucial. The greater the chance that students will perform better in their learning the more knowledge they can memorize or retain from a learning process. Therefore, this study used a communication skills online course with visual communication, an evaluation questionnaire of the selected course, an effectiveness questionnaire of visual communication, and a memory test on the selected course to investigate visual communication in terms of its effectiveness and effects on memory enhancement with 19 Thai undergraduate students. Data gathered from every research tool was analyzed using mean, standard deviation, content analysis, and a t-test for dependent samples. Visual communication has a high potential to be implemented in the classroom as an effective tool for teaching courses to enhance student memory and thereby produce better learning performance, according to the research findings, which showed that using visual communication produced positive results in enhancing student memory and generating greater student learning.

Table 9 Level of Communication Skills in Terms of Active Listening

Indicators	Mean	Descriptive Interpretation
1. I am capable of focusing completely on a speaker, understanding their message,	3.21	Agreed

82

comprehending the information, and responding thoughtfully.		
2. I make others feel at ease when they share information by attentively listening to them.	3.25	Strongly Agreed
3. I am mentally present during the discussion with everyone in the classroom.	3.13	Agreed
4. I was attentively listening and engaging throughout the class discussion.	3.11	Agreed
5. I respond instantly when I am asked to answer a question or to present my opinions or thoughts on a topic.	3.24	Strongly Agreed
6. I recall the important ideas or perspectives that my classmates communicated to me.	3.29	Strongly Agreed
7. I am mindful of the speaker's words since they could broaden my vocabulary.	3.29	Strongly Agreed
Average	**3.22**	**Agreed**

Table 9 shows that the total average mean level of communication skills in terms of active listening is 3.22 in the descriptive interpretation of agreed. Capable of focusing completely on a speaker, understanding the message, comprehending the information, and responding thoughtfully, which got a 3.21 mean value of agreed in descriptive interpretation, and making others feel at ease when sharing information by attentively listening, which got a 3.25 mean value of agreed in descriptive interpretation. Mentally present during the discussion with everyone in the classroom, with a mean value of 3.13 means the value of an agreed descriptive interpretation. Attentively listening and engaging throughout the class discussion, got 3.11 means of agreement in descriptive interpretation. Responding instantly when asked to answer a question or to present opinions or thoughts on a topic got 3.24 means of agreement in descriptive interpretation. Recall the important ideas or perspectives that the classmates communicated and got 3.29 means of agreement in descriptive interpretation. And for being mindful of the speaker's words since they could broaden my vocabulary also got 3.29 means of agreement in descriptive interpretation.

According to Weger, Harry Jr., et al (2014). Active listening, also known as empathic hearing, speaker-listener approach, reflective listening, dialogic listening, etc., continues to get the lion's share of attention among the listening abilities that academics and practitioners recognize as beneficial. A paraphrased version of the speaker's message should be repeated, questions should be asked when appropriate, and moderate to high nonverbal conversational involvement should be maintained.

According to Huerta-Wong, et al (2010). In this study, the impact of two teaching methods—experiential and lecture plus discussion—as well as two learning environments—virtual and face-to-face—was assessed, as well as the learning of listening skills. Although research shows that both online and in-person experience learning are effective teaching methods for fostering listening skills, the interaction was not what had been anticipated. Only when experiential learning approaches were applied did face-to-face learning settings outperform virtual learning environments.

Table 10 Difference in Students' Level of Communication Skills by Age

Skills	Age	n	Median	H	df	Asymp. Sig	Conclusion
Written Communication	18-19	62	3.40	.467	2	.792	Not Significant
	20-21	63	3.40				
	22-23	55	3.40				
Oral Communication	18-19	62	3.43	.272	2	.873	Not Significant
	20-21	63	3.43				
	22-23	55	3.43				
Non-verbal Communication and Visual Communication	18-19	62	3.00	.247	2	.884	Not Significant
	20-21	63	3.00				
	22-23	55	3.17				
	18-19	62	3.14				

				.965	2	.617	Not Significant
Active Listening	20-21	63	3.14				
	22-23	55	3.14				

Table 10 shows the evaluation of the differences across three age groups for the student's level of communication skills as tested using the Kruskal–Wallis H Test. For the written communication skills, the test revealed a statistically no significant difference across age groups [H(2) =.467, p =.792], with a median value of 3.40 for the 18–19 group, 3.40 for the 20–21 group, and 3.40 for the 22–23- year-old group, since the p-value was greater than 5% significance level. Contrary to these findings, Chinoy et al. (2022) conducted a study on student desire for professional skills development within the undergraduate science curriculum and discovered significant differences in attitudes between age groups, particularly regarding writing and communication skills. This suggests that age may indeed influence the development of communication skills. Similarly, Abdulaal (2023) investigated the impact of a task-based program on the development of written communicative skills among EFL secondary scholars and found a statistically significant difference in the mean scores of the experimental group in pre-and post-tests for overall written communicative skills. These findings suggest that a task-based program can enhance written communication abilities. It is worth noting that the findings from these related studies contradict the results of the current study, which did not find significant differences in written communication skills across age groups. This highlights the complexity of the relationship between age and communication skills, emphasizing the need for further research to better understand the role of age in the development of effective communication abilities.

The test resulted in a statistically no significant difference for oral communication across age groups [H(2) =.272, p =.873], with a median value of 3.43 for the 18–19 group, 3.43 for the 20–21 group, and 3.43 for the 22–23 years old group. In line with the topic of communication skills, Kippin et al. (2021) conducted a systematic review that focused on assessing the oral and written communication skills of adolescents with prenatal alcohol exposure (PAE) in comparison to those with no/low PAE. The findings from this review suggested that adolescents with PAE tend to exhibit lower oral and written communication skills when compared to their counterparts with no/low PAE. These results indicate that age may play a role in the development of communication skills, particularly in the context of prenatal alcohol exposure. However, the study conducted by Lamônica et al. (2015) presented conflicting evidence. This study specifically examined the communication skills of children with spastic diplegia and found no significant difference in communication abilities between individuals with spastic diplegia and their peers of the same mental age. These findings challenge the notion that age is a significant factor influencing communication skills in this particular population. The contrasting findings from these studies highlight the complexity of the relationship between age and communication skills. While the systematic review suggests that age influences communication abilities, the study on children with spastic diplegia presents evidence that age may not be a significant factor in this specific context. These discrepancies underline the

need for further research to explore and understand the multifaceted factors that contribute to the development of communication skills, as well as how age interacts with these factors across different populations.

The test found no significant differences between age groups for non-verbal and visual communication skills [H(2) =.247, p =.884], with a median value of 3.00 for the 18– 19 group, 3.00 for the 20–21 group, and 3.17 for the 22–23 years old group, since p >.05. The current study did not find any significant differences in non-verbal and visual communication skills across age groups. This contrasts with the findings of Alotaibi and Alsaeedi's (2016) study, which revealed that older age groups and students in higher academic levels had higher positive attitude scores toward learning communication skills. These findings provide additional support for the notion that age can influence communication skills, as demonstrated by the differences observed in information skills across age groups. While the current study did not identify significant differences in non-verbal and visual communication skills based on age, the findings of Alotaibi and Alsaeedi's study and the research by Jannatul-Ferdows and Ahmed (2015) suggest that age may have an impact on attitudes toward communication skills learning and information skills. The complex relationship between age and communication skills highlights the need for further research to better understand the specific factors that contribute to these variations.

The test identified no significant difference in active listening across age groups [H(2) =.965, p =.617], with a median value of 3.14 for the 18–19 group, 3.14 for the 20–21 group, and 3.14 for the 22–23-year-old group. This finding is consistent with the study conducted by Gülbahçe et al. (2019) on the communication levels of students in music education and preschool education. They found no significant differences in communication levels based on age, department of education, and meanings expressed by music. However, they did observe that students who listen to art music and rock music had higher communication scores compared to those who listen to other types of music. This supports the current study's finding that age may not be a determining factor in the variation of students' communication skills, specifically in terms of active listening abilities. Additionally, the study by Ibekci and Cetintas (2022) on the communication skills of university students further supports the findings of the current study. They found that women had higher communication skills than men and no significant differences were observed in the communication skills of students based on age and grade level. This suggests that age may not be a significant factor in determining communication skills, as seen in both the current study and the study by Ibekci and Cetintas (2022).

Table 11 Difference in Students' Level of Communication Skills by Sex

Skills	Age	n	Median	U	z	Asymp. Sig	Conclusion

Written Communication	Male	84	3.40	3983.500	-.141	-.888	Not Significant
	Female	96	3.40				
Oral Communication	Male	84	3.43	3933.500	-.284	.776	Not Significant
	Female	96	3.43				
Non-verbal Communication and Visual Communication	Male	84	3.17	3869.000	-.470	.638	Not Significant
	Female	96	3.08				
Active Listening	Male	84	3.14	3807.500	-.649	-.516	Not Significant
	Female	96	3.14				

Table 11 depicts a Mann-Whitney U test that found no significant difference in students' level of communication skills in terms of written communication skills between males and females (Mdn = 3.40), with U = 3983.500, z = -.141, and p =.888, which is greater than the 5% significance level. Loureiro et al. (2020) conducted a study that examined the written communication skills of male and female undergraduate students enrolled in communication programs. Their findings revealed that female students scored slightly higher (ranging from 60 to 96) in written communication skills than male students. This contradicts the results presented in Table 11, indicating a potential inconsistency between the two studies. On the other hand, Rees and Sheard (2003) conducted a study focusing on the written communication skills of male and female first-year medical students. They assessed the students' attitudes toward learning communication skills before and after a communication skills course. They reported no significant difference in written communication skills between male and female students. These findings align with the results presented in Table 11, providing support for the notion of the current study's result that there is no significant gender disparity in terms of written communication skills.

For the oral communication skills, the test revealed no significant difference in students' level of communication skills between males and females (Mdn = 3.43), U = 3933.500, z = -.284, and p =.776. In a study conducted by Loureiro et al. (2020), the oral communication skills of male and female university students in a communication course were examined. The results showed that female students (with a mean score of 70.9) performed better in oral communication skills than male students (with a mean score of 65.6). These differences were statistically significant, contradicting the findings of the current study and indicating potential disparities between studies. In contrast, Graf et al. (2017) conducted a longitudinal trend study on the oral communication skills of male and female students in a medical studies program. The study involved self-perception assessments by students and external perception assessments by standardized patients (SP). Uniform questionnaires were used to rate their communication skills. The findings revealed no significant difference in oral communication skills between male and female students, although slight differences were observed in the dimensions of structure and verbal expression. These results align with the findings of the current study, supporting the notion that there is no significant gender disparity in oral communication skills.

The test results for the non-verbal and visual communication skills showed no significant differences in the student's level of communication skills between males (Mdn = 3.17) and females (Mdn = 3.08), U = 3869.000, z = -.470, and p =.638. In a study conducted by Graf et al. (2017), the non-verbal communication skills of male and female students enrolled in a theater performance class were examined. The findings revealed a significant gender difference, indicating that female students performed better than male students in the dimensions of empathy, structure, and non-verbal expression. This contrasts with the results presented in the current study, suggesting the presence of variations between studies. On the other hand, Klein et al. (2009), conducted a study focusing on the non-verbal and visual communication skills of kindergarten boys and girls. Their study concluded that there were no gender differences in non-verbal and visual communication skills among kindergarten boys and girls.

The testing results for the active listening skills revealed no statistically significant differences between males and females (Mdn = 3.14) in the student's level of communication skills with U = 3807.500, z = -.649, and p =.516. Azua et al. (2020) conducted a study to examine the active listening skills of third-year medical students, focusing on gender differences. The results revealed significant discrepancies between genders in two subscales of the Active Listening Test: "listening beyond words" and "encouraging to go deeper." Women demonstrated higher abilities in these factors compared to men. These findings contradict the results presented in the current study, suggesting inconsistencies across studies. In contrast, Kourmousi et al. (2017) also investigated the active listening skills of Greek educators, comprising both male and female participants from various regions. They utilized a Greek translation of the Active Listening Attitude Scale (ALAS) and employed principal component and confirmatory factor analyses. The study findings indicated that women had higher values in Listening Skills and Conversation Opportunities than men, with small effect sizes of 0.38 for Listening Skills and 0.24 for Conversation Opportunities.

Table 12 Difference in Students' Level of Communication Skills by Program

Skills	Age	n	Median	U	z	Asymp. Sig	Conclusion
Written Communication	BSHM	93	3.40	3608.500	-1.265	.206	Not Significant
	BSTM	87	3.40				
Oral Communication	BSHM	93	3.43	3584.000	-1.330	.184	Not Significant
	BSTM	87	3.43				
Non-verbal Communication and Visual Communication	BSHM	93	3.00	3862.000	-.529	.597	Not Significant
	BSTM	87	3.17				
Active Listening	BSHM	93	3.14	3876.500	-.488	.626	Not Significant
	BSTM	87	3.14				

Table 12 shows a Mann-Whitney U test that revealed no significant difference in students' written communication skills between BSHM and BSTM (Mdn = 3.40), with U = 3608.500, z = -1.265, and p =.206, since the pvalue was greater than 5% significance level. In a study conducted by Loureiro et al. (2020), the written communication skills of college students in the fields of tourism and languages and business relations were examined. The findings revealed that among the different degree courses, the management course had higher written communication skills (with a mean score of 83.40) among male students, while the economics course had higher written communication skills (with a mean score of 83.74) among female students. Additionally, the economics course had the highest overall written communication skills (with a mean score of 85.97). These findings contradict the results presented in Table

12, indicating potential disparities across studies. On the other hand, Hatch (2017) conducted a study focusing on the structure of student engagement in community college student success programs. The study employed quantitative inquiry with activity systems analysis and proposed a new conceptualization of different student success programs as instances of a broader activity. This approach allowed for comparable operationalization of their curricular structures. The findings suggested that differences in students' level of communication skills may not be attributed to the specific program but rather to the broader institutional context in which the program is situated. These results align with the findings presented in Table 12, supporting the notion that there is no significant difference in written communication skills between the two programs.

The test revealed no significant difference in students' oral communication skills between BSHM and BSTM (Mdn = 3.43), U = 3584.000, z = -1.330, and p =.184. In a study by Loureiro et al. (2020), the oral communication skills of various communication-related programs at the university were compared. The findings revealed that students in language and business relations exhibited significantly higher oral communication skills than those in economics, tourism, management, and communication sciences programs (77.45). However, these results contradict the findings presented in the current study, suggesting that there may be inconsistencies across studies. In contrast, Cline et al. (2021) investigated the value that students placed on learning communication skills in an undergraduate anatomy and physiology course. They used the Student Attitudes Toward Communication Skills Survey (SATCSS) and conducted a statistical analysis, finding that students valued learning communication skills (verbal, written, and non-verbal) as important and relevant but not interesting. This indicates that differences in students' communication skills may not be related to the program but rather to the student's attitudes toward the subject. These results align with the findings of the current study, supporting the notion that there is no significant difference in oral communication skills between the two programs.

The test results for the non-verbal and visual communication skills showed no significant differences in the student's level of communication skills between BSHM (Mdn = 3.00) and BSTM (Mdn = 3.17), with U = 3862.000, z = -.529, and p =.597. In a study conducted by Vogel et al. (2018), the non-verbal and visual communication skills of undergraduate medical students were compared. The findings indicated that medical students exhibited significantly higher scores in non-verbal and visual communication skills (p < 0.05) than students in other course programs. These results contradict the findings presented in the current study, suggesting potential discrepancies across studies. On the other hand, Tork et al. (2019) conducted a study investigating communication skills, learning, behavior, and attitude among students in three nursing colleges in the Qassim region of Saudi Arabia. They employed a descriptive study design with a convenience sample of 116 female students. The findings also revealed statistically significant differences in communication skills, specifically in terms of visual communication skills in behavior, among nursing students from the three different colleges.

The results of the active listening skills tests indicated no statistically significant differences in the student's level of communication skills between BSHM and BSTM (Mdn = 3.14) with U = 3876.500, z = - .488, and p =.626. In a study conducted by Azua et al. (2020), the active listening skills of third-year medical students specializing in clinical and surgical fields were examined. The findings revealed that students who chose a clinical specialty demonstrated higher scores in active listening and empathetic abilities than those who opted for a surgical specialty. These results contradict the findings presented in the current study, suggesting potential discrepancies across studies. Conversely, Haldane et al. (2021) investigated the perceptions of veterinarians and students regarding the importance of interpersonal and communication skills in the veterinary profession. The study employed a pilot study and utilized Cronbach's alpha to assess the internal consistency of survey items. The findings indicated no significant differences between the perceptions of students and qualified veterinarians regarding the entry-level communication skills required of new graduates in clinical practice. This suggests that the level of communication skills, including active listening, may not significantly vary based on the specific program of study. These findings align with the results presented in the current study, supporting the notion that there is no significant difference in active listening skills between the clinical specialty and surgical specialty programs.

Table 13 Difference in Students' Level of Communication Skills by Year Level

Skills	Age	n	Median	H	df	Asymp. Sig	Conclusion
Written Communication	First Year	34	3.40	4.100	3	.251	Not Significant
	Second Year	86	3.40				
	Third Year	33	3.40				
	Fourth Year	27	3.40				
Oral Communication	First Year	34	3.43				

	Second Year	86	3.43	.637	3	.888	Not Significant
	Third Year	33	3.43			
	Fourth Year	27	3.43			
Non-verbal Communication and Visual Communication	First Year	34	3.17	4.678	3	.197	Not Significant
	Second Year	86	3.00			
	Third Year	33	3.00			
	Fourth Year	27	3.33			
Active Listening	First Year	34	3.14	-748	3	.862	Not Significant
	Second Year	86	3.14			
	Third Year	33	3.00			
	Fourth Year	27	3.29			

The students' level of communication skills in terms of written communication skills was examined using the Kruskal -Wallis H test, as shown in Table 12. The test found statistically no significant difference among year -level groups [H(3) = 4.100, p =.251], with a median value of 3.60 for the first year, 3.40 for the second year, 3.40 for the third year, and 3.40 for the fourth year level. A longitudinal study by Aydin (2021) examined the communication skills and empathic tendency levels of students

enrolled in the Department of Sports Management. The study utilized a quantitative survey design and followed 122 students (52 female students, 70 male students) who were in their first year at the Sarıkamı ş Department of Sports Management, School of Physical Education and Sports, Kars Kafkas University in Turkey during the 2016 -2017 academic year. Data collection took place four times throughout the students' academic journey: during their first, second, third, and fourth years of study. The purpose was to identify differences in communication skills and empathic tendency levels over time. Interestingly, the findings contradicted the present study, indicating that both communication skills and empathic tendency levels were high among the students. Specifically, the study found that communication skill scores were higher in the third grade compared to other grades, while empathic skill scores were higher in the third and fourth grades. Additionally, the study found no differences in communication skills and empathic tendencies based on age and gender variables. Furthermore, there was a positive correlation between communication skills and empathic tendencies at all levels. These findings align with a study conducted by Marteau et al. (2018), which focused on the factors influencing medical students' communication skills. Marteau et al. (2018) observed that students' attitudes toward communication skills and their confidence in their ability to communicate with patients improved over the year.

For the oral communication skills, the test revealed no significant difference between year -level groups [H(3) =.637, p =.888], with a median value of 3.43 for the first year, 3.43 for the second year, 3.43 for the third year, and 3.43 for the fourth year, since the p -value was greater than the 5% significance level. A descriptive - analytical study conducted by Saeidi et al. (2017) aimed to compare the level of empathy towards patients and related factors between first-year and final-year nursing students at Guilan University of Medical Sciences. The study included 180 nursing students from Guilan University of Medical Sciences, specifically from the ShahidBeheshti School of Nursing and Midwifery in Rash and Langrood. The participants were selected through a census method from the academic year 2014-15. Contrary to the present study, Saeidi et al.'s findings revealed that final-year nursing students exhibited lower levels of empathy towards patients compared to firstyear nursing students. This decrease in empathy could potentially impact their active listening skills and oral communication skills. In a related study, Sabbah et al. (2020), investigated the communication skills of undergraduate students at Al-Quds University. The study involved 193 undergraduate students enrolled in the B.A. program. To assess communication skills, the researchers utilized Hamidat's (2007) questionnaire, consisting of 32 statements categorized into four areas: listening skills, speaking skills, understanding others' skills, and emotional control skills. The results indicated that university students demonstrated a high level of communication skills in listening, speaking, and understanding others. However, the study found no significant differences in the level of communication skills based on the academic year. These findings align with the present study, which also reported no significant variation in oral communication skills across year-level groups.

The test found no statistically significant differences across year-level groups for non-verbal and visual communication skills [H(3) = 4.678, p =.197], with a median value of 3.00 for the first year, 3.17 for the second year, 3.00 for the third year, and

3.33 for the fourth year level. In their study, Kim et al. (2011) aimed to examine the differences in Emotional Intelligence (EI) among medical students based on demographic factors and explore the correlation between EI and PPI scores. The study included a sample of 85 fourth-grade medical students who completed questionnaires assessing their own perception of EI, which consisted of 5 domains and 50 items. The questionnaires were completed prior to a 12-station clinical performance examination. Contrary to the present study, Kim et al.'s findings revealed that fourth-year medical students had more significant correlations than third-year students regarding the empathy stage of 'nonverbal expression.' This suggests that as medical students progress through their academic years, there may be changes in their ability to express empathy through nonverbal cues. In a related study by Sabbah et al. (2020), focusing on communication skills among undergraduate students at Al-Quds University, the researchers obtained responses from 193 undergraduate students enrolled in a B.A. program. The study employed Hamidat's (2007) questionnaire, comprising 32 statements divided into four areas: listening skills, speaking skills, understanding others' skills, and emotional control skills. The results indicated that university students had achieved a high level of communication skills in three dimensions (listening, speaking, and understanding others), while their level of emotional control skills was rated as medium. Furthermore, the study found no significant differences in communication skills based on the academic year, which supports the present study. It suggests that undergraduate students, regardless of these factors, tend to exhibit similar levels of communication skills in various dimensions.

Active listening test results revealed no statistically significant differences across yearlevel groups [H(3) =.748, p =.862], with a median score of 3.14 for the first year, 3.14 for the second year, 3.00 for the third year, and 3.29 for the fourth year level. Sabbah et al. (2020), conducted a study to examine communication skills among undergraduate students at Al-Quds University. The study involved 193 undergraduate students enrolled in the B.A. program. The researchers utilized the Hamidat (2007) questionnaire, which consisted of 32 statements categorized into four areas: listening skills, speaking skills, understanding others' skills, and emotional control skills. The findings indicated that university students demonstrated a high level of communication skills in three dimensions: listening, speaking, and understanding others. However, their level of emotional control skills was rated as medium. Furthermore, the study found no significant differences in the level of communication skills based on the academic year.

Table 14 Difference in Students' Level of Communication Skills by Language

Skills	Age	n	Median	H	df	Asymp. Sig	Conclusion
	English	63	3.40				

Written Communication	Filipino	99	3.40	.320	2	.891	Not Significant
	Others	18	3.40				
Oral Communication	English	63	3.43	.011	2	.995	Not Significant
	Filipino	99	3.43				
	Others	18	3.50				
Non-verbal Communication and Visual Communication	English	63	3.00	4.673	2	.097	Not Significant
	Filipino	99	3.17				
	Others	18	2.67				
Active Listening	English	63	3.14	2.086	2	.352	Not Significant
	Filipino	99	3.14				
	Others	18	3.00				

As shown in Table 14's analysis of the differences between language groups, the Kruskal-Wallis H test was utilized to examine the students' level of communication skills. The test revealed no statistically significant differences in written communication skills among groups [H(2) =.230, p =.891], with a median value of 3.40 for the English language, 3.40 for the Filipino language, and 3.40 for other spoken languages by the respondents. According to Briesmaster and Lavalle (2017), Teachers of English as a foreign language (EFL) encourage students to take a more active role in the oral activities in the classroom through different strategies. This study examines the use of picture descriptions as a strategy to develop and enhance communication skills among eighth-grade students attending a private English school in Chile. To that end, action research (AR) was attempted with the use of quantitative and qualitative methods to determine whether the use of picture descriptions can improve the students' oral skills in English as a foreign language. Teachers of English as a foreign language (EFL) encourage students to take a more active role in the oral activities in the classroom through different strategies. This study examines the use of picture descriptions as a strategy to develop and enhance communication skills among the eighth-grade students attending a private English school in Chile. To that end, action research (AR)

was attempted with the use of quantitative and qualitative methods to determine whether the use of picture descriptions can improve the students' oral skills in English as a foreign language.

A study conducted by Westin (2003), examined immigration trends in the latter half of the twentieth century to explore the origins of the immigrant population and the socioeconomic status of the second generation. The findings of this study revealed that second-generation students who may initially appear proficient in Swedish still face challenges in their schoolwork. This suggests that language proficiency, including written communication skills, may play a significant role in predicting communication abilities. The contrasting results of Westin (2003) and Tantalie (2021) highlight the complexity of the relationship between language proficiency and written communication skills.

For oral communication skills, the test revealed no significant difference among language groups [H(2) =.011, p =.995], with a median value of 3.43 for the English language, 3.43 for the Filipino language, and 3.50 for other spoken languages. Ahmed and Hasan (2020) conducted a study to examine the relationship between language proficiency and pragmatic competence among Iraqi undergraduate students learning English as a Foreign Language (EFL). The study aimed to determine if students with different proficiency levels achieved complete pragmatic competence in a pragmatic test. The findings of the study indicated no significant relationship between language proficiency and pragmatic competence among Iraqi EFL undergraduate students. This suggests that language proficiency may not be a significant predictor of oral communication skills, which aligns with the findings of the current study. In contrast, Liu and Jackson (2009) conducted a study on reticence in EFL classrooms at a prominent university in Beijing. The study revealed variations in reticence levels among Chinese EFL students across different proficiency levels. These findings imply that language proficiency may indeed be a significant predictor of oral communication skills, contradicting the results and findings of the current study. The conflicting results of Ahmed and Hasan (2020) and Liu and Jackson (2009) highlight the complex nature of the relationship between language proficiency and oral communication skills.

The test for non-verbal and visual communication skills showed no significant differences between language groups [H(2) = 4.673, p =.097], with a median value of 3.00 for the English language, 3.17 for the Filipino language, and 3.67 for other spoken languages since the p-value was greater than 5% significance level. Sukenti et al. (2020) conducted a study focusing on the literacy competencies of students in various aspects of language proficiency, including listening, responding to rules, reading, and writing. The results of their study supported the findings of the current study, indicating that language proficiency did not significantly predict students' competence in literacy skills such as listening, responding, reading, and writing. These findings suggest that language proficiency may not be a significant predictor of active listening skills. However, Masithoh et al. (2018) presented a qualitative case study that explored the use of communication strategies from the perspective of language proficiency. The study involved twelve second-year students from the English Education Department at a university in Indonesia, selected purposively based on their high and low proficiency levels. Multiple data sources, including observation,

interviews, and documentation, were used in the study. The findings revealed that language proficiency was the most significant predictor of specific communication strategy use, suggesting that language proficiency may play a significant role in predicting communication skills.

The test revealed no statistically significant differences in active listening skills among language groups [H(2) = 2.086, p =.352], with a median value of 3.14 for English, 3.14 for Filipino, and 3.00 for other spoken languages. The findings of the current study are contradicted by Naidoo and Garbharran (2013), who revealed that language courses taken in high school were better predictors of academic performance at the tertiary level. This suggests that language proficiency may indeed be a significant predictor of communication skills. Naidoo and Garbharran's study aimed to evaluate the communication proficiency of Cost and Management Accounting (CMA) students and assess whether studying language courses influenced their academic performance. In contrast, Sukenti et al. (2020) conducted a study on the literacy competencies of students in relation to their language proficiency. The study employed a quantitative-descriptive method and collected data through the Indonesian language proficiency test (UKBI) administered to students in the Indonesian Language and Literature Education program. The study's results aligned with the current study's findings, indicating that students' language proficiency did not significantly predict their literacy competence in listening, responding, reading, and writing. These findings suggest that language proficiency may not be a significant predictor of active listening skills.

Discussion

The summary of findings from the study on the Level of Communication Skills of Hospitality and Tourism Students: Basis for the Skill Enhancement Program. This chapter also aims to summarize the conclusion and the possible recommendation for the study's objective.

1. **Students Profile**
   Age

    Majority of the students that have answered are 20 – 21 years old with a percentage of 35%.

   Course

   The majority of the respondents are from Bachelor of Science in Hospitality Management (BSHM) with the percentage of 51.7%

   Year Level
   The majority of the respondents are from the College of Hospitality and Tourism Management second year students with the percentage of 47.8%

   Sex
    The majority respondents are Students are female with a percentage of 53.3%

   Language use at Home

The majority respondents who mostly used language at home is Filipino with a percentage of 55%

2. **Level of Communication Skills**

2.1 Written Communication Students can write in English with a percentage of 3.53.

2.2 Oral Communication With 3.51 percent, the students can build better relationships with their classmates through oral communication.

2.3 Non-Verbal and Visual Communication The students often make eye contact with their classmates and other students, with a 3.16 percent.

2.4 Active Listening The students can recall the important ideas or perspectives their classmates communicated and are also mindful of the speaker's words since they could broaden their vocabulary, with a percentage of 3.29.

Conclusions and Recommendations

In light of the following conclusions were drawn.

1. The majority of the students that responded are between the ages of 20 and 21. Most respondents are students of the Bachelor of Science in Hospitality Management (BSHM). Additionally, the majority of respondents are second-year students at the College of Hospitality and Tourism Management.

2. Through oral communication, the students can improve their relationships with their classmates and their ability to write in English. Additionally, they often make eye contact with their classmates and other students. They are able to recall the important ideas or points of view that their classmates shared with them, and they pay attention to the speaker's words since they may help them expand their vocabulary.

3. There is no significant relationship between the profile of the student's level of communication skills when grouped according to demographic profile.

Recommendation

1. The outcome of this study is beneficial to future researchers for the reason that they can use this to understand more about the study and they can also use this as their reference for conducting research that is related to the topic. This study may be used as a reference for their future studies help them to defend their research paper confidently by serving this research as one of their bases.

2. The researchers would like to recommend the students enhance open communication skills. Listening is important to avoid misunderstandings. Be straightforward and specific to provide enough information. Always take time to think about what you are going to say this habit takes you away from embarrassment.

3. The researchers would like to recommend that writing an essay can enhance your writing skills in English.

4. The researchers would like to recommend that body language and maintaining a good attitude in communication skills lead to the flow of conversation positively.

Limitations of the study

The study focused on the Level of Communication Skills of Hospitality and Tourism Students: Basis for Skill Enhancement Program. The researchers identified whether communication skills influence the academic performance of Hospitality and Tourism Management.

References

Abdikarimova, M. (2021, January 20). Developing Students Verbal Communication Skills and Speech Etiquette in English Language Teaching.

AERA Online Paper Repository Viewer. (n.d.).

American Hospitality Academy. (n.d.). The Meaning of Hospitality and Tourism Management - AHA World Campus.

Augustine, S. L., & Abraham, L. N. (2021). Effect of Tutorial on Students' Communication Skills in Google Classroom at the University of Port Harcourt. Mediterranean Journal of Social & Behavioral Research, 5(3), 51–57.

Aydın, A. (2021, December 10). Longitudinal review of communication skills and empathic tendency levels among the students of the department of sports management - African Educational Research Journal - Net Journals.

Bambaeeroo, F. (2017, April 1). The impact of the teachers' non-verbal communication on success in teaching. PubMed Central (PMC).

Bobanovic, M., & Grzinic, J. (2011). The importance of English language skills in the tourism sector: A comparative study of students/employee's perceptions in Croatia. DOAJ (DOAJ: Directory of Open Access Journals).

Chinoy, N., Stoub, H., Ogrodzinski, Y., Smith, K. V., Bahal, D., & Zubek, J. P. (2021).

Assessing student desire for professional skills development within the undergraduate science curriculum: a focus on teamwork. Advances in Physiology Education, 46(1), 179– 189.

Cline, C., Santuzzi, A. M., Samonds, K. E., LaDue, N., & Bergan-Roller, H. E. (2021). Assessing how students value learning communication skills in an undergraduate anatomy and physiology course. Anatomical Sciences Education, 15(6), 1032– 1044.

Graf, J., Smolka, R., Simoes, E., Zipfel, S., Junne, F., Holderried, F., Wosnik, A., Doherty, A. M., Menzel, K., & HerrmannWerner, A. (2017). Communication skills of medical students during the OSCE: Genderspecific differences in a longitudinal trend study. BMC Medical Education, 17(1).

Gülbahçe, A., Çalmaşur, T., & Tozoğlu, E. (2019). Analysis of the Communication Levels of the Students Studying in Music Education and Preschool Education in Terms of Music and Different Variables. Journal of Education and Training Studies, 7(3S), 120.

Haldane, S., Hinchcliff, K. W., Mansell, P., & Baik, C. (2017). Expectations of Graduate Communication Skills in Professional Veterinary Practice. Journal of Veterinary Medical Education, 44(2), 268–279.

Haldane, S., Hinchcliff, K. W., Mansell, P., & Baik, C. (2017b). Expectations of Graduate Communication Skills in Professional

Veterinary Practice. Journal of Veterinary Medical Education, 44(2), 268–279.

Hatch, D. K. (2017). The Structure of Student Engagement in Community College Student Success Programs: A Quantitative Activity Systems Analysis. AERA Open.

Huerta-Wong, J. E., & Schoech, R. J. (2010). EXPERIENTIAL LEARNING AND LEARNING ENVIRONMENTS: THE CASE OF ACTIVE LISTENING SKILLS. Journal of Social Work Education, 46(1), 85–101.

Khan, A. (2016, November 30). ERIC - EJ1131770 – Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success, Journal of Education and Practice, 2017.

Kim, S., Ko, J. H., & Park, J. Y. (2011). Effect of Emotional Intelligence on Patient-Physician Interaction Scores of Clinical Performance Examination. Korean Journal of Medical Education, 23(3), 159–165. Klein, P. S., Adi-Japha, E., & Hakak-Benizri, S. (2010). Mathematical thinking of kindergarten boys and girls: similar achievement, different contributing processes. Educational Studies in Mathematics, 73(3), 233–246.

Kourmousi, N., Amanaki, E., Tzavara, C., & Koutras, V. (2017). Active Listening Attitude Scale (ALAS): Reliability and Validity in a Nationwide Sample of Greek Educators. Social Sciences, 6(1), 28.

Kurtz, S. J. D. (2017, December 21). Teaching and Learning Communication Skills in Medicine | Suzanne Kurtz. Taylor & Francis.

Landry, L. (2019, November 14). 8 Essential Leadership Communication Skills | HBS Online. Business Insights Blog.

Lawson, L. P., Joshi, R., Barbaro, J., & Dissanayake, C. (2018). Gender Differences During Toddlerhood in Autism Spectrum Disorder: A Prospective Community-Based Longitudinal Follow-Up Study. Journal of Autism and Developmental Disorders, 48(8), 619–2628.

Loureiro, M., Loureiro, N., & Silva, R. F. (2020). Differences of Gender in Oral and Written Communication Apprehension of University Students. Education Sciences, 10(12), 379.

Lyu, Y. (2006). Simulations and Second / Foreign Language Learning: Improving communication skills through simulations.

Marteau, T. M., Humphrey, C., Matoon, G., Kidd, J., Lloyd, M., & Horder, J. (2017). Factors influencing the communication skills of first-year clinical medical students. Medical Education, 25(2), 127–134.

Mascle, D. (2013). Writing Self-Efficacy and Written Communication Skills. Business and Professional Communication Quarterly, 76(2), 216–225.

Mei, L. L. (2017, January 1). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH-SPEAKING SKILL. مرکز اطلاعات علمی جهاد دانشگاهی SID.

Mei, L. L. (2017b, January 1). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH-SPEAKING SKILL. مرکز اطلاعات علمی جهاد دانشگاهی SID.

Mercer-Mapstone, L., & Matthews, K. E. (2017). Student perceptions of communication skills in undergraduate science at an Australian research-intensive university. Assessment & Evaluation in Higher Education, 42(1), 98–114.

Nuralam, N., & Yani, M. T. (2019b). Tipikal Gender dalam Mengkomunikasikan Penyelesaian Masalah Matematika Sekolah Menengah Pertama. Prisma Sains: Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram.

Oral Communication – Meaning, Advantages and Limitations. (n.d.).

Perceptions of the Importance and Preparedness of Interpersonal Communication Skills of the Entry-Level Hospitality Leader: Implications for Hospitality Educators. (n.d.). Taylor & Francis.

Rees, C. E., & Sheard, C. (2003). Evaluating first-year medical students' attitudes to learning communication skills before and after a communication skills course. Medical Teacher, 25(3), 302–307.

Sabbah, S. S., Hallabieh, F., & Hussein, O. A. (2020). Communication Skills among Undergraduate Students at Al-Quds University. World Journal of Education, 10(6), 136.

Sabbah, S. S., Hallabieh, F., & Hussein, O. A. (2020b). Communication Skills among Undergraduate Students at Al-Quds University. World Journal of Education, 10(6), 136.

SAGE Research Methods – The SAGE Encyclopedia of Communication Research Methods. (2018, December 19).

Strategy - Definition and Features. (n.d.).

Tork, H. M. M., Alatrash, A. S., Alharbi, A., Almansour, M. A., & Alolayqi, R. S. (2018). Understanding communication skills learning, behavior and attitude among students in three nursing colleges in Qassim region, Saudi Arabia. Clinical Nursing Studies, 7(2), 19.

Tork, H. M. M., Alatrash, A. S., Alharbi, A., Almansour, M. A., & Alolayqi, R. S. (2018b). Understanding communication skills learning, behavior and attitude among students in three nursing colleges in Qassim region, Saudi Arabia. Clinical Nursing Studies, 7(2), 19.

Vanichvasin, P. (n.d.). Effects of Visual Communication on Memory Enhancement of Thai Undergraduate Students, Kasetsart University.

Villaber, A. & Gonzaga, M. (2018, July 6). Effectiveness of the Implementation of Oral Examination to the Communication Skills of College Students in One Academic Institution in the Philippines. Asia Pacific Journal of Multidisciplinary

Vogel, D., Meyer, M., & Harendza, S. (2018). Verbal and non-verbal communication skills including empathy during history taking of undergraduate medical students. BMC Medical Education, 18(1).

Weger, H., Bell, G. C., Minei, E., & Robinson, M. J. (2014). The Relative Effectiveness of Active Listening in Initial Interactions. International Journal of Listening, 28(1), 13–31.

OVERCOMING CHALLENGES AMIDST THE PANDEMIC: THE CASE OF LOCAL BAKESHOP IN OLONGAPO CITY

Camua, M. C., Naguiat, L. A., Ponsica, M. A., Punla, A.,
Bachelor of Science in Hospitality Management
Olongapo City

*Presented during the 5th CHTM Research Defense

Abstract

Due to the lockdown at the start of 2020, sales of edible products such as bakery and pastry products were high in demand. The outbreak of COVID-19 has brought the world to a halt as every industry has got an impact on it. This crisis has brought an expected situation through which everyone is going on. With the continuously growing price of grain products, researchers came up with the idea to identify the challenges and issues of bakery and pastry shops during the pandemic, the case of Olongapo City. The primary purpose of the study is to conduct a case study to identify the challenges and issues bakery and pastry shops have undergone during the pandemic. The study objective is to investigate the impact of sales, production, and services on bakeries and pastry shops. The methodology applied the following: Identify the problems, define the objective of the solution, data collection through the help of primary and secondary data, to finally analyze the study to identify the result and findings and draw conclusions and recommendations for the study.

Keywords: Bakery, Challenges, Grain, Industry, Issues, Lockdown, Pandemic, Pastry, Price, Production, Products, Sales, Services

Introduction

The objective of this study is to identify the challenges and issues of bakery and pastry shop owners, illustrated by a case study from the baked goods sectors in Olongapo City. The study aims to investigate the impact of sales, production, and services on bakeries and pastry shops during the COVID-19 pandemic. This paper presents some problems that deal with challenges and issues baked-good sectors under bakery and pastry shop owners facing at this particular time. Hereafter, the study will identify what are the challenges and issues that affect the baked goods industry faced. The proposition of the study is a case study that will be presented and hereafter reflections and conclusions are described to finally identify and contribute to the given population of the study to overcome and make a way to surpass the challenges and issues they are going through.

Every Business industry, even if it is small or big has its own set of challenges and issues that needs to resolve. In the baking industry, to stand out they must offer something that can be marked to people that they can't get anywhere else. But, since the pandemic strikes worldwide, everyone is put in a situation wherein they don't have a choice but to stay home. The government implemented public health measures, such as physical distancing and food safety protocols to stop the spread of the virus. Bakery and Pastry shops are one of many small businesses that must close during the time of the pandemic. Home bakeries allow bakers to sell their products freshly made in their home, which are usually smaller in scale than retail wholesale bakeries (WebstaurantStore. April 30, 2021.) The situation pandemic gave every baker a chance to continue their passion in terms of baking.

Limited pandemic implementations, customer requirements, and rising competitors are problems that home bakeries face in the middle of the pandemic. Due to public health measures, home bakers cannot build a physical bakeshop of their own; lockdowns limit shops to opening to avoid close contact and spreading the virus in the community. It also prevents home-bakers from delivering outside their community, increasing their reach. To satisfy their customers, following and exceeding their expectations is a must. However, ingredients can also be shortened due to the demand and minimal market in society. Making the customers choose another baker that can ensure their demands. The increase in home bakers seemed to be a challenge for those already in this business, as the new home bakers offered products at a lower cost (Theresa, 2020.) Poor undeveloped local markets and external markets, which seem impenetrable, are also faced with the challenge. Suppose the majority of the population in a local community depends on social grants for their daily living. It poses a challenge to the demand for products, which varies and is mostly high on pension days. Even local markets can be impenetrable at times as consumers who are already loyal to other brands can be quite resistant to change to a new one (Loni, 2013.)

Through this research, the challenges faced by local community bakeshops are recognized, and general recommendations can be provided, which can be used as possible solutions in dealing with the identified challenges. The achievements of the bakery are a highlight to serve as possible growth strategies for the other projects in the area.

Statement of the Problem

The general problem of the study is to explore the status of bakery and pastry shop owners especially the challenges and issues that they experienced during the pandemic situation in Olongapo City.

Specifically, the study seeks to answer the following question:

1. What are the different challenges that the bakery and pasty shops experienced during the pandemic?
2. What coping strategies/mechanism was implemented by the local bakeries?
3. What plan may be proposed based on the findings of the study?

Research Design

The study employed a case study method of research.

A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences. According to Yin (2009), case studies can be used to explain, describe or explore events or phenomena in the everyday contexts in which they occur. These can help to understand and explain causal links and pathways resulting from a new policy initiative or service development.

The case study approach lends itself well to capturing information on more explanatory "how, what, and why" questions. Case studies may be approached in different ways depending on the epistemological standpoint of the researchers. This study will be under the approach of interpretivist that will try to understand the individual and shared social meanings.

Population Sampling of the Study

A population is a well-defined set of people, service elements and events, and a group of things or households that are being investigated (Ngechum,2004). A population is a group of people who are subject to a piece of research (Cohen et al.,2000) The respondents of the study comprised resident owners of bakery and pastry shops in Olongapo City. The respondents are selected randomly based on who entertained our request interview first. The target total population of the study is (5) bakery and pastry shop owners of Olongapo City.

Ethical Consideration

To observe ethical practices, the researchers sent a consent form to every owner of the bakery and pastry shops to get their consent before administering the interactive interview. Also, assuring the respondents that their information will remain confidential, thus protecting their privacy. Protecting the rights of the respondents is a must as all the data will be coming from the respondents. So, the study relied on the full cooperation of the respondents.

Research Instrument

The researchers constructed a self-made interactive interview questionnaire to gather the pertinent data in the study that will be administered through actual interviews. As mentioned by Casson (2014), the interviewer always learns something new from the interviewee. It opens up your mind to new ideas and the vast multiplicity of human experience.

The interactive interview employed in the study consists of three (3) major questions:

> **Question I.** Aims to identify the challenges that bakeries and pastry shops experienced during the pandemic.
> **Question II.** Aims to identify the issues that the bakery and pastry shops face during the pandemic
> **Question III.** To know the plan or programs that may be proposed based on the findings of the study.

Preparation

The researchers have read several related journals and studies conducted by other researchers and visited some online websites that will help in constructing specific questions. The researchers, then, formulated the interactive questionnaire that is aligned to the specific questions determined to gather honest and accurate information about the research study. The questionnaire will be submitted to the research adviser for validation afterward.

Administration

A permission letter has been constructed by the researchers and checked upon the research adviser and sent to the bakery and pastry shop owners of Olongapo City, where the study will be conducted.

Moreover, a consent letter was given to all the respondents in soliciting their active participation in the study. Incorporated there will be the main objective of the study and the guidelines for the participation of the study. The researchers also assured the respondents that their identity remained anonymous and the data they provided was kept confidential and used solely for the very purpose of writing the study.

Data Processing and Analyzing Non-numeric Data

The data that were gathered by the researchers will be presented and analyzed through systematic, organizing, and analyzing non-numeric data to know the usefulness and worth of the study being conducted. The data processing and analysis of non-numeric data used Lincoln and Guba's Evaluative Criteria, which that the trustworthiness of a research study is important to evaluate its worth.

The trustworthiness software will be utilized as follows:

I.   **Credibility.** This will help the researchers to establish whether the results are believable. This involves confidence in the "truth" of the findings (Lincoln and

Guba, 2015) Through this, the data gathered will be independently evaluated to ensure that the findings are authentic and plausible.

II.   **Transferability.** The researchers will thoroughly describe the entire study to facilitate any person wishing to duplicate the study or transfer the result to different contexts. The study will also provide a "thick description of the issues that are of interest (Lincoln and Guba, 2015)

III.   **Dependability.** To researchers ensure that the study findings are consistent and can be repeated a detailed description of all methods will be given to show consistency and that these findings can be repeated. The researchers will check the transcripts and also subject the findings to an inquiry audit (Lincoln and Guba, 2015)

IV.   **Confirmability.** Furthermore, the researchers will continually reflect (Lincoln and Guba, 2015) to ensure awareness of the process that is stipulated in the research study and continually check for their own bias and judgments that could influence her neutrality.

Presentation, Analysis, And Interpretation

This chapter presents the data gathered findings of the self-analyzation and interpretation of findings. These are presented by theme and subtheme following the sequence of the specific research problem regarding Overcoming Challenges midst Pandemic: The Case of Local Bakeshops in Olongapo City.

There were seven (7) major themes that were identified and elaborated together with two to three (2-3) sub-themes per major theme.

The Covid-19 Pandemic has altered the lives of almost all Filipinos. For the years that people have been affected by COVID, everyone must adapt to the new normal to survive. This study provides information to understand the different challenges bakery owners encounter and strategic ways to have a long-run business amidst the pandemic. Simple qualitative data research is what the researchers used to gather primary data through interviews with six participants of bakery owners of Olongapo City. Researchers have asked the owner about their backgrounds and how they survive the pandemic amidst all the challenges. The results showed that the owners find the pandemic, as one of the most challenging experienced. Moreover, the study resulted that sellers always give good service and products to satisfy their customers despite of pandemic for them to continuously buy their products.

Theme 1: *Economic Meltdown During Pandemic*

The COVID-19 pandemic and resulting economic fallout caused significant hardship. In the early months of the crisis, tens of millions of people lost their jobs. While employment began to rebound within a few months, unemployment remained high throughout 2020.

The COVID-19 pandemic and resulting economic fallout caused significant hardship. In the early months of the crisis, tens of millions of people lost their jobs. While employment began to rebound within a few months, unemployment remained high throughout 2020. Improving employment and substantial relief measures helped reduce the very high levels of hardship seen in the summer of 2020. Nonetheless,

107

considerable unmet needs remained near the end of 2021, with 20 million households reporting having too little to eat in the past seven days and 10 million households behind on rent

This coronavirus pandemic has increased the demand for bakery products in the household sector as it has brought inner bakers in people. Due to this, the bread and cookies demand is increasing. In the bakery industry, where one sector, food service is plummeting due to the lockdown, another sector, the household sector is making an increase in sales of bakery products. The increase in sales is possible due to the incredible efforts of the entire bakery supply chain.

At present time, it is difficult to estimate the bakery product sales of the food service sector, but once the situation of COVID is under control, it will also regain its position as it was in previous years and the market value of bakery products will increase in the future.

But as time passed, the government started allowing the reopening of the shops, the demand for bakery products took a hike especially bread and others as these are the essential products which are used in daily diet, majorly as breakfast and evening snacks. Therefore, the demand from the household sector for bakery products has increased on the other hand the food services sector has faced a decline in the market for bakery products which were considered to be one of the most demanding products in the food service sector.

Subtheme 1.1: *Costumers to profit ratio*

Profitability ratios are a class of financial metrics that are used to assess a business's ability to generate earnings relative to its revenue, operating costs, balance sheet assets, or shareholders' equity over time, using data from a specific point in time.

> *"Due to the pandemic, people have no income, which is why the number of people who shops with us has decreased and this is the reason for the decreased in income"- participant 1*
>
> *"Due to the pandemic, there was also what is called food traffic" – participant 3*
>
> *"Profits weakened and all goldilocks' stores closed that never really opened" – participant 2*

Brigham and Houston's (2010) financial statement analysis is useful to help anticipate future conditions; it can be concluded that understanding the financial ratio analysis is comparing the number of activities that are within the financial statements to produce more detailed information regarding the performance of a company. in connection with the state of operations and financial condition of the company, there is also an element of limited information that requires prudence in considering the issues contained in the company.

According to Participant 1, "Due to the pandemic, people have no income, which is why the number of people who shops with us has decreased and this is the

reason for the decreased in income". Due to the pandemic, it is very visible that all people adjusted. Many have lost their jobs, which is one of the reasons why consumers continue to decline, especially for bakery products. Some of them were forced to close their shops, to avoid the continued collapse of their business. One of them is Goldilocks, where due to the constant decrease in their income, they temporarily closed, and there is a store that never opened because their investment was not recouped.

"Due to the pandemic, there was also what is called food traffic" according to Participant 3. According to Investopedia, Food traffic is a term used in business to describe the number of customers that enter a store, mall, or location. Foot traffic numbers are heavily monitored by sort owners in particular retail stores. When there is foot traffic, especially in bakeries, there is a high chance that no customers will come. This means that when no customers come, no revenue comes to the bakery resulting in a loss.

Subtheme 1.2: *Domino Effect*

The pandemic is heavily affecting labor markets, economies, and enterprises, including global supply chains, leading to widespread business disruptions.

> *"They only have a few customers, sometimes they do not have total customers during the pandemic" – participant 2*
> *"Everyone was affected, starting with job losses, stores losing customers and losing revenue" – participant 3*
> *"Customers suspended to their work and, the reason for bakery decrease its profit" – participant 4*
> *"Owners need to less their employees, sales are decreasing and they can't afford to give salaries" – participant 5*

Bagster and Pitblado (1991) defined the domino effect as a loss of containment of a plant item that results from a serious incident in a nearby plant unit. As stated above, many changes have occurred since the pandemic. Everyone was affected, starting with job losses, stores losing customers, and losing revenue. Once one is affected, everyone is affected. As the pandemic entered, there are a lot of changes happened. As the customer suddenly suspended their work, the reason for the bakery suddenly decreasing its profit. The owner needs to less their employee, because their sales are decreasing and they can't afford to give proper salaries. According to Participant 6, "They only have a few customers, sometimes they do not have total customers during the pandemic". It is a great factor, and that is why everything is not aligned based on what it is supposed to be.

Subtheme 1.3: *Additional Burden during the Pandemic*

People were also worried about their health as they had been sitting idly at home and their daily routine and sleeping patterns had been disrupted. The fear regarding COVID differed among the participants, some had lost the fear of getting infected while others still feared being exposed to the disease.

> *"Safety protocols were implemented" – participant 2*

"People are not allowed to go out of their houses" – participant 4
"Travel restrictions were implemented" – participant 5

As the United States began its initial lockdown in March 2020, due to the increasing cases of COVID-19, Americans saw their foodscapes immediately begin to change. For some who experienced job loss as a result of the pandemic, food insecurity became a new -or newly increased- concern. For others, restaurant closures indicated that they would no longer be able to rely on take-out as a meal source (Niles et al., 2020). Above all, Americans found themselves spending more time at home with their families: for leisure, recreation, school, work, and as the primary site for eating (Easterbrook-Smith, 2020).

According to Participant 5, "During the pandemic, safety protocols were implemented, people are not allowed to go out of their houses, and travel restrictions were also implemented". The reason the buyers, employees, and owners do not go to the place where they can buy the things they need or even go to the place that they used to be. During the pandemic, everyone faced many challenges. One of them is the existence of a strict protocol that is also one of the obstacles to continuing to decrease the income of each business. There were restrictions on the safety protocol, where everyone had only one day per week to leave their homes. There were also travel restrictions, where you first had to show proof that you could leave home and go to your job. There is also an increase in fares, so the workers are complaining. They don't earn enough.

Theme 2: *Innovative Solutions During Pandemic*

Under the current circumstances, consumers' need changing rapidly. Before, people can't live without eating bread for their breakfast. But now, they must first buy facemasks, face shields, and alcohol to protect themselves from the virus.

This especially applies to food demand. The situation requires a different approach to the usual way of doing business. The novel coronavirus/COVID-19 pandemic has significantly impacted the whole food and beverages industry among which the bakery industry is one of them. This pandemic has resulted in mass production shutdowns and supply chain disruptions which have also affected the economy as well.

When you build up a business, you must not focus on what is in the present. You should always think about future possibilities, so that if there are such things can happen, you are ready and your business not be affected. You must take action and plan for every problem you may encounter. Just like the pandemic, no one can tell that a pandemic will suddenly pop up, but once you are ready for this kind of problem, nothing will bother you and it is not a hindrance for you to forcedly close the store. You must be ready for every change that will come your way and must surpass and conquer it.

Subtheme 2.1: *Close or not to close*

During the pandemic, many businesses were forced to close. Some of the bakeries thought to close to avoid losses, but they made a big decision to fight their business until now despite the challenge of the pandemic.

> *"All stores have been affected during the pandemic, that is why they need to accept the fact that their store needs to close" – participant 3*
> *"Create and thought of ways to not lose the business completely" – participant 5*

In practice, retailers may close stores to reduce the cost of operating unprofitable locations or to avoid sales cannibalization (Guler, 2018; Pancras, Sriram, and Kumar 2012). In contrast, retailers may open stores to expand market coverage and boost revenues (Srinivasan et al. 2013). Thus, both actions could potentially result in higher profitability. However, there are obvious downsides to each strategy. Store closings reduce a retailer's physical presence in a specific geographic market and therefore may lead to a reduction of market coverage and consumer awareness (Hanner et al. 2015). Furthermore, store closings mean a retailer forgoes the opportunities to exploit a market further (Srinivasan et al. 2013).

During the pandemic, many businesses were forced to close. Some of the bakeries thought to close to avoid losses, but they made a big decision to fight their business until now despite the challenge of the pandemic. According to Participant 2, "All stores have been affected during the pandemic, that is why they need to accept the fact that their store needs to close". That is the solution that they see to not let the business go for life. But, Participant 1 stated that they must create and think of ways to not lose the business completely.

In this kind of situation, researchers realized that you will find a handful of aspects you can take into consideration to continue business while facing covid 19. A lot of considerations must be considered before coming up with one solution or before making a decision. One of the things that they can consider is to take a thorough look at the product range and take into account how the customers' buying behaviors have changed since the beginning of the outbreak. So that, you can check what changes can make to cope with the challenges.

Subtheme 2.2: *Work schedule adjustments*

Adapting new opening hours is one of the adjustments that business owners must consider during the pandemic. So that, the time of the employee to work is not that long to lessen also the time to pay.

> *"Wages will decrease, but no one will lose their job". – participant 6*
> *"Rearranging the open hours" – participant 4*
> *"Operating hours of all stores limited" – participant 3*

Typically, those working time arrangements in which employees have some degree of choice or at least influence over their work schedules, or the scope to choose particular working hours, resulting in positive effects on worker well-being and work–life balance (Fagan et al., 2012).

There comes a time when business owners need to lay off employees. Despite the challenge, they decided to adjust their schedules, especially in time so that no one

111

would lose their jobs. According to Participant 3, "Wages will decrease, but no one will lose their job". Owners must make sure that the shop is open and clean and stock can be enough to be sold during the day.

Despite of a lot adjustments and challenges, there are a lot of ways can the owners to surpass it. Most of the participants struggled with the working schedule during the pandemic. One of the factors is that the operating hours of all stores are limited, they have time to open and closed the store.

Researchers realized that to keep their service up and running, they must consider a lot especially in rearranging the open hours and allowing themselves sufficient time to follow up on hygiene measures just as wearing facemasks, and face shields, washing their hands every 30 minutes, restock and keep also their team members healthy as well.

Subtheme 2.3: *Food Apps and "Expiration"*

Mobile apps provide the freedom to order from any place at any time without pausing everything and making a call to the restaurant.

> *"Bakery has been adopted and adjusted to every challenge in times of pandemic" – participant 2*
> *"It must consume in the given time" – participant 6*
> *"Donate the pastry not sold during the day to the home of the aged" – participant 3*
> *"Used the online platforms" – participant 4*

Due to the pandemic and restrictions on contact between people food delivery has become one of the primary connections between people and the outside world (Blumtritt, 2020). Thus, some behavioral changes resulting from the pandemic may continue even after the stabilization phase (Blumtritt, 2020), such as using FDA if consumers build trust and satisfaction with mobile purchases (Gao et al., 2015).

Online ordering through food applications has become popular during the pandemic. In this way, they can sell as they go along with the promotion of their product. On the other hand, their products are also reaching the point of being wasted because they cannot be sold. Other bakeries, only donate the ones that are about to expire to the orphanages, so it's not a waste and they still get help.

According to Participant 5, "bakery has been adopted and adjusted to every challenge in times of pandemic". By finding a solution that can help her to continue without big sacrifices. They contacted their loyal customers to update them that they can still avail of their products thru food delivery. Also, because their product is pastry, it must consume in the given time. One of our participants shared that, if there's a pastry not sold during the day, they will donate it to the home of the aged, so that their product will be not wasted and they also help other people.

It is a good idea that food delivery is invented and visible in our country. Even we are at home, we can still buy the food and products we wanted. The researchers found out that, most of their participants used online platforms to offer their customers of possibility to order and pick up at their convenience or to have their order delivered

at home. In this way, they can service their consumers even at home and online ordering will make it easier to manage orders and react to customer's demands.

Theme 3: *Finding a New Rhythm to Survive the Pandemic*

Stay home as much as possible. Even if you're not in an area with a shelter-in-place order, one of the best answers to how to avoid viruses is simply to stay put. When you stay home, you're not giving viruses the chance to enter the body. Get plenty of fresh air and sunlight into your home.

The pandemic has brought businesses to their knees, fighting to keep customers and finding new ways to stay innovative and grow. Our participants have different sizes of businesses, some of them are small and some of them are big business. But, no matter the size of the business, it probably has been caught in the crosshairs of the COVID-19 pandemic in a way facing a lot of challenges.

There are a lot of possible ways that the participants presented to survive during the pandemic, but it will take a lot of considerations for them to continue or close the store. By making a plan, they can formulate a new way to find a new rhythm to survive the pandemic.

Subtheme 3.1: *Make a plan*

A plan is a program or method prepared ahead of time, a project or definite purpose, or a design or drawing of something.

"Temporarily closed during the pandemic" – participant 1
"Have time to think a plan to use when reopening" – participant 2
"Layout strategies that will help the business" – participant 3
"Maintain the quality of products and follow safety protocols" – participant 4

According to Participant 1, "They temporarily closed during the pandemic, and by that, they have time to think a plan that they can use when they can reopen". They began new steps by having a plan to get back on their feet. Some trials come suddenly like a pandemic. In times like these, we need to think of ways to not lose business forever. One of the steps is to make plans and layout strategies that will help the business.

The pandemic is not a hindrance for business owners to low the quality of products. Goldilocks is one of our participants, one of their plans during the time of the pandemic to not lose their shop is to still maintain the quality of their products and follow the safety protocols. In that way, their consumers will not get upset with their product.

The pandemic taught the business industry. Making a plan ahead for the possible things to happen is a good idea to lessen bad circumstances. Owners must not think about what is in the present but also plan for the future.

Subtheme 3.2: *Limit the products*

The pandemic has negatively impacted enterprises such as in the form of increasing costs, reducing sales, and labor-related challenges including remuneration or retrenchment.

"Right amount of product per day" – participant 3
"Excess brad and pastries left, will not sell in the other day" – participant 4

Microbiological spoilage is often the major factor limiting the shelf life of bakery products. Spoilage from microbial growth causes economic loss for both manufacturers and consumers. These losses could be due to many individual cases such as packaging, sanitary practice in manufacturing, storage conditions, and product turnover. Rachel Needham et al. (2004)

During the pandemic, people are not much visible, especially in bread and pastry shops. In that, the store product is not exhausted at the end of the day. Owners analyze what is the great impact of the pandemic on them. One of them is the lessening of customers cause of the lessening buyers and decrease in profit. That is why, they decided to limit their products because it is very visible as one factor that can make their business lose. One of the best ways to avoid loss and waste of products is simply to limit production. In this way, the right amount of product per day will be consumed and there will be no excess.

According to Participant 3, "If there are excess bread and pastries left at the end of the day, they will not sell it in the other day, because they want to serve a newly baked product every day". In that scenario, if there is excess, they will donate it to charities, especially to the Home of the Aged, they can help also others who are in need.

Through analysis, bakery and pastry shops limit their products, only what they think is enough to sell that day will bake. In that way of limiting of products, it helps them and their business to sustain up to now.

Subtheme 3.3: *Follow the Protocols*

As the pandemic outbreak continues, it is essential to apply thorough hygiene guidelines.

"Apply thorough hygiene guidelines" – participant 2
"Have additional precautionary measures to take" Participant 3
"Maintain a clean environment" Participant 4

Consumers will pay more attention to hygiene and healthful foods in the face of health risks such as COVID-19 (SwissBake. 2022).

Bakery and pastry shops are helping the community by providing people with essential food. It is given that they are in the food industry, that is why they must fully assure that their products are clean. Despite of a lot challenges faced during the pandemic, they are responsible for keeping their business going, for them to have income and supply the basic needs of the people in their community.

To make sure that they serve food clean and safe. Also, for them to fight and contain the virus, they must have additional precautionary measures to take. Maintaining a clean environment for both customers and team members is their

number one priority. They must pay attention to cleaning surfaces and objects that are touched by different people.

It is reflected that the pandemic is one of the severe challenges faced by bakeries. They have to adjust in all aspects. Since their product is food, there are many protocols they must follow. Just like food safety, washing hands every thirty minutes, wearing gloves, and making sure the food they prepare for customers is clean.

Theme 4: *Sudden Change*

In Filipino culture, we have that belief of, things happened for a reason. There are a lot of changes happening, not only because of the pandemic but also because of the sudden increase in commodities used in baking. The owners assured us that despite the changes, the quality of their product is still the same.

Subtheme 4.1: *Price Increase*

Price changes since the pandemic. Demand shocks and problems with supply chains contributed to increased volatility in import, export, producer, and consumer prices in the months following the onset of the COVID-19 pandemic.

"When sales were weak, sales would no longer be targeted every day" – participant 2
"Raise the price of their product" – participant 1
"Quality of the product is still the same" – participant 3
"Food they serve is clean" – participant 4

According to an Agriculture Canada survey in 1986, average weekly expenditures on bakery and cereal products were $8.30 per person, accounting for 13070 of the total grocery dollar (Johannsen, 2020). Maclean Hunter Research Bureau has estimated, using data from Statistics Canada, that all families and unattached individuals in Canada had an average income of $42,235 in 1990 (Anon, 1991c).

With the continuous increase in demand, one of the challenges faced by bakeries is the sudden increase in ingredients used in their products. In this situation, they also have to raise the price of their products. Many consumers continue to complain about price increases, but if they don't increase, they will lose their business. Despite increasing their product price, they still maintain the quality of their product and do not disappoint their customers.

According to Participant 2, "When sales were weak, sales would no longer be targeted every day". That is why, they can't stop themselves to compare the situation before the pandemic. Unlike before, when they are many buyers, they also targeted the sales. That is why they need to raise the price of their product, from two pesos to three pesos, and from three pesos it increased to five pesos. But they made sure that the quality of their product is still the same and made sure that the food they serve is clean.

The researchers analyze and prove how the business owners struggled just to overcome all the challenges they faced during the pandemic. Despite increasing their

prices, they made sure that the product they serve is of good quality and for the to not fail the expectation of their customers. So, even if they increased their price, they give justice to their customers to continuously buy their products.

Subtheme 4.2: *Foot Traffic*

Foot traffic is used by the business as a term for them to raise the traffic of their products in the store, and not mostly sold. Hence urgent managerial guidance is needed by different actors within the food service supply chain to overcome the crisis triggered by the COVID-19 pandemic (Pedersen and Ritter, 2020).

"Product was moving slowly, just piled up in the store and barely sold" – participant 2

"Unlike before the bread is part of daily lives" – participant 3

"Now consumer must buy first the face masks, face shields, and alcohol" – participant 3

"Owners used the online platforms to still sell products" – participant 3

"Offer promos to get the attention of the buyer and consumer" – participant 4

Foot traffic in retail is one of the main elements for capturing attention in endcap displays (Sorensen, 2016; Caruso et al., 2018), and it is characterized by two factors: shopping trip duration (Sorensen, 2016; Bogomolova et al., 2017; Tan et al., 2018) and customer loop diversion (Garaus and Wagner, 2019). Shopping trip duration is represented by the time spent in-store (Caruso et al., 2018; Garaus and Wagner, 2019).

Their product was moving slowly, just piled up in their store and barely sold. With the help of the online food application, it has helped that even if the customers are at home, they can still enjoy the product.

Loyal customers are also hesitant to also buy bread and pastry because of the sudden price increase. Also, unlike before bread is part of the daily lives of most of us, unlike now that we must buy first the basic need we must have since the pandemic entered, like facemasks, face shields, and alcohol. It is just like the basic need of people, from food like bread it suddenly changes.

To lessen that, the owners used online platforms to still sell their products. Also, they offer promos to get the attention of the buyers and consumers. As analyzed, if the customers are not able to go into the store, the owners will find a way to deliver their product to their homes, thru the help of food deliveries.

Theme 5: *Step that will help the business to run*

Your business plan is the foundation of your business. It's a roadmap for how to structure, run, and grow your new business.

As long as you want something, nothing is impossible for you to achieve it. If the business owners believe in themselves, nothing is impossible for them to run their business continuously. For sure, it is one of their dreams to build their own business,

and now that there is a pandemic, nothing can stop them to achieve their dreams and to make their business to success and run continuously until it expands.

There are a lot of steps that one owner can do to make everything impossible possible. Planning a step to make their business continuously run is a huge help to have an alternative way if the first plan failed.

Subtheme 5.1: *Raised prices to avoid losses*

Price changes since the pandemic. Demand shocks and problems with supply chains contributed to increased volatility in import, export, producer, and consumer prices in the months following the onset of the COVID-19 pandemic.

> *"Spike in flour price" – participant 1*
> *"No choice but to adjust the bread prices" – participant 1*
> *"Continue to uphold the standard and classic size" – participant 3*

The number of countries where the production, distribution, and prices of bakery products are regulated by the government and most of the quantity of bread is produced by order of the central and local governments, often for distribution among the poor, increases (Competition …, 2009; Bread …, 2013; Eglite, Kantike, 2012; German …, 2009; Innovation …, 2009).

Bakeries are struggling to keep prices of bread and pastries low amid the spike in flour prices caused by the Russia-Ukraine war and disruptions in the global supply of wheat. According to the Business World, several bakery owners interviewed by them said that the price of flour, depending on the quality, has gone up by around 20% to nearly 50% in recent months. Flour and wheat supplies seem sufficient in the Philippines. But there is no problem in buying, but flour prices are increasing continuously due to the volatility of world supply, and it is because of the Ukraine-Russia war.

The Philippines is a major importer of milling-quality wheat, and it is visible that it has no commercial production. Since the business is losing money, the price of goods has increased, and there are few buyers, the price must be raised to prevent the business from disappearing completely. According to most of the participants, "they have no choice but to adjust the bread prices, they are trying to not be too high because they don't want customers to suffer". They choose to increase the price of the bread rather than reduce the size, density, and quality of their bread. The owners want to continue to uphold their standard and classic size and taste of the bread. Their goal is for their customers to buy and eat pandesal or any bread of good quality and not eat less.

Subtheme 5.2: *Save money*

With savings on hand, you can ensure slower sales periods or unforeseen challenges won't impede your business.

> *"The one thing must always be considered in business is to save" – participant 4*

"Think about the future" – participant 4
"Set financial goals to stay on track" – participant 5
"Use the SMART goals to know exactly how much they want to save" – participant 5

Savings include money you set aside to cover future planned or unexpected expenses. It's important to outline savings in any business plan as a way to achieve business goals, prepare for unforeseen events, maintain operations when sales are low and earn interest if you use a savings account at a financial institution. According to Participant 3, "The one thing that must always be considered in business is to save, and think also about the future". Because of the pandemic, owners realized a lot of things, especially the importance of saving money. The owners must set financial goals to stay on track. They can use the SMART goals so they can know exactly how much they want to save and how long it will take to get there. Also, savings is important so that they still have something can get if there are challenges that can block them.

Researchers realized that in a business, you must be always ready and always think about future possibilities. In unexpected times, there are things that we suddenly realize that we wish we had done, for such times we have something to rely on. You should always be prepared, safe, and always be alert in any situation.

Subtheme 5.3: *Strategic Planning*

Unfortunately, the economic hardships caused by the pandemic will endure for a few years, especially since intermittent lockdowns have resumed and are expected to continue (Kissler et al., 2020; Oliver, 2020). Strategic planning is necessary to determine the direction of your organization. It focuses your efforts and ensures that everyone in the business is working towards a common goal.

"Give proper attention" – participant 1
"Bakeries will become more ready in future uncertainties" – participant 3
"Have back up to use" – participant 4
"Always be ready" – participant 4

According to Gibb and Scott (1985), strategic planning can almost certainly influence the growth of the company and provide a framework for enhancing this or it can also help maintain the existing size and capability of the firm. However, the preconceived notions of strategic planning support the idea that formal strategic planning practices heighten the owner managers' ability to think strategically (Porter, 2000; Lyles et al., 2000).

Business owners must give proper attention, to set their business on the right track. It is very visible that strategic planning is a very crucial part of a business because it creates a map or a plan for the business to flow and course to correct the things that get something wrong. By having strategic planning, it can benefit the organization's vision, execution, and progress toward its goals. Strategic planning requires time, effort, and continual reassessment. By having good strategic planning

in business, the owners especially in the bakeries will become more ready for future uncertainties, they have the backup to use to overcome challenges.

In every challenge, you should always be ready. Different strategies can help to stay unaffected despite challenges and trials. Laying out different strategies is a big help to overcome each challenge, and still keep the business running.

Theme 6: *Ways to save the business*
By investing early over time, your money grows in value, benefiting from the magic of compounding.

Business is part of modern society. It is an organized and systemized activity for profit. It is concerned with the activities of people working towards a common goal. In this modern world, society cannot exist without business. One of the businesses in today's generation is baking. Baking is a food cooking method that uses prolonged dry heat by convection rather than thermal radiation, normally in an oven.

Due to the pandemic, the business faced a lot of challenges. Wherein they need to overcome to not close their business forever. Ways to save their business is a must for them to improve their standard of living.

Subtheme 6.1: *Find a way to not close completely*
Communicate fully and often, be visible and personal, and honor commitments. Always treat your customers and also suppliers like valued partners.
> *"Don't lose hope in every challenge"* – participant 2
> *"Find a way to close down forever"* – participant 1
> *"Through different strategies, the business is still ongoing today"* – participant 3
> *"One close store, now already operating and continue the business"* – participant 4

In practice, retailers may close stores to reduce the cost of operating unprofitable locations or to avoid sales cannibalization (Guler, 2018; Pancras, Sriram, and Kumar 2012). In contrast, retailers may open stores to expand market coverage and boost revenues (Srinivasan et al. 2013). Thus, both actions could potentially result in higher profitability. However, there are obvious downsides to each strategy. Store closings reduce a retailer's physical presence in a specific geographic market and therefore may lead to a reduction of market coverage and consumer awareness (Hanner et al. 2015). Furthermore, store closings mean a retailer forgoes the opportunities to exploit a market further (Srinivasan et al. 2013).

According to Participant 2, Don't lose hope in every challenge. Instead, always find a way to overcome it and move forward in life. Despite the challenges, every business, especially bakeries, will still find a way to avoid closing down forever. Many trials have hindered them, but they are still in business today.

In business, there are a lot of struggles that will block your way, but as the owner you need to find a way to not close completely the business. Stopping operations to solve the problem, especially during the time of the pandemic. But through different strategies, the business is still ongoing today. Based on the six participants, there is only one store that closed during the pandemic, but now they are already operating and continuing their business by planning and giving different vibes and strategies to make their business run again.

Subtheme 6.2: *Don't hesitate to ask for Financial Assistance*

The impact of the lockdown was felt not just by food service providers, but also by their upstream partners in the supply chain, i.e. wholesalers and farmers (Felix et al., 2020) Businesses paying their taxes regularly to the government. If they don't pay taxes, it can cause a lot of trouble for them. But in times of crisis like the pandemic, the business owners asked in the government in return.

> *"Business paying taxes regularly" – participant 2*
> *"Ask government in return" – participant 3*
> *"Ask for financial assistance" – participant 4*
> *"Don't hesitate to approach government agencies and ask for help" – participant 6*

Government support for SMEs will help countries exploit the social benefits of greater competition and entrepreneurship (World Bank, 2004). They can ask for financial assistance to help them to make the business continuously run. They don't need to state bankruptcy that easily. Because they are a taxpayer, they have the ability and capacity to ask for financial assistance from the government. In that way, it can help them to have something they can get to use and support the business.

Every business pays taxes, whether it is profitable or not. By paying taxes, the government earns money. Therefore, amid a crisis, do not hesitate to approach government agencies and ask for help to support businesses to run continuously.

Subtheme 6.3: *Be physically and mentally ready*

Having a healthy mind is key to your overall health and well-being. A healthy mind includes emotional, psychological, and social well-being and affects how you think, feel, and act. It works in unity with your body and influences how you handle stress, relate to others, and make choices.

> *"Be strong and be ready" – participant 3*
> *"Don't be defeated by the challenges of life" – participant 4*
> *"Prepare yourself for any challenge" – participant 6*

Science identifies many different types of culture that together make up the overall culture of society and the individual (Babich et al., 2017). One of its components is physical culture, which should be characterized by its phenomenality, which consists of the exceptional function of combining the social and biological principles in a person (Bakema et al., 2020).

There are trials that we don't expect that suddenly come into our lives. At this time, we need to be strong and ready. Don't be defeated by the challenge of life, but overcome it and make your way. Always prepare yourself for any challenge, so that you are not affected in physical and mental health.

Theme 7: *Create a plan to maintain your business through the crisis*

A Crisis Management Plan makes it easy to detect and prevent a crisis before it happens or before it gets out of hand. That has an impact on both revenue and reputation.

Businesses around the world are facing an uncertain future. Just like what happened to the bakery business owners, no one knows that the pandemic will come and will affect their business. In that, they realized how important time to start thinking about the future. Now is the time to take action and save their businesses. To start again and to move forward, that is what they need to do to succeed.

Subtheme 7.1: *Be hands-on*

Hands-on management loosely refers to a manager who's highly involved in the day-to-day activities and decisions of their team. At best, they're a proactive presence who's continually encouraging and motivating their team members to promote problem-free, productive operations.

> *"Give your whole heart" – participant 2*
> *"Make sure that everything is in order" – participant 3*
> *"Do not rely on the workers" – participant 4*
> *"Owners must highly involve themselves in the day-to-day activities" – participant 5*

Distributed leadership – one which is shared by all of the team members – is common at the entrepreneurial stage (Cope et al. 2011). At this stage, a more directive leadership style can prove more effective to provide clarity of vision and achieve greater results in the short term (Ensley et al 2006, Lorinkova et al 2013).

According to Participant 5, "If you are in business, you have to give your whole heart to it, to make sure that everything is in order". Do not rely on the workers for its development. As the owner, not because they started and plan the business and as it runs their obligations will stop there. Their cooperation and attention in business must be a hundred percent. They are the mind behind the business, and they are the reason for a business to continuously run and succeed.

Owners must highly involve themselves in the day-to-day activities and decisions in the business. They are the ones who must be fully proactive presence who continually encourage and motivate their members or employees to promote positivity. In this way, the owners can understand major shifts in the business or markets. So that, if there is something that can affect the business, you can easily solve it.

Subtheme 7.2: *Promote Advertisement*

Advertising is a marketing activity that can help you to reach out to potential customers and encourage them to buy your products or services.

> *" Consider the sense of promoting" – participant 2*
> *"Fresh-baked goodness wafting in the air can attract passersby" – participant 3*
> *"Design cards, flyers, and signboards" – participant 4*
> *"Communicate information about your bakery" – participant 5*
> *"Considering discounts to those who refer customers" – participant 6*

An advertising campaign is a set of promotional activities, developed under the marketing program and aimed at consumers, representing appropriate market segments, to cause their reaction and find a solution for the strategic or tactical objectives of a company. (Evans & Berman, 1995). Complex text advertising includes a set of basic components - title, subtitle, main text module, slogan, etc. An example of statistical advertising can be an appropriate photographic image or picture, and dynamic advertising such as video, or computer animation. (Sandage, 2001).

Having promos and advertisements is a great help to the business so that consumers enjoy and continue to buy. Whether the business is small or big, by encouraging consumers to buy the promo at a cheap and affordable price they will be enticed to buy. Even if the shop is big or small, owners must also consider the sense of promotion to entice the customers to buy.

Having fresh-baked goodness wafting in the air can attract a passerby to the bakery. But a business like this suddenly strikes differently because of the pandemic. That is why, they need more concrete marketing and advertising plan. Designing cards, flyers, and signboards by using computer programs or asking a local computer printing shop to design and print various business advertisements is a good way to attract buyers. Communicate information about your bakery, including the business name, location, and person to contact. Also, always make note of special items that the bakery offers, and add pictures of the product for greater allure. Considering discounts to those who refer customers to your bakery is also a good idea.
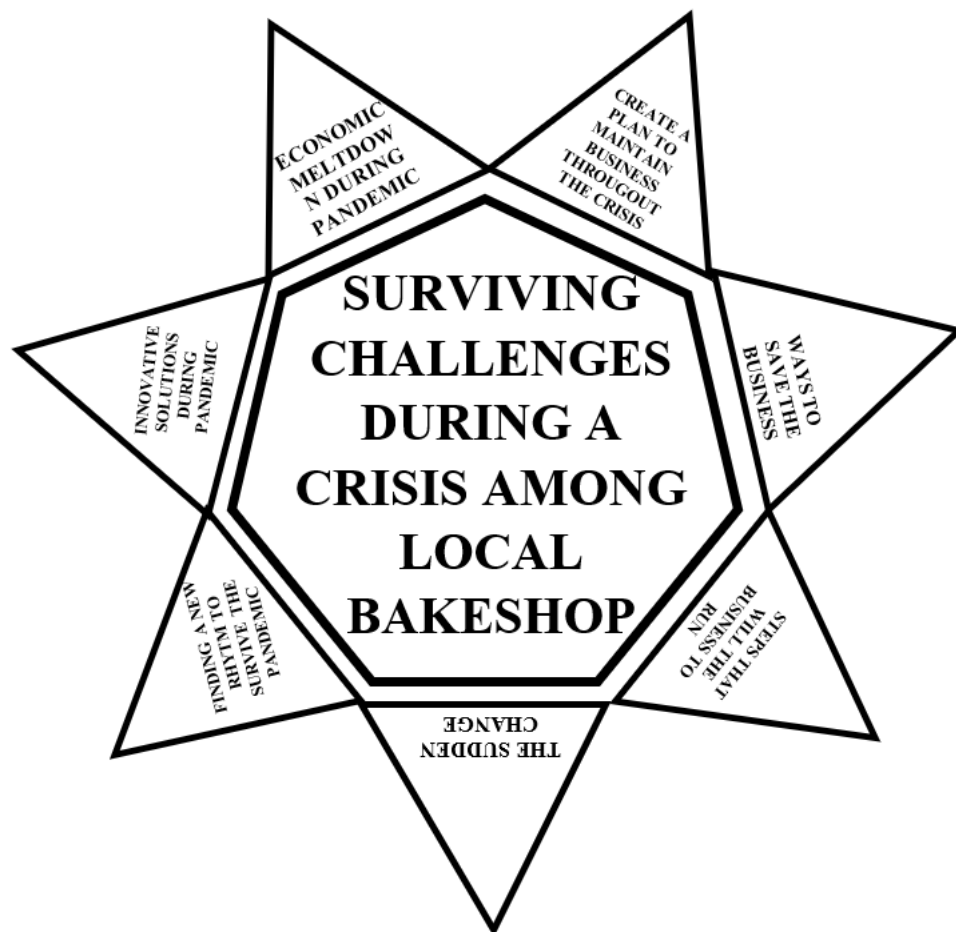
Emerging Conceptual Framework

The figure above shows the blueprint or the pattern in the present study. Enclosed inside the heptagon in the middle is Surviving Challenges during a Crisis among Local Bakeshops. In the pentagon are the themes, that represent the relationship between the variables.

The use of Surviving Challenges during a Crisis among Local Bakeshops serves as the independent variable in the study or the topic to explore and determine that will provide data on the problems investigated.

Upon analyzing the data from the respondents, the researchers will draw a conclusion and recommendation whether the independent variables affect the dependent variable. It will be seen by identifying the challenges that the bakery and pastry shops experienced during the pandemic. Also, to know what are the plans and programs that may be proposed based on the findings of the study.

The novel coronavirus COVID-19 has shocked the world. The COVID-19 pandemic is first and foremost a human tragedy and has a growing impact on the global economy (Craven et al., 2020). A heptagon is a polygon with seven sides. It is a closed figure with seven vertices. The researchers came up with seven main themes like the seven sides of the heptagon. The seven themes given must be balanced and equally solve each problem. In the heptagon, if an edge or vertices' have a different

length than the others, the heptagon will not be perfect, and the problem is visible. It just goes to show that, every problem should be given equal attention. So that's it, no one will be left behind. In today's pandemic, life is not easy. Overcome each problem correctly. So, make it possible, be balanced in everything, and always consider things as a pair and leave nothing behind.

The framework is designed like a sun, just like what they have been through throughout the pandemic it is a reminder to everyone that in every challenge and the darkness that comes our way, we can rise again from the darkness and can shine on our light.

As countries were placed under lockdown in the early stages of the pandemic, COVID-19 had a profound impact on many service industries (Williams and Kayaoglu, 2020). As the owner experienced an economic meltdown during the pandemic, they think a way of innovative solutions to overcome all the challenges that blocked their way. Through this, they find a new rhythm or flow for them to survive the pandemic. From this, there are a lot of changes that they need to adapt to just to survive and to help them to make their business run despite the pandemic. They discovered ways to save their business and so they created a plan to maintain their business throughout the presence of the crisis. Through all these steps, bakeshop local owners have now survived the challenges during a crisis.

Conclusion and Recommendations

The COVID-19 crisis has brought an unexpected situation through which everyone is going on. The researchers concluded that the pandemic is the biggest challenge faced by the local bakeries in Olongapo City. Overcoming all the challenges, they encountered during the pandemic helped them to maintain their bakeshops. This coronavirus pandemic has increased the demand for bakery products in the household sector as it has brought inner bakers in people. The owners have taken the initiative to open during the pandemic using the online platform to connect directly with the customers. Due to this, bread and cookies demand is increasing. At present time, it is difficult to estimate the bakery owners' product sales in food service. Since the situation of COVID is under control, they regain their business and believe that the market value of their bakery product will increase in the future. Every business owner of a bakery and pastry shop encountered different challenges, not just only because of the pandemic but also due to the sudden increase in the commodities used in baking bread. Due to the situation, the local bakeshops in Olongapo City discovered mechanisms on how they will surpass every challenge they are encountered. They formulate a new plan and proposed new strategies that can help their business to stand over the challenges.

1. This study is relevant in that people who plan to start a bakery business must be aware of certain problems they may encounter since the pandemic is still here.
2. Future bakery business owners must be aware especially of rising competitors and the costs of ingredients and materials in baking goods.

3. The researchers highly recommended the use and convenience of the use of social media to advertise their products because it is the mainstream of information in today's situation.
4. It is recommended to future bakery owners know the majority trend in the generation and the preference of the product's flavor, appearance, and quality of goods.
5. The researchers suggest that the future owner should plan well and prepare a strategy that might use for future uncertainties.

References

Agricultural Commodity Price Volatility. (2011). OECD Food, Agriculture and Fisheries Working Papers.

Alzueta, E., Perrin, P. B., Baker, F. C., Caffarra, S., Ramos-Usuga, D., Yüksel, D., & Arango- Lasprilla, J. C. (2021). How the COVID-19 pandemic has changed our lives: A study of psychological correlates across 59 countries. Journal of Clinical Psychology, 77(3), 556–570.

Berman, B. (n.d.). Retail management: a strategic approach.

Chen, Y., & Riordan, M. H. (2008). Price-increasing competition. The RAND Journal of Economics, 39(4), 1042–1058.

Collins, C. J., Landivar, L. C., Ruppanner, L., & Scarborough, W. J. (2021). COVID-19 and the gender gap in work hours. Gender, Work and Organization, 28(S1), 101–112.

Consumer Price Index Manual. (n.d.). Google Books.

Cope, J. M. (2011). Entrepreneurial learning from failure: An interpretative phenomenological analysis. Journal of Business Venturing, 26(6), 604–623.

Frankel, J. A. (1986). Expectations and Commodity Price Dynamics: The Overshooting Model. American Journal of Agricultural Economics, 68(2), 344–348.

Gibb, A., & Scott, M. A. (1985). STRATEGIC AWARENESS, PERSONAL COMMITMENT AND THE PROCESS OF PLANNING IN THE SMALL BUSINESS. Journal of Management Studies, 22(6), 597–631.

Guler, A. U. (2018). Inferring the Economics of Store Density from Closures: The Starbucks Case. Marketing Science, 37(4), 611–630.

Hayes, A. (2023). Entrepreneur: What It Means to Be One and How to Get Started. Investopedia.

Hugelius, K., Harada, N., & Marutani, M. (2021). Consequences of visiting restrictions during the COVID-19 pandemic: An integrative review. International Journal of Nursing Studies, 121, 104000.

Hur, D. S., Mabert, V. A., & Bretthauer, K. M. (2009). Real-Time Work Schedule Adjustment Decisions: An Investigation and Evaluation. Production and Operations Management, 13(4), 322–339.

Kachersky, L. (2011). Reduce Content or Raise Price? The Impact of Persuasion Knowledge and Unit Price Increase Tactics on Retailer and Product Brand Attitudes. Journal of Retailing, 87(4), 479-488.

Kim, B., Kim, H., & Jeon, Y. (2018). Critical Success Factors of a Design Startup Business. Sustainability, 10(9), 2981.

Loni, S. (2013). The challenges faced by the Masizame bakery as a co-operative in Steynsburg aimed at alleviating.

Lorinkova, N., Pearsall, M., & Sims, H. P. (2013). Examining the Differential Longitudinal Performance of Directive versus Empowering Leadership in Teams. Academy of Management Journal, 56(2), 573– 596.

Lyng, H. B., Ree, E., Wibe, T., & Wiig, S. (2021). Healthcare leaders' use of innovative solutions to ensure resilience in healthcare during the Covid- 19 pandemic: a qualitative study in Norwegian nursing homes and home care services. BMC Health Services Research, 21(1).

Mattar, L., Hassan, H., Kalash, N., Malli, D., El-Harake, M. D., Nassour, S., & Jomaa, L. (2023). Assessing the nutritional content and adequacy of food parcels among vulnerable Lebanese during a double crisis: COVID- 19 pandemic and an economic meltdown. Public Health Nutrition, 1–13.

Muangmee, C., Kot, S., Meekaewkunchorn, N., Kassakorn, N., & Khalid, B. (2021). Factors Determining the Behavioral Intention of Using Food Delivery Apps during COVID-19 Pandemics. Journal of Theoretical and Applied Electronic Commerce Research, 16(5), 1297–1310.

Nasar, A., Akram, M., Safdar, M. E., & Akbar, M. (2021). A qualitative assessment of entrepreneurship amidst COVID-19 pandemic in Pakistan. Asia-Pacific Management Review, 27(3), 182–189.

O'Connell, M., De Paula, A., & Smith, K. A. (2021). Preparing for a pandemic: spending dynamics and panic buying during the COVID-19 first wave. FiscalStudies, 42(2), 249–264.

Oribhabor, C. B., & Anyanwu, C. A. (2019). Research Sampling and Sample Size Determination: A practical Application. ResearchGate.

Patel, P. C., & Devaraj, S. (2021). Did the Restaurant Revitalization Fund (RRF) grants affect foot-traffic at food establishments? Social Science Research Network.

Prasad, M., & Prasad, M. (2021). Small Millets for Enduring Food Security Amidst Pandemics. Trends in Plant Science, 26(1), 33–40.

Raj, A., Mukherjee, A. A., De Sousa Jabbour, A. B. L., & Srivastava, S. K. (2022). Supply chain management during and post-COVID-19 pandemic: Mitigation strategies and practical lessons learned. Journal of Business Research, 142, 1125– 1139.

Sharma, H. S., Vanapalli, K. R., Cheela, V. S., Ranjan, V. P., Jaglan, A. K., Dubey, B., Goel, S., & Bhattacharya, J. (2020). Challenges, opportunities, and innovations for effective solid waste management during and post COVID-19 pandemic. Resources Conservation and Recycling, 162, 105052.

Sievert, D. M., Ricks, P., Edwards, J. R., Schneider, A., Patel, J., Srinivasan, A., Kallen, A., Limbago, B., & Fridkin, S. (2013). Antimicrobial-Resistant Pathogens Associated with Healthcare-Associated

Infections Summary of Data Reported to the National Healthcare Safety Network at the   Centers for Disease Control and Prevention, 2009– 2010. Infection Control and   Hospital Epidemiology, 34(1), 1–   14.

Steve Cosson Quote. (n.d.). A-Z   Quotes.

The Rhythm of Business. (n.d.). Google   Books

WebstaurantStore. (2021). Starting a Home Bakery: Laws, Certifications, Costs, & Marketing. WebstaurantStore.

What do rising costs mean for the baking industry? (n.d.). British Baker.

Virginio, C. D. A. (2022). Overcoming Challenges in the Quality Service and Production of a Bakery Business: A Literature Review. OMICS International.

THE POWER OF EWOM: BASIS FOR TOURISTS' TRAVEL DECISIONS

Recitis, K., Sardina D., Bamba, A., Diano, A. N., Santos A., Smith L. A. R., Tajonera, J. M
Bachelor of Science in Tourism Management Gordon College
Olongapo City

Abstract

The study aimed to assess the impact of electronic word-of-mouth (eWOM) on tourist travel decision in terms of information-seeking, travel decision confidence and eWOM adoption. The researchers collected responses from local tourists from Olongapo City. For the findings of the study, the respondents agreed that those who are going to travel may find that eWOM influences their decisions in terms of information-seeking (M = 3.52, with high impact), eWOM has a major influence on tourists' travel decision confidence while making travel decisions (M = 3.52, with high impact), and eWOM has a significant impact on tourists' eWOM adoption (M = 3.57, with high impact). Therefore, it has developed as a significant force in the digital era, changing information dissemination and affecting customer behavior across a wide range of businesses. Based on the interpreted data, most of the respondents felt secure in accepting suggestions made by travelers online, which had a substantial impact on their overall travel decisions. The results indicate no significant difference in the impact of eWOM on tourists' travel decisions when grouped according to profile variables, and signify a significant relationship among the variables of the impact of eWOM on tourists' travel decisions. The researchers recommend to make use of the proposed guidelines for tourists and travel businesses in the tourism and hospitality industry on how to leverage online reviews effectively. eWOM, as a crucial factor in tourists' travel planning, makes it essential for destinations and service providers to manage and leverage eWOM effectively.

Keywords: tourists, electronic word-of-mouth, information-seeking, travel decision confidence, eWOM adoption

Introduction

Social media is one of the most important sources of information for tourists. In particular, opinions from peers obtained through online travel reviews are highly influential in the tourism decision-making process. When tourists read online travel reviews and thus, obtain information, their image of destinations and businesses changes (Nowacki & Niezgoda, 2020). Online review trustworthiness is defined as the willingness of online review readers to rely on the provided commentaries as accurate and unbiased. This was recently noted as particularly important during the COVID-19 outbreak when tourists suffered a series of unexpected events and sought out information from sites perceived as accurate and unbiased (Zheng et al., 2021). Pop et al. (2021) suggested that the browsing of online reviews by potential tourists affects their perceived trust in a destination and further impacts their travel intentions and consumption decisions. Moreover, nowadays, through online distribution channels, consumers can easily compare the available products, prices, special offers, discounts, and access to independent reviews and photographs of tourism products and all this weighed in their decision.

Information-seeking

Tourists generally search and explore their destinations before the trip (Liu et al., 2022). Given the complexity of trip planning, informationseeking online is a functional approach used by tourists to gather information for a planned trip (Gursoy, 2019; Liu et al., 2022). Electronic Wordof-mouth (eWOM) refers to the sharing of opinions, recommendations, and experiences about travel-related products and services through online platforms. The various eWOM media channels have facilitated information seekers in gaining comprehensive and trustworthy information about the different products/services available in the travel and tourism sector (Werenowska & Rzepka, 2020). According to Statista (2021), 62% of tourists read eWOM before choosing a particular service, while 38% indicated the importance of online reviews in their decision-making process. Furthermore, Sun et al. (2022) found that tourists use eWOM to search for travel information. In a similar study, Lee et al. (2019) argued for the importance of different eWOM sources in meeting the diverse needs of tourists in terms of information-seeking. Based on their research, tourists used different eWOM sources for seeking information related to destinations.

Travel Decision Confidence

With the increasing distribution, and sharing of reviews and experiences of tourists online, eWOM has provided a feeling of safety and confidence to tourists when traveling (Thaothampitak, 2021). As trust in reviews grows, travelers may feel more confident in their travel decisions. This exchange of information available online influences consumer decision-making, which has made eWOM a topic of great interest in recent years (Pandey & Sahu, 2020; Anubha & Shome, 2020). eWOM is considered one of the most influential sources of information for consumers. Around 82% of consumers refer to eWOM considering domestic businesses and 76% of individuals have confidence in the eWOM (Tandon et al., 2021). Furthermore, a good image concerning certain tourist destinations as described by eWOM information can promote specific related tourist products more successfully by incorporating the views of past and experienced visitors which are credible trustworthy, and of quality information about certain tourist locations (Alsheikh et al., 2021). This eWOM information, in turn,
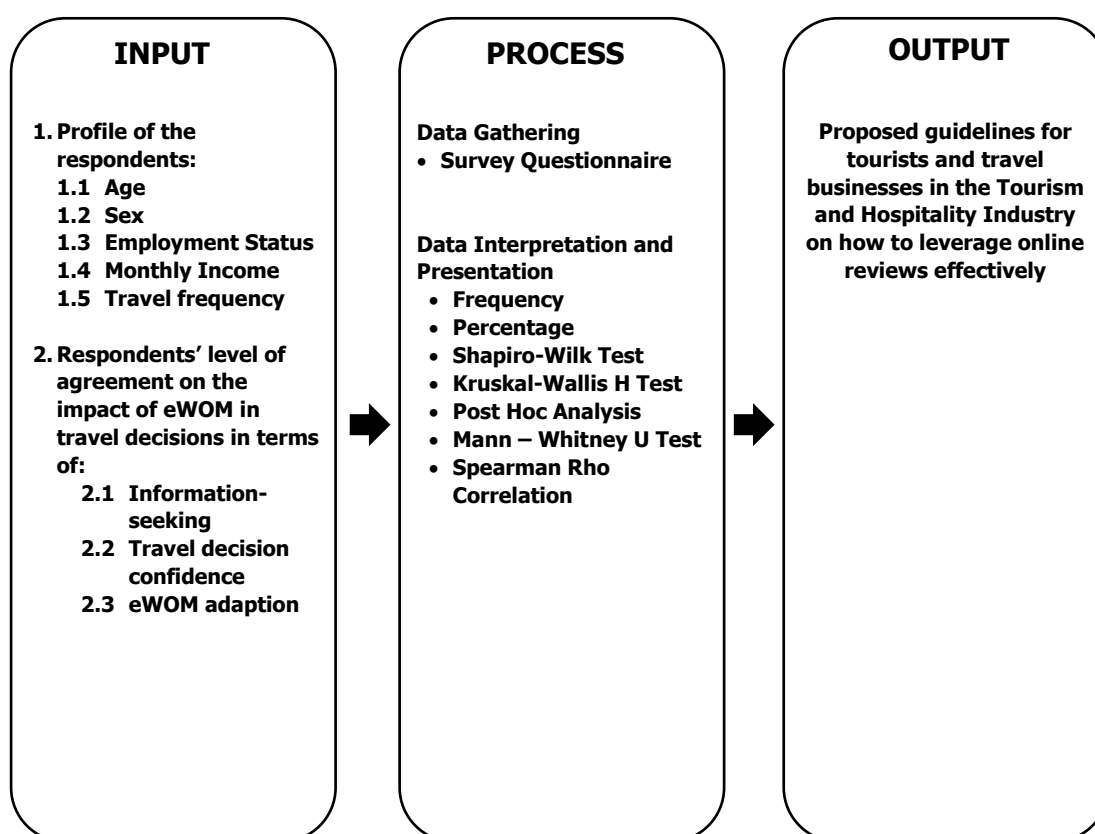
increases the confidence of tourists in their travel decisions. Different types of opinions and comments online create different levels of confidence and excitement in tourists' decisionmaking process (Ismagilova et al., 2020). The posted opinions and ratings on popular websites such as TripAdvisor allow hotel managers to address negative comments and reply to them in the same portal, which will impact tourists' confidence and aid them in their destination choice (Nilashi et al., 2021).

eWOM Adaptation

The role of review sites is closely connected to the significance of electronic Word-of-Mouth (eWOM) in the tourism industry. eWOM adoption is defined by the consumers' acceptance and use of eWOM messages (Tien et al., 2018). As the adoption of eWOM by tourists is a growing trend, eWOM is now a major source of information and recommendations for tourists when planning and booking their trips. Based on data collected from TripAdvisor, research in eWOM has found mixed results about the effect of extreme reviews on review helpfulness. The influence of eWOM on consumers is widely recognized, particularly its impact on consumers' purchase intentions. In recent years, the rise of social media has added a new dimension to eWOM, facilitating online interactions among users and significantly influencing consumers (Hisham et al., 2020).

This study aims to gain an understanding of the role that eWOM plays in shaping tourists' travel decisions. With that, guidelines on how to leverage online reviews for tourists and travel businesses in the Tourism and Hospitality industry are proposed. Specifically, this aims to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:
      1.1 age;
      1.2 sex;
      1.3 employment status;
      1.4 monthly income; and
      1.5 travel frequency?

2. How may the impact of eWOM on tourists' travel decisions be described in terms of:
      2.1 information-seeking;
      2.2 travel decision confidence; and
      2.3 eWOM adoption?

3. Is there a significant difference on the impact of eWOM on tourists' travel decisions when grouped according to profile variables?

4. Is there a significant relationship between the variables of the impact of eWOM on tourists' travel decisions?

5. What guidelines may be proposed based on the results of the study?

INPUT	PROCESS	OUTPUT
1. Profile of the respondents: 1.1 Age 1.2 Sex 1.3 Employment Status 1.4 Monthly Income 1.5 Travel frequency **2. Respondents' level of agreement on the impact of eWOM in travel decisions in terms of:** 2.1 Information-seeking 2.2 Travel decision confidence 2.3 eWOM adaption	**Data Gathering** • Survey Questionnaire **Data Interpretation and Presentation** • Frequency • Percentage • Shapiro-Wilk Test • Kruskal-Wallis H Test • Post Hoc Analysis • Mann – Whitney U Test • Spearman Rho Correlation	**Proposed guidelines for tourists and travel businesses in the Tourism and Hospitality Industry on how to leverage online reviews effectively**

Figure 1. Paradigm of the Study

Methodology

The researchers utilized a quantitative research approach, coupled with a descriptive research design. Quantitative research entails the collection and analysis of numerical data, enabling the researchers to identify patterns, make predictions, test causal relationships, and generalize findings to broader populations (Davis, 2021). While descriptive research, as defined by McCombes (2019), is geared towards providing a systematic and detailed description of specific populations, situations, or phenomena, with a primary focus on addressing the "what, where, when, and how" aspects. The study aimed to systematically investigate how online reviews influence tourists' travel decisions.

The study was conducted in Olongapo City. The researchers collected responses from tourists, particularly those who are from Olongapo City. Because of its significance and relevance to the researchers' objectives, the researchers chose Olongapo City as the locale for the study.

The instrument consists of a structured questionnaire from a prior study that has a series of statements to address the research questions. The survey-questionnaire consisted of two parts. The first (I) part of the questionnaire consisted of the demographic profile of the respondents. The second (II) part is composed of statements to determine the impact of eWOM on travel decisions, which was anchored and guided from the study of Prabha (2019) entitled "How online reviews influence tourism destination choice: An analysis of the Irish market." The statements were rated by the respondents' level of agreement in terms of information-seeking, travel decision confidence, and eWOM adoption.

To ensure the validation of the surveyquestionnaire for the study, the researchers enlisted the assistance of field experts and professionals. A review panel and experts related to the study assessed the questionnaire's content, ensuring its ability to yield precise results in the study. In order to further ensure the validity of the questionnaire, the researchers carried out pilot test among 30 respondents. The value for Cronbach's Alpha in terms of information-seeking was α=.798 (acceptable), α=.913 (excellent) for travel decision confidence, and eWOM adoption was α=.905 (excellent). Overall, the reliability test result is excellent with a Cronbach's Alpha value of α=.927.

The analysis of the response involved the utilization of statistical techniques encompassed within the field of descriptive statistics.

Results and Discussions

The age group of 34 to 41 years old was represented by 54 respondents or approximately 20 percent of the total number of respondents. 49 (24.5%) were between the ages of 26 to 33 years old whilst 48 of the respondents, or approximately 24 percent were between the ages of 18 to 25 years old. Lastly, the age group of 50 and above was represented by 9 respondents (4.5%), having the least frequency. The majority of the respondents are female having a highest frequency of 112 or 56 percent, while the least frequency of 88 or 44 percent was male. 65 percent of respondents were employed, and 35 percent were self-employed. In terms of monthly income distribution, 62 respondents (31%) have a monthly income of below PHP 10,000; 80 (40%) have a monthly income of PHP 10,001 – PHP 20,000; 39 respondents (19.5%) have a salary monthly income of PHP 20,0001 – PHP 30,000; 14 (7%) has a monthly income of PHP 30,001 – PHP 40,000; and 5 respondents (2.5%) has a monthly income of PHP 40,001 and above. 51 percent of the respondents travel for leisure 1-2 times a year. While 87 respondents (43.5%) travel 3-4 times a year, and respondents traveling more than four times a year is the least common category with 22 respondents (5.5%).

The composite mean (M = 3.52, with high impact) is used to present an overall assessment of the impact of eWOM on tourists' travel decisions in terms of information-seeking. This indicates that eWOM has a major influence on visitors' information-seeking behavior while making travel decisions. It demonstrates a considerable reliance on internet reviews as a main source of information when choosing a destination. In actuality, travelers now mostly obtain their tourist information from the internet, surpassing even other forms of media. In order to gain a better understanding of the circumstances at a tourist location, tourists tend to read travelogues written by other travelers. Therefore, persons who are going to travel may find that eWOM influences their decisions.

The composite mean (M = 3.52, with high impact) is used to present the overall assessment of the impact of eWOM on tourists' travel decisions in terms of travel decision confidence. This indicates that eWOM has a major influence on visitors' travel decision confidence while making travel decisions.

Travel decision confidence demonstrates a considerable reliance on internet reviews as a main source of information when choosing a destination. Consumers in an online environment can be influenced by number of factors such as comments, testimonials, messages, opinions, personal experiences, expert evaluations and reviews of products and services.

The composite mean (M = 3.57, with high impact) is used to present an overall assessment of the impact of eWOM on tourists' travel decisions in terms of eWOM adoption. This indicates that eWOM has a significant impact on visitors' eWOM adoption when making travel decisions. It reveals a significant dependence on online reviews as the primary source of information when choosing a destination to visit.

The evaluation of the difference in the impact of eWOM on tourists' travel decisions using the Kruskal-Wallis H test according to age found no statistically significant difference among age groups in terms of information-seeking [H(4) = 2.833, p =.586], travel decision confidence [H(4) = 9.064, p =.060], and eWOM adoption [H(4) = 6.171, p =.187] at the 5% significance level. This implies that, due to its accessibility and simplicity, eWOM has become widely integrated into travel decision-making for all generations. Furthermore, greater digital proficiency among older age groups helped narrow the technological gap, making eWOM usage more constant. The extensive availability of internet travel information benefits travelers of all ages, making eWOM a popular information source.

The assessment of data using a MannWhitney U test that found a significant difference in the impact of eWOM on tourists' travel decisions in terms of information-seeking between males and females, with p = .024. This implies that females are more likely to rely on eWOM for gathering information when making travel decisions compared to males. The data also found no significant difference in the impact of eWOM on tourists' travel decisions in terms of travel decision confidence between males and females, with p = .304; and in terms of eWOM Adoption between males and females, with p = .276 at the 5% significance level.

The assessment of data using a MannWhitney U test found no significant difference in the impact of eWOM on tourists' travel decisions in terms of information-seeking between employed and self-employed, with p = .649, travel decision confidence between employed and self-employed, with p = .551; and lastly, in terms of eWOM adoption between employed and self-employed, with p = .887 at the 5% significance level. This indicates that the non-significant differences in eWOM impacts on information-seeking, travel decision confidence, and eWOM adoption between employed and self-employed individuals, show that employment status has no effect on these components of travel decision-making. Regardless of work level, both groups use eWOM for information-seeking and travel decision-making confidence.

The evaluation of the difference in the impact of eWOM on tourists' travel decisions according to monthly income using the KruskalWallis H test found a statistically significant difference in terms of eWOM adoption among groups [H(4) = 9.734, p =.011]. The post hoc analysis was conducted using the Kruskal-Wallis homogeneous subsets based on monthly income, revealing a statistically significant

difference in impact of eWOM on tourists' travel decisions in terms of eWOM adoption between those earnings of P40,001 and above, P10,000 and below, and P30,001 - P40,000. This implies that the role of eWOM in tourist travel decisions is greatly influenced by income level. Higher-income individuals rely less on eWOM, maybe due to easier access to traditional information sources and more expensive travel choices. Because they have more cash to spend, they may be less reliant on internet reviews. Lower-income tourists, on the other hand, rely extensively on eWOM, most likely due to budget limits, a need for affordability, and a desire to avoid financial risks from other travelers. Middle-income travelers, like lower-income travelers, rely on eWOM to make educated decisions. The test also found no statistically significant difference in terms of informationseeking [H(4) = 8.841, p =.065], and in terms of travel decision confidence [H(4) = 5.344, p =.254] at the 5% significance level. This implies that there is no statistically significant difference in the impact of eWOM on tourists' travel decisions in terms of information-seeking and travel decision confidence, among different income groups. This means that people across various income levels, as indicated by their earnings, show similar levels of information-seeking and travel decision confidence when influenced by eWOM.

The result of the difference in the impact of eWOM on tourists' travel decisions according to travel frequency using the Kruskal-Wallis H test found no statistically significant difference in terms of information-seeking among groups [H(2) = .492, p =.782], travel decision confidence [H(2) = 1.996, p =.369], and in terms of eWOM adoption [H(2) = 3.815, p =.148] at the 5% significance level. This indicates that the behavior and acceptability of utilizing eWOM for information-seeking, travel decision confidence, and the eWOM adoption for travel purposes are unaffected by an individual's degree of travel experience.

The Spearman rho correlation revealed that there was a statistically significant strong positive correlation (Schober et al., 2018) between information-seeking and travel decision confidence [rs(198) =.789**, p <.05], and eWOM adoption [rs(198) =.761**, p <.05]. The effect size of these relationships is large (Cohen, 1988, 1992). The correlation determination (R2) indicates that 62.25 percent of the variance of information-seeking was explained by the presence of travel decision confidence and vice versa, and 57.91 percent was explained by the presence of eWOM adoption and vice versa. It implies that travelers who actively seek information from eWOM sources are more confident in their travel decisions and are moreinclined to incorporate eWOM into their decisionmaking process. Travel decision confidence has a statistically significant strong positive correlation (Schober et al., 2018) to eWOM adoption[rs(198) =.817**, p <.05] with a large effect size of relationships (Cohen, 1988, 1992). The correlation determination (R2) indicates that 66.75 percent of the variance of travel decision confidence was explained by the presence of eWOM adoption and vice versa. This implies that tourists who are more confident in their trip plans relymore on eWOM, and vice versa. The significant connection (R2=66.75%) demonstrates the dependency between eWOM adoption and travel choice confidence. This demonstrates the impact of eWOM on tourist confidence.

Conclusions and Recommendations

In distilling these findings, comprehensive conclusions are drawn, shedding light on the nuanced interplay between demographic factors and the persuasive force of electronic word-of-mouth in influencing tourists' travel decisions.

1. The profile of the respondents in this study provides valuable insights into their demographics and lifestyle choices. In terms of age, the research indicates a diverse representation, with 27% falling within the 34-41 age group, suggesting a broad range of perspectives stemming from various life stages. Gender distribution reveals that females constitute the majority, accounting for 56% of the respondents, underscoring the study's reliance on female perspectives. Regarding employment status, 65% of the participants are employed, pointing to a financially stable demographic crucial for understanding travel decision dynamics. Monthly income analysis indicates that a substantial 40% of respondents earn between Php 10,001 and Php 20,000, aligning with the study's focus on individuals with moderate income levels. Notably, 51% of the respondents engage in leisure travel 1-2 times a year, emphasizing the study's relevance to occasional travelers and shedding light on their travel frequency patterns.

2. The impact of electronic Word-of-Mouth (eWOM) on tourists' travel decisions is a key focus of this study. In terms of information-seeking, the respondents exhibit a prevalent trend, as evidenced by the notably high mean value of 3.58 (with high impact) for the indicator "I frequently read other tourists' online reviews to understand what destinations make a good impression." This underscores the significance of online reviews in influencing perceptions and choices related to travel destinations. Furthermore, the study identifies a noteworthy in travel decision confidence, particularly reflected in the indicator "I feel secure in accepting the suggestions made by the travelers online," which attains the highest mean value of 3.54 (with high impact). Lastly, the study sheds light on eWOM adoption, with the indicator "I would continue using online reviews in the future for availing travel services" securing the highest mean value of 3.67 (with high impact).

3. The results indicate no significant difference in the impact of eWOM on tourists' travel decisions when grouped according to profile variables. Variations based on age, sex, employment status, monthly income, and travel frequency were observed, suggesting nuanced effects of eWOM within diverse demographic segments. Therefore, the null hypothesis is accepted.

4. The results signify a significant relationship among the variables of the impact of eWOM on tourists' travel decisions. The findings demonstrate the interconnected nature of the variables in terms of information-seeking, travel decision confidence, and eWOM adoption, highlighting their collective influence on tourists' travel decisions. Therefore, the null hypothesis is rejected.

5. From the study's findings, guidelines for tourists and travel businesses in the tourism and hospitality industry were proposed. Understanding the impact of eWOM across diverse profiles, recognizing the interconnectedness of internal variables, and tailoring strategies accordingly are key takeaways. These insights can inform targeted approaches to enhance the effectiveness of eWOM in the tourism industry.

From the forgoing conclusions, the following recommendation offered:

1. The researchers recommend that businesses should consider the specific demographics of their target audience when using electronic word-ofmouth (eWOM) to influence travel decisions. Understanding the characteristics and preferences of the people they want to reach and tailoring their eWOM strategies accordingly. By understanding the demographics of their target audience, businesses can create more effective and impactful eWOM strategies that are more likely to influence travel decisions.

2. The researchers recommend that travel industry should adopt a holistic approach to information seeking, travel decision confidence, and eWOM adoption to maximize their impact on travelers' decisions and satisfaction. By providing comprehensive information, leveraging eWOM, balancing information seeking and eWOM, addressing information gaps, and monitoring and responding to eWOM, businesses can improve their travelers' confidence in their decisions and attract more satisfied customers.

3. The researchers recommend that that travel companies and destinations should not solely focus on targeting specific demographic segments with their eWOM strategies. While variations were observed based on age, sex, employment status, monthly income, and travel frequency, there was no significant difference in the impact of eWOM on tourists' travel decisions when grouped according to these profile variables. This suggests that a more inclusive and diverse approach to eWOM marketing may be more effective in reaching a wider audience and influencing their travel decisions.

4. With the interconnected relationship of information-seeking, travel decision confidence, and eWOM adoption, the researchers recommend that businesses in the travel industry should prioritize strategies in improving methods for these variables. In that way, tourists will make better decisions if they understand and take advantage of the interconnectedness of these variables, which will ultimately improve their entire travel experiences.

5. The researchers recommend to tourists and travel businesses in the tourism and hospitality industry to make use of the guidelines in the output of this study to leverage online reviews effectively.

6. To the future researchers, explore different contexts and settings to examine the impact of eWOM on tourist travel decisions. For further studies, emphasize the need for targeted approaches in utilizing eWOM to enhance the effectiveness of the tourism industry.

References

Alsheikh, D. H., Aziz, N. A., & Alsheikh, L. H. (2021). The impact of electronic word of mouth on tourists visit Intention to Saudi Arabia: Argument quality and source credibility as mediators. DOAJ (DOAJ: Directory of Open Access Journals).

Cohen, J. (1992). A power primer. Psychological Bulletin, 112(1), 155–159.

Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Hillside, NJ: Lawrence Erlbaum Associates.

Hisham, M. I. B., Bogal, N., Royali, S. A., Harun, N. A., & Tamrin, M. (2020). Factors Influencing Consumers' Electronic Wordof-Mouth (eWOM) Intention among Generation Y (Gen Y) towards Travel Destination. 2020 International Conference on Data Analytics for Business and Industry: Way Towards a Sustainable Economy (ICDABI).

Hu, X., & Yang, Y. (2020). Determinants of consumers' choices in hotel online searches: A comparison of consideration and booking stages. International Journal of Hospitality Management, 86, 102370

Lee, H., Chung, N., & Nam, Y. (2019). Do online information sources really make tourists visit more diverse places?: Based on the social networking analysis. Information Processing and Management, 56 (4), 1376– 1390.

Liu, X., Wang, D., & Gretzel, U. (2022). On-site decision-making in smartphone-mediated contexts. Tourism Management, 88, 104424.

Nilashi, M., Abumalloh, R. A., Alrizq, M., Alghamdi, A., Samad, S., Almulihi, A., Althobaiti, M. M., Ismail, M. Y., & Mohd, S. (2022). What is the impact of eWOM in social network sites on travel decisionmaking during the COVID-19 outbreak? A two-stage methodology. Telematics and Informatics, 69, 101795.

Nowacki, M., & Niezgoda, A. (2020). Identifying unique features of the image of selected cities based on reviews by TripAdvisor portal users. Scandinavian Journal of Hospitality and Tourism, 20 (5), 503–519.

Prabha, N. (2019). How online reviews influence tourism destination choice: An analysis of the Irish market. NORMA@NCI Library

Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation Coefficients: appropriate use and interpretation. Anesthesia & Analgesia, 126(5), 1763–1768.

Sun, S., Law, R., & Luk, C. (2020). Tourists' Travel-Related Information search Channels. International Journal of Hospitality & Tourism Administration, 23 (2), 149–164.

Tandon, A., Aakash, A., Aggarwal, A. G., & Kapur, P. K. (2020). Analyzing the impact of review recency on helpfulness through econometric modeling. International Journal of Systems Assurance Engineering and Management, 12(1), 104–111

Thaothampitak, W. (2022). The Effect of e-WOM on Foreign Students' Travel Intention Related to Visiting Tourism Destinations along Thailand's Andaman Coast in the Wake of the COVID-19 Pandemic: Mediating Roles of Destination Image.

Tourism Management Perspectives | Journal | ScienceDirect.com by Elsevier. (n.d.).

Werenowska, A., & Rzepka, M. (2020). The role of social media in Generation Y Travel Decision-Making Process (Case Study in Poland). Information, 11(8), 396.

Capsicum is the annual publication of the Gordon College – College of Hospitality and Tourism Management. It provides a venue for the dissemination of research abstract from Bachelor of Science in Hospitality Management and Bachelor of Science in Tourism Management.

GORDON COLLEGE

COLLEGE OF HOSPITALITY AND TOURISM MANAGEMENT
RESEARCH JOURNAL