ACADEMIC CLIMATE: PERCEPTIONS OF COLLEGE STUDENTS ON VIRTUAL CLASS SETTING

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ABSTRACT

Schools all over the world have been closed because of COVID-19. Due to this phenomenon, education has undergone significant transformations, with the emergence of e-learning, in which education is done remotely and via digital platforms. Classroom and workplace setups were no longer recommended. However, schools or universities created ways to provide excellent service or quality education to their stakeholders, especially learners. There are advantages and disadvantages to distance learning. Some of these advantages include cost-effective teaching and the ability to reach out to a more significant number of students. On the flip side, disadvantages include the inability to focus for lengthy periods on a device. A few issues with online assessments are that the range of technology options encourages unethical behavior, such as exchanging information online, consulting with friends, and quickly copying data. The researchers employed a descriptive quantitative study to examine the academic climate and the level of academic integrity of the Hospitality Management students in a virtual class setting. The study's findings revealed that majority of the students were informed about the university's academic integrity or cheating policies; their primary source of information is from the faculty, even from the dean and other administrators. However, the overall results found that the students were vulnerable to online cheating and any form of academic dishonesty, affecting their level of academic integrity since it was somehow inevitable for them to engage in these unacceptable behaviors. Thus, the researchers recommend that the university be stricter in strengthening the implementation of its policies toward promoting academic integrity regarding students' engagement in cheating.

Keywords: academic climate, academic dishonesty, academic integrity, asynchronous class, COVID-19 Pandemic, education, Hospitality Management students, synchronous class, virtual class.

INTRODUCTION

Schools across the globe have been closed because of COVID-19. Over 1.2 billion children are not currently enrolled in school around the world. Due to this phenomenon, education has undergone significant transformations, with the emergence of e-learning, in which education is done remotely and via digital platforms. Wang Tao, Vice President of Tencent Cloud, believes online education will eventually become a fundamental part of education. Some worry that the abrupt and hurried transition to online learning — with minimal training, inadequate bandwidth, and little preparation — will result in a bad user experience (Li & Lalani, 2020). As per the United Nations (n.d.), even as the COVID-19 outbreak spread worldwide in 2020, most countries declared temporary school closures, affecting over 91% of students globally. UNESCO is responding with a series of measures, including worldwide monitoring of national and localized school closures, to strengthen international collaboration and guarantee that education never ceases.

Education is a human right and a force for peace and sustainable development. According to UNESCO SDG #4, which is education, each goal from the 2030 agenda demands education to provide individuals with the knowledge, skills, and values they need to live in dignity, build their lives, and contribute to their communities. Another demand is to create educational systems that promote high-quality, all-inclusive learning and encourage all individuals to engage in lifelong learning (UNESCO). Education for Sustainable Development equips students with the knowledge and skills to make informed decisions and consider responsible measures for environmental integrity, economic viability, and just society for generations of today and of the future while preserving cultural differences (Green Office Movement, 2020). Conversely, the pandemic significantly influenced society, particularly employees and students; due to the virus' high contagiousness, classroom and workplace setups were no longer recommended. However, schools or universities created ways to provide excellent service or quality education to their stakeholders, especially learners. In terms of education, educational technology was used, where students stayed at home, and teachers or professors used devices and programs to communicate with their students effectively.

There were some advantages and disadvantages for the students and professors in online classes. The advantages would be a cost-effective means of delivering education to students. It enables students to take lessons from their preferred location. It also enables schools to reach out to a more significant number of students rather than being limited by geographical limitations. On the contrary, there were also disadvantages, such as the inability to focus for lengthy periods on a device on the part of

the students. From this, students might have difficulty understanding the lessons, resulting in a failing grade if not studied. In addition, the students might look for ways, such as cheating or performing academic dishonesty, for them not to fail quizzes or exams (Gautam, 2020). On the other hand, it is also hard for teachers to give exams and record the real scores of their students. A few of the issues with online assessments are that the range of technology options encourages unethical behavior, such as exchanging information online, consulting with friends, and quickly copying data (Peytcheva-Forsyth et al., 2018; Sarwar et al., 2018, as cited in Amzalag et al., 2021). Students can buy whole term papers online, copy and paste from other publications or websites, or text each other ideas using their phones or other gadgets. Exam information and questions are known to be posted on sites like "Yik Yak," which can be extensively distributed. Students can quickly locate cheating tutorials on YouTube and other online media (Peterson, 2019).

The new normal has never been easy for teachers and students alike. Students' academic integrity would be put to the test, especially since online exams are non-proctored tests. Academic integrity refers to the core principles of honesty, trust, fairness, respect, accountability, and courage (Fishman, 2014, as cited in Holden et al., 2021). There are reasons that might affect students' academic integrity during asynchronous and synchronous classes. One of which is academic dishonesty, where students get bored from listening and understanding the lessons; they will still find an easy way to pass the exam. There are several types of academic dishonesty, including cheating, plagiarism, and identity misrepresentation (Bishop & Cini, 2017). Recent studies indicate that despite having a conceptual understanding of plagiarism, the majority of students admitted to having committed plagiarism both intentionally and unintentionally, owing to pressure for good grades, laziness, lack of time management, and an absence of adequate academic writing skills (Selemani et al., 2018). Meanwhile, in cheating, 14% of 1,400 students admitted to cheating per semester at Yale, Stanford University (Danilyuk, 2019). Eric Nauman once said, "If one person starts using it and gets a better grade and these exams are graded in a curve, then they are in big trouble" (Newton, 2020). This means that some students aim just to pass or get a high grade rather than actually to learn the course subject; they are only after the grades and not the learning.

As per a researcher and leader at the Academic Integrity Center, around 68% of undergraduate and 43% of graduate students cheat at specific points throughout their academic careers by using crib notes, copying answers from others' papers, or assisting others with test answers. Another possible type of academic dishonesty in online learning is identity deception or misrepresentation, in which a student pays

someone else to perform academic tasks for his or her accreditation. It may be anything from paying someone to write a paper or take an exam to paying someone to finish an entire academic degree program (Bishop & Cini, 2017).

Hence, this study intended to examine the contributing factors that affect the academic climate and the level of academic integrity of Hospitality Management students in a virtual class setting. Academic dishonesty has been found as the primary concern that every student and professor is experiencing as it remains relevant at this present time. The researchers conducted the study to have a reference to fill in the knowledge gap on how virtual class settings affect students' overall behavior and attitude toward committing unethical activities during synchronous and asynchronous sessions.

The COVID-19 pandemic came into people's lives unexpectedly, rapidly spreading over the globe in 2020. As a result, academic institutions were compelled to close for a few months (Amzalag et al., 2021). In line with this, to prevent the spread of the COVID-19 outbreak, numerous governments worldwide have decided to close for a temporary period in most academic institutions. About sixty percent (60%) of the total population of students around the world have been affected by these shutdowns. As per the UNESCO Institute of Statistical Data, closures of educational institutions have impacted sixty-seven percent (67.7%) of overall enrolled students in 144 countries where closures have been implemented (Gamage et al., 2020). Educators worldwide relocated from face-to-face teaching and learning to online distance teaching and learning to continue teaching and learning activities during this challenging time. As a result, online distance learning has become the only opportunity for ensuring the continuation of academic teaching and learning. Exams and evaluations for students were also converted to an online format. One of the issues with online evaluations is that the wide range of technology options encourages unethical behavior, including disseminating information on the internet, chatting with friends, and quickly copying data.

Take-home academic requirements are necessary for periodic assessment and evaluation. In some rare instances, they may compromise academic integrity (Gamage et al., 2020). According to the Office of Graduate Studies at the University of South Florida (n.d.), certain behaviors violate every student's academic integrity. These are (a) Cheating; (b) Plagiarism; (c) Fabrication, Forgery, and Obstruction; (d) Multiple Submissions; (e) Complicity; (f) Misconduct in Research and Creative Endeavors; (g) Computer Misuse; and (h) Misuse of Intellectual Property. In addition, students' involvement in any form of academic dishonesty could facilitate these behaviors by knowingly assisting or attempting to assist someone in violating any term of this policy; these

include permitting a student to plagiarize one's work, having someone else take an exam or quiz, or finishing a school requirement on behalf of one student. One may also encourage academic dishonesty if he submits his school works to a website. Prior to actually sharing such information online, students should seek permission first from their professor (Chapman University, n.d.).

Anohina-Naumeca et al. (2020), on the other hand, stated that when students were asked how they are informed and taught about academic integrity, the majority of the respondents in the study chose only one option: 38% in a total of 345 respondents answered for "At least one teacher told about it in his/her study course" while 31% in a total of 286 respondents answered for "During a lecture on academic integrity within the study course 'Introduction to Study Field.'" Then, 29% in a total of 266 respondents selected "Reading the corresponding information on university/faculty/structural unit webpage," and finally, 24% in a total of 222 respondents answered, "By other students.". Meanwhile, the remaining options were chosen with lower than 9% of respondents, comprised of 8% on faculty administration, 7% on the lecture (any other study course), 7% on personal communication with one of the teaching staff, 6% on university administration, 5% on study program director, 4% secretary of the dean office, and 0.5% on a workshop organized by the university faculty. Plagiarism accusations could result in a student's disciplinary measures, which is a sign that is taken very seriously at any educational institution. Their academic record may indicate an ethics violation, and the student may be denied admission to college from high school or another institution. Academic integrity committees are present at almost all educational institutions and monitor students. For the first offense, most institutions object to student suspension. For subsequent offenses, students are usually expelled (iThenticate, n.d.).

A study conducted by Hodges (2017) found that younger, less mature students are more likely to commit academic dishonesty routinely. Cheating is less common in upper-level courses compared to lower-level ones. It was also discovered that single students tend to engage more in academic dishonesty than students who were already married. Females were found likely to cheat when the punishment probability was 35% lower; when the punishment probability was 35% higher, female students were less likely to cheat. Moreover, as many as 68% of college students admit to engaging [in any form of] academic cheating, while first-year college students seem to be the most prone to do so. As cited in various research studies, overall, the majority of college students engaged in academic dishonesty varies from 9% to 90%. Meanwhile, it was also stated in some studies' results that 62% of professors thought that students were more prone to cheat during an online class than in a face-

to-face class. The majority of students, with a total of 95%, indicated cheating occurred in both environments evenly (Schaffhauser, 2020). Research revealed that students are fully aware of academic integrity and associated rules, and are content with the information they have received (Bretag et al., 2014, as cited by Naumeca et al., 2020), and 11% of the students do not know about the academic integrity or cheating policy. Gullifer and Tyson (2013) surveyed domestic students (N = 3405) at a particular Australian university to see how well they understood plagiarism as defined by their school policy. The researchers found only that half of the students had studied the university's academic misconduct policy (Gullifer & Tyson, 2013, as cited by Naumeca et al., 2020). There are policies regarding test taking, technology, distance education, internet use, group work, and maintaining the integrity of graded papers, as well as suggestions for establishing a climate of academic honesty. The importance of classroom instructors, library services, counseling, and enacting information competency regulations as a way to foster and maintain a culture of academic integrity are all highlighted (Gilbert et al., 2007).

Academic integrity is characterized as a dedication to core moral qualities, including honesty, trust, fairness, decency, respect, and responsibility. These core values are crucial in any higher education institution because they are expected to facilitate and promote knowledge acquisition, individual learning, intellectual development, autonomy development, and preservation of the school's academic excellence reputation (Amzalag et al., 2021). Therefore, rather than producing an achievement-oriented environment, the primary goal of teaching and learning nowadays is to develop a learning-oriented environment focused mainly on personal motivation (Gallant, 2017). Despite the numerous obstacles that this entails, education providers provide all students to shift to distance learning and online assessment. All areas of education have been touched by online distance learning or teaching. Unfortunately, academic integrity and student assessment are two problems that educators confront when students are not physically present at school. Promoting and practicing academic integrity in the virtual setting serve two purposes: gaining the essential knowledge and abilities to perform a specific profession effectively and developing an ethical perspective that leads to sound decision-making (Guerrero et al., 2020).

Academic dishonesty among students is a widespread issue at academic institutions around the globe. In an academic environment, it refers to a dishonest or deceptive activity, which can either be intentional or unintentional and the degree of the offense varies. It can include paying for a pre-written essay, cheating on a test, or plagiarizing. It can also

involve assisting others in cheating, duplicating a friend's homework solutions, or even feigning illness to avoid a test (George, 2021).

Understanding the factors that influence academic dishonesty is necessary to create innovative techniques and solutions for reducing dishonest behavior. Researchers and policymakers are bothered to avoid academic dishonesty by addressing the causative factors of academic misconduct due to the high occurrence of cheating at universities and the consequences that academic dishonesty causes. Understanding what factors affect students' decisions to be involved in dishonest behavior could aid institutions in decreasing instances of academic misconduct, guarantee the integrity of the degrees they issue, and build up their brands and the overall credibility of higher education systems (Maloshonok et al., 2019). The research results and findings conducted by Maloshonok et al. (2019) showed that their friends' behavior mostly drove Russian university students to decide whether to cheat or not to cheat and that they cheat regardless of how possible punishment is to be imposed. It means that students see their classmates cheating and avoid it frequently. It was also discovered that two-thirds of Russian business students had observed cheating over ten times, whereas just 15% of US students had. In addition to the reduced possibility of punishment, the experience of witnessing others evade punishment for cheating might overcome the anxiety of a possible penalty. Furthermore, it was discovered that students who watched their classmates engaging in unethical academic behavior were likely to engage in a similar action, as opposed to students who did not encounter such behavior (Ahmed, 2018; Barbaranelli et al., 2018; Kiekkas et al., 2020). Various factors, either personal-intrinsic or external factors, can cause academic dishonesty. Strong motivation to be successful, competitive spirit, fear of failure, a decreased sense of self-efficacy, a massive, excessive workload of studies, inadequate self-discipline, lack of motivation, exhaustion, an impulsive tendency, recent poor academic achievements, and poor moral development were considered personal-intrinsic factors. Meanwhile, extrinsic factors involve staff's disregard for unethical behavior and the lack of disciplinary consequences for cheating, parental pressure to succeed, discontentment with educational delivery, a sense that there have been numerous cheating options, time constraints to hand in assigned tasks, excessively high academic expectations, and content's insignificance to the students' career path. One study also showed that some students verbalized statements in line with their perceptions about lack of integrity as a non-serious issue (Amzalag et al., 2021).

Statement of the Problem

The study aimed to examine the academic climate and the level of academic integrity of the Hospitality Management students during

synchronous and asynchronous sessions in virtual class settings. Specifically, it aimed to answer the following questions:

1. How can the profile of the respondents be described in terms of:
    a. Gender?
    b. Year level?
2. How may the academic climate in the university be described based on the level of awareness of the hospitality management students?
3. How may the academic integrity of the hospitality management students be described?
4. What are the students' perceived ways in eliminating academic dishonesty?

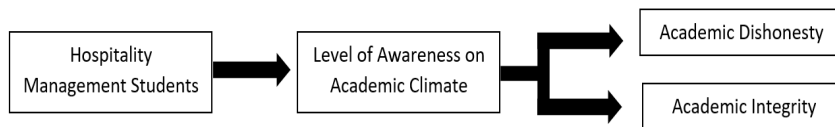**Theoretical Framework**

Figure 1. Paradigm of the Study

   The study is anchored on the Planned Behavior Theory, which states that cheating or academic dishonesty happens as a result of the opportunity as well as the intention. Therefore, efforts to prevent cheating should also act on both situational and behavioral factors.

   This study focused on the level of awareness of academic climate and academic integrity of diverse learners with different personalities and perceptions regarding academic dishonesty during virtual sessions. Online classes were utilized in this study as their mode of learning, which escalated opportunities for the learners to cheat and commit academic dishonesty behaviors. On the other hand, this mode of learning also augmented opportunities to learners to hold their academic integrity by being honest and loyal to their activities/exams. Moreover, this mode of learning stretched learners' behavior in testifying about their classmates' behavior who committed unethical behavior during online exams.

Scope and Limitation of the Study
   The research was conducted at a particular university in Pampanga. The study's respondents were first-year to fourth-year Hospitality Management students who attended online distance learning during the pandemic. The study focused on the level of awareness of students with regard to the academic climate at the University of the Assumption and the students' level of academic integrity. Respondents'

responses were based on their experiences and knowledge when engaging in academic dishonesty.

Significance of the Study
The study's results and findings are beneficial to the following:

Students. The study was for the students, not only for Hospitality Management but for all students from different courses currently conducting synchronous and asynchronous sessions in a virtual class setting amidst the COVID-19 pandemic. It intended to examine if having online distance learning affects their level of academic integrity in any way since they were found susceptible to engaging in academic misconduct and any form of academic dishonesty, including cheating during quizzes and examinations, searching in Google for answers, having one's notes open during quizzes and exams, consulting classmates and friends to send a screenshot of answers for a specific academic activity, committing plagiarism, lacking knowledge about proper citation, and paraphrasing one's work and acknowledge as their own work. Therefore, the researchers aimed to examine students' level of awareness about the academic climate at the University of the Assumption and their level of academic integrity during online distance learning. Hence, the study intended to promote and develop intellectual honesty and a strong sense of morality among students during online classes.

Professors. The study's results will encourage every professor to constantly remind the students about the importance of academic integrity (either in face-to-face classes or online distance learning) and the implications of committing to any academic dishonesty.

Colleges and Universities. Educational institutions, specifically universities and colleges, will be able to develop in-depth knowledge and better understand the importance of academic integrity in online programs during the pandemic. It also sought to create more effective means of eliminating students' engagement in academic dishonesty by strictly implementing the policies about academic climate and cheating at the institutions.

Future Researchers. This study will serve as a reference body of knowledge for future researchers. It will have the opportunity to improve and explore further studies regarding the academic climate in all educational institutions and how virtual class settings affect students' academic integrity.

METHOD

Research Design

The researchers conducted a quantitative study, specifically a descriptive research design, to collect the data to examine the academic climate and the level of academic integrity of the Hospitality Management students during synchronous and asynchronous virtual class sessions using questionnaires as a survey instrument. The study's time frame was conducted from August 2021 to December 2021 during the first semester of the academic year 2021-2022. Descriptive research is a quantitative method that aims to gather measurable data so that a sample population can be statistically analyzed. It is a widely used market research instrument that enables us to acquire and define the characteristics of a demographic group. The survey method in descriptive quantitative research is known as a standard market research method for gathering respondents' responses. The right survey questions are necessary for collecting relevant data in a study (QuestionPro, 2021). The researchers used close-ended questions for their respondents. The respondents chose from a distinct set of pre-defined responses such as "yes" or "no" or among set multiple-choice questions. The researchers disseminated the questionnaires through respondents' different social media platforms.

Respondents of the Study

The researchers surveyed selected first-year to fourth-year Hospitality Management students at the University of the Assumption who are currently conducting synchronous and asynchronous classes in virtual class settings. A total of one hundred (100) students were selected to participate in the study to answer the survey questionnaire. Each respondent was given at least ten (10) to fifteen (15) minutes to answer the questionnaire to ensure their comfort and welfare during participation. Simple random sampling was harnessed as it allowed the researchers to conduct a more excellent range of options for students, where every individual in the population has an equal chance of being chosen for the sample. In application, this study employed simple random sampling wherein each Hospitality Management college student was given an equal chance of being selected in the sample. The participation of respondents in this research study was completely voluntary. They could refuse to participate and withdraw from the study at any time without incurring any obligations.

Instrument of the Study

The researchers utilized Academic Integrity Scale (AIS) as a research instrument in the study to examine the academic climate and the level of academic integrity of the Hospitality Students during synchronous and asynchronous virtual class sessions. The Academic Integrity Scale,

as per McCabe (2008), is a set comprising forty (40) questions designed to assess respondents' attitudes and views about the factors affecting the academic integrity environment as well as particular academically dishonest behaviors. The scale is categorized into four (4) sections: (1) academic environment; (2) academically dishonest behaviors; (3) demographic profile; and (4) open response. However, the researchers were able to include only three (3) sections which comprise the academic environment, academically dishonest behaviors, and the demographic profile of the respondents. Meanwhile, McCabe (2007) tested the survey instrument (Academic Integrity Scale) by utilizing Cronbach's alpha to generate reliability coefficients for the standardized items and determined that they were statistically reliable. Scales below 0.7 are considered unreliable. The reliability coefficients identified ranged from 0.7 to 1.

Data Gathering

Considering the current situation in the Philippines due to the pandemic, the researchers assured that the data collection was done online since restricted protocols, like the home quarantine guidelines, need to be followed. Researchers began creating an informed consent form. The consent was first given to the research adviser, then to the Faculty Dean of the College of Hospitality and Management, and finally to the Research Ethics Boards (REB) of the University of the Assumption for final approval before the process could begin. The researchers consulted a research statistician to check and carefully examine the grammar, composition, validity, and reliability of the study's instrument. Then, a letter of request for data collection was also sent to the Faculty Dean. The researchers collected the data using online questionnaires disseminated through various social media platforms to the selected students from the University of the Assumption. The researchers prepared questions that served as a guide toward the study's goals.

Each respondent was given, respectively, at least ten (10) to fifteen (15) minutes to answer the survey questionnaire to ensure their welfare and comfort. Highly vulnerable respondents have the right to withdraw their participation in the study if they find the study or survey questionnaires as sensitive and uncomfortable for them. The researchers were able to orient the respondents about the objectives or the purpose of the research. Researchers also discussed the Data Privacy Act of 2012. Moreover, the respondents were asked to sign an informed consent form, meaning they agreed to participate in the study. After answering the survey form, the researchers acknowledged each respondent's participation in the study. The researchers also assured that respondents' identities would be protected and that the data they would provide upon answering the survey questionnaire in the study would remain confidential. All the data gathered was secured in the computer's hard

drive and Google Drive temporarily for at least one year with the access of the research leader only. Statistical tools were used to analyze the data collected. Finally, the researchers formed conclusions and recommendations based on the study's results and findings.
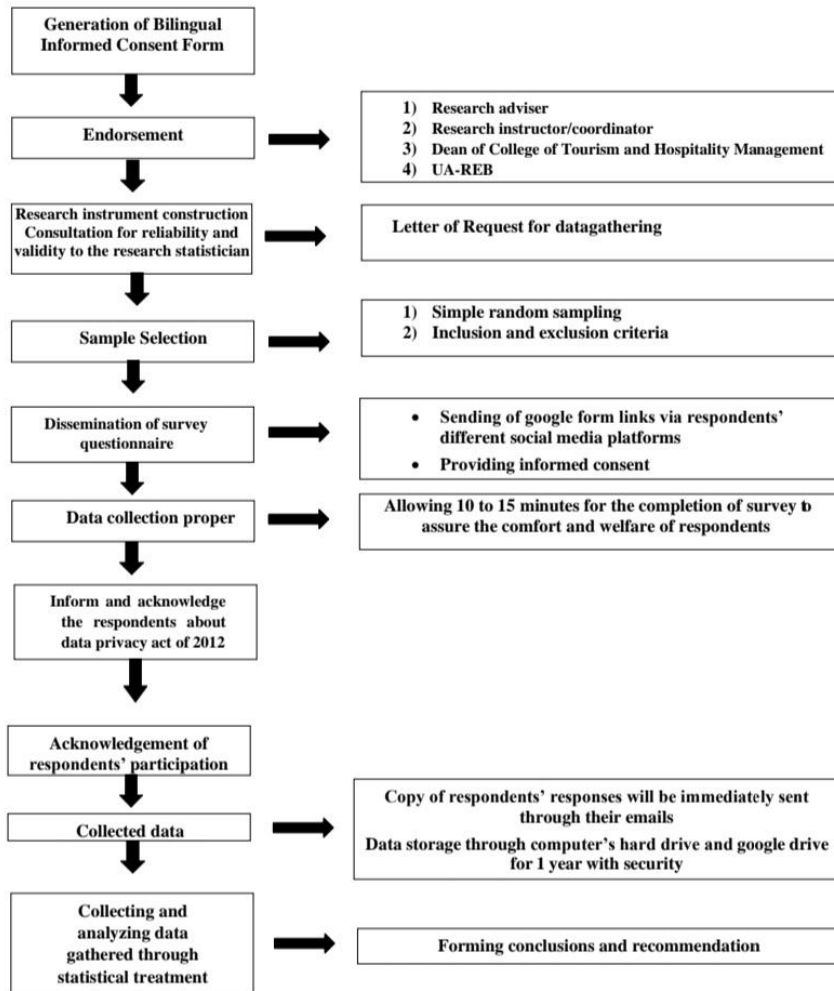

Figure 2. Schematic Diagram

Statistical Treatment of Data

The statistical software SPSS (Version 23) was used to conduct the data analysis, comprising descriptive statistics (Amzalag et al., 2021). After collecting the essential data regarding examining the academic climate and the level of academic integrity of Hospitality Management

students during virtual class settings amidst the COVID-19 pandemic, it was expected to interpret and analyze through descriptive statistics using the Microsoft Excel program. Descriptive statistics is beneficial because it permits to describe and summarize a significant amount of data. It expressed the main point and pattern of the data gathered. The data was tabulated and evaluated or analyzed statistically using a variety of statistical approaches, including numerical (i.e., frequency distributions, mean, and percentage distribution) and graphical tools (e.g., pie graph). A total of 100 respondents' responses were subjected to statistical data treatment. Ungrouped frequency distributions were developed to show all quantitative data obtained for individual groups, while frequency distributions served as the first technique to organize all data for statistical tabulation and analysis. The mean was calculated as the weighted average of all respondents' responses to factors influencing academic integrity among Hospitality Management students. Percentage distribution indicated the percentage of score per statement and the total number of respondents (Bhandari, 2021). It became the baseline data for examining the academic climate and the level of academic integrity of Hospitality Management students.

See table 2 for the interpretation.

Numerical rating	Scale of margin	Verbal Interpretation
1	1 – 1.8	Very Low
2	1.81 – 2.6	Low
3	2.61 – 3.4	Medium
4	3.41 – 4.2	High
5	4.21 - 5	Very High

See table 2.2 for the interpretation.

Numerical rating	Scale of margin	Verbal Interpretation
1	1 – 1.67	Few
2	1.68 – 2.34	Average
3	2.35 – 3.00	Many

See tables 2.3 and 2.4 for the interpretation.

Numerical rating	Scale of margin	Verbal Interpretation
1	1 – 1.8	Never
2	1.81 – 2.6	Very Seldom
3	2.61 – 3.4	Seldom/sometimes
4	3.41 – 4.2	Often
5	4.21 - 5	Very Often

See table 3 for the interpretation.

Numerical rating	Scale of margin	Verbal Interpretation
1	1 – 1.75	Never

2	1.76 – 2.5	Once
3	2.51 – 3.25	More than once
4	3.26 - 4	Irrelevant

See table 4 for the interpretation.

Numerical rating	Scale of margin	Verbal Interpretation
1	1 – 1.8	Strongly disagree
2	1.81 – 2.6	Disagree
3	2.61 – 3.4	Neutral
4	3.41 – 4.2	Agree
5	4.21 - 5	Strongly agree

Ethical Consideration

The University of the Assumption Research Ethics Board reviewed the proposed study. Upon approval, the voluntary participation of the selected students from the Hospitality Management was accepted based on the endorsed bilingual informed consent form. Then, the data collected was secured in a computer's hard drive and Google Drive, which the researcher leader only had access to prevent any data breaches. Only the researchers, along with the research adviser, statistician, and panel members, have access to all the data gathered from the respondents. There was no risk involved in participating in this study since it was done online and only required a survey questionnaire.

RESULTS

Table 1. Demographic Description of the Respondents
Table 1.1Sex

Sex	Frequency	Percent (%)
Male	41	41.0
Female	59	59.0
Total	100	100.0

Table 1.2 Year Level

Year Level	Frequency	Percent (%)
1st year	12	12.0
2nd year	27	27.0
3rd year	28	28.0
4th year	33	33.0
Total	100	100.0

Table 1 reveals the demographic description of the Hospitality Management students who participated in the study, comprising their gender and year level in college. It showed that 41 respondents were male (41% out of 100%), while 59 respondents were female (59% out of 100%),

and the overall number of respondents involved in the study was 100 Hospitality Management students. According to the respondents' year level in college, around 12 students were in the first year level (12% out of 100%), 27 students were from the second year (27% out of 100%), 28 students were from the third year (28% out of 100%), and a total of 33 students were from the fourth year (33% out of 100%), which has the highest number of respondents among other lower years who had the fewer number that agreed to answer the survey questionnaire.

Table 2. Perception of the respondents regarding the academic climate at the university

	N	Mean	Std. Deviation	Response Category
The severity of penalties for cheating at the University.	100	3.0000	.91010	Medium
The average student's understanding of the University policies concerning cheating.	100	3.1000	.87039	Medium
The faculty's awareness on the policies for cheating.	100	3.6700	.92174	High
Students' support on the policies for cheating.	100	3.2700	.86287	Medium
Faculty's support on the policies for cheating.	100	3.6500	.96792	Medium
The effectiveness of the policies for cheating.	100	3.3700	.83672	Medium

Table 2 displays the responses regarding the perception of the Hospitality Management students regarding the academic climate at the university. The mean average of the severity of penalties for cheating at the University was found at 3.00, the students' understanding of the university policies concerning cheating at 3.10, the faculty's awareness of the policies for cheating at 3.67, students' support of the policies for cheating at 3.27, and the effectiveness of the policies for cheating at 3.37. Based on their preferred meaning, it only indicates a verbal interpretation of the medium. Meanwhile, the faculty's support for the policies for cheating at 3.65 indicates a verbal interpretation of high.

Table 2.1 Informed on academic policies

	Frequency	Percent (%)
Yes	89	89.0
No	11	11.0
Total	100	100.0

Table 2.1 shows that most of the respondents, precisely 89%, have been informed about the academic integrity or cheating policies at the University, compared to 11% of the responses from the students who do not know about the academic integrity or cheating policy.

Table 2.2 Level of awareness on academic climate

	N	Mean	Std. Deviation	Response Category
First-year orientation program	100	2.2700	.56595	Average
Campus website	100	2.1300	.59722	Average
Student Handbook	100	2.1200	.70036	Average
Program Counselor, Residential Advisor, or Faculty Advisor	100	2.3900	.54855	Average
Other students	100	2.1900	.54486	Average
Faculty (e.g., discussed in class, course syllabi, or course outlines)	100	2.3939	.58586	Many
Teaching Assistant	100	2.2800	.55195	Average
Dean or Other administrators	100	2.6869	3.02590	Many

Table 2.2 shows the responses regarding the amount of information gained by the selected Hospitality Management students about their level of awareness of the academic climate at the university from the given sources: (1) First-year orientation program, (2) Campus website, (3) Student Handbook, (4) Program Counselor, Residential Advisor, or Faculty, (5) Other students,(6) Faculty (e.g., discussed in class, course syllabi, course outlines), (7) Teaching Assistant, and (8) Dean or other Administrators. The mean preferred for the first-year orientation program is 2.2700, 2.1300 on the campus website, 2.1200 on the student handbook, 2.3900 on a residential advisor or faculty advisor, 2.1900 on other students, and 2.2800 on a teaching assistant. The weighted mean of all these sources indicates a verbal interpretation of "average." On the other hand, the preferred mean for faculty (e.g., discussed in class, course syllabi, or course outlines) is 2.3939, and 2.6869 for the dean or other administrators, based on their weighted mean, both indicating a verbal interpretation of "many."

Table 2.3 Policies being discussed in the university

	N	Mean	Std. Deviation	Response Category
Plagiarism	100	3.3600	1.22697	Seldom/sometimes
Guidelines on group work or collaboration	100	3.5500	1.10440	Often
Proper citation/referencing of written sources	100	3.6300	1.13400	Often
Proper citation/referencing of Internet sources	100	3.5300	1.16736	Often
Falsifying/fabricating course lab data	100	3.3200	1.09064	Seldom/sometimes
Falsifying/fabricating research data	100	3.3200	1.10901	Seldom/sometimes

Table 2.3 shows the frequency of the policies being discussed in the University that may violate students' academic integrity. The weighted mean found for plagiarism is 3.3600, while 3.3200 for falsifying/fabricating course lab data, and 3.3200 for falsifying/fabricating research data. Based on their preferred mean, it only indicates a verbal interpretation of "seldom/sometimes." Meanwhile, guidelines on group work or collaboration (M= 3.5500), proper citation/referencing of written sources (M= 3.6300), proper citation/referencing of Internet sources (M= 3.5300), and Valid N (listwise) (M= 3.4517) indicate a verbal interpretation of "often".

Table 2.4 Occurrence of frequency of violations

	N	Mean	Std. Deviation	Response Category
Plagiarism on written assignments	100	2.7879	1.09052	Seldom/ sometimes
Inappropriately sharing of work in group assignments	100	2.9500	1.03840	Seldom/ sometimes
Cheating during tests or examinations	100	2.9500	1.49325	Seldom/ sometimes

Table 2.4 shows the responses of Hospitality Management students' perspectives on the occurrence or frequency of rule violations at the University. The mean preferred for plagiarism on written assignments is 2.7879, 2.9500 on inappropriately sharing of work in group assignments, and 2.9500 on cheating during tests or examinations, wherein all indicate a verbal interpretation of "seldom/sometimes."

Table 3 Academic integrity of the hospitality management students

	N	Mean	Std. Deviation	Response Category
Fabricating or falsifying a bibliography	100	1.8586	1.00010	Once
Working on an assignment with others (in person) when the instructor asked for individual work.	100	2.0800	1.29240	Once
Working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work.	100	2.1000	.89330	Once
Getting questions or answers from someone who has already taken a test.	100	1.8800	.98760	Once
In a course requiring computer work, copying another student's program rather than writing your own.	100	1.6700	.97499	Never
Helping someone else cheat on a test.	100	1.6100	.90893	Never
Fabricating or falsifying lab data.	100	1.5960	.94674	Never
Fabricating or falsifying research data	100	1.5600	.91365	Never
Copying from another student during a test or examination with his or her knowledge	100	1.8081	.95487	Once

Copying from another student during a test or examination without his or her knowledge.	100	1.6200	.95113	Never
Using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination.	100	1.6600	.94516	Never
Receiving unpermitted help on an assignment.	100	1.6900	.98160	Never
Copying (by hand or in person) another student's homework.	100	1.6700	.95405	Never
Copying (by using digital means such as Instant Messaging or email) another student's homework.	100	1.6500	.95743	Never
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	100	1.8100	.82112	Once

Table 3 displays the responses of the Hospitality Management students concerning the number of times they engage in the specific behaviors associated with academic dishonesty. The weighted mean of fabricating or falsifying a bibliography is 1.8586, for working on an assignment with others (in person) when the instructor asked for individual work is 2.0800, for working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work is 2.1000, for getting questions or answers from someone who has already taken a test is 1.8800, for copying from another student during a test or examination with his or her knowledge is 1.8081, and for paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper is 1.8100. Based on their preferred mean, it only indicates verbal interpretation of "once." Meanwhile, courses requiring computer work, copying another student's program rather than writing one's own was found at 1.6700, for helping someone else cheat on a test at 1.6100, for fabricating or falsifying lab data at 1.5960, for fabricating or falsifying research data at 1.5600, for copying from another student during a test or examination without his or her knowledge at 1.6200, for using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination at 1.6600, for receiving unpermitted help on an assignment at 1.6900, for copying (by hand or in-person) another student's homework at 1.6700, and for copying (by using digital means such as Instant at 1.6500, based on their mean preferred, all indicate verbal interpretation of "never."

Table 4. Students' perspectives on how to eliminate academic dishonesty

	N	Mean	Std. Deviation	Response Category
Students should take notes and organize the sources.	100	4.0900	.84202	Agree

Students are expected to complete assignments independently and stay on track with due dates.	100	4.1800	.85729	Agree
Students should be held responsible for monitoring the academic integrity of other students.	100	3.9600	.98391	Agree
Faculty members must be vigilant in discovering and reporting suspected cases of academic dishonesty	100	3.9300	.84393	Agree
Faculty members should change exams and assignments on a regular basis.	100	3.7700	.83913	Agree
Students' amount of course work to complete is reasonable for their year level and program	100	3.8800	.91320	Agree
The degree of difficulty in the exams and assignments is appropriate for the year level and program of the students.	100	3.8400	.89578	Agree
The types of assessment used in courses are effective at evaluating level of understanding of course concepts.	100	3.9500	.82112	Agree

Table 4 displays the responses of the students' perspectives on how to eliminate academic dishonesty. The weighted mean found on students should take notes and organize the sources is at 4.0900, for students are expected to complete assignments independently and stay on track with due dates at 4.1800, for students should be held responsible for monitoring the academic integrity of other students at 3.9600, for faculty members must be vigilant in discovering and reporting suspected cases of academic dishonesty at 3.9300, for faculty members should change exams and assignments on a regular basis at 3.7700, for students' amount of course work to complete is reasonable for their year level and program at 3.8800, for the degree of difficulty in the exams and assignments is appropriate for the year level and program of the students at 3.8400, and for the types of assessment used in courses are effective at evaluating the level of understanding of course concepts at 3.9500, wherein all responses indicate a verbal interpretation of "agree."

DISCUSSION

The results gathered from Table 1 revealed the demographic description of the selected Hospitality Management students, which comprises their gender and year level in college, wherein 41% were male, and 59% were female out of 100 respondents who participated in the study. Around 12% were from the first-year level, 27% from the second-year level, 28% from the third-year level, and 33% were from the fourth-

year level. It was evident from their year levels that the first year had fewer respondents than the fourth year, which had the highest number of respondents. Due to the small population of Hospitality Management students studying at the University, the final sample size accurately represented the target population of Hospitality Management students. In addition, concerning students' gender and year level classification, the findings revealed that females and students from the fourth-year level frequently engage more in academically dishonest behaviors, but not statistically significant, as compared to males and other lower year levels, which may be because of the unequal number of the respondents based on gender and year level in the population. The result is somehow related to the study conducted by Hodges (2017), which found that younger, less mature students are more likely to commit academic dishonesty on a routine basis. Cheating is less common in upper-level courses compared to lower-level ones. It was also discovered that single students tend to engage more in academic dishonesty than already-married students. Females were found likely to cheat when the punishment probability was 35 percent lower; when the punishment probability was 35 percent higher, female students were less likely to cheat. Moreover, as many as 68% of college students admit to engaging [in any form of] academic cheating, while first-year college students seem to be the most prone to do so. As cited in various research studies, overall, the majority of college students engaged in academic dishonesty varies from 9% to 90%. Meanwhile, it was also stated in some studies' results that 62% of professors thought that students were more prone to cheat during an online class than in a face-to-face class. The majority of students, a total of 95%, indicated cheating occurred in both environments evenly (Schaffhauser, 2020).

The data from Table 2 presents the responses regarding the perception of the Hospitality Management students regarding the academic climate at the university. The mean average of the severity of penalties for cheating at the university was found at 3.00 (lowest acquired mean), student's understanding of the University policies concerning cheating at 3.10, faculty's awareness of the policies for cheating at 3.67, students' support on the policies for cheating at 3.27, and effectiveness of the policies for cheating at 3.37. Based on their preferred mean, it only indicates a verbal interpretation of "medium." Meanwhile, the faculty's support of the policies against cheating is 3.65, with the highest acquired mean indicating a verbal interpretation of "high." On the contrary, Table 2.1 shows that most of the respondents, around 89%, have been informed about the University's academic integrity or cheating policies. According to a study, students are fully aware of academic integrity and associated rules, and are content with the information they have received (Bretag et al., 2014, as cited by Naumeca et al., 2020), and 11% of the students do not know about the academic integrity or cheating policy. Gullifer and

Tyson (2013) surveyed all domestic students (N = 3405) at a particular Australian university to see how well they understood plagiarism as defined by their school policy. The researchers found that only half of the students had studied the university's academic misconduct policy.

Table 2.2 displays the responses regarding the amount of information the selected Hospitality Management students gained about their level of awareness of the academic climate in the University from the given sources. The mean preferred identified for the first-year orientation program is 2.2700, 2.1300 on the campus website, 2.1200 on the student handbook, 2.3900 on a residential, advisor, or faculty advisor, 2.1900 on other students, 2.2800 on teaching assistant, and 2.3076 on valid n (listwise). The weighted mean of all these sources indicates a verbal interpretation of "average."

On the other hand, the mean preferred for faculty (e.g., discussed in class, course syllabi, course outlines) is 2.3939, and 2.6869 on the dean or other administrators, based on their weighted mean both indicates a verbal interpretation of "many." The lowest acquired mean is 2.1200 on the student handbook, while the highest is 2.6869 on the dean or other administrators. To support these findings, a related study conducted by Anohina-Naumeca et al. (2020) stated that when asked how students are informed and taught about academic integrity, the majority of the respondents in the study chose only one option: 38% in a total of 345 respondents answered for "At least one teacher told about it in his/her study course," while 31% in a total of 286 respondents answered for "During a lecture on academic integrity within the study course 'Introduction to Study Field'", then 29% in a total of 266 respondents selected "Reading the corresponding information on university/faculty/structural unit webpage," and finally 24% in a total of 222 respondents answered, "By other students." Meanwhile, the remaining options were chosen by lower than 9% of respondents, comprised of 8% on faculty administration, 7% on the lecture (any other study course), 7% on personal communication with one of the teaching staff, 6% on university administration, 5% on study program director, 4% secretary of the dean office, and 0.5% on a workshop organized by the university faculty. Thus, most students' responses identified the dean and other administrators, even professors, as their primary source for information they obtained regarding the university's academic climate.

Table 2.3 shows the frequency of the policies being discussed in the University that may violate students' academic integrity. The weighted mean found for plagiarism is 3.3600, while 3.3200 on falsifying/fabricating course lab data and 3.3200 on falsifying/fabricating research data. Based on their mean preferred, it only indicates a verbal interpretation of

"seldom/sometimes." Meanwhile, guidelines on group work or collaboration (M= 3.5500), proper citation/referencing of written sources (M= 3.6300), proper citation/referencing of Internet sources (M= 3.5300), and Valid N (listwise) (M= 3.4517) indicate a verbal interpretation of "often." The lowest acquired mean identified is at 3.3200 on falsifying/fabricating course lab data and on falsifying/fabricating research data. In contrast, the highest acquired mean is 3.6300 for proper citation/referencing of written sources.

According to research, allegations of plagiarism might result in a student's suspension or expulsion. Their academic record may indicate an ethics violation, and the student may be denied admission to college from high school or another institution. Plagiarism is taken very seriously at any educational institution. Academic integrity committees, which monitor students, are present at almost all educational institutions. For the first offense, most institutions object to students' suspension. For subsequent offenses, students are usually expelled (iThenticate, n.d.). On the other hand, academic integrity is characterized as a dedication to core moral qualities, including honesty, trust, fairness, decency, respect, and responsibility. Those specific values are considered significant in every higher education institution not only for learning evaluation but rather because these institutions are anticipated to allow and promote knowledge acquisition, individual learning, intellectual development, autonomy development, and the preservation of the school's academic excellence reputation (Amzalag et al., 2021). Also, as per the Office of Graduate Studies at the University of South Florida (n.d.), certain behaviors violate the academic integrity of every student; these are (a) Cheating; (b) Plagiarism; (c) Fraud; (d) Numerous submissions; (e) Complicity; (f) Misconduct in Research and Creative Endeavors; (g) Computer Misuse; and (h) Intellectual Property Misuse. This is evident that most educational institutions promote academic honesty to their students in any situation and implement specific policies to avoid the occurrence of any academic misconduct which could potentially violate or harm one's academic integrity.

Table 2.4 presents the responses of Hospitality Management students' perspectives on the occurrence or frequency of rule violations in the university. The mean preferred found for plagiarism on written assignments is 2.7879, 2.9500 on inappropriately sharing of work in group assignments, 2.9500 on cheating during tests or examinations, and 2.8960 on Valid N (listwise), wherein all indicate a verbal interpretation of "seldom/sometimes." The lowest acquired mean is 2.7879 for plagiarism on written assignments, while the highest is 2.9500 for cheating during tests or examinations. To support these results, as cited in the study conducted by Amzalag et al. (2021), Krou et al. (2020) classified behaviors

related to academic dishonesty into two main categories: (1) plagiarism (copying works from others without acknowledging the author(s), a written work by a third person and introduced as the student's work); and (2) cheating or getting answers from a student who had previously taken the exam, working on an assignment with peers without consent, copying while in an examination, and using auxiliary resources without permission during an exam are all prohibited. Furthermore, it was discovered that students who watched their classmates engaging in unethical academic behavior were likely to engage in a similar action, as opposed to students who did not encounter such behavior (Ahmed, 2018; Barbaranelli et al., 2018; Kiekkas et al., 2020). In other regards, the student's behavior was impacted by a norm of acceptable or unacceptable academic behavior.

Table 3 displays the responses of the Hospitality Management students concerning the number of times they engage in the specific behaviors associated with academic dishonesty. The weighted mean of fabricating or falsifying a bibliography is 1.8586, for working on an assignment with others (in person) when the instructor asked for individual work is 2.0800, for working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work is 2.1000, for getting questions or answers from someone who has already taken a test is 1.8800, for copying from another student during a test or examination with his or her knowledge is 1.8081, and for paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper is 1.8100. Based on their mean preferred, it only indicates verbal interpretation of "once." Meanwhile, for courses requiring computer work, copying another student's program rather than writing one's own was found at 1.6700, for helping someone else cheat on a test is 1.6100, for fabricating or falsifying lab data is 1.5960, for fabricating or falsifying research data is 1.5600, for copying from another student during a test or examination without his or her knowledge is 1.6200, for using digital technology (such as text messaging) to get unpermitted help from someone during a test or examination is 1.6600, for receiving unpermitted help on an assignment is 1.6900, for copying (by hand or in-person) another student's homework is 1.6700, and for copying (by using digital means such as Instant is 1.6500. Based on their mean preferred, all indicate verbal interpretation of "never." The lowest acquired mean identified is at 1.5600 for falsifying/fabricating research data. On the other hand, the highest acquired mean is 2.1000 for working on an assignment with others (via email or Instant Messaging) when the instructor asked for individual work. Meanwhile, a study stated that educators worldwide shifted from face-to-face teaching and learning to online distance teaching and learning to continue teaching and learning activities during this challenging time. As a result, online distance learning

has become the only opportunity for ensuring the continuation of academic teaching and learning.

Exams and evaluations for students were also converted to an online format. One of the issues with online evaluations is that the wide range of technology options encourages unethical behavior, including disseminating information on the Internet, chatting with friends, and quickly copying data. Various factors, either personal-intrinsic or external factors, can cause academic dishonesty. Strong motivation to be successful, competitive spirit, fear of failure, a decreased sense of self-efficacy, a massive, excessive workload of studies, inadequate self-discipline, lack of motivation, exhaustion, an impulsive tendency, recent poor academic achievements, and poor moral development were considered as personal-intrinsic factors. Meanwhile, extrinsic factors involve staff's disregard for unethical behavior and the lack of disciplinary consequences for cheating, parental pressure to succeed, discontentment with educational delivery, a sense that there have been numerous cheating options, time constraints to hand in assigned tasks, excessively high academic expectations, and content's insignificance to the students' career path. One study also showed that some students verbalized statements in line with their perceptions about lack of integrity as a non-serious issue (Amzalag et al., 2021). In addition, students' involvement in any form of academic dishonesty could facilitate these behaviors by knowingly assisting or attempting to assist someone in violating any term of this policy; these include permitting a student to plagiarize one's work, having someone else take an exam, or finish an academic requirement for one student, and one may be encouraging academic dishonesty if one submits his school works to a website. Prior to actually sharing such information online, students should seek permission first from their professor (Chapman University, n.d.). As per Gamage et al., (2020), all areas of education have been touched by online distance learning or teaching. Academic integrity and student assessment are two problems that educators confront when students are not physically present at school. Take-home academic requirements are required for occasional assessment and evaluation, yet it could still jeopardize academic integrity in some situations.

Finally, Table 4 reveals the responses of the student's perspectives on how to eliminate academic dishonesty. The weighted mean found on students should take notes and organize the sources is 4.0900, for students are expected to complete assignments independently and stay on track with due dates is 4.1800, for students should be held responsible for monitoring the academic integrity of other students is 3.9600, for faculty members must be vigilant in discovering and reporting suspected cases of academic dishonesty is 3.9300, for faculty members should change exams and assignments on a regular basis is 3.7700, for students' amount of course work to complete is reasonable for their year

level and program is 3.8800, for the degree of difficulty in the exams and assignments is appropriate for the year level and program of the students is 3.8400, and for the types of assessment used in courses are effective at evaluating the level of understanding of course concepts is 3.9500 wherein all responses indicate a verbal interpretation of "agree." The lowest acquired mean is 3.7700, which states that faculty members should change exams and assignments on a regular basis, while the highest acquired mean is 4.1800, which states that students are expected to complete assignments independently and stay on track with due dates. It was found that there was no definite solution to eliminating academic dishonesty, but the occurrence of these circumstances may be reduced and/or prevented. In support of this, according to Maloshonok et al. (2019), academic dishonesty among students is a widespread issue at academic institutions around the globe. Understanding the factors that influence academic dishonesty is necessary to create innovative techniques and solutions for reducing dishonest behavior. Researchers and policymakers are bothered to avoid academic dishonesty by addressing the causative factors of academic misconduct due to the high occurrence of cheating at universities and the consequences that academic dishonesty causes. Understanding what factors affect students' decisions to be involved in dishonest behavior could aid institutions in decreasing instances of academic misconduct, guarantee the integrity of the degrees they issue, and build up their brands and the overall credibility of higher education systems.

Therefore, as a result of the temporary closure of most educational institutions due to the COVID-19 pandemic outbreak, the traditional classroom setting changed into a virtual class setting, which caused several problems and challenges for both professors and students. One of which is the engagement of students in any form of academic misconduct and academically dishonest behaviors. Online assessments and evaluations, along with students' academic integrity, remained as the top priority issues that every professor confronted during online distance learning. Since students were not physically present at school, there would be a high possibility that they could commit to unethical behaviors. Students were found vulnerable to online cheating and to any form of academic dishonesty, allowing their academic integrity level to be affected. It was somehow inevitable for them to engage in these unacceptable behaviors because of different factors, either extrinsic or intrinsic, that every student is facing in these trying times. Adapting and reflecting to a new normal setup was indeed difficult on the part of professors, especially to most students. Their adjustment in online distance learning was hard since no one was prepared for the changes brought about by the pandemic.

Conclusions

The following conclusions were taken from the summary of this study's findings: (a) Students who are female and from higher year level have the highest number of respondents who participated in the study as compared to the males and students from lower year levels; (b) majority of the Hospitality Management students are informed about the academic integrity or cheating policies at the University, while few of the students lack adequate knowledge with regard to the academic integrity and cheating policies of the University; (c) students gained information on their awareness of the academic climate at the University mostly from the dean and other administrators of the department of Hospitality and Management; (d) the frequency of the policies being discussed in the University that violate students' academic integrity based on the students' is the proper citation and referencing of written sources, in which some students tend to forget giving credit to the author(s). This specific policy is significant to consider since proper citation and referencing of written sources could help students to facilitate the prevention of intentional or unintentional plagiarism on their academic paper and learn the proper acknowledgement of the authors from different sources; (e) student's perspectives on the occurrence of rule violations are inappropriate sharing of work in group assignments and cheating during tests or examinations. It was evident that most students' responses revealed to engage in academically dishonest behaviors during online classes; (f) Hospitality Management students are engaged in academic dishonesty when working on an assignment with others when the instructor asks for individual work. Probably, most students conducting online classes struggle to adapt to changes brought about by the pandemic; ergo, they tend to consult or ask help from other students regarding their assignment; (g) the perspective of the Hospitality Management students on how to eliminate academic dishonesty is through completing assignments independently and staying on track with due dates. Students, on the other hand, must be responsible enough to know their obligations in their educational journey and having a discipline mind helps them to have a strong sense of morality; and (h) students were found vulnerable to online cheating and to any form of academic dishonesty, allowing their level of academic integrity to be affected. It was somehow inevitable for them to engage in these unacceptable behaviors because of different factors, either extrinsic or intrinsic.

Recommendation

Based on the results and conclusions drawn, the following are recommended: (1) The university must be stricter in the policy implementation and must strengthen its policies toward promoting academic integrity when it comes to students' engagement in cheating. This is the identified top priority for recommendation despite the numerous

options to eliminate and minimize academic dishonesty. If the policies are poorly implemented, the higher the risk for students to take advantage to engage in academic dishonesty; (2) The faculty or professors must lessen written works. Instead, it is recommended to have performance tasks and encourage class participation through graded recitation to avoid cheating; (3) During online examinations, it is highly recommended to have virtual meetings with an open camera still so that the professors can still monitor their students' attitude and behavior while taking the exam; (4) Examinations conducted via Google and survey forms are not effective in monitoring students' activity while taking their exams as it allows them to have a greater opportunity to engage in various forms of academic dishonesty. Instead, the researchers recommend using the Canvas application since most universities utilize this to allow the professors to monitor or view students' activities while taking the exams, such as intentionally opening a new tab to search for an answer. It also facilitates the similarity index of students' works (to examine if they copy someone else's work), and enables to check the plagiarized content of students' written works; (5)Professors may utilize Kahoot or Quizizz during examinations and quizzes since these platforms are found to be time pressured in which students will not have time to search and ask for an answer; (6) During the face-to-face classes, it is recommended to require the desks of the students to be clear, to put their bags in front or beside the professor, to remove their IDs, watches, and handkerchiefs, and to maintain distance to avoid the occurrence of any academic dishonesty; (7) The professors may offer different versions or sets of the same test; (8) It is also possible to use problem-solving questions to be able to know who cheat or copy on the internet; (9) It is recommended to encourage professors to always utilize a plagiarism checker whenever checking academic tasks of students; (10) Professors may also set a timer during exams so that students will no longer have time to cheat; (11) It is highly recommended to constantly remind the students of their upcoming exams so that they will have the luxury of time to review their lessons; and (12) Suggestively, professors must only put phrase (short sentences) on the Powerpoint presentation and/or the modules so that students will forcefully listen and jot down lessons.

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HIGH-TOUCH TO HIGH-TECH: IMPACT OF THE ADAPTATION OF ADVANCED TECHNOLOGY OF HOTELS IN PAMPANGA

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ABSTRACT

The hospitality, travel, and tourism industries are some of the fields that deliver the most high-touch services because they need more direct human contact, in-person encounters, and physical presence than any other industry. As years passed by, the global and industrial revolutions speed up; among the many fields affected by these is the hospitality sector, which evolved into a high-tech one that promotes contactless service. Hotel technology is under further pressure to deliver service and experience while enhancing the high-touch principles of hospitality. For hotel management and staff as well as consumers themselves, the adaptation of technology innovation to the features of hotel services is a source of opportunities and challenges. The main objective of the study was to determine the impacts of the adaptation of advanced technology in hotels in Pampanga. This study utilized a qualitative descriptive design and employed purposive sampling technique that involved four hotel managers to share their experiences and struggles concerning technological advancement in their field of work. Also, an in-depth interview was used to gather data. The study's findings revealed that most of the participants mentioned different impacts such as enhancement of guest experience, cost-effectiveness, smoothness of hotel operation, efficiency and rapidity of service delivery, ease of monitoring, malfunction of system, incorrectness of data inputs, depreciation of machines, and intermittence of internet connection. Furthermore, a number of technological innovations in the hospitality sector are currently having various impacts on hotels all around the world, specifically hotels in Pampanga.

Keywords: high-touch, high-tech, adaptation, advanced technology

INTRODUCTION

The 21st century is frequently referred to as "technological period". In today's world, technology is crucial to our daily lives. (Raja & Nagasubramani, 2018). It is now pervasive in many facets of our life, particularly in the commercial, industrial, and service sectors (Bilgihan et al., 2016). Diverse technological advancements are stimulated and multiplied by efforts to enhance hotel service and to raise its quality and efficiency. Moreover, it is vital for both hotel owners and customers (Dalgic & Birdie, 2020). The development of hotel service quality, enhanced customer satisfaction, and chances for hotels to become more profitable and competitive are all benefits of technological advancement (Almomani et al., 2017). As stated by Khatri (2019), technology has demonstrated to be a key factor in helping firms become more competitive.

The hospitality, travel, and tourism industries are some of the fields that deliver the most high-touch services because they need more direct human contact, in-person encounters, and physical presence than any other industry. Traditionally high-touch, the hospitality sector has evolved into a high-tech one that promotes contactless service (Gandhi & Dubé, 2020). The balance between high-touch service and high-tech features is critical in today's hotels. The most effective technology must be both invisible and effective. Hotel technology is under further pressure to deliver on service and experience while enhancing the high-touch principles of hospitality (Creamer, 2018).

The hotel sector is increasingly utilizing advancements, which in turn, helps hotel businesses to increase productivity, improve the effectiveness of their services, and cultivate a following of loyal clients. The way services are provided is changing to meet the needs of current technology and changing consumer behavior before, during, and after a hotel stay. For hotel management and staff as well as for consumers themselves, the adaptation of technology innovation to the features of hotel services is a source of opportunities and challenges (Kazandzhieva et al., 2017). Diverse technological advancements are necessary to improve hotel service, boost its quality, and increase its effectiveness. It is important to comprehend how they are realized and put into practice.

The use of technology and its advancement in the hospitality sector have broadened the reach of hoteliers and helped them in several ways. Since they can access the hotel management system anytime from any location through the use of a phone, tablet, computer, or laptop, hoteliers feel more a part of their employees across all departments. Numerous already-operational hotels in the hospitality sector have recognized the benefits of technology and have incorporated automated

hotel management systems, allowing them to make the most of their staff, goods, and services to expand their operations and enhance the overall hotel guest experience (Bhatnagar, 2020).

The expectations of visitors are very high in the modern digital age, so to make their hotels truly SMART, hoteliers must go beyond the standard flat-screen TV and PMS, and place more emphasis on the use of digital technology devices and applications for the comfort of the visitors. To make the hotel room truly SMART, the use of media hubs that stream media should be implemented, furthering the advancement of technology (Ramgade & Kumar, 2021). Given that new hotel technologies are always being developed, the hospitality sector must remain updated with these advancements (Dieck et al., 2017). Recent developments in technology have given rise to innovative smart solutions that provide unheard-of strategies that can be employed in the travel and hospitality sectors. It is essential for businesses to explore the potential of technologies to not only optimize current processes but also to enable the production of more meaningful and personalized services and experiences (Neuhofer et al., 2015).

This study sought to ascertain how hotels in Pampanga are impacted by the adaptation of advanced technology. The researchers gathered participants' answers by conducting interview to explore their insights on the impact of advanced technology on various departments in hotels as well as their perspectives on the problems and difficulties they have encountered when utilizing the said technologies.

The capabilities of the internet enable data to be more complete, to be distributed more quickly, and to be personalized. The importance of the individual consumer in driving up hotel service demand is growing. Passive customers lose out to proactive ones that set their own criteria for selecting accommodations by integrating information, real-time comparing costs and product features, and increasing online bookings (Saurabh & Vidyapeeeth, 2019). According to Nam et al., (2020) the hotel sector now uses cutting-edge systems including robot-based apps and services, and artificial intelligence (AI) as a result of the development of technology. Recently, there have been some debates regarding the use of such technologies and how they would affect both the operational costs of hotels and the caliber of service provided to the guests.

According to Feng et al. (2022), with the quick advancement of modern information technology, high-tech innovations like the internet, big data, artificial intelligence, and the Internet of Things (IoT) have slowly permeated all facets of people's lives, bringing them unprecedented convenience and speed, and drastically altering their way of life. The hotel business is not an exemption. With their effective and intelligent

administration and services, smart hotels, supported by cutting-edge technologies do not only meet society's fast-paced work and living needs but also achieve a high-tech consumer experience.

The development of modern hotels has accelerated in recent years. According to data, smart hotels are growing quickly across the nation at a rate of 10% to 15% annually, are quickly occupying the market, keeping a significant impact on traditional hotels, and are currently driving the development of the hotel industry. With that, the term "intelligent hotel" was created, referring to the integration of contemporary computer technology, communication technology, control technology, among others, with the goal of delivering high-quality service, cutting labor and energy costs, and creating a new generation of hotels that are secure, efficient, comfortable, and energy-saving (Guan, 2022).

The hospitality sector is currently undergoing a technological transformation, aided by artificial intelligence (AI), cloud computing, and a variety of mobile applications. Traditional hotel operations, conversely, still make use of technology-enabled hardware and software in some ways. Technology makes it possible for hotel operations to become sufficiently contactless, ensuring social separation between visitors and workers (Gandhi & Dubé, 2020).

According to Ramgade and Kumar (2021), in the upcoming years, it is anticipated that many hotels would embrace contemporary technology utilized by the next generation, such as millenials and Generation Y, due to the growing generation of the next population. Some of these technologies are Internet of Things (IoT) customer service (concierge, hotel lobby, room service), Artificial Intelligence (AI) customer service (chatbots), personalization (one-to-one marketing, one-to-one pricing), database management (single-view customer data), and loyalty programs.

High-tech innovations are largely dictated by the requirements of the modern hospitality industry. The use of advanced automation tools within a few months will prove its effectiveness, positively affecting the number of room orders and eliminating human errors in the formation of the most critical reports. The world experience of using modern tools of hotel business management is studied (Dyshkantiuk, 2020).

In a research study conducted by Sun et al. (2020), rapid technology development has greatly changed the hotel structure in operation or customer relationship management. Most previous studies simply employed either the technology readiness index (TRI) or considered the technology acceptance model (TAM) to predict consumer behavior from the perceptions of consumers. Nonetheless, only limited

studies, if ever any, integrated technology readiness (TR) into technology acceptance model in hospitality.

Technology supports the extensive daily work of hotel workers (Li et al., 2019). Most of the time, technological advancements enhance the quality of the visitor experience by increasing the effectiveness of hotel service delivery (Beldona et al., 2018). In line with this, Bilgihan et al. (2016) stated that the hotel sector, which is a typical example of a customer-driven company, must stay up with the most recent technology developments in order to satisfy client expectations. As hotels utilize technology to better serve their guests, technology also has internal benefits for front desk staff, housekeepers, and customer service training (Hertzfeld, 2017).

In an article by Bhatnagar (2020), he explained that the front desk operations are the first to undergo a technological revolution in a hotel, affecting how rooms are booked and changes how they are run. Likewise, room services and billing are made accessible due to technology. Without a doubt, when a hotel management system is automated, the technology used is crucial in delivering seamless and satisfying client service. The successful conversion of outmoded, disconnected, and chaotic procedures into entirely modern, automated, simple, and integrated workflows is made possible through the use of smart technology and constant evolution of technology into hotel operations.

According to Revfine (2022), when it comes to making sure the hotel lives up to guests' expectations, the housekeeping department plays one of the most significant tasks. Housekeeping technology in hotels is substantial since it helps the department with its primary responsibilities while enabling the team to work more efficiently, and track and communicate progress. Some of the housekeeping technologies mentioned are Housekeeping Software, Air Purifier Technology, and Housekeeping Technology for Training, Sustainable Cleaning Products, Apps and Voice Control Communication, Robotic Housekeeping Team, and Artificial Intelligence Use Case.

As stated by Orlandos (2018), although the new technological improvements introduced in HR are primarily beneficial, some additional severe changes could happen, such as using more advanced technology like artificial intelligence (AI). Many HR professionals worry that AI will replace them or cause them to lose their jobs. At the moment, it appears that these modifications are beneficial and have improved the workplace. It goes without saying that as more millennials enter the workforce, there will be an increase in the usage of technology.

The integration presents the biggest challenge for hoteliers when it comes to technology. Hotels are software-filled webs, and any hotelier has two significant challenges: first, effectively integrating all the software; and second, ensuring that the integrated software accurately interacts with one another, ideally in real-time. Unfortunately, the cost to accomplish this integration is still significant, which is a hurdle for many hoteliers (Newman, 2018).

According to Mathews (2019), the hotel sector is undergoing significant disruption, perhaps more than any other sector. The ongoing emergence and evolution of the digital age require continuous brand adaptation for large hotel businesses; therefore, hotels must create nimble, adaptable, and agile hotel organizations as visitor demands and expectations change over time. At the same time, technology is developing quickly, leading to the convergence of many formerly distinct solutions. This can make for a challenging environment, particularly for larger hotel chains, which frequently deal with a unique set of technological difficulties such as integrations and installations, software maintenance and support, flexibility to offer both on-premises and cloud-based solutions, solutions for lodging businesses with different brands, formation of a genuine alliance with their software provider, and large hotel chains have numerous options and vendors, making administration of this tough. In the paper by Mercan et al. (2021), they explained the growth of the Internet of Things (IoT) in the past decade as it finds use in various fields. Utilizing this technology, hotels have developed modernized offerings like personalized services and smart hotel rooms. However, there are also particular challenges with IoT solutions in the hotel industry, such as easy physical access to devices. The clients are also at the core of these IoT technologies because of the nature of these domains, leading to large amounts of data collected from them. These data, their management, and the corporate goals they serve also give rise to new privacy and ethical dilemmas.

According to the study by Kansakar et al. (2019), the researchers covered how the growing usage of technologies in the hospitality sector has changed how services are delivered and received. In recent years, this industry has adapted new technology widely, which has radically changed how services are delivered and consumed. The researchers investigated how integrating the most recent technology could enhance visitor experiences and alter the platform for providing hospitality services in the future. Also, hotels' efforts to maintain stringent hygiene and sanitation procedures and ensure technological advancements can accelerate appropriate social distancing. In the years and months before the pandemic, the hotel business concentrated on using technology to improve the visitor experience. The main goals of these initiatives were to

improve and personalize the hotel visitor experience and offer a more effective, economical way to run hotels (Goodwin Procter LLP, 2020).

Advanced technology devices are made accessible for people with disabilities, so they can efficiently use technology. This technology typically refers to websites and applications, mobile apps, and kiosks that customers use directly in the hospitality sector. It makes ensuring that these systems are designed so that persons with disabilities may efficiently utilize them (Springer, 2022). Any hotel that does not use the most up-to-date technologies available is at a considerable disadvantage in the travel industry, where distribution and booking technology have become so important. Hotel technology is designed to streamline operations for hotel managers and personnel while improving the guest experience in a sector where time is valuable (SiteMinder, 2022).

An advanced technology used in hotels is cloud technology. There is a far lower danger of guest data breach and security hack when using cloud technology because data is always stored safely and remotely rather than in a physical location. Due to the software's ability to accommodate upgrades and apps, it is also compatible with all devices (SiteMinder, 2022). According to Bradley (2019), security for guests and employees is more critical than ever in today's technologically advanced culture. Moreover, some of the following technologies that have been updated to improve safety and security include: a) surveillance cameras which enable hotel owners to match up individual transactions with the surveillance footage, removing the need to filter through hours of film to discover fraudulent behavior. When a cash register is open or a credit card is swiped, this type of analytics-driven system can identify these events; b) cybersecurity, which is a security measure that stops unauthorized parties, such as hackers, from accessing private guest data; and c) mobile room keys, which replaces conventional hotel keys that can be misplaced or stolen.

As stated by Khatri (2019), technology has been demonstrated to be a critical factor in helping firms become more competitive than they were before. This is made feasible by improved information needs fulfillment, the capacity to examine behavior and performance, and the ability to coordinate innovation and operational processes. Meanwhile, Jaddoud (2019) reported that for any company that refuses to adapt advanced technologies, the threat posed by increasing trends of younger and more diverse workers is a significant strategic disruption. Hiring workers with a basic understanding of technology is essential because the hospitality sector is attempting to cater to technologically savvy customers; ergo, management companies for hotels must support employee education. Hoteliers must incorporate technology into every aspect of their services and product development and alter how they find, hire, and train

new employees. The conventional, independent, low-tech hospitality businesses will have to be replaced with a new approach encouraging greater consumer involvement.

To discuss effective technology adaptation, it is crucial to understand whether hotel personnel embrace and are prepared to use hotel technologies. The components of effective technology use have been the subject of extensive research. The Technology Acceptance Model (hereinafter called TAM), which focuses on the idea of reasoned action (Ajzen & Fishbein, 1975), has been extensively employed in a wide range of scenarios and has been extensively investigated (Davis, 1989) in order to explain technology usage behavior (Sun et al., 2020).

As one of the most significant sectors in the world and one that has grown to a global scale, the hospitality sector is a perfect example of an industry that has changed in response to shifting consumer wants and needs. Adapting emerging technologies in the hotel sector has created opportunities and challenges. The growing usage of technologies in the hospitality sector has changed how services are delivered and received. The researchers investigated how integrating the most recent technology could enhance visitor experiences and alter the platform for providing hospitality services in the future (Kansakar et al., 2019). Also, the hospitality industry continues to be significantly impacted by technological advancement, birthing to fierce competition among hotels to offer its patrons cutting-edge facilities for service, security, safety, and entertainment (Bazazo & Alananzeh, 2016). Hotels must continually seek new strategies to improve the attractiveness and accessibility of their services in a highly competitive environment (Hryhorieva & Primak, 2018). As advanced technologies replace more employment in established industries, the transformation process will probably compensate for it. The knowledge-based digital bio economic is anticipated to lead to the establishment of new industries with new employment prospects (Pyka, 2017).

Statement of the Problem

This study aimed to assess the impact of the adaptation of advanced technology of hotels in Pampanga. Specifically the study aimed:

1. to identify the different departments utilizing advanced technology;
2. to identify the different advanced technologies used in the hotel;
3. to find out the reasons why these hotels used advanced technology;
4. to identify the different advantages and disadvantages of applying these advanced technologies;
5. to identify the different issues and challenges encountered with the use of these technologies;

6. to identify how may the participants managers describe the advanced technology used in the hotel in terms of:
    6.1.   Service Quality
    6.2.   Accessibility
    6.3.   Security and Privacy
    6.4.   Job Opportunities.

Scope and Limitation

This study was focused on the evaluation of the effectiveness of adapting advanced technologies to the hotels in Pampanga. It focused on the advanced technology used in the different departments of hotels. Also, the researchers sought to find the impact of these advanced technologies on the hotel industry. Furthermore, the researchers limited their participants to four (4) managers currently working in the different hotels in Pampanga. Those managers whose hotels are not based in Pampanga were not included in the study.

Significance of the Study

This study provided a clear appraisal of High-Touch to High-Tech: Impact of the Adaptation of Advanced Technology of Hotels in Pampanga. This served as an eye-opener for every individual to understand and widen their knowledge about advanced technology. It will discuss and give evidence to the performance and effects of advanced technology, specifically in hotel establishments, in evaluating the execution of technology in their different departments.

Consequently, the findings of this study may contribute greatly to the following:

Hoteliers. This study serves as a reference for hoteliers to better understand the perspectives and points made by the participants to gain knowledge about the impact of adapting advanced technology in hotels.

Faculty. This study may assist the teachers in identifying the effects of advanced technology in hotel businesses that give further knowledge to determine the use and benefits of advanced technology.

Customers. This study may serve as a reliable basis of knowledge for every customer, knowing the impact of advanced technology that provides information on a quick overview of how modern hotel technology helps deliver high-quality service.

Future Researchers. This study serves as an instrument or relevant reference for the researchers who intend to conduct related studies relating to the advanced technology of hotels. Additionally, this study may guide them in finding significant, dependable, and essential elements regarded as necessary information for a deeper comprehension

of the topic. Researchers may undoubtedly gravitate to this research as the primary source of guidance for their future research.

METHOD

Research Design

The study used a qualitative approach. Qualitative research involves acquiring and analyzing non-numerical data, such as views or experiences (such as text, video, or audio) to comprehend ideas better. It can be used to unearth intricate facts about a topic or to stimulate new research ideas (Bhandari, 2020). This design is ideally suited to evaluate the impact of the Adaption of Advanced Technology in Hotels in Pampanga. It is a good option to know the experiences of the selected respondents in answering the objectives of the study. In-depth interviews were used to collect qualitative data for this study design.

Participants of the Study

The participants of this study were four (4) managers of different hotels in Pampanga. Researchers chose or selected the participants using purposive sampling as a sampling technique. Purposive sampling also refers to judgmental, selective, or subjective sampling. Purposive sampling's primary objective is to concentrate on specific population traits relevant to one's research and help him best respond to research questions (Rai & Thapa, 2015). However, the participants were chosen based on the following criteria drawn from the most relevant literature to help answer the research questions: 1. participants who can provide enough information to meet the study's objectives; and 2. hotel managers in Pampanga who use advanced technologies.

Research Instrument

This study used questionnaires to gather data, which were given to the selected participants as a guide. A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aim to collect information from a participant. A research questionnaire is typically a mix of close-ended questions and open-ended questions, which allow the participants to elaborate on their thoughts. The researchers utilized open-ended questions in a custom-made form. The participants were free to state their opinion about their experiences. The questions were divided into six parts: (1) the departments in the hotel that use advanced technology; (2) the specific kinds of advanced technology used in the hotel (3) reasons for using and applying advanced technology; (4) the advantages of advanced technology; (5) disadvantages of using advanced technology and (6) issues and challenges encountered by the managers with the use of advanced technology. The researchers used the in-depth interview because it is the best method to gather data and assess the impact of adapting advanced technology in the hotel. Researchers

conducted literature searches on a variety of relevant works to use as a guide in developing the questions.

Research Ethics

This study was conducted by assuring participants' responses and information was treated with the utmost confidentiality and anonymity. The researchers ensured the safety of their participants was their top priority. Any information, opinions, and experiences shared were used for educational purposes. The researchers issued informed consent through the participants' emails on whether to participate in the study. By agreeing to participate, a schedule for the in-depth interview was set and a guide questionnaire was given so that they can have an idea of what the interview was all about. If the participant(s) changed their minds, their withdrawal act or decision was respected.

Data Gathering Procedure

Prior to the data-gathering procedure, the researchers initially wrote a letter of approval to conduct the study to the research teacher and the dean, and sought for their approval and signature. The said letter was attached to the letter of consent that was sent to the participants of the study. Secondly, the researchers wrote a letter asking for permission to conduct the study to the immediate superior of the participant, if there is one, which was signed by the research teacher and the researchers and attached to the consent. Thirdly, it was stated in the consent letter that the duration of the interview was 15-20 minutes, and the interview was audio recorded to capture and transcribe every detail correctly and accurately. Assurance was also given that nothing was recorded, uploaded online, or shared with anyone who was not a part of the study given to the participant; everything was retained and used solely for this. Fourthly, a virtual conference utilizing either Zoom or Google Meet was utilized to interview each participant in four different hotels. Fifthly, after the interview, the researchers subject the data gathered to Qualitative Data Analysis, in which the data was transcribed, categorized, interpreted, and analyzed. Lastly, after the interpretation, the researchers drew their conclusion and made recommendations based on the obtained results.

Data Analysis

The researchers used thematic analysis to gather information and other data in this research. One way to analyze qualitative data is through thematic analysis. It is frequently used in reference to a collection of texts, such as an interview or transcripts. The researcher carefully analyzed the data to find recurrent themes, topics, notions, and patterns of meaning (Caulfield, 2022). This technique was helpful in this research since it gathered and analyzed information about the participant's ideas, opinions,

knowledge, experiences, or values from a collection of qualitative data, such as the transcripts of in-depth interviews or focus groups, and looked for patterns in meaning throughout the data to extract themes. This method was utilized to condense all the data that had been acquired. In addition, the researchers used thematic analysis because it gave them much flexibility on how they interpreted the data, made it easier to work with large data sets by grouping them according to broad themes, and required them to handle the data in a structured manner, resulting in a report that is organized and clear.

FINDINGS

Hotel Departments that Use Advanced Technology

Advanced technology has permeated every aspect of hotel employees' daily jobs and has been incorporated into all aspects of the industry, including hospitality and hotel management. The majority of the departments, especially the front desk, in the hotels where the participants work use advanced technology to run the hotel.

The Specific Technology Used

Participants brought up the fact that most hotel departments employ advanced technology. Each department in the hotel has its unique technology to facilitate the participants' work. Most of the technologies used are computers, cashless payment, QR codes, table reservation systems, keycards, social media, websites, kiosks, biometrics, mobile room keys, settlement portfolios, CMS, server systems, POS, online check-in/check-out, and OPERA system.

Advanced Technology Adaptation

The participants expressed that hotels must be prepared to adapt to be competitive in a continuously evolving market. The hotel industry should adapt advanced technology across all departments to enhance the guest experience, streamline business operations, and enhance overall visitor-employee communication. Before, hotel operations were more manual, and they did not have the technology, so to avoid being left out, they needed to keep up with the technology trend.

Advantages of Advanced Technology

The participants stated that the advantages of using advanced technology in hotel operations make their work much more efficient, accessible, and faster service delivery. Unlike manual labor, it takes time

to do a particular task. It is cost-effective since they can maximize their capital by investing in the technologies. The technology helps speed up how the hotel operates daily. Taking advantage of their resources would make it simple for the hotel to promote its services. Hotel operations can run smoothly, and it can be easy to monitor the daily happenings in the hotel. Also, giving the best service through technology can be a "wow" factor for the guests.

Disadvantages of Advanced Technology

The participants mentioned the disadvantages of the technologies they are utilizing as technical problems, a slow internet connection, and system malfunctions. As a result, operations at the hotel can slow down. A problem with the internet connection can hamper and challenge the service delivery to the guest since the systems used are more internet-based.

Issues and Challenges

Hotels with the use of technology can create a unique guest experience. However, due to the rapid technological changes, participants in any tech investment encounter issues and challenges. Slow internet connection, depreciation of machines, upgrading of systems, incorrect data inputs, system malfunctions, and lack of knowledge in operating the technology use are the issues and challenges they are encountering.

Resolving Issues and Challenges

Open communication is the key for the participants to resolve every issue and challenge encountered in the hotel's operation. Staff should have a daily briefing, training, and regular meeting to discuss each problem. Every time they run into a technical issue that impacts the customers, they work to resolve it by informing and explaining correctly. To address this issue, it is vital to do a guest survey to monitor the most common guest concerns so that they can improve whatever needs to be addressed.

Effect of the Issues and Challenges to the Hotel

Poor reviews and ratings of the guests occasionally challenged the participants. If something happens due to the technology used, they cannot prevent them from giving negative feedback. Every piece of guest feedback impacts the hotel since it will influence other guests who want to try it.

Service Quality

Easy Access and Time Efficient. Participants mentioned that clients may readily access the things they wish to see with the assistance of technology. With just one click on the system, they will quickly see things they want to browse. It is also an easier and faster service with safe and smooth usage of facilities that will lead to guest satisfaction.

Accessibility

Priority to PWD's. According to the participants, it is important that PWDs must have access to the technology used in their hotel and must be given extra services. A hotel must be accessible to people with disabilities, and must have facilities that are specifically designed for guests with special needs.

Security and Privacy

Data Privacy. As mentioned by the participants, they are following the Data Privacy Act of 2012 to ensure that every piece of data captured is secured and that the confidentiality of the guest is practiced as part of their service delivery. Every piece of information given by the participants should only be seen by those in charge.

Job Opportunities

Investment in machines rather than manpower. As per the participants, they will consider investing in advanced technology like machines rather than capitalizing more on manpower, where there is a technology that can do the work of three to four people. However, employment would suffer as a result of this.

Advanced Technology Alters Human Service. Employees are impacted by the hotels' ongoing technological advancement, which leads to their unemployment by the company. The participants would instead use upgraded technology than employ humans. Instead of a human being who will do specific tasks in the hotel, advanced technology has already replaced it. These advanced technologies can lessen human interaction but have the power to help humans do specific tasks by making them more straightforward. However, human intervention is still needed in a hotel in a hospitality industry that requires high-touch service.

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DISCUSSION

There were different impacts the hotel managers encountered with the adaptation of advanced technology in hotels in Pampanga. The effect of the adaptation of advanced technology on the hotel managers was categorized by hotel departments that use advanced technology, the specific technology used, advanced technology adaptation, advantages of advanced technology, disadvantages of advanced technology, issues, and challenges, resolving issues and challenges, effects of the issues and challenges to the hotel, service quality, accessibility, security and privacy, and job opportunities.

As shown in the findings, advanced technology has impacted hotel managers differently. Initially, the hotel departments using advanced technology were first determined. The participants mentioned that most departments, especially the front desk in the hotels where the participants work, use advanced technology to run the hotel. They specifically mentioned that the front desk is the most commonly known department that uses advanced technology. As stated by Bhatnagar (2020), the first department of hotel operations to experience a technology revolution is the front desk or the front office department, which also affects how rooms are booked and changes how they are run.

Moreover, the participants have determined the specific technology used in their hotels. Participants mentioned the fact that most hotel departments use advanced technology. To make the participants' work easier, each department in the hotel has its special technology. The majority of the technology includes computers, cashless payment, QR codes, keycards, social media, websites, kiosks, biometrics, mobile room keys, settlement portfolios, CMS, server systems, POS, online check-in/check-out, and OPERA systems. The advanced technologies used are essential for hotels to explore their potential to optimize current processes and enable the production of more meaningful and personalized services and experiences (Neuhofer et al., 2015).

In terms of advanced technology adaptation, it is also expressed that hotels need to be open to adapt if they want to remain competitive in a constantly evolving market. The hotel industry should implement advanced technology throughout all departments to improve customer satisfaction, streamline business processes, and improve general visitor-employee communication. In the past, hotel operations were more manual and lacking in technology; therefore, the hotel had to follow this trend to stay competitive. The hospitality sector is currently undergoing a technological transformation aided by artificial intelligence (AI), cloud computing, and various mobile applications. Traditional hotel operations

still use technology-enabled hardware and software in some ways. Technology makes hotel operations sufficiently contactless, ensuring social separation between visitors and workers (Gandhi & Dubé, 2020).

Along with the advantages of advanced technology, the participants stated how advanced technology helps hotels deliver services much more quickly, easily, and efficiently. It takes time to complete a task, as opposed to manual labor. According to the interview, maximizing the advancement of technology would help hotel operations and would also lead to faster guest service delivery and guest satisfaction afterward. Cost-effectiveness comes from the fact that they may make the most of their capital by investing in the technology. The use of technology would speed up regular operations at the hotel.

Additionally, providing the most excellent service possible while utilizing technology can affect the customer's "wow" factor. As stated in the study by Sun et al. (2020), rapid technology development has dramatically changed the hotel operation or customer relationship management structure. The term "intelligent hotel" refers to the integration of contemporary computer technology, communication technology, and control technology, among others. It has the advantage of delivering high-quality service, cutting labor and energy costs, and creating a new generation of secure, efficient, comfortable, and energy-saving hotels. (Guan, 2022)

Another impact caused by the adaptation of advanced technology is the participants' disadvantages. The participants mentioned that technical issues, slow internet connection, and system malfunctions of advanced technologies are often unavoidable. As a result, operations at the hotel can slow down. The delivery of services to the guest may be hampered and be more challenging if there is an internet connection issue because more internet-based systems are being used. According to Mathews (2019), technology is developing quickly, leading to the convergence of many formerly distinct solutions. This can make for a challenging environment, particularly for larger hotel chains, which frequently deal with a particular set of technological difficulties such as integrations and installations, software maintenance and support, flexibility to offer both on-premises and cloud-based solutions, solutions for lodging businesses with different brands, forming a genuine alliance with their software provider, and large hotel chains have numerous options and vendors, making administration of this tough.

Hotels can employ advanced technology to provide a unique guest experience. However, participants in any tech investment face issues and challenges because of how quickly technology changes. They

have problems with a slow internet connection, deteriorating equipment, updating systems, improper data inputs, broken systems, and a lack of awareness regarding technology use. According to the interview, depreciation of the machines is an issue; therefore, upgrading the systems from time to time is a must. Also, it was mentioned that it is a challenge if a hotel employee does not know how to operate those advanced technologies. The integration presents the biggest challenge for hoteliers when it comes to technology. Hotels are software-filled webs, and any hotelier has two significant challenges: first, effectively integrating all the software; and second, ensuring that the integrated software accurately interacts with one another, ideally in real-time. Unfortunately, the cost to accomplish this integration is still significant, which is a hurdle for many hoteliers (Newman, 2018).

For every issue and problem, there is a resolution. The participants revealed that solving any problem or difficulty during hotel operations depends on their ability to communicate openly with one another. A daily briefing, training, and regular meeting should be held for the staff to discuss each issue. Every time they encounter a technological problem that affects the customers, they attempt to fix it by adequately informing and educating them. It is crucial to conduct a guest survey to keep track of the most frequent complaints from guests to address the problem and make improvements.

Moreover, a challenge for the participants often came from the guests' poor feedback and ratings. They cannot stop them from providing unfavorable feedback if something occurs due to the technology deployed. Every comment a guest makes affects the hotel because it will affect other visitors who want to stay there. According to Gorade (2022), online hotel reviews and ratings heavily influence people's hotel choices. It is crucial that companies, particularly those in the tourism sector, pay attention to them. According to studies, online reviews are becoming increasingly significant for businesses because positive online opinions influence customers' attitudes and the probability that they will make a purchase. In contrast, negative online opinions have a negative effect on those customers' buying decisions. Online reviews are a decisive factor for customers in the hospitality industry when booking hotels and making travel plans. In this situation, poor hotel reviews may prevent bookings and sales.

The key to providing high-quality service is to go above and beyond the guest's expectations. The participants indicated that clients may easily use technology to access the information they want to view. They may simply see things they wish to browse with just one click on the system. Additionally, the service is simpler and quicker, and the safe and

efficient use of the facilities will increase customer satisfaction. According to the study by Kansakar et al. (2019), the researchers covered how the growing usage of technologies in the hospitality sector has changed how services are delivered and received. In recent years, this industry has adapted new technology widely, which has radically changed how services are delivered and consumed. The researchers investigated how integrating the most recent technology could enhance visitor experiences and alter the platform for providing hospitality services in the future.

As reported by the participants, the significance of providing PWDs with access to the technology utilized in their hotel and additional services is to be installed and invested in advanced technologies. A hotel with facilities must be specially created for guests with special needs, as well as one that is accessible to persons with impairments. Advanced technology devices are made accessible for people with disabilities so that they can use technology efficiently. This technology typically refers to websites and applications, mobile apps, and kiosks that customers use directly in the hospitality sector. It ensures that these systems are designed so that persons with disabilities may efficiently utilize them (Springer, 2022).

Another impact that was addressed is security and privacy. One of the participants claimed that they are adhering to the Data Privacy Act of 2012 to ensure that every piece of data collected is secured and that the guests' anonymity is upheld as part of their service offering. Only those in authority should be able to see any information shared by the participants. According to Bradley (2019), security for both guests and employees is more critical than ever in today's technologically advanced culture. Moreover, some technologies that have been updated to improve safety and security include a) surveillance cameras which enable hotel owners to match up individual transactions with the surveillance footage, removing the need to filter through hours of film to discover fraudulent behavior. When a cash register is open or a credit card is swiped, this type of analytics-driven system can identify these events; b) cybersecurity, which is a security measure that stops unauthorized parties, such as hackers, from accessing private guest data; and c) mobile room keys, which replaces conventional hotel keys that can be misplaced or stolen.

Also, the participants expressed that when technology can perform the tasks of three to four people, they will think about investing in sophisticated technology like machines rather than focusing more on humans. The outcome would be a decrease in employment.

The constant technological development of the hotels affects the employees and makes them unemployed in the eyes of the business. The

participants would prefer to use modern technologies instead of hiring people. Advanced technology has replaced humans performing specific activities in the hotel. While these advanced technologies may reduce human engagement, they also can facilitate the human performance of a particular task. Human intervention is still required in hotels since the hospitality sector demands high-touch service. As stated by Khatri (2019), technology has been demonstrated to be a critical factor in helping firms become more competitive. This is made feasible by improved information needs fulfillment, the capacity to examine behavior and performance, and the ability to coordinate both innovation and operational processes. According to Jaddoud (2019), for any company that refuses to adapt advanced technologies, the threat posed by increasing trends of younger and more diverse workers is a significant strategic disruption. Hiring workers with a basic understanding of technology is essential because the hospitality sector is attempting to cater to technologically savvy customers. Management companies for hotels must support employee education. Hoteliers must not only incorporate technology into every aspect of their services and product development and alter how they find, hire, and train new employees. The conventional, independent, and low-tech hospitality businesses will have to be replaced with a new approach encouraging greater consumer involvement.

Furthermore, based on all of the participants' responses, the use of advanced technology for them is what is reshaping the hotel industry. The rise and continuous development of technology, or the advantages of technology in the hospitality sector, has also led to a significant rise in end-user expectations. Technology development and application in hotels have expanded hotel managers' reach and helped them in many ways. Although, despite some of the challenges they encountered, they remained upbeat and optimistic, which is a pleasant attitude for a good manager and leader. Moreover, the most effective technology must be both invisible and effective. Hotel technology is under further pressure to deliver on service and experience while enhancing the high-touch principles of hospitality (Creamer, 2018). The hotel sector is increasingly utilizing advancements. In turn, this helps hotel businesses increase productivity, improve the effectiveness of their services, and cultivate a following of loyal clients. The way services are provided is changing to meet the needs of current technology and changing consumer behavior before, during, and after a hotel stay. For hotel management, staff, and consumers, adapting technology innovation to the peculiarities of hotel services is a source of opportunities and challenges. (Kazandzhieva et al., 2017). Considering the evidence provided, the participants can achieve their goals by being open to adapting to change. One of the best things a business can do in this dynamic world is to stay current with market trends. Therefore, they needed to keep up with the trend using technologies.

Advanced technology operations make their work much more efficient, accessible, and faster service delivery. It is also cost-effective since they can maximize their capital by investing in the technologies. The technology helps speed up how the hotel operates daily.

Lastly, the researchers identified that the participants continually seek a better solution or a more enticing strategy. They are enthusiastic about change, curious about what is happening in the hospitality sector, and can stay current on recent developments. Also, they are willing to accept responsibility for challenges and deal with them head-on.

Conclusion

Based on the stated findings and discussion above, the following conclusions were drawn:

First, after a thorough investigation and data gathering, the researchers concluded that advanced technology had been implemented into many facets of the industry, including hospitality and hotel management, and has permeated every part of hotel employees' daily jobs. Most of the departments at the hotels where the participants work use advanced technology to administer the establishment.

Second, it was mentioned how most hotel departments use advanced technology. The hotel's several departments each employ different technologies to make the participants' jobs easier. Computers, cashless payment, QR codes, keycards, social media, websites, kiosks, biometrics, mobile room keys, settlement portfolios, CMS, server systems, POS, online check-in/check-out, and OPERA systems make up most of the technology. In addition, participants agreed that hotels need to be flexible to remain competitive in a constantly changing market. The hotel industry should implement advanced technology throughout all divisions to improve customer satisfaction, streamline corporate processes, and improve general visitor-employee communication. In the past, hotel operations were more manual and devoid of technology; therefore, to stay competitive, the hotel had to follow this trend. Also, the hotel's regular operations might be sped up with technology. The hotel may easily promote its services by taking advantage of its resources. Nevertheless, by having advanced technologies, there is some point that their use of technology has drawbacks or disadvantages that the hotels get on the guest's feedback, including system failures, sluggish internet connections, and technical issues. As a result, hotel operations may slacken. Since the technologies employed are more internet-based, a problem with the internet connection can hinder and complicate the service delivery to the guest. It is crucial to conduct a guest survey to keep track of the most frequent complaints from visitors to address the problem and make

improvements. Moreover, it is crucial to PWDs may use the technology in their accommodation and receive additional services. A hotel must be accessible to people with disabilities and have facilities specifically designed for guests with special needs.

Lastly, the researchers concluded that customers may easily see the items they want using technology. They can quickly view the items they want to browse with only one click on the system. The most crucial justification for hospitality organizations implementing new technology is to meet consumer needs and provide the best experience for visitors. Furthermore, the researchers concluded that even if the owners of the hotels are having such problems, they are still upbeat come with the trend of advanced technology and determined to pursue the best experience of the hotel.

Recommendations

The researchers developed the following recommendations that were also in line with the study's definition of the problem after thoroughly analyzing the complete study, considering the findings from the in-depth interview, discussing all organized data, and developing the conclusions.

The researchers of this study recommend that future researchers conduct a study on a city regarding the advanced technology in the hotel. Moreover, cities are more on technological advancements. This will expand the study locale since it is only in the province of Pampanga. Furthermore, by trying different locales, researchers also recommend looking a data that has the most hotels in cities for the study to be significant.

The researchers advise future researchers pursuing related topics of this study to select hotel employees and customers as participants to know their perspective on using the advanced technology because they also affect them. Through this, it may help to widen the knowledge in exploring and adapting advanced technology in various departments of hotels.

Issues and challenges are considered hindrances that need to be resolved. The researchers recommend that future researchers explore how hotels will resolve these issues because using advanced technology has drawbacks that impact hotel operations. Additionally, it would be great if hotels were equipped to handle the issues and challenges brought on by employing various new technologies. Hotels should prioritize human service as well as cutting-edge technology. To provide the finest customer service, humans and technologies should work together.

This study recommends that hotel managers continue adapting to the most recent trends that keep the hotel's progress going. Staying behind current technologies, and updating technology later on, could be more challenging. The researchers recommend that hotel managers promote and advertise the company more actively. Additionally, they can strengthen their in-person communication strategy with their guests and retain coordination concerning their business policies despite technological advancements, changes to operational procedures, and different ways they can provide or work reciprocally with them.

Emerging Framework
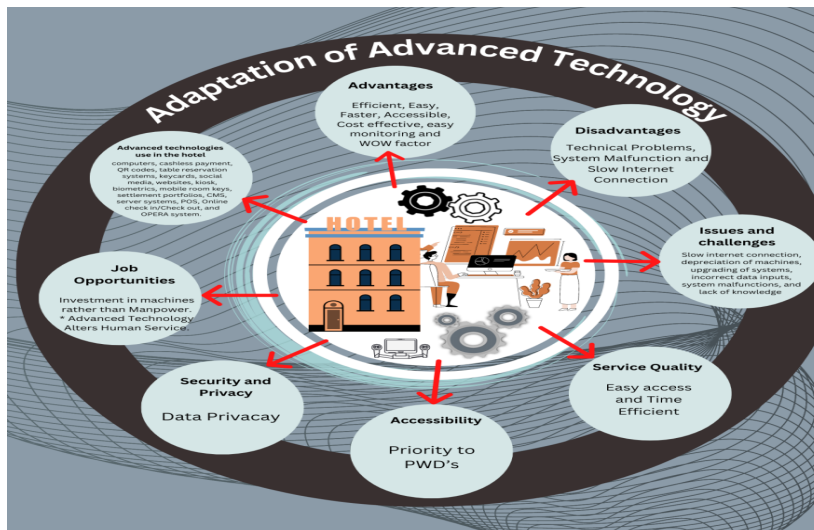
Figure1. Emerging Framework of the study

The emerging framework depicts the impact of advanced technologies on hotel heads/managers in Pampanga. The study focused primarily on the participant's experiences with the hotel's advanced technology use, advantages and disadvantages, issues and challenges, service quality, accessibility, security and privacy, and job opportunities. Theme 1 illustrates the different advanced technologies used in the hotel, which are the computers, cashless payment, QR codes, table reservation systems, keycards, social media, websites, kiosks, biometrics, mobile room keys, settlement portfolios, CMS, server systems, POS, online check-in and check-out, and OPERA system. Theme 2, under the advantages, is efficient, easy, faster, accessible, cost-effective, easy to monitor, and a "wow" factor for the guest using technologies. Theme 3 is the disadvantages: technical problems, system malfunctions, and slow internet connections. Theme 4 focuses on the issues and challenges

associated with the use of technology in hotel operations. The technologies' easy access and time efficiency are theme 5 in service quality. Theme 6 is accessibility, which is the priority of PWDs. Theme 7 is security and privacy, which includes data privacy. Lastly, Theme 8 illustrates the job opportunity, the investment in machines rather than the workforce, and how advanced technology alters human services.

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TOURISM STUDENTS' FAMILY RELATIONSHIP FUNCTIONING ITS INFLUENCE ON STUDENT ENGAGEMENT IN SCHOOL

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ABSTRACT

The study aimed to determine the relationship between tourism students' family relationship functioning and student engagement in school. The respondents of the study were the 177 students of a private higher education institution taking up Tourism Management Program and who are on their first to fourth year. To select these participants, stratified proportional random sampling was employed. To gather the data needed for the study, the respondents were asked to answer the Brief Family Relationship Scale and the Student Engagement in Schools Questionnaire. Results of the study showed that the majority of the respondents are females and are in their freshmen year. Also, the respondents have indicated that their family relationship functioning is high. Among the three dimensions of family relationship, cohesion obtained the greatest number of means under excellent level. Under student engagement, most of the participants answered that they are above average. Results also showed that there is a moderate significant relationship between student engagement and family relationship. Lastly, there is no significant difference between the respondent's year level and student engagement. It is recommended that offices engage in student services organize activities that may encourage positive family relationship and student engagement.

Keywords: Family Relationship, Student Engagement, Tourism Students

INTRODUCTION

Article XV Section 1 of the 1987 Philippine Constitution acknowledges the role of the family as the foundation of the nation. With this, the government puts premium on maintaining the solidarity of the family.

Given this, it can be understood that the very reason why the family is considered as the foundation of the society is that it influences the development of the citizens, particularly children. It is the family which

forms a child's personality and wellbeing whether in the aspect of mental or physical health (Li, Zhan, Chen & Ren, 2021). It is in the family that the child learns to socialize (Jagadhri, 2016), gain their religious beliefs, and know what is ethical and what is not. It is also in the family where a child is able to identify his or her abilities and make use of them in the real world. Most importantly, it is in the family that a child learns the importance of family relationships especially as to how they should look after each other and interact with diverse personalities. Among Chinese, the family is considered the foremost source of social support (Li & Dong, 2008).

Family relationship functioning is defined as how family members interact with one another (Adeniji, Oscar & Mabekoje, 2020). Whether the relationship is positive or negative, this factor plays a central role in shaping an individual throughout his or her lifetime (Mers, Consedine, Schulze, & Schuengel, 2009) particularly his or her wellbeing (Adeniji, et al., 2020).

Umberson, Crosnoe & Reczek (2010) believed that a person's social development is greatly affected by family relationships. McMaster's Family Functioning Theory specifies that a positive family environment plays an essential role in the healthy development of family members' physiological, psychological, and social functions (Li, Zhan, Chen & Ren, 2008). Generally, this creates a sense of identity and a purpose in an individual (Hartwell & Benson, 2007), thus, when a person faces life challenges, he or she can overcome this because he or she has developed resilience, self-esteem, healthy behaviors and will power. A good family relationship can be described as having a family environment where everyone has a sense of security, encouragement, and support. Meanwhile, negative family relationships can be seen in situations of physical abuse, neglect, and loss of parents (Li, et al., 2008). It must be noted that family relationships change over time. With every individual changed by their experiences and level of maturity as well as the distance that might exist between family members, relationships may change, and as mentioned by Thomas, Lui & Umberson (2017), the emotional support, as well as closeness, may vary.

Adeniji, et al. (2020) determined that there is a positive and significant relationship among academic engagement, family functioning, and resilience among secondary schools' students in Ogun State, Nigeria. In addition, they found that students who belong to conflicting families and with minimal familial support tend to be involved in risky sexual behaviors which may lead to the possibility of acquiring sexually transmitted diseases.

There are three important elements under family relationship functioning and these are cohesion, expressiveness, and conflict.

Family Cohesion refers to the degree of closeness and emotional bonding experienced by family members (Olson, et al. as cited in Vozikis, et al., 2013). It is represented by the care, support, and emotional closeness family members exhibit which aid them in being united as one family. It is a two-way process of receiving and giving support to each other, especially in moments of difficulties. Evidence suggests that these family processes begin developing even before students enter school (Rispoli, McGoey, Koziol, & Schreiber, 2013). Hamama & Arazi (2012) as well as Moreira, Frontini, Bullinger, and Canavarro (2014) affirmed that teenage students who belong to cohesive families are more inclined to being satisfied with their lives and are more secured when it comes to establishing relationships. Cheung (2011) and Yuhui and Xiang (2015) pointed out that parental involvement is one vital factor why students tend to be more adaptive in school. Parents who have a keen eye for the welfare of their children have the capacity to hone their children to become better individuals. This is because they are able to provide immediate guidance to their children as soon as they committed a mistake. The results of this are that these students can gain more friends and are able to participate in school activities well whether academic or extra-curricular (Sijtsema, et al., 2013; Asghari et al., 2014; Leidy et al., 2012). Children from cohesive families are described to have better self-esteem and clear-mindedness when it comes to setting goals (Leidy, et al., 2020) as well as developing effective interpersonal skills (Qiin, Wan, Qu, and Chen (2012).

On the contrary, since students from divorced or broken families are less supervised by their parents, they are more prone to aggression, hostility, and problematic behaviors which makes them less popular among their peers (Hamama & Arazi, 2012).

Many researches have proven that family cohesion has an impact on the academic performance of students. Annunziata, Hogue, Faw, and Liddle (2002) found that family cohesion has a beneficial effect on school engagement especially in the context of good parental monitoring practices. When parental monitoring is high or even moderate, adolescents from more cohesive families are more engaged in school. However, when parents do not monitor their children, there is a neutral or even negative effect on school engagement.

In the study of Dehaghani, Keshvari, and Paki (2014) on The Relationship between Family Functioning and Academic Achievement in Female High School Students of Isfahan, Iran, a significant association between girls' academic achievement and their mothers' job was found.

The findings show that children whose mothers are homemakers have the possibility to develop positive relationships with them. With this, their mental and emotional needs are met which leads to higher academic achievement. Meanwhile, Baer (2002) reveals that as adolescents get older, the level of family cohesion reported decreases from sixth grade to tenth grade.

The second factor under family relationship is family expressiveness. This refers to the intensity and frequency of parents' positive and negative expressions among family members including children (Ramsden & Hubbard as cited in Wang, 2017). It can be in the form of verbal or non-verbal expressions (Halberstadt, Cassidy, Stifter, Park & Fox, 2014). A family's emotional environment is identified as a critical factor that influences children's emotion regulation (Mengyu & Zhuo, 2016).

Children are exposed to a variety of emotions as a result of their parents' emotional reactions. With this, they learn to understand and interpret their own and others' feelings. The ability of children to understand emotion is linked to a variety of positive outcomes including improved peer connections and social skills as well as less internalizing and externalizing behavioral problems. Eisenberg, et al. (2004) and Luebbe and Bell (2014) pointed out that children who grew in families with poor affective connections are more likely to develop negative emotions and higher emotional reactions. Although they may not hamper them from socializing, these children are prone to aggression (Ramsden & Hubbard, 2002). This is as compared to children who grew in families with positive affective connections. Expressive families develop emotional understanding. These children are more likely to effectively socialize with other people (Ramsden & Hubbard, 2002); most likely develop good peer relationships (Cassidy, et al. 2002). The difference between these two families is their ability to let children express or suppress what children feel (Child Psychiatry Hum Dev, 2013).

The third factor is family conflict. This refers to the active opposition between family members. It could be in the form of verbal, physical, sexual, financial, or psychological conflict (Marta & Alfieri, 2013).

Due to varied reasons, families nowadays are more prone to having conflicts. This is especially true for families who live in developing nations (Uupinda, 2019). Montemayor and Hanson (2005) stressed that family conflict can have a negative impact on children's behavior and engagement in school. According to Mathil (2016), children who have seen their parents having conflict with each other as well as have observed the lack of parental support (Jayachandran, 2017) are most likely to get affected negatively. This could be worse if the conflict happens

regularly (Wu, et al., 2016). These children may feel broken which may affect the way they relate to other family members such as their parents (Wu, et al., 2016) as well as their peers and other acquaintances. These scenarios are examples of social detachments as explained in the Attachment Theory (Jayachandran, 2017). In addition, these children may feel higher levels of stress, anger, and insecurity (Kumar & Mattanah, 2017).

Meanwhile, if parents practice better conflict management, Paramanik, Saha, and Mondal (2014) noted that these parents are able to hone their children to be gentler, adaptive, and problem-solvers. Koerner and Fitzpatrick (2002) emphasized that the conflict resolution styles of children are similar to that of their parents.

These three factors are vital to the establishment of positive family relationships. When families are in harmony with each other, these affect not just the people within these families but the society in general. In terms of the academe, positive family relationships may have an effect on the performance and participation of students.

Student engagement is one of the factors which affect students' learning and success. Akey (2006), Briggs (2015), and Järvelä and Renninger (2014) defined engagement as the level of participation and intrinsic interest that a student shows in school. This could be manifested in the behavior and attitude of students towards school activities. It could be seen through their persistence, effort, attention, motivation, enthusiasm, and pride in their work. Student engagement is simply the commitment to learning (Fredricks, et al., 2014) and to exert extra effort for the accomplishment of academic goals (De Vito, 2016). The area of student engagement can be explored by looking into these areas: behavioral participation, school connectedness, and motivation (Christenson, et al., 2012).

Student engagement is deemed to have positive effect on the academic performance of students, school attendance and avoidance of risky behaviors (Al-Alwan, 2014; Weiss & Garcia 2012; Fredricks, Blumenfeld, & Paris, 2004; Heddy & Sinatra, 2013; Johnson & Sinatra, 2012; Tytler & Osborne, 2012; Fung, et al., 2016; Olivier, et al. 2019; Grier-Reed, Appleton, Rodriguez, Ganuza, & Reschly, 2012).

Several research studies had shown that engagement between schools and families results in better academic outcomes for students. DeVito (2016) pointed out that even in a minimal period, with an effective partnership between the school and the parents, student engagement is likely to improve. This is because parents play a central role in shaping their children's behavior and engagement in school (Kraft & Dougherty,

2013; Mutch & Collins, 2012). In their study which aimed at examining student engagement among gifted students, Wang and Neihart (2015) found that, through emotional engagement, parents could empower their children by "praising their efforts, affirming their intelligence, and providing them with various learning strategies to help them persevere through frustrations."

On the other hand, Kris and Dougherty (2013) emphasized how collaboration between teachers and parents may affect student engagement. They said that this collaboration enhances completion of homeworks by 40%, attention span by 25%, and class participation by 15%.

Meanwhile, Quaye and Harper (2014) stressed that low student engagement is considered a detrimental factor to student participation. This may lead to dropout.

Student engagement is a wide concept that has been studied by researchers in three different areas which are cognitive, emotional, and behavioral engagement (Cooper, 2014). These areas emphasize the complexities of student participation and encourage the use of more precise instruments and measurements to investigate it. Any researcher may look into the involvement of students in learning and extracurricular activities, identification in school as efforts and resources exerted (Summer, 2016).

The first dimension of student engagement is cognitive engagement. Cooper (2014), Lawson and Lawson (2013), and Wehlage and Smith (2014) defined this as the psychological investment students exert in their learning. It involves the knowledge and skills they give to accomplish various academic tasks. Further, it is best exhibited by a student when to accomplish a certain task, the student performs far beyond what is expected of him or her and utilizes strategies that may help in doing the task (Conner, 2011; Zimmerman, 2003).

According to Fredricks and McColskey (2012), cognitive engagement is used as a broad umbrella term for (1) beliefs about the importance or value of schooling, learning goals, and future aspirations; (2) cognitive strategy use (how deeply students study material); (3) self-regulatory or metacognitive strategies (how students manage the learning processes such as planning and seeking information); and (4) doing extra work and going beyond the requirements of the school. These measures of cognitive engagement incorporate aspects of motivation, self-regulated learning, and strategy use.

Finn and Zimmer (2012) in the study they conducted found that college students are more invested with their studies as compared to when they were in high school. The findings suggest that low student engagement may still be improved so long as the student exhibits commitment and the school provide an atmosphere of learning.

Among the three dimensions of student engagement, cognitive engagement had been found as the most direct predictor of educational achievement (Greene, Miller, Crowson, Duke & Akey, 2004). This is because it enhances motivation (Guthrie, et al., 2014), drives students to set mastery goals (Anderman & Patrick, 2012), and develops higher self-efficacy (Schunk & Mullen, 2012).

The second dimension of student engagement is the behavioral component. A student's participation in school and community activities whether inside or outside of the classroom is described in the behavioral component (Conner, 2011; Kraft & Dougherty, 2013; Trowler, 2010). Among the three dimensions of student engagement, behavioral engagement is the most observable. The reason is that a teacher may easily observe a student if he or she is exerting effort, attention, participation, obedience, and avoids misconduct in school. By overseeing the activities of a student, the teacher is also able to analyze whether a student meets expectations and follows standards. Once a teacher finds a student as a passive participant in the classroom, it would be easier for her to motivate the said student to be active in their learning (Sinatra, Heddy & Lombardi, 2015).

There are two types of behavioral engagement manifested by students. Positive actions are shown when the students meet classroom or school requirements while negative behaviors are exhibited when the student disobeys school policies and norms.

To assess behavioral engagement, factors such as effort, persistence, attention span, resilience, and self-direction must be considered (Buhs & Lass, 2009).

Several studies have shown that behavioral engagement may affect academic performance and retention in school (Hattie & Anderman, 2013; Finn & Rock, 1997; Reschly & Christenson, 2012). Voelkl (2012) pointed out that when students are more engaged with school activities, the more they feel they belong to the school. This is vital as the student is motivated to accomplish school activities. On the contrary, Sinatra, Heddy, and Lombardi (2015) believed that this factor cannot be used to predict performance on examinations since these activities entail cognitive engagement as well.

Interestingly, Li and Lerner (2013), Friedricks, et al., (2004), and Gibbs and Poskitt (2010) all agreed that behavioral engagement has an effect on cognitive engagement. Their researches posited that prior to cognitive engagement, a student must first be behaviorally and emotionally engaged. It is when students feel committed to their learning that they become more effective and efficient with their studies as well as they behave better in school (Wentzel, 2003).

Another dimension of student engagement is emotional engagement. It refers to the affective attitudes' students have towards their school, classroom, classmate, teachers, and even their academic subjects (Cooper, 2014; Renninger & Bachrach, 2015). Students' feelings of belongingness and value are also investigated in this area through their identification with their school such as students' feelings of significance and feelings of achievement in school-related outcomes (Cooper, 2014). This dimension emphasized that participation in school activities is not only dependent on the knowledge and capabilities of students but also on their emotions (Harper & Quaye, 2009; White, 2013).

Emotional engagement has been found to benefit students in many studies. Christenson, et al. (2012) stated that positive emotional engagement increases the connection between the student and school and further inspires students to study harder and participate in school activities. This is because as students experience positive emotions such as enjoyment in relation to their schools, the more they feel belongingness to the educational community and the willingness to take part in its activities (Sinatra, et al., 2015). Heddy & Sinatra (2013) believed that if a student has more positive emotions towards school, he or she is more likely to get better scores in examinations. Hence, if a student feels negative emotions, they tend to lose their focus and become detached from the school and to their studies.

Aside from positive emotions, another factor under emotional engagement which must be considered is the tasks' value to the student. This value refers to the benefit or the gain a student will get for accomplishing a task (Schunk, et al., 2013). An example would be if in learning a particular concept, they would make use of it in their future career.

In all these reviewed related literature and studies, it can be seen that varied factors affect academic performance, however, in this study, what were only dealt with were the relationship between family relationship and student engagement. This is to further contribute to the researches which have shown that there is a big possibility that family relationship and

functioning have an impact on students' performance and participation in school. Thus, this study is conducted.

Theoretical Framework

The study was anchored on John Bowlby's Attachment Theory which posits on the idea that humans have an inherent, biological desire for meaningful relationships. Based on this theory, there are two forms of attachment that may be developed by family members particularly parents with their children during their rearing years. A secure attachment develops when parents are sensitive to the needs of their children and are consistently available. This type of attachment is likely to have positive effects on a child's development such as having good emotion regulation skills and feelings of confidence and self-worth. However, when certain experiences and relationship processes such as abandonment, neglect, criticism, or detachment occur, the child's trust in the relationship is likely to be damaged and insecure attachment may result.

Conceptual Framework

Family Relationship Functioning: Cohesion Expressiveness Conflict	_____	Student Engagement: Cognitive Behavioral Emotional
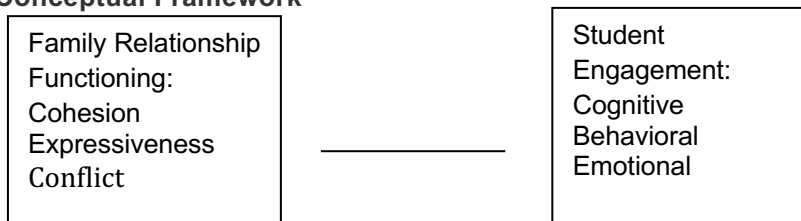
Figure 1: Conceptual Framework

Figure 1 illustrates the students' family relationship functioning in terms of cohesion, expressiveness, and conflict and its relation to student engagement in school with its factors cognitive, behavioral and emotional.

Statement of the Problem

The study aimed to determine the tourism students' family relationship functioning and its influence on student engagement in school. Specifically, it sought answers to the following:

1. How may the respondents' family relationship functioning be described?
2. How may the respondents' engagement be described?
3. Is there a significant relationship between the respondents' family relationships functioning and their level of student engagement?
4. Is there a significant difference in the respondents' year level and student engagement?

Scope and Limitations

The study intended to describe the family relationship functioning as well as engagement of the respondents in their studies. It also tried to identify the relationship between the two variables. Since the study was conducted during the time of the pandemic and while the students were studying at home, any factor which might affect the students' engagement is beyond the control of the researcher. In addition, the viewpoints or influence of college students in other programs were not tackled in this study.

Significance of the Study

The results of the study may be beneficial to the following:

Teachers. This study may help them build positive relationships with families, particularly the parents as to how they can provide support to their children while studying at home during this time of the pandemic.

Guidance Counselors. The results of the study may serve as a guide for them in organizing activities designed to empower parents to increase support for their children's learning at home so they may help their children improve their academic performance and have better social-emotional development.

School Administrators. The study may provide a sound basis for the development of a school-wide program that would encourage collaboration among the different stakeholders most particularly with the parents.

Future Researchers. Further research to be conducted relative to the subject of this study may make use of the results obtained in this study.

METHOD

Research Design

This study is quantitative research that primarily focused on determining the tourism students' family relationship functioning and its influence on student engagement in school. In the social sciences, quantitative approach is the most used research framework. Its goals are to generate knowledge and insights of the social world, to examine a phenomenon or occurrence, or to investigate the target sample population (Allen, 2017). It is a set of tactics, methodologies, and assumptions that are used to investigate psychological, social, and economic processes using quantitative patterns. Quantitative research collects a wide range of numerical information

The study employed the methods of descriptive research. Using self-administered survey questionnaires which were sent online, the data needed in the study were acquired. Descriptive research is a type of quantitative study which aims to accurately describe the participants, circumstances, or phenomenon in a methodical manner. It can answer queries about what, when, where, when, and how, but not why. It aims to determine the range and distribution of certain social factors such as education or training, occupation, and location as well as the relationship between these variables and specific behavior patterns or attitudes (Mahboob, 2020).

Respondents of the Study
The respondents of the study were the 177 students of a Bachelor of Science in Tourism Management program in a private higher education institution. The students' ages range from 18 to 24 years old and are enrolled as first, second, third, and fourth-year students for the Academic Year 2021-2022.

Sampling Design
Raosoft calculator was used to determine the number of respondents needed for this study. Once the target number of participants was identified, stratified proportional random sampling was utilized. The respondents of the study were chosen based on their year level and were selected randomly per subpopulation. The sample size in this study is 177.

Research Instrument
There were two instruments used to gather data needed in this study.
The first instrument which was adopted is the Brief Family Relationship Scale. It is a 27-item questionnaire (Moos & Moos, 1994) created in the form of Likert-type and is focused on assessing the perceptions of youths on family functioning by measuring the three aspects of family relationships which are cohesion, expressiveness, and conflict. The internal consistency for this instrument is described in the following: cohesion is at 0.83, conflict at 0.80; expressiveness 0.65, and for the full-scale BFRS is 0.88

The second instrument is the Student Engagement in Schools Questionnaire (SESQ). This is a Likert- type of instrument that makes of the scale of 1-5, (e.g. 1= never, 5= always) and was crafted to comprehensively assess the construct of student engagement. SESQ-ENG is composed of factors like Affective Engagement-(Liking for Learning; Liking for school), Behavioral Engagement (Effort and Persistence, Extracurricular Activities), and Cognitive Engagement (Lam

& Jimerson, 2008). The Cronbach Alpha Estimates for the domains of the SESQ are Affective Engagement at 0.88, Behavioral Engagement at 0.85, and Cognitive Engagement at 0.93.

Data Gathering Procedure

The following steps were observed in the conduct of the study:

Initially, to seek approval for the conduct of the study, the researchers wrote a letter of request to the Office of the Vice President of Academic Affairs (VPAA) through the Dean of CHTM. Once the study has been authorized, the researchers proceeded to the distribution of questionnaires through Google Form. Students were informed about the link of the Google Form through the respective Google Classrooms of each year level. Directions in answering the survey questionnaires were indicated in the Google Form. The 177 target respondents were asked to answer the questionnaires.

Data collection lasted for about a week. Data were automatically tallied by the platform. After this, the researchers analyzed and interpreted the data gathered.

Data Analysis Procedure

For a valid interpretation and analysis of the statistical results, appropriate data were identified, coded, and imported into SPSS software. The presentation of graphs and tables was used to exhibit the data. To assess the gathered results, both descriptive and inferential statistics were utilized.

For the descriptive statistics, frequency, percentage, mean and standard deviation were identified.

Under inferential statistics, to help in determining the relationship between the respondents' family relationship functioning and its influence on students' engagement, the chi-square test was used.

Ethical Consideration

The study upholds highest value to the commitment of the respondents to participate in the study. To ensure that the welfare of the participants is taken cared of before, during, and after the conduct of the study, the following were adhered to:

The study was only conducted upon the review and approval of the University Ethics Review Board.

Confidentiality and anonymity were strictly observed. First, participants were informed in the introductory part of the survey forms that any information which may lead to identifying them as participants in this study will be censored.

Gathered data were accessible only to appropriate persons and authorities. In view of checking the substance of the study, only the researchers, the research adviser, consultant, and the dean of the college concerned shall have the permission to view the data retrieved. Meanwhile, respondents may be allowed access to their answers only. These data shall be kept in a Google Drive until such time as the study had been completed and approved by the panelists. This Google Drive will automatically be deleted once the study has been deemed final and completed. If possible, respondents will be informed of the deletion of this data.

In case of data breach such as in the case of uncontrollable events, stolen or taken without permission, respondents will be immediately notified. They will be asked to resend their answers so long as it could be proven that the loss of data is not due to researchers' negligence.

As deemed by the researchers, there were no risks entailed in the study. If a participant finds a question sensitive, private, and discomforting, he or she was given the liberty not to answer the said item. No other information irrelevant to the study was gathered.

RESULTS

This section presents the results based on the sequence on the statement of the problem.

1. Profile of the respondents – tourism management students in terms of gender and year level.

Table 1a. Gender of the Respondent-Tourism Management Students

Gender	f (number of respondents)	Percent (%)
Male	32	18.1
Female	145	81.9
Total	177	100.0

Table 1a shows that majority of the respondents were females with a percentage of 81.9% while males has 18.1% only.

Table 1b. Year Level of the Respondent-Tourism Management Students

Year Level	f (number of respondents)	Percent (%)
First Year	50	28.2
Second Year	47	26.6
Third Year	37	20.9
Fourth Year	43	24.3
Total	177	100.0

As can be seen in table 2 most of the respondents came from the first year level with 28.2 while the third year level are the least respondents with 20.9%.

2. Level of family relationship functioning respondents – tourism management students

Table 2a. Level of Family Relationship Functioning Respondent-Tourism Management Students

Level of Family Relationship Functioning	Verbal Equivalent	f (number of respondents)	Percent (%)
1.00 – 1.74	Very low	1	0.6
1.75 – 2.49	Low	13	7.3
2.50 – 3.24	Moderate	69	39.0
3.25 – 4.00	High	94	53.1
Total		177	100.0

Table 2a shows that most of the respondents gained high level of family relationship functioning however 0.6% belonged to very low.

Table 2b. Level of Family Relationship Functioning Respondent-Tourism Management Students according to the Indicators of the Brief Family Relationship Scale

Indicators Family Relationship Functioning	Means	Standard Deviations	Verbal Interpretation of the Mean	Mean Rank
I am proud to be a part of our family.	3.7627	0.52242	High	1
In our family, we really help and support each other.	3.5763	0.67091	High	2
In our family, we never put down each other.	3.5254	0.84657	High	3
My family members are not violent.	3.4802	0.92374	High	4
In our family there is a feeling of togetherness.	3.4689	0.72331	High	5
My family members really support each other.	3.4633	0.73086	High	6
In our family, we really get along well with each other.	3.3955	0.79171	High	7
In our family, we work hard at what we are doing at home.	3.3955	0.67553	High	8
In our family, we keep away from being mad at each other.	3.2825	0.9228	High	9

In our family, we spend a lot of time doing things together at home.	3.0621	0.87359	Moderate	10
In our family, we can talk openly in our home.	2.9605	1.00205	Moderate	11
In our family, we maintain our temper at all times.	2.9492	0.89361	Moderate	12
In our family, we begin discussions easily.	2.8644	0.96161	Moderate	13
In our family, we avoid raising our voice when we are mad.	2.791	0.93318	Moderate	14
In our family, we sometimes tell each other about our personal problems.	2.7006	1.00885	Moderate	15
In our family, we avoid arguing a lot.	2.5763	0.8894	Moderate	16

Table 2b shows that in the high level of family relationship functioning, six of the indicators belonged to the subscale of cohesion while three of these were in the subscale of conflict. On the other hand, in the moderate level there are three indicators from both conflict and expressiveness and one indicator from the subscale of cohesion.

Table 3. Level of Student Engagement of the Respondent- Tourism Management Students

Level of Student Engagement	Verbal Equivalent	f (number of respondents)	Percent (%)
1.00 – 1.79	Very poor	-	-
1.80 – 2.59	Below average	2	1.1
2.60 – 3.19	Average	31	17.5
3.20 – 4.19	Above average	101	57.1
4.20 – 5.00	Excellent	43	24.3
Total		177	100.0

Table 3 reveals that most of the respondents gained above average level of student engagement none of them garnered very poor.

Table 4. Level of Student Engagement of the Respondent-Tourism Management Students according to the Indicators of the Student Engagement School Questionnaire

Indicators of Student Engagement	Means	SD	Verbal Interpretation of the Mean	Mean Rank
I am happy to be at this school.	4.3729	0.80266	Excellent	1

I am proud to be at this school.	4.4746	0.81928	Excellent	2.5
In class, I work as hard as I can.	4.4746	0.81232	Excellent	2.5
I like my school.	4.3785	0.80354	Excellent	4
Most mornings, I look forward to going to school.	3.8362	0.97773	Excellent	5
I enjoy learning new things in class.	4.2994	0.88269	Excellent	6
When I study, I try to connect what I am learning with my own experiences.	4.2712	0.80122	Excellent	7
I like what I am learning in school.	4.226	0.88215	Excellent	8.5
When I run into a difficult homework problem, I keep working at it until I think I've solved it.	4.2316	0.83088	Excellent	8.5
I pay attention in class.	4.1977	0.79085	Above average	10
When I study, I figure out how the information might be useful in the real world.	4.1243	0.87667	Above average	11
I think what we are learning in school is interesting.	4.1186	0.88069	Above average	11.5
When learning new information, I try to put the ideas in my own words.	4.1017	0.82631	Above average	13
If I have trouble understanding a problem, I go over it again until I understand it.	4.0282	0.85566	Above average	14
I try hard to do well in school.	4.4972	0.77697	Above average	15
I make up my own examples to help me understand the important concepts I learn from school.	3.9774	0.89794	Above average	16
When I study, I try to understand the material better by relating it to things I already know.	3.9266	0.86617	Above average	17
When learning things for school, I try to see how they fit together with other things I already know.	3.9096	0.82073	Above average	18
I try to understand how the things I learn in school fit together with each other.	3.8983	0.82631	Above average	19
When I'm in class, I participate in class activities.	3.8927	0.95036	Above average	20

I try to see the similarities and differences between things I am learning for school and things I know already.	3.8644	0.8214	Above average	21
I try to match what I already know with things I am trying to learn for school.	3.8588	0.83076	Above average	22
When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things.	3.7966	0.77121	Above average	23
When studying, I try to combine different pieces of information from course material in new ways.	3.6893	0.83907	Above average	24
I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.	3.6328	0.85656	Above average	25
When I'm in class, I just act like I'm working.	3.5367	1.158	Above average	26
In school, I do just enough to get by.	3.3164	0.94833	Above average	27
When I'm in class, my mind wanders.	3.1864	0.92579	Average	28
I am an active participant of school activities such as sport day and school picnic.	3.1073	1.12047	Average	29
I take an active role in extracurricular activities in my school.	3.0734	1.15809	Average	30
I volunteer to help with school activities such as sport day and parent day.	2.9661	1.19134	Average	31
I think learning is boring.	2.0734	1.01143	Below average	32

Table 4 shows that nine indicators got excellent level in student engagement, six belonged to affective subscale, two for behavioral and one for cognitive. While 18 indicators got above average level of student engagement, one indicator belonged to affective, six for behavioral and eleven for cognitive subscale. Four indicators got average level for the behavioral subscale and lastly one indicator belonged to below average for affective subscale level of student engagement.

DISCUSSION

Based on the results of the study, majority of the respondents are females (81.9%) while male respondents are 18.1% only. This result was supported by a study made by Korir (2012) where he concluded that majority of the students in the Hospitality and Tourism programs are females because more people in this gender are attracted to this program. Jeffrey (2017) on gendering the tourism curriculum emphasized that the tourism program has been promoted as a vehicle for female empowerment where to ensure this is observed, a feminist approach to teaching must be adopted.

In terms of employment in the tourism sector, women are preferred to be recruited because of their capacity to improve the quality of their services by enhancing their knowledge and skills as well as in managing the competition that exists in this field. Diageo (2020) stated that in the tourism and hospitality sector, women make up nearly 70% of the workforce, however, paradoxically there is a marked under-representation of women in senior positions with women holding less than 40% of all managerial positions, less than 20% of general management roles and between 5-8% of board positions.

Majority of the respondents belong to the first year level with 28.2% while the least number of respondents came from the third year level with 20.9%. In the study of Kim (2008) on perceptions of hospitality and tourism students towards study motivations and preferences, he found that there were five motivational factors why college students enroll in Hospitality and Tourism Management and these are self-actualization, job opportunity, field attractiveness, ease of study, and scholastic achievement. Ismail (2009) also added that one of the reasons why students enroll in this course is because of the opportunity to be hired abroad since the program acquaints students to learning other languages and cultures.

On the level of family relationship functioning, the majority of the respondents got 53.1% which means high level, 39.0% of them got moderate, 7.3% of the respondents got low while 0.6% got very low. Family relationships are deemed vital because they affect the development of children's wellbeing, their evaluation of their families, and their overall life satisfaction. Family members are expected to provide a greater sense of meaning and purpose as well as social and tangible resources that may benefit an indivudal (Hartwell & Benson, 2007). Moreover, as a person continuous to evolve during his or her lifetime, family members have the potential to provide varying levels of emotional support (Thomas, Lui & Umberson, 2017).

Six of the indicators from the subscale of cohesion got high means while one of its indicators got a moderate mean on family relationship functioning. Family Cohesion is the degree of closeness and emotional bonding experienced by the members of a family (Olson, et al. as cited in Vozikis, et al., 2013). It represents the extent of unity and togetherness inside the family. Adolescents from cohesive families reflect more life satisfaction, positive effects and social inclusion while those from divorced families show more aggression and hostility (Hamama & Arazi, 2012; Moreira, Frontini, Bullinger & Canavarro, 2014).

Meanwhile, three indicators from the subscale of expressiveness gained moderate means. Family expressiveness refers to the intensity and frequency of parents' positive and negative expressions among family members including children (Ramsden & Hubbard as cited in Wang, 2017). It can be described through the non-verbal and verbal emotional expressions family members used (Halberstadt, et al., 2014). These expressions are useful for family members as they allow any member to vent out any emotion he or she feels.

On the other hand, three indicators belonging to the subscale of conflict got high means while three of them obtained moderate means. Family conflict refers to the active opposition between family members. It can be in the form of verbal, physical, sexual, financial, or psychological conflict (Marta & Alfieri, 2013). Family conflict is a common problem in today's world. Families seem to be more vulnerable nowadays due to several factors like technology exposure, growth of various kinds of extended families, work-related issues, and parental styles. Poor family relationships during childhood have been shown to have long-term negative effects on children's health (Bohman, 2019). According to Wu, et al. (2016), evidence shows that parental conflict is more harmful to children if it occurs more regularly. Mathil (2016) observes that when children witness parental conflicts, their social adjustment is affected and are likely to become distraught since conflicts disrupt children's development as explained by Interpersonal Theory. In addition, parental conflicts are likely to disrupt parental support resulting in difficulties in adolescent social adjustment as explained by the attachment theory (Jayachandran, 2017). Paramanik, Saha, and Mondal (2014) noted that if parents practice constructive parental conflicts, it lowers the possibility of children developing aggressive tendencies and can assist children in developing their own conflict resolution, coping, and problem-solving abilities.

Most of the respondents got an above-average mean on student engagement with 57.1% while 24.3% of them belong to excellent and 17.5% got average, however, 1.1% gained below average. None of them got a very poor mean on student engagement. Student engagement

describes an individual's commitment, interest, and motivation to learning (Fredricks, et al., 2014; Briggs, 2015). It captures the quality of student participation (Järvelä & Renninger, 2014) thus, it can be a determinant to school success (Fung et al. 2018). Most educators consider stronger student engagement as one of the common academic goals (Hankins, 2017). Student engagement has been recognized as a number one variable in expertise dropout, especially as a slow method working in a student's lifestyle and influencing that final choice to withdraw.

On the affective subscale of student engagement, six indicators belong to the excellent level, one indicator got above average, and one gained below average. This subscale refers to the attitude of students towards their school, classroom, classmates, and teachers. Positive affective engagement contributes to students' willingness to study and participate in school-related activities (Christenson, et al., 2012). Urquijo and Extremera (2017) and Casuso-Holgado, et al. (2013) found that students with a high level of affective engagement demonstrate higher academic achievement. On the other hand, Williams (2002) stated that if a student has low affective engagement, this might affect his or her academic achievement.

On the behavioral subscale, two indicators got excellent mean, six indicators belonged to above average and only four garnered average level. Conner (2011), Kraft and Dougherty (2013), and Trowler (2010) presented that the concept of behavioral engagement covers the idea of student participation and involvement in academic and social activities which are crucial for academic achievement. Hattie & Anderman (2013) emphasized that students with high behavioral engagement are likely to lead to greater academic achievement and school retention.

Lastly, on the cognitive subscale, only one indicator belonged to excellent level while eleven indicators got above average. Cooper (2014) stated that cognitive engagement is concerned with a student's internal investment in the learning process which includes his or her inner psychological qualities or nonvisible traits that encourage him or her to put effort into learning, comprehending, and mastering the knowledge or skills needed to accomplish his or her's academic tasks. According to Guthrie, et al. (2004), high levels of cognitive engagement can lead to increased motivation. Paris and Paris (2001) stressed that cognitive engagement is expected to be a strong predictor of academic performance where the students who have high cognitive engagement are likely to perform well on the tasks. Similarly, in the study of Akey (2004), students with high cognitive engagement may attend to any task while managing their learning. Moreover, Schunk & Mullen, (2012) stated that a higher level of self-efficacy toward a task is also associated with deeper cognitive engagement. Skinner (2008) expressed that college students with a low

level of cognitive engagement are most likely to be distracted and disengaged with their studies.

The results found that there is a moderate significant relationship between the respondents' family relationship and student engagement. Mutch and Collins (2012) emphasized the importance of family engagement which may help in student engagement. Based on the study of Delfino (2019), parental roles can affect the academic engagement of students. With the active participation of parents in school and community activities, DeVito (2016) stressed that students become more inspired to participate in school. Chen (2009) primarily pointed out that parental support develops better school attendance, higher grades, and academic participation. In addition, Kraft (2017) found that a family with a good background may have a positive impact on student engagement, test scores, and even homework completion.

There is no significant difference between the respondents' year level and student engagement. This implies that all students regardless of year level have the same amount of student engagement.

Conclusion

Based on the results and discussion of the study, the following are synthesized:

First, the majority of the respondents are females and are in their freshman years.

Second, most of the respondents got a high level of family relationship functioning. The cohesion subscale has the most number of indicators with a high mean followed by expressiveness and conflict subscales. Positive family relationship is vital for any individual as this factor affects not just the physical development of any person. In school, parents, siblings and other family members have roles to play to encourage any student to be engaged in his or her studies.

Third, in terms of student engagement, results show that most of the students obtained an above-average mean (57.1%), followed by 24.3% for students under excellent level. Student engagement is vital for academic success for it reflects the interest, commitment, and participation of students in school activities. Three factors were analyzed under student engagement which are affective, behavioral, and cognitive engagement. Results reveal that in these three areas, their answers range from above-average to excellent. This indicates positive student engagement among the participants of the study.

Lastly, the study was able to determine that there is a moderate significant relationship between family relationship functioning and student engagement. Meanwhile, there is no significant difference between the respondents' year level and student engagement, thus, all students regardless of year level exhibit the same amount of commitment and participation in their studies.

Recommendation

Based on the findings and conclusions drawn in this study, the following are suggested:

The different student services such as the Office for Students Affairs, Guidance and Counselling Office, and Campus Ministry, in collaboration with the different student council organizations, may come up with programs and activities that may help in nurturing and sustaining the respondents' positive family relationships and student engagement.

Researchers who would like to pursue a similar study in the future may utilize the results of this study particularly in creating qualitative researches exploring family relationships and their effect on students' academic, behavioral and emotional development.

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HOSPITALITY MANAGEMENT STUDENTS' ADAPTION TO ONLINE DISTANCE LEARNING IN THE COURSE OF COVID-19 PANDEMIC

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ABSTRACT

As a result of Covid-19, education has transformed. The United Nations Educational, Scientific, and Cultural Organization proposes that, during school closures induced by COVID-19, schools and teachers use distance learning systems and open educational applications to teach their students and minimize disruption to education. As a result, numerous educational institutions had opted for online classes.

This study is mainly focused on adaptation of the Hospitality Management Students of University of the Assumption to the new learning mode, which is the flexible learning amid Covid-19 Pandemic. It specifically described the hospitality management students' experiences during synchronous online learning in terms of internet connection, online activity, attention span, and teacher-student interaction. It also determined the experiences the hospitality management students on self-directed module learning in terms of performing activities and tasks, time management, and teacher-student interaction and how hospitality management students deal with the unexpected consequences of flexible learning. To further come up with the given objectives, the researcher conducted an online questionnaire using google form with the 100 Hospitality Management Students.

The result showed that the students are somewhat not having a hard time in adapting the new mode of learning, which is the online distance learning since they are somehow experiencing a stable internet connection, and they can somewhat communicate easily with their teacher regarding their inquiries and other concerns. Furthermore, the students can catch up with the courses during self-directed module learning and the students have a variety of methods to dealing with the unexpected consequences of virtual classes.

Key Terms: *Hospitality Management Students, Online Distance learning, Covid 19, Synchronous Class, Self-directed module learning*

INTRODUCTION

Education promotes socioeconomic mobility and is essential for avoiding poverty. Over the last decade, substantial progress has been achieved in boosting access to education and school enrolment rates at all levels. Quality education is an essential aspect for a nation's professional growth, and it plays an important part in the country's development and worldwide competitiveness (Carcolini et al., 2017)

Education has changed as a result of Covid-19 (Durnali et al., 2020). United Nations Educational, Scientific, and Cultural Organization proposes that during school closures caused by COVID-19, schools and teachers employ distant learning systems and open educational applications to teach their students and limit the disruption of education. As a result, many institutions opted for online classes (Shehzadi et al., 2020). Educational institutions created technology-based instructional materials that could be accessible over the internet. WhatsApp, Instagram, Google Meet, Google Classroom, and Zoom are just a few examples (Ramkissoon et al., 2020). Even though the situation is difficult owing to Covid-19, quality must still be maintained, particularly in the realm of education (Yustina et al., 2020).

All learning activities are carried out online, or usually referred to as online learning, under the government's policy of learning from home. Online learning has become a commonplace in the educational sector, with widespread adoption in higher education. Laptops, computers, cellphones, and tablets, among other technology and devices for accessing learning resources, have accelerated the development of online learning. Education, learning, and teaching methods have all been dramatically changed by technology. Until recently, learning materials were only available to select few people. Students in the same class have only been able to collaborate and communicate with each other. Self-learning is now encouraged by a wide variety of learning tools that span geographical boundaries (Al-Fraihat et al., 2020).

Blended Learning is a network-based learning methodology with a context. The context of blended learning is a framework containing a variety of media. There is virtual space for conversation and task collection. (Bervell & Arkorful, 2020; Wu et al., 2019; Yustina et al., 2020); Bervell & Arkorful, 2020; Wu et al., 2019; Yustina et al., 2020). Blended learning is a great way to learn in extraordinary circumstances. Learning media can be accessed from anywhere and at any time with blended learning. (Arrosagaray et al., 2019; Mulyanto et al., 2020)

Students may face similar, but not identical, obstacles during the COVID-19 epidemic. Aside from regular online education, emergency remote learning during COVID-19 entails learning in less-than-ideal places and in solitude, placing a greater burden on learners' resource management. Students may struggle to find a quiet study location since they do not have access to their usual study environment, such as the library or other university facilities, which may affect their attention (Dabbish et al., 2011). Henriksen et al. (2020) discussed the difficulties instructors and students experience while transitioning from an offline to an online style of instruction. According to Davis, Gough, and Taylor (2019), student challenges to online learning could include misreading of expectations, time management, and interpersonal communication, whereas instructor barriers could include expectations identification, feedback, and interpersonal relations.

Furthermore, unlike regular online education, the transition to emergency remote learning during COVID-19 was not voluntary, which could have harmed students' study motivation (Hsu et al., 2019). Moreover, students might not have access to all technology resources (e.g., a stable internet connection) or peer and teacher interaction due to a sudden shift to online learning. Given the unusual circumstances, it's crucial to determine if and how students were able to adapt their resource-management strategies when faced with emergency remote learning.

In order to adapt to the current situation, educators and policymakers have recognized the growing need to shift instructional activities from the classroom to online platforms (Toquero, 2020). As a result, online learning has become compulsory, with various platforms being employed depending on the country's regulatory implementation. According to Alaghbary (2021), the challenge is to be able to utilize the educational potential of technology to assist students in achieving their intended learning outcomes by developing instructional designs that deliver genuine learning experiences for future generations of digitally literate students.

Online learning is defined as "learning experiences in synchronous or asynchronous situations using various devices with internet connection (e.g., mobile phones, laptops, etc.)." Students can be anywhere (independent) in these spaces to learn and connect with teachers and other students" (Singh & Thurman, 2019).

According to Yazon & Callo (2021), the new normal requires equity in terms of access to technology that supports learning for all students; nevertheless, the digital divide is expanding due to students' limited possibilities in poverty, including those in rural areas. E-learning has been the subject of numerous research studies. However, online

learning, which is new to the educational platform, appeals because it symbolizes people's and organizations' commitment to improving education and exchanging knowledge and skills on a larger scale. According to Idrizi et al. (2021), the popularity of online learning is expanding as a result of technological advancements and increased demand for admission to higher education institutions (2021).

As stated by Philani (2020), COVID-19 has wrought devastation around the world since its emergence in late December 2019, and education, like any other essential industry, has been particularly hard hit. Students, schools, colleges, and universities have all suffered significant consequences. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), over 800 million students worldwide have been affected; 1 in 5 students are unable to attend school; 1 in 4 students are unable to attend higher education classes; and 102 countries have ordered nationwide school closures, with 11 implementing localized school closures. More than 200,000 coronavirus cases have been documented in more than 160 nations, resulting in more than 8,000 deaths and leaving several states struggling with severe outbreaks. The COVID-19 pandemic will have a negative influence on some governments' efforts to increase education spending. As a result, this is a catastrophe that requires immediate attention and coordinated action on the part of all governments, stakeholders, and communities.

In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (Knowles, 1975)

The online teacher or instructor's presence is critical for fostering interaction and connection between teacher and student, as well as student to student. According to Ragusa and Crampton (2018), "the quality and timeliness of lecturer feedback were the most valued forms of learning interaction indicated by students regardless of course."

Teacher-student interactions serve as the fundamental setting for both teachers' and students' learning, as well as emotionally empowering and draining experiences (Spilt, Koomen, & Thijs, 2011).

It is especially beneficial when combined with performance activities such as essays, presentations, or projects (Bijami et al., 2013). Furthermore, it is a type of learning strategy that has increased enormously in popularity (Double et al., 2019), owing to the benefits provided by computer-based, online peer review (Lu & Law, 2012; Zheng

et al., 2020). According to research, a lack of motivation and self-regulation abilities in online learning may result in individuals spending more time completing tasks, submitting late assignments, or producing poor-quality work overall (Albelbisi & Yasop, 2019).

Time management is not regarded as a single quality, aptitude, or skill, but rather as a multifaceted process through which students intentionally determine when, when, and for how long they participate in academic activity. As a result, time management fits well within an SRL framework, where it has been depicted as a representation of students' regulation of their outward behavior (Dembo & Eaton 2000).

According to Internet Society (2017) access to the Internet is essential to achieving this futuristic vision. It has the potential to increase educational quality in a variety of ways. It provides access to a multitude of information, knowledge, and educational resources, expanding chances for learning both in and out of the classroom. Teachers use internet materials to prepare lessons, while students use online materials to broaden their learning opportunities. Interactive teaching approaches, aided by the Internet, allow teachers to pay more attention to individual students' needs while also promoting collaborative learning. This can help to address educational inequities faced by girls and women. Internet access assists educational administrators in lowering expenses and improving the quality of schools and institutions.

This is due to the fact that attention, as a cognitive activity, allows working memory to keep information as pupils execute cognitive tasks, and this functions as a task behavior modulator. The inability of students to regulate their attention is strongly tied to their performance, which is their ability level (Silvana & Robert, 2010). Attention span is critical for pupils to make effective and efficient use of skills when addressing challenges. Working memory, which is heavily related to attention span, is highly related to the achievement of complicated cognitive tasks by the student. Working memory refers to a brain mechanism that is responsible for briefly storing and manipulating information. It serves as a mental workspace that can be used to support ordinary cognitive operations in a variety of ways. These operations necessitate the simultaneous processing and storage of data (Meltzer, 2010).

The researchers chose this topic because we are currently dealing with the covid-19 pandemic, which has wreaked havoc around the world, affecting a wide range of industries, including education. As a result, online learning has become compulsory. In line with this, the researchers are eager to know how students, particularly hospitality management students, have adapted to the new learning mode of online learning.

Conceptual Framework
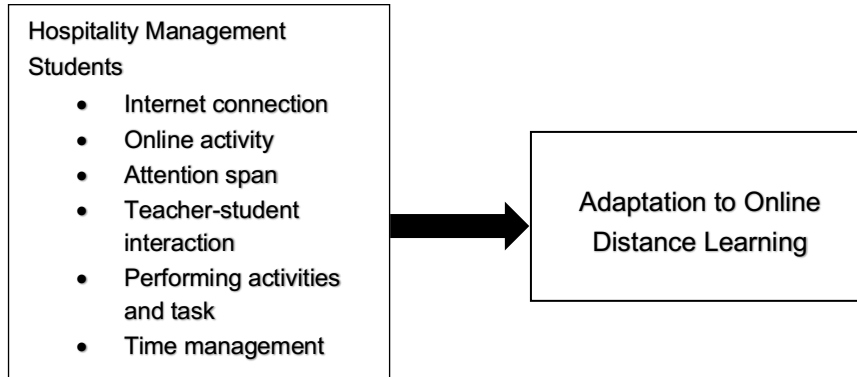
Figure 1: Paradigm of the Study

As for the research paradigm, the study's conceptual framework is illustrated in Figure 1 below. Figure 1 shows that this quantitative study is about hospitality management students and their adaptation to the new learning mode, which is online distance learning. This study is anchored on a similar study of Felicitas Biwer, Wisnu Wiradhany, Mirjam oude Egbrink, Harm Hospers, Stella Wasenitz, Walter Jansen and Anique de Bruin (2021) Entitled "Changes and Adaptations: How University Students Self-Regulate Their Online Learning During the Covid-19 Pandemic" that examined how students adapted to emergency remote learning, specifically focusing on students' resource-management strategies using an individual differences approach. This study is mainly focused on adaptation of the Hospitality Management Students to the new learning mode, which is the online distance learning amid Covid-19 Pandemic. It determines respondents' profile in terms of Age, Sex, Year Level and Type of Student.

Statement of the Problem

The study aimed at assessing the adaptation of the Hospitality Management Students to the new learning mode, which is online distance learning amidst Covid-19 Pandemic. Furthermore, to achieve the general goal of this study, it aimed to achieve the following specific objectives:

a. Describe the demographic profile of the hospitality management students in terms of the following: age, sex, year level, type of student.

b. Describe the hospitality management students' experiences during synchronous online learning in terms of internet connection, online activity, attention span, and teacher-student interaction.

c. Determine the experiences the hospitality management students on self-directed module learning in terms of the following: performing activities and tasks, time management, and teacher-student interaction.

d. Find out how hospitality management students deal with the unexpected consequences of online distance learning.

Scope and Limitation of the Study

The study is focused on the adaptation of hospitality management students to the online distance learning, a new online learning mode in the course of the COVID-19 Pandemic. Specifically, this study examined the students' experiences during synchronous and asynchronous classes and also how students deal with the unexpected consequences of online distance learning. The data collection is conducted on 100 hospitality management students who are 18 years old and above, who will represent the population. The other students who do not fall under the category of hospitality management students and are below 18 years old are not within the scope of this study. Due to the pandemic, researchers were unable to have face-to-face interaction with the participants. As a result, the participants were given a Google form generated by the researchers as a survey questionnaire. Furthermore, each of the respondents is given the same survey questionnaire to answer.

Significance of the Study

The findings of this study may be beneficial to the following:

Students. This research may assist students in learning about the experiences and potential challenges that may arise during synchronous and asynchronous classes, as well as how to deal with the unanticipated consequences of online distance learning.

Professors. This study may provide professors further understanding of the challenges and experiences that the hospitality management students face in synchronous and asynchronous classes, which they can use to better understand their students' learning needs and to improve their teaching styles and strategies in order to properly implement online learning.

Future Researchers. The ideas presented could serve as a basis for a new study or as a means of evaluating the validity of current studies in the field. This study will also act as a cross-reference, supplying background information or an overview of Hospitality Management Students' Adaptation to Online Distance Learning during the Covid-19 Pandemic.

METHOD

Research Design

This is a quantitative study as it mostly consists of numerical data gathered through descriptive research. According to Pritha Bhandari (2020) the process of collecting and interpreting numerical data is known as quantitative research. It can be used to look for patterns and averages, make predictions, and extrapolate results to larger groups. Descriptive research designs, on the other hand, entail observing and describing a phenomenon without altering it (Siedlecki, 2020). Hence, the study intended to assess the adaptation of the Hospitality Management Students to the new learning mode, which is the online distance learning amid Covid-19 Pandemic.

Instrument of the Study

The study employed a questionnaire as the study's instrument and a survey as the method of data collecting. The instrument used is adapted from a similar study of Felicitas Biwer, Wisnu Wiradhany, Mirjam oude Egbrink, Harm Hospers, Stella Wasenitz, Walter Jansen and Anique de Bruin (2021) Entitled "Changes and Adaptations: How University Students Self-Regulate Their Online Learning During the Covid-19 Pandemic". A questionnaire is a research instrument that consists of a series of questions designed to collect data from respondents. Questionnaires are similar to written interviews such that they collect information. They can be done in person, over the phone, on the computer, or by mail (Saul, 2018). A survey, at the same time, is used to collect data from a wide sample of participants quickly and accurately. According to Julie Ponto (2015) "The collecting of information from a sample of individuals through their responses to questions" is how survey research is defined. Given the current situation, the researchers were able to collect data using Google Forms even without face-to-face interaction. This method was employed by the researchers because it ensured the safety and convenience of both respondents and researchers despite the precautionary actions taken.

Respondents of the Study

A total of 100 hospitality management students who are above 18 years old are the respondents. Purposive sampling, on the other hand, was the sampling method utilized in the study. As stated by Ashley Crossman (2020) Purposive sampling, also known as subjective sampling, is a non-probability sampling method in which the researchers apply their discretion to select variables for the selected respondents. The entire sampling process is based on the researcher's judgment and understanding of the situation in this case. Given the cautious measures and protocols in place, this sampling technique proved effective in this

study because it is the most convenient way to collect data from respondents.

Data Gathering Procedures

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┌─────────────────────┐        ┌─────────────────────┐
│  Constructing the   │───────▶│ Consultation of the │
│ research instrument │        │ research instrument │
│                     │        │  to the research    │
│                     │        │      analyst        │
└─────────────────────┘        └─────────────────────┘
                                          │
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┌─────────────────────┐        ┌─────────────────────┐
│ Checking the        │        │ Revision of the     │
│ reliability and     │        │ research instrument │
│ validity of the     │◀───────│ checked by the      │
│ instrument through  │        │ analyst             │
│ pilot-testing and   │        │                     │
│ consultation form   │        │                     │
│ experts             │        │                     │
└─────────────────────┘        └─────────────────────┘
          │
          ▼
┌─────────────────────┐        ┌─────────────────────┐
│ Gathering of data   │        │ Collecting and      │
│ to the selected     │───────▶│ analyzing the data  │
│ respondents         │        │ gathered through    │
│                     │        │ statistical         │
│                     │        │ treatment           │
└─────────────────────┘        └─────────────────────┘
                                          │
                                          ▼
                               ┌─────────────────────┐
                               │ Forming conclusions │
                               │        and          │
                               │  recommendations    │
                               └─────────────────────┘
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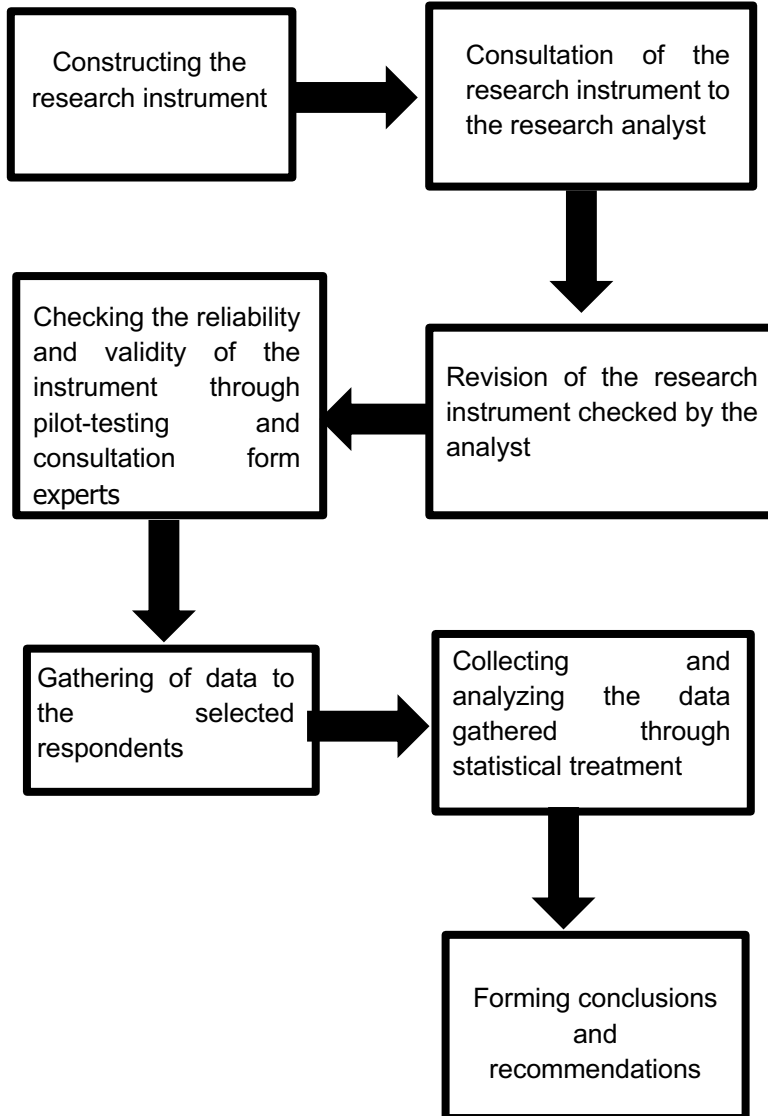
Table 1. Demographic Profile of the Respondents/Hospitality Management Students

Table 1.1 Age of the Respondents/Hospitality Management Students

Age	Frequency	Percent (%)
18 years old	10	10.0
19 years old	17	17.0
20 years old	20	20.0
21 years old	32	32.0
22 years old	20	20.0
25 years old	1	1.0
Total	100	100.0

Table 1.1 reveals the results of the respondents' demographic profile in terms of Age. It appears that the greatest percentage of the respondents are at the age of 21 years old with a frequency of 32, representing the 32.0 percent of the total population and the least is at the age of 25 years old with a frequency of 1 and a percentage of 1.0 of the total population of the respondents. This means that most of the respondents are 21 years old.

Table 1.2 Sex of the Respondents/Hospitality Management Students

Sex	Frequency	Percent (%)
Male	42	42.0
Female	58	58.0
Total	100	100.0

Table 1.2 presents the results of the respondents' demographic profile in terms of Sex. The table indicates that the study was female dominated with a frequency of 58 compromising 58.0 percent of the total population of the respondents, while male was only 42 or 42.0 percent. This shows that majority of the respondents were female.

Table 1.3. Year Level of the Respondents/Hospitality Management Students

Year Level	Frequency	Percent (%)
1st year	25	25.0
2nd year	13	13.0
3rd year	28	28.0
4th year	34	34.0
Total	100	100.0

Table 1.3 presents the results of the respondents' demographic profile in terms of Year Level. It shows that the greatest percentage of the respondents are at 4th year with a frequency of 34 or 34.0 percent and the least are at 2nd year with a frequency of 13 and 13.0 percent of the total population of the respondents. This means that most of the respondents are 4th year students.

Table 1.4 Type of Student of the Respondents/Hospitality Management Students

Type of Student	Frequency	Percent (%)
Regular Student	94	94.0
Irregular Student	6	6.0
Total	100	100.0

Table 1.4 reveals the results of the respondents' demographic profile in terms of Type of Student. The table indicates that the study was dominated by regular student with a frequency of 94 or 94.0 percent of the total population of the respondents, while irregular student was only 6 or 6.0 percent. This shows that majority of the respondents were regular student.

Ethical Consideration

The University of the Assumption's Research Ethics Board Committee reviewed this work. Based on informed consent, the respondents' voluntary participation was granted. As a result, the data gathered from the respondents was treated with utmost confidentiality and anonymity. The information gathered will never be used against respondents or to undermine the reputation of the university, and there is no risk involved in participating in this study. As a result, there is no potential for a conflict of interest in this study.

Data Analysis

The data collected from the respondents was analyzed using descriptive statistics by the researchers. According to Parampreet Kaur (2018) Descriptive statistics describe the relationship between variables in a sample or population to summarize data in an organized manner. This statistical analysis was utilized by the researchers to present a summary of the survey's results, including the respondents' level of agreement to the experiences they had in synchronous and asynchronous classes. The researchers, on the other hand, employed weighted mean as a data analysis tool to examine Likert-scale questions. The liker weightings are multiplied by each value in the set to get the weighted mean. Furthermore, the data will be described using the SPSS software. The researchers used the following descriptors to interpret Likert scale data:

Table 2. Likert Scale Descriptive Equivalent

Numerical rating	Scale of margin			Verbal Interpretation
1	1	-	1.83	Strongly disagree
2	1.84	-	2.67	Disagree
3	2.68	-	3.5	Disagree to certain extent
4	3.51	-	4.34	Agree to certain extent
5	4.35	-	5.17	Agree
6	5.18	-	6	Strongly agree

RESULTS

Table 3. Hospitality Management students' experiences during synchronous online learning

	Mean	Std. Deviation	Response Category
I can communicate easily with my teacher regarding my inquiries and other concerns.	4.3300	1.12864	Agree to certain extent
I am focused and attentive to the lesson being taught by my subject teacher during synchronous learning.	4.1100	1.12721	Agree to certain extent
I easily catch up with the different online activities, such as recitation and online quizzes.	4.0900	1.23169	Agree to certain extent
I always have stable internet connection during online learning.	3.8200	1.29006	Agree to certain extent

Table 3 reveals the results of the respondents' level of agreement in terms of their experiences during synchronous classes. It can be observed that most of the responses are in agreement with the indicators.

Table 4. Hospitality Management students' experiences on self-directed module learning

	Mean	Std. Deviation	Response Category
I can answer the different activities in the module during asynchronous learning.	4.4200	1.11174	Agree
I can still communicate with my teacher every time I have inquiries or concerns during asynchronous learning.	4.3600	1.11482	Agree
I can catch up by myself with the lessons during self-directed module learning.	4.2500	1.14922	Agree to certain extent
I can easily manage my time every day to do all of the works assigned to me.	4.2100	1.14852	Agree to certain extent
I am not having a hard time complying with my performance task.	4.0600	1.17051	Agree to certain extent

Table 4 presents the results of the respondents' level of agreement in terms of their experiences on self-directed module learning. It can be observed that the majority of the responses are in agreement with the indicators.

Table 5. How hospitality management students' deal with the unexpected consequences of flexible learning

	Mean	Std. Deviation	Response Category
When there is an electric power interruption, I inform my teacher about it.	4.9100	1.09263	Agree
When there is an unstable internet connection, I inform my subject teacher.	4.7700	1.13578	Agree
I accomplish my tasks before the deadline to still have a free time for myself.	4.6300	1.09779	Agree
I have different ways to cope with the unintended effects of virtual classes.	4.4900	1.04924	Agree
I list down all of my schoolwork's and corresponding deadlines in a journal to submit them on a time.	4.2800	1.19832	Agree to certain extent

Table 5 reveals the results of the respondents' level of agreement in terms of their experiences in dealing with the unexpected consequences of online distance learning. It can be observed that the majority of the responses are in agreement with the indicators.

DISCUSSION

According to the results of the respondents' demographic profile in terms of age, the greatest percentage of the respondents are under the age of 21 with a frequency of 32, representing 32.0 percent of the total population, and the least are under the age of 25 with a frequency of 1 and a percentage of 1.0 of the total population of the respondents. This suggests that the majority of respondents are under the age of 21.

According to the results of the respondents' demographic profile in terms of sex, the study was female dominated with a frequency of 58, accounting for 58.0 percent of the total population of respondents, while male was only 42, accounting for 42.0 percent. This demonstrates that the majority of respondents were female.

The results of the respondents' demographic profile in terms of year level shows that the greatest percentage of the respondents are at 4th year with a frequency of 34 or 34.0 percent and the least are at 2nd year with a frequency of 13 and 13.0 percent of the total population of the respondents. This means that most of the respondents are 4th year students.

The results of the respondents' demographic profile in terms of type of student indicates that the study was dominated by regular student with a frequency of 94 or 94.0 percent of the total population of the respondents, while irregular student was only 6 or 6.0 percent. This shows that majority of the respondents were regular student.

The results of the respondents' level of agreement in terms of their experiences during synchronous classes shows that most of the responses are in agreement with the indicators. The first item "I always have stable internet connection during online learning" showed a mean of 3.8200 with a response of "Agree to certain extent". In the second item "I easily catch up with the different online activities, such as recitation and online quizzes" reflected a mean of 4.0900 with a response of "Agree to certain extent". In the third item "I am focused and attentive to the lesson being taught by my subject teacher during synchronous learning" showed a mean of 4.1100 with a response of "Agree to certain extent". In the fourth item "I can communicate easily with my teacher regarding my inquiries and other concerns" reflected a mean of 4.3300 with a response of "Agree to certain extent".

The students agreed to some extent that during online learning, they have a stable internet connection, they can catch up on the various online activities, such as recitation and online quizzes quite easily, they are focus and attentive to the lesson taught by the subject teacher, and they can communicate easily with their teacher regarding their inquiries and other concerns. This suggests that the students are not experiencing internet difficulties during online learning, but not completely. This is somehow related on what Aboagye (2021) reported in his study that the availability of technological gadgets and internet connectivity is one of the most significant problems when it comes to online learning. There has been literature that supported the study's argument and recognized the demands and challenges of internet access among students. This also means that students can somehow catch up on the various online activities, such as recitation and online quizzes. Students are somehow engaged and attentive to the lesson being presented by the subject teacher during synchronous learning. On the other hand, Deng and Wu (2018) stated that Students' active feedback is crucial to online learning's effectiveness. During online sessions, students are usually called out at random to be assessed by the professor to see if their attention is focused on the lesson or if they were distracted by external factors, as well as if they have a live video feed, the professor observes the students' body language and facial direction. Lastly, with the highest mean of 4.3300 indicating that the respondents can somewhat communicate easily with their teacher regarding their inquiries and other concerns. According to studies, students' success is directly tied to interactive, engaging

instructional environments created by capable teachers (Mashburn et al., 2008).

Furthermore, how you communicate with your students can have a beneficial impact on their opinions of school, their position in the classroom, themselves and their abilities, and their desire to succeed (Dobbs & Arnold, 2009).

The results of the respondents' level of agreement in terms of their experiences on self-directed module learning indicates that the majority of the responses are in agreement with the indicators. The first item "I can answer the different activities in the module during asynchronous learning." showed a mean of 4.4200 with a response of "Agree". In the second item "I can catch up by myself with the lessons during self-directed module learning." reflected a mean of 4.2500 with a response of "Agree to certain extent". In the third item "I am not having a hard time complying with my performance task." showed a mean of 4.0600 with a response of "Agree to certain extent". In the fourth item "I can easily manage my time every day to do all of the works assigned to me." reflected a mean of 4.2100 with a response of "Agree to certain extent". The fifth item "I can still communicate with my teacher every time I have inquiries or concerns during asynchronous learning." showed a mean of 4.3600 with a response of "Agree".

The students agreed to some extent that they can catch up by themselves with the lessons during self-directed module learning, they are not having hard time complying with their performance task, and they can easily manage their time everyday to all of the works assigned to them. This suggests that students can somehow grasp all their lessons even without the supervision of anyone during asynchronous class. This is somehow related to what Nardo (2017) said that students actively participate in understanding the concepts provided in the module. They gain a sense of responsibility as they complete the tasks in the module. The students' progress on their own with little or no help from others. They are learning how to learn and are becoming more self-assured. This also implies that during asynchronous class, students do not find it difficult to fulfill their performance duties in some extent. Furthermore, Students can allocate their time quite enough to complete all of the tasks allotted to them on a daily basis. In relation to the report of (Alay & Kocak, 2003; Macan, Shahani, Dipboye, & Phillips, 2000), time management and its use according to needs are necessary to attain the specified goals and perform better. On the other hand, the students agreed that they can answer the different activities in the module during asynchronous learning, and they can communicate with their teacher every time they have inquiries or concerns during asynchronous learning. This implies that students can

approach their teachers with any questions or express their worries without a doubt because the teachers are open to communicate even during asynchronous class. This is supported by the study of Carter et al. (2020) that students expressed their concerns with the learning and assessment methods used, as well as the excessive task load, technical difficulties, and confinement. Students actively coped with these issues by seeking assistance from their professors and relatives. Moreover, students can complete the various activities in the course while learning asynchronously. This is somehow related to what Keylen et al. (2020) mentioned that asynchronous learning allows students to work at their own pace and in their own time and place. Furthermore, learning at home, especially in asynchronous settings, necessitates more self-study skills, including enough motivation and will to complete learning objectives (cf. Hartnett, 2015).

The results of the respondents' level of agreement in terms of their experiences in dealing with the unexpected consequences of online distance learning shows that the majority of the responses are in agreement with the indicators. The first item "I have different ways to cope up with the unintended effects of virtual classes" showed a mean of 4.490 with a response of "Agree". In the second item "I accomplish my tasks before the deadline to still have a free time for myself" reflected a mean rating of 4.6300 with a response of "Agree". In the third item "I list down all of my schoolwork's and corresponding deadlines in a journal to submit them on a time" showed a mean of 4.2800 with a response of "Agree to certain extent". In the fourth item "When there is an unstable internet connection, I inform my subject teacher" reflected a mean of 4.7700 with a response of "Agree". The fifth item "When there is an electric power interruption, I inform my teacher about it" showed a mean of 4.9100 with a response of "Agree".

The students agreed to some extent that they list down all their schoolwork's and corresponding deadlines in a journal to submit them on time. This implies that in some ways, students are taking notes on all their coursework and deadlines in order to avoid failing to turn them in on time and also to avoid being late. This is somehow related to what Sibley (2015) that student involvement with school notes, enhanced perceptions of learning and the online format, and a lower rate of withdrawal or failure. On the other hand, the students agreed that they have different variety of methods in dealing with the unexpected consequences of virtual classes, they complete their work ahead of schedule to have time for themselves, they inform their subject teacher whenever their internet connection is unstable and also, they inform their teacher when there is a power interruption. This suggests that students use a variety of approaches to deal with the unanticipated implications of online learning. Furthermore,

students finish their work earlier than planned so that they can spend time with their families and friends and make time for themselves. This is somehow related to what Brint & Cantwell (2018) stated that academic activities such as attending lectures, doing homework, studying, and writing papers take up a significant portion of a college student's time, students must also schedule time for non-academic pursuits such as paid work, extracurricular activity, leisure, and social gatherings. This also implies that whenever their internet connection is problematic, the students notify their subject teacher, and when there is a power outage, they inform their teacher. This is supported by the study of Carter et al. (2020) that students expressed their concerns with the learning and assessment methods used, as well as the excessive task load, technical difficulties, and confinement. Students actively coped with these issues by seeking assistance from their professors and relatives.

Conclusion

Based on the results, conclusions were drawn by the researchers: the students are somehow experiencing a stable internet connection, they seem to catch up on the various online activities, such as recitation and online quizzes quite easily, they are partly focused and attentive to the lesson being taught by the subject teacher during synchronous learning, and the respondents can somewhat communicate easily with their teacher regarding their inquiries and other concerns. Furthermore, the students can catch up with the courses during self-directed module learning, they are not finding it difficult to complete their performance task, they were able to easily manage their time each day in order to complete all of the tasks assigned to them, they can still communicate with their teacher if they have any questions or concerns, and the respondents can answer the different activities in the module during asynchronous classes. Moreover, the students have a variety of methods to dealing with the unexpected consequences of virtual classes, they complete their work ahead of schedule to have time for themselves and in some ways, they make note of all their school assignments and deadlines in a journal so that they can turn them in on time, they inform their subject teacher whenever their internet connection is unstable and the respondents inform their teacher when there is a power interruption. This suggests that the students are somewhat not having a hard time in adapting the new mode of learning, which is the online learning.

Reccomendation

In line with the conclusions, the researchers drew recommendations to the following individuals:

To the students, the researchers recommend the students to be encouraged use the online distance learning opportunities to expand their

knowledge and abilities. Online learning is a platform that allows students to learn on their own during asynchronous classes and complete tasks and performances alone. Moreover, it is also recommended for the students to develop their motivation in self-study since they are in college, and they should make more time and effort to study initiatively.

To the professors, the researchers recommend the professors to be more considerate with their students, to make themselves accessible to every inquiries and concerns of the students regarding their assigned task and other problems that they might encounter during their class such as technical difficulties. It is also recommended that professors should provide students support and guidance to help them enhance their knowledge. Lastly, teachers are encouraged to utilize the platform to assess the progress of their students in both synchronous classes and in directed-module learning.

To the future researchers, the findings of this study will be used as a guide and reference for researchers working on a similar project. Using a larger number of participants in this study would provide it more diversity and a wider range of results. This research could serve as a foundation for future research or be relevant to a latest project. Furthermore, future researchers interested in conducting relevant research could improve the results evaluated and analyzed in this study.

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EFFECTIVENESS OF ONLINE LEARNING IN SKILLS AND READINESS OF HOSPITALITY MANAGEMENT STUDENTS

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ABSTRACT

The rapid widespread of the COVID-19 pandemic has caused the educational sector to shift the learning method from traditional to online learning. Within this context, this study assessed the effectiveness of online learning in skills and readiness of hospitality management students of University of the Assumption. Descriptive method in quantitative research was used in this study and the data was collected from the 70 hospitality students of University of the Assumption who experienced online learning for a minimum of two years. The results indicated that online learning had a positive effect on the students. They perceived online learning and materials as simple and comprehensive that helped to develop their skills. Moreover, this study concluded that students are able to adapt to the learning management platform because of their flexibility. In addition, proper time management, discipline and flexibility were the characteristics and behavior that has a significant impact on assessing the effectiveness of online learning in enhancing student skills and readiness. This study recommends that the university may continue considering doing a feedback or review about the platform they are using and give post-assessment skills activity to students. So that the school will be able to assess some flaws of their platform and would be able to focus on what needs to be improved.

Key Terms: Effectiveness; hospitality management student; online learning; skills and readiness

INTRODUCTION

Education has the power to change the life of an individual by means of developing valuable knowledge and moral attributes imploring a positive impact in human life. Facilitating a good education by creating a modern learning approach such as blended learning offers flexibility in the

educational learning experience through face-to-face and technology-based learning (Kolinski, 2022).

The sudden outbreak of COVID-19 has shocked the world and the World Health Organization (WHO) declares it as pandemic. Everything has changed and people must keep social distancing to prevent the novel virus. It influences many aspects of human life and completely interrupted everyday lives, including the education system (UNESCO, 2020). The pandemic affected almost 1.6 billion students in over 190 nations and on all continents; academic institutions throughout the world closed their campuses to prevent viral transmission and instead provided online or hybrid education via internet platforms (United Nations, 2020).

The tourism and hospitality industry has been the worst damaged by the COVID-19 pandemic, with increased unemployment, economic harm, and instability, according to The World Tourism Organization (UNWTO, 2020). Although the hospitality industry takes time to return to its pre-pandemic status, COVID-19 will surely continue to influence the future operation of the hospitality industry businesses and educational institutions.

In the Philippines, Filipinos experience one of the world's longest lockdowns amid the pandemic, and this has affected many sectors, including education. The educational institutions lagged behind in reopening classrooms, and relied heavily on online learning as a way to educate the students. With the demand for more flexible learning opportunities, online learning in the Philippines has become the top option to keep the education system going. Thus, some students have gotten used to this method of education, others are still struggling to cope.

In terms of online learning in hospitality education, numerous programs have been utilized at all levels to allow students to study from settings other than educational institutions, such as the comfort of their own homes. Learning new online technologies according to Kou and Liu (2020), is highly related to and impacts hospitality student general wellbeing and perceived quality of their educational experiences. According to Karalis (2020), online learning is a unique approach that will face resistance from instructors and students who are not prepared for the rapid change from classroom to online learning. Online platforms such as Skype, Zoom, and Google Duo are insufficient for providing learning and engaging students. The lack of internet access, gadgets, and an environment for online learning from home or other locations will harm institutions' learning methodologies and hinder student ability to absorb the concepts and material of the course.

Hospitality education entails management application with a service emphasis as well as hands-on practices through practicum and laboratory study. With the current pandemic, the learning style switched from face-to-face to online learning, resulting in a lack of close-contact and physical engagement. The COVID-19 pandemic is constantly impacting student life, prompting additional research and development of learning experiences (Baber, 2020).

Statement of the Problem
The goal of this study is to show the effectiveness of online learning in enhancing student skills and readiness of students in hospitality management as the latest form of learning. Moreover, this study was pursued by the researchers to focus on one of the targets of United Nations Sustainable Development goals which is to promote quality education. Achieve higher quality of education that ensures that all learners have the knowledge and skills they need to achieve sustainable development by 2030.

In accordance with this, the purpose of this study is to identify how effective online learning is in the development and readiness of hospitality students in their skills at the University of the Assumption. These are the questions the researchers want to address:

1. Determine how ready HM students would be in the industry using online learning as a mode of learning.
2. Assess the experiences that online learning brought to HM student skills development and readiness.
3. Examine the effectiveness of online learning specifically in hospitality operations.

Scope and Limitation
The respondents of this study were only focused on the students that are currently on the hospitality management program. This study is a descriptive research that focuses on the effectiveness of online learning in skills and readiness of hospitality management students under third and fourth year level. This study demonstrates the effectiveness of online learning, as well as the development of student skills in hospitality management as the latest form of new normal learning.

Furthermore, the study delimited itself to student skills development through online learning and did not attempt to measure this variable in another environment. The respondents were restricted to University of the Assumption hospitality management students. As a result, hospitality students from other universities and colleges were not eligible to participate in this study.

This study was conducted to find out the effectiveness of online learning in skills and readiness of hospitality management students at the University of the Assumption in City of San Fernando, Pampanga.

Signifance of the Study
The following are the ones who will benefit from this study:

The School Administrators. Since it was the first time that the university adopted this mode of learning, this study may benefit the university's administrators by providing results which can be useful in improving the ways of learning of the university to become more collaborative and facilitative to reach more student needs.

The Instructors. It will also benefit the instructors as this study will widen their understanding of the experience that the student face in online learning compared to traditional learning. In that case, they can adapt new ways on how they can make online teaching more interesting and how they can really impart knowledge to students that will help them develop their skills.

The Future Researchers. Furthermore, this study will also be beneficial to future researchers. The data in this study may be utilized in gaining more knowledge and aid in validating the facts through the result of this study.

The Researchers. Lastly, this study will be beneficial to the researchers because it allows them to have a more in-depth knowledge about their chosen industry. The study may use as a basis in discerning the effects of online learning to the students.

Conceptual Framework

INPUT
- Experiences on Online Learning as Perceived by Students
- Skills and Readiness of Hospitality Management Students:
  o Front Operational
  o Food and Beverages Operational
  o Housekeeping Operational
  o Human Operational

PROCESS
- Online Survey
- Analysis of data that has been gathered
- Interpretation of data gathered
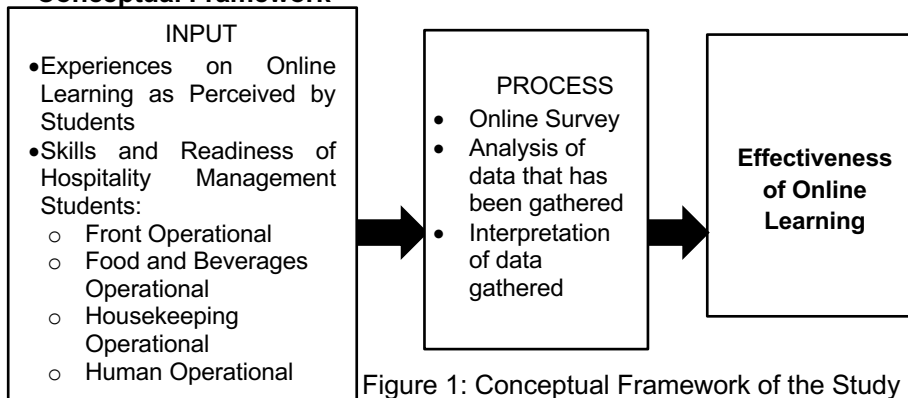
Effectiveness of Online Learning

Figure 1: Conceptual Framework of the Study

The study utilized Input Output Model (IPO). The study's conceptual framework has shown in the table above. The study seeks to examine the effectiveness of online learning as the new mode of learning for students. The output acts as a potential predictor of the outcome of the study. The inout consists of the development of student's skills with the usage of online learning. This outcome variable is dependent on how effective online learning is for students. To achieve this goal, the researchers seek to assess the student's experience and conditions during online learning which could affect the development of their skills. The process used where the entire procedure for accomplishing this study was stated.

METHOD

Research Design

The researchers utilized a quantitative type of research to know the effectiveness of online learning as the latest form of learning in skills and readiness of hospitality management. Bhandari (2022) stated that quantitative research is the collection and analysis of numerical data that may be used to analyze data, to make predictions, and to generalize results to larger groups.

In addition, a descriptive research design approach was used in t collecting an accurate data, by means of identifying the characteristics of the respondents selected. A descriptive study is a quantitative method of research which aims to precisely and methodically characterize a population, situation, and it can utilize a wide range of research methods to analyze one or more variables (Mccombes, 2022). Furthermore, this approach allowed the researchers to collect comprehensive data regarding the experiences of hospitality management students in online learning and fully grasp the situation from their perspective.

Instrument of the Study

The main data collection instrument for this research was a survey questionnaire. It was separated into major components. The informed consent form and the questionnaire proper. The informed consent comprises all of the information about the study as well as the participants' roles and contributions. On the survey questionnaire for this research study, closed-ended questions and rating scales or Likert scales questions are used. The survey conducted in this study is focused on measuring the effectiveness of online learning in skills and readiness of hospitality management students at the University of the Assumption in Pampanga.

Respondents of the Study

The sampling strategy that the researchers used was a total population sampling, which is a type of purposive sampling technique

which will be used in this study to choose target respondents. The total population sampling, according to Canonizado (2021), is a type of purposive sampling technique in which the entire population with a certain set of characteristics is examined. Since the entire population is so small and well-defined, and a fraction of which may not measure what is necessary, most researchers consider this as their sampling method. The selected respondents of the study comprised of hospitality management student under third and fourth-year level who are enrolled at the University of the Assumption in the City of San Fernando, Pampanga. The said respondents were the ones who have already experienced online learning which is the latest form of new normal learning. Furthermore, the respondents are between the ages of 18 and 45, and they have preceding experience with online learning for a minimum of more than two years.

Table. 1. Demographic Group of Respondents

	f	%
Age		
18-25 years old	69	98.6
26-36 years old	1	1.4
37-45 years old	0	0
Total	**70**	**100**
Sex		
Male	33	47.1
Female	37	52.9
Total	**70**	**100**
Year Level		
3rd Year	39	55.7
4th Year	31	44.3
Total	**70**	**100**

Table 1 shows the demographic of the respondents. Based on the results, it shows that 98.6% of the respondents are between 18 to 25 years old, while 1.4% of the respondents age from 26 to 36 years old. In addition, sex of the respondents was also gathered and shows that 47.1% are male and 52.9% are female. Lastly, 55.4% of the respondents came from the 3rd year hospitality management students, while the remaining 44.3% are from the 4th year students.

Data Gathering Procedure
As stated by Kabir (2016), the process of acquiring and measuring information on relevant variables in a predetermined, systematic way that allows one to respond to clear research questions, test hypotheses, and assess the results is known as data collection. All academic disciplines, including those in the humanities, social sciences, business, and physical

sciences, share the data gathering phase of research. Although methods differ depending on the profession, the importance of ensuring accurate and truthful collection does not change. The aim of any data collecting is to gather high-quality evidence, which can then be used to conduct extensive data analysis and create a solid case for answering a given question. Regardless of the field of study or preferred method for defining data (qualitative or quantitative), accurate data collecting is crucial to preserving the objectivity of research. To gather the relevant data required for this study, the researchers made a survey questionnaire. After checking the validation of the instrument, a pilot testing was conducted. The instrument was distributed by the researchers through google form and gave the respondents an ample amount of time to answer the questionnaire to ensure that they are able to comprehend and answer the given questionnaire truthfully. Lastly, upon the completion of the instruments, the researcher analyzed and read the information given which was used to strengthen the validity of this study.

Data Analysis
The data that the researchers had collected from survey questionnaires were analyzed using descriptive statistics. According to Yellapu (2018), descriptive statistics are used to describe relationship between variables and provide an organized summary of data associated with a study that would assess specific problems in a more manageable form. Using this statistical treatment will enable data to be presented in a meaningful and understandable manner, allowing for a more simplified interpretation of the survey results about the effectiveness of online learning in skills and readiness of hospitality management students at the University of the Assumption. Frequency counts and percentages were used as a tool in classifying and distributing categorical data about the profile of the respondents which was collected through the use of close-ended questions at the first part of questionnaires. The researchers interpret and collated the answers of the respondents according to the survey with the help of the pie chart demonstration. The researchers used the Likert Scale questions which were analyzed through the use of weighted mean as a data analysis tool. According to Joshi (2015), the Likert Scale is commonly used scale in research to indicate how strongly a respondent feels about a topic or how strongly a respondent agrees or disagree with the statement associated with the study. By multiplying the Likert weightings by each value in the set, the weighted mean is calculated. The researchers used the data gathered to execute the process of developing solutions based on the analysis. The following are the descriptors that are used to interpret Likert data:

Numerical Rating	Scale of Margin	Response	Verbal Interpretation
1	1.0 - 1.75	Strongly Disagree	Highly Ineffective
2	1.76 - 2.50	Disagree	Ineffective
3	2.51 - 3.25	Agree	Effective
4	3.26 - 4.00	Strongly Agree	Highly Effective

Table 2. Likert Scale Descriptive Equivalent

Ethical Consideration

The researchers used the ethical considerations as a guide to conduct the study. The respondents were informed of its objectives. Participations in the study is voluntary, respondents may decline to answer any or all questions and may withdraw their participation at any time if they choose to do so. Their responses in this study were treated with confidentiality.

RESULTS

Table 3. Statements That Did Examine the Effectiveness Of Online Learning

Indicators	f %	SD	D	A	SA	Mean	Interpretation
1. I am able to strengthen my skills and readiness in the hospitality industry during online learning.	f	3	17	45	5	2.74	Effective
	%	4.3	24.3	64.3	7.1		
2. I am able to apply in real life the things I've learned during online learning.	f	3	9	47	11	2.94	Effective
	%	4.3	12.9	67.1	15.7		
3. I am confident enough that I could already face and work in the hospitality industry because of online learning.	f	4	19	39	8	2.73	Effective
	%	5.7	27.1	55.7	11.4		
4. The learning materials on online learning were more effective than the traditional learning that I could apply it in the future.	f	12	21	29	8	2.47	Ineffective
	%	17.1	30.0	41.4	11.4		
5. I am able to follow the laboratory skills being taught in online learning without the on-hand	f	6	19	36	9	2.69	Effective
	%	8.6	27.1	51.4	12.9		

Indicators	f/%					Mean	Interpretation
provision of the professors.							
6. Laboratory professors provide step by step procedures with supplemental videos for laboratory classes that develop my skills.	f	3	4	51	12	3.02	Effective
	%	4.3	5.7	72.9	17.1		
7. The professors were able to properly discuss the lessons and share experiences that help the student to properly execute the task in laboratory classes.	f	3	4	51	12	3.02	Effective
	%	4.3	5.7	72.9	17.1		
8. The learning material is simple and comprehensive in content that help to develop my skills.	f	2	6	49	13	3.04	Effective
	%	2.9	8.6	70.0	18.6		
9. The professors use other available online technologies besides the learning management platform that develop my skills.	f	3	10	50	7	2.87	Effective
	%	4.3	14.3	71.4	10.0		
10. The activities provided by the professors helps me to develop my skills and readiness in the field of hospitality.	f	3	5	51	11	3.00	Effective
	%	4.3	7.1	68.0	14.7		
General Average						**2.83**	**Effective**

Table 3 shows the responses of the 3rd and 4th year Hospitality Management students on the statements that did examine the effectiveness of online learning. The General Average Mean is 2.83 with a verbal interpretation of Effective. While some students responded that online learning is less effective than the traditional learning which got the lowest mean of 2.47 and a verbal interpretation of Ineffective.

Table 4. Experiences Perceived By HM Students during Online Learning

Indicators	f/%	SD	D	A	SA	Mean	Interpretation
1. I am able to attend online learning because	f	2	10	45	13	2.99	Agree
	%	2.9	14.3	64.3	18.6		

of my stable internet connection.							
2. I am able to adopt the learning management platform (UA G-Suite for Education/ Google Workspace) because it is user-friendly.	f	4	0	50	16	3.11	Agree
	%	5.7	0.0	71.4	22.9		
3. I am motivated when using online learning compared with traditional learning.	f	3	26	33	8	2.66	Agree
	%	4.3	37.1	47.1	11.4		
4. I find it easy to do group activities during online learning.	f	4	23	33	10	2.70	Agree
	%	5.7	32.9	47.1	14.3		
5. It is easy for me to keep up with our lessons during online learning.	f	2	24	37	7	2.70	Agree
	%	2.9	34.3	52.9	10.0		
6. I have sufficient financial support for my activities during online learning.	f	3	15	46	6	2.76	Agree
	%	4.3	21.4	65.7	8.6		
7. I have the proper tools and equipment to perform the task for our activities especially in our laboratory classes.	f	6	20	38	6	2.63	Agree
	%	8.6	28.6	54.3	8.6		
8. I feel comfortable in using video projection, microphones, and speakers while performing the activities.	f	8	19	38	5	2.57	Agree
	%	11.4	27.1	54.3	7.1		
9. I am able to concentrate during online learning without getting distracted and having difficulty.	f	6	26	33	5	2.53	Agree
	%	8.6	37.1	47.1	71.1		
10. I find it simple to follow and apply the instructions during online learning.	f	2	21	40	7	2.87	Agree
	%	2.9	30.0	57.1	10.0		
General Average						**2.75**	**Agree**

Table 4 shows the summary of the experiences perceived by 3rd and 4th year Hospitality Management students during online learning. As per the result, 71.4% of the students responded they were able to adapt the learning management platform (UA G-Suite for Education/ Google Workspace) because it is user-friendly, which got the highest mean of 3.11, and 47.1% of the students responded they were able to concentrate during online learning without getting distracted and having difficulty which got the lowest mean as well of 2.53

Table 5. Responses of HM students to front office operational skills development during the online learning

Indicators	f %	SD	D	A	SA	Mean	Interpr etation
1. I know how to create a guest database/ profile based on the information that the guest provided.	f	2	19	46	3	2.71	Agree
	%	2.9	27.1	65.7	4.3		
2. I am skilled enough to record the financial transactions during the reservation period or handle a guest's account.	f	3	28	35	4	2.57	Agree
	%	4.3	40.0	50.0	5.7		
3. I know how to handle/answer properly guest calls and requests.	f	2	10	52	6	2.89	Agree
	%	2.9	14.3	74.3	8.6		
4. I am able to develop my communication skills and can effectively communicate with anyone.	f	2	9	48	11	2.97	Agree
	%	2.9	12.9	68.6	15.7		
5. I have learned technical skills to operate a computer and know how to use the front office reservation system.	f	5	16	42	7	2.72	Agree
	%	7.1	22.9	60.0	7.1		
General Average						**2.77**	**Agree**

Table 5 displays the responses of the 3rd and 4th year Hospitality Management students on their Front Office Operational Skills. According to the outcome displayed in the table, of all the indicators, developing communication skills that lead to being able to effectively communicate with anyone got the highest mean among students which is 2.97.

Table 6. Responses of HM students to food and beverages operational skills development during the online learning

Indicators	f %	SD	D	A	SA	Mean	Interpr etation
1. I have learned to perform basic knife skills.	f	2	5	49	14	3.07	Agree
	%	2.9	7.1	70.0	20.0		

Indicators	f%	SD	D	A	SA	Mean	Interpretation
2. I have learned different types of cooking techniques.	f	1	2	49	18	3.20	Agree
	%	1.4	2.9	70.0	25.7		
3. I can differentiate and be able to know the names of ingredients.	f	1	6	50	13	3.07	Agree
	%	1.4	8.6	71.4	18.6		
4. I am able to make simple cocktails without looking at a recipe.	f	1	14	42	13	2.96	Agree
	%	1.4	20.0	60.0	18.6		
5. I am able to know how to properly use and utilize kitchen equipment.	f	1	6	44	19	3.16	Agree
	%	1.4	8.6	62.9	27.1		
6. I have learned the different kinds of liquors.	f	1	8	50	11	3.01	Agree
	%	1.4	11.4	71.4	15.7		
7. I am able to plan menus for any occasion.	f	2	10	46	12	2.97	Agree
	%	2.9	14.3	65.7	17.1		
8. I have learned how to set a table setup properly.	f	1	9	50	10	2.99	Agree
	%	1.4	12.9	71.4	14.3		
9. I am able to describe any dish clearly.	f	2	10	48	10	2.94	Agree
	%	2.9	14.3	68.6	14.3		
General Average						**3.04**	**Agree**

Table 6 displays an overview of the students' Food and Beverages Operation Skill development during online learning. It was found that 95.7% of the students and the indicator that got the highest mean which is 3.20 agreed (agree and strongly agree) that they are sufficiently knowledgeable about the different types of cooking techniques.

Table 7. Responses of HM students to housekeeping operational skills development during the online learning

Indicators	f%	SD	D	A	SA	Mean	Interpretation
1. I am able to perform the utilization of basic cleaning procedures and sanitization methods for hotel and guest rooms.	f	2	6	51	11	3.01	Agree
	%	2.9	8.6	72.9	15.7		
2. I am able to perform basic bed making, changing linens, and towel folding.	f	2	12	45	11	2.93	Agree
	%	2.9	17.1	64.3	15.7		
3. I am knowledgeable enough about the sanitization procedure as well as the sanitizing and	f	2	7	48	13	3.03	Agree
	%	2.9	10	68.6	18.6		

cleaning chemical materials and supplies.							
4. I am able to follow the standard inventory procedure for housekeeping amenities, materials, and supplies.	f	4	9	44	13	2.94	Agree
	%	5.7	12.9	62.9	18.6		
5. I am able to know how to properly use and utilize housekeeping equipment and where to use them in different areas of the guest room.	f	3	6	50	11	2.99	Agree
	%	4.3	8.6	71.4	15.7		
General Average						**2.98**	**Agree**

Table 7 shows the summary of the students' housekeeping operational skills development during the online learning. It was found that 87.2% of the students and the indicator that got the highest mean which is 3.03 agreed (agree and strongly agree) that they are knowledgeable enough about the sanitation procedure as well as sanitizing and cleaning chemical materials and supplies. On the other hand, performing basic bed making, changing linens, and towel folding got the lowest mean which is 2.93, this implies that the students are still not that knowledgeable and there's room for improvement with regards to these skills.

Table 8. Responses of HM students to human resource operational skills development during the online learning

Indicators	f %	SD	D	A	SA	Mean	Interpretation
1. I have learned to lead by example in a workplace.	f	1	7	55	7	2.97	Agree
	%	1.4	10	78.6	10		
2. I have learned public relations skills.	f	0	6	57	7	3.01	Agree
	%	0	8.6	81.4	10		
3. I am able to learn how to handle and make a standard approach to deal with impolite guests.	f	1	9	50	10	2.99	Agree
	%	1.4	12.9	71.4	14.3		
4. I am able to enhance my professional qualities which includes the ability to think critically, analyze data and solve complex problems.	f	3	5	50	12	3.01	Agree
	%	4.3	7.1	71.4	17.1		
5. I have learned how to use time and resources efficiently and effectively.	f	2	5	49	14	3.07	Agree
	%	2.9	7.1	70	20		
General Average						**3.01**	**Agree**

Table 8 shows the responses of the 3rd and 4th year Hospitality Management students on their Human Resource Operational Skills. As per the result shown on the table, among all of the indicators, learning how to use time and resources efficiently and effectively got the highest mean among students which is 3.07. It implies that during online learning, 3rd and 4th year students were able to learn how to use their time and resources efficiently and effectively the most.

DISCUSSION

As per the result shown on the table 3, most of the students responded that they perceived the online learning simple and comprehensive in content that helps to develop their skills. This is somehow reflected in the study of Francisco & Barcelona (2020), which stated that students that experienced online learning performed modestly better, than those learning the same material through traditional face-to-face instruction because instructors create an interactive, supportive, and collaborative learning environment for students to reap the potential benefits afforded by online learning. While some students responded that online learning is less effective than the traditional learning which got the lowest mean of 2.47. It implies that students prefer traditional learning than online learning because it is more effective for them that they can apply their learnings in the future.

The students responded were able to adapt the learning management platform based on their experiences from online learning. This implies that most of the students were already comfortable enough and confident enough with the learnings through the use of a learning management platform (UA G-Suite for Education/ Google Workspace). According to Abuhassna et al., 2020, learning management system were efficient collaborative learning tool that could benefits the learning in a class-like group environment such as school or classes, students were able to utilize the use of this platform since they were already born in this era of technology which is a huge advantage to learn through online and optimize their skills.

The responses of students to Front Office Operational Skills Development during the online learning is effective. It shows that during online learning, 3rd and 4th year students were able to develop their skills needed for Front office and communication skills got the highest mean with 2.97 proving that online learning is effective. This is somehow related to study of Roches (2022), that excellent communication skills are particularly crucial in the hospitality industry because they can contribute to the formation of connection with guests, the resolution of conflict, and the creation of a great overall guest experience.

As with regards the students' development to food and beverages operational skills during the online learning, it has a general average of 3.04 indicating effective learning. The students were able to learn the different types of cooking techniques that are used in kitchen operations. Sarwar (2021) stated that understanding and mastering various culinary techniques is critical to becoming a great chef. Cooking technique knowledge enables you to work with a wide range of ingredients and kitchen equipment to obtain consistent, flavorful results in your cooking.

The students were able to learn the different sanitation procedures as well the different cleaning materials and chemicals needed and used in the housekeeping operations. According to Kaylegian (2018), the foundation for safe guest facility is a well-informed and trained housekeeper. Good housekeeping reduces illnesses and injuries and promotes positive behaviors, habits, and attitudes.

During online learning, 3rd and 4th year students were able to learn how to use their time and resources efficiently and effectively the most. Related to what (Newhall, 2022) had stated, students can maintain their safety while also keeping up with their education through online learning. Choosing the resources like course materials as well as managing the time and learning pace of students are easier during online learning.

Conclusion

In light of the results, the researchers concluded: 1) HM students perceived the online learning and materials used as simple and comprehensive in content that helped to develop their skills 2.) Moreover, this study concluded that HM students are able to adopt the learning management platform such as the UA G-Suite for Education and Google Workspace because it is user-friendly. 3.) Lastly, developing communication skills, knowledgeable about the different types of cooking techniques, knowledgeable enough about the sanitation procedure as well as sanitizing and cleaning chemical materials and supplies, and learning how to use time and resources efficiently and effectively are hospitality operations skills that are mostly perceived by the HM students. To sum up, proper time management, discipline and flexibility were the characteristics and behavior that has a significant impact on assessing the effectiveness of online learning in enhancing student skills and readiness of students in hospitality management as the latest form of learning.

Recommendation

The researchers recommend that online learning materials such as e-books, online modules and online activities given by a school may consider to use precise and concise materials. Since the program itself is

a skill-based program, students prefer to use instruments/materials that are readily and easily to understand. To the school, they may continue considering doing a feedback or review about the platform they are using for further improvements, by doing this, schools would be able to assess the ongoing flaws of their platform and would be able to focus on what is needed to be improved. Continually applying updates on their platform would improve the learning experience of the students.

Moreover, hospitality operational skills taught by the school through online learning may consider using effective techniques and strategies on how to improve their skills such as a clear and concise video or written demonstration of hospitality operations they are undertaking, instructor should make an effort in doing a precise and easy to understand lessons to encourage students in continually improving their skills even through online; both student and instructor may consider using alternative equipment or resources to develop their hospitality operational skills. To the students, they should help themselves as well by having discipline and being flexible which is an important behavior and characteristics to assess the effectiveness of online learning in enhancing their skills and readiness. Further- more, a post-assessment skills activity should be conducted for Hospitality Management students who experienced online learning to assess their skills and knowledge gained through online learning management platform which is highly suggested to be given at the end of the school year. The university may consider creating combined efforts like developing a new strategy or platform that would support the implementation effect of online learning to further enhance the level of competencies and acquired skills by Hospitality Management students.

Lastly, future researchers may consider examining additional factors or adjacent issues influencing the effectiveness of online learning in enhancing student skills and readiness of students in hospitality management. Researchers may as well consider assessing the other students who came from different schools to explore things needed to improve.

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CUSTOMER SATISFACTION ON QUICK SERVICE RESTAURANTS AMONG HOSPITALITY MANAGEMENT STUDENTS

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Abstract

This quantitative research study aimed to measure the level of satisfaction of the Hospitality Management Students of the University of the Assumption in a quick-service restaurant. The study used a descriptive research design consisting of rating scales and close-ended questions. Furthermore, the gathered data were from 100 Hospitality Management Students from the University of the Assumption through the use of a convenience sampling technique. Survey results depicted the general verbal interpretation from the survey questionnaires as Satisfied and agreeing with the factors. It revealed that HM students have experienced different areas of quick-service restaurants with the use of indicators of Product, Service, Delivery, Company, and Price that helped in determining and measuring the level of customer satisfaction. Specifically, the top choice from indicators in measuring the level of satisfaction of the HM students is Product. In addition, the factors that were used in learning HM students from the University of the Assumption contributes to their satisfaction based on the results, particularly the top choice among the factors is Quality. It is advised that Quick-Service Restaurants go on with their normal practices of growth, development, and innovation and strive to become the top food brand in the Philippines or maybe internationally. Measurement and assessment of customer satisfaction and the areas they need to understand are made easier by considering the indicators of Product, Service, Delivery, Company, and Price. The researchers who conducted this research also suggest widening the study's scope, for example by gauging local Pampanga residents' levels of customer satisfaction and interpreting the findings more broadly.

Key Terms: Customer satisfaction; hospitality management; quick-service restaurants; satisfaction

INTODUCTION

The hospitality industry encompasses a wide range of sectors that serve, feed, travel, and entertain guests. Each sector offers a unique range of products and services while including a diverse set of industries. It's vital to remember that although they are distinct from one another, they frequently overlap and cooperate to produce a single, all-encompassing hospitality experience. Food and beverage, hotel, leisure, travel and tourism, and meetings and events are some of these industries (What is the Hospitality Industry, 2022).

One of the sectors is Food and beverage which this study focused on. Given the enormous range of alternatives customers have when it comes to food, this industrial sector has developed into one of the most prosperous and obvious ones. There are many prospects in this industry, with choices ranging from basic places like a hotel breakfast bar to lavish ones like five-star restaurants (What is the Hospitality Industry, 2022). Food and beverages influence everybody. The hospitality industry's greatest component can take the shape of high-end restaurants, fast-food joints, catering businesses, and a variety of manifestations according to Reynolds (2019).

There is a lot of common food and beverage business around that started small and still growing up to these days. However, there is this most common business that is part of the hospitality industry is Fast food Restaurants, renamed quick service restaurants, which are made up of a variety of operational facilities with the tagline "Quick Food." Customers line up to get admission to a counter where they may place orders from a small menu that includes hamburgers, fries, hotdogs, chicken, and other products (Beleno, 2022).

Quick-service restaurants have contributed much to society. Eating habits and time management have altered as a result. The economical, quick meal options and the revenue it has generated for the millions of individuals who have worked at the cash registers, fry stations, and grills have helped shape family budgets. Many have established long-term careers; some have moved up the corporate ladder from the kitchen to the boardroom, while others have utilized their time in the sector as a stepping stone to other ambitions stated by Fox (2022).

According to Watts (2018), Quick Service Restaurant is referred to as QSR. Although they are more typically referred to as fast-food restaurants.

Due to the widespread use of brands, QSRs are the most prominent type of restaurant. According to how well the principles work, QSRs are categorized. Burgers and sandwiches are usually the main items on the menus. The restaurant's modest layout features a counter where customers may place orders and pick up their food. Drive-throughs are common in QSRs because the quick-serve model places a lot of emphasis on speedy takeout. QSRs, or quick-service restaurants, have unique characteristics that relate to value-providing and customer loyalty. On the one hand, the service is seen as low-switching by customers since it is frequently quick, handy, and reasonably priced (Granizo et al., 2020).

The evolution of the quick-service restaurant industry, which has a top growth history to tell, is a result of changes in customers' food choices brought on by the transforming social-economic environment It is expanding too quickly to keep up with market demand (Karugu, 2022). For Quick Service Restaurant (QSR) to keep on track with its upgrowth, it should possess three major factors: (1) customer perceived quality which refers to customer perception and judgment. (2) value that needs to be created, communicate, and captured by. (3) and service provided and offered by a particular business. These three leads to customer satisfaction.

Rajput and Gahfoor (2020) say Customer satisfaction is defined as "the customer's subjective evaluation of the customer's experience, based on specific linkages between the customer's impressions and objective aspects of the product." Pleasure and well-being are components of customer satisfaction. Getting what the customers expect from the service leads to increased customer satisfaction. Customer behavior and social psychology both do extensive research on customer satisfaction. Customer satisfaction is defined as a customer's objective assessment of a particular experience. Outcome of the meeting the demand of the customer is customer satisfaction. Customer satisfaction is a metric used to evaluate how pleased customers are with a company's goods, services, and abilities (What is Customer Satisfaction, 2022).

The researchers pursued this study to concentrate on one of the United Nations Sustainable Development Goals. The researchers targeted Goal 8: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Achieve higher levels of economic productivity through diversification, technological upgrading, and innovation, including through a focus on high-value added and labor-intensive sectors.

Statement of the Problem

The main objective of this study is to measure the level of satisfaction of the Hospitality Management Students of the University of the Assumption in a quick-service restaurant. In line with this, the specific objectives are:

1. What is the level of satisfaction of the Hospitality Management Students of the University of the Assumption with quick service restaurants in terms of?
    1.1   Product
    1.2   Service
    1.3   Delivery
    1.4   Company
    1.5   Price
2. What are the factors that contribute to the student's satisfaction level?

Scope and Limitation

This study evaluated the satisfaction of the selected 100 students majoring in Hospitality Management for the academic year 2022-2023. In order to gauge customer satisfaction, which is the study's main focus, the data were collected from the chosen participants. The coverage of the study is solely focused on customer satisfaction in quick service restaurants; customer satisfaction from other restaurants is not included.

Significance of the Study

This study was able to provide University of the Assumption students studying Hospitality Management with research-based information and knowledge on customer satisfaction in quick-service restaurants. The findings of this study are beneficial to the following:

Regular customers. Frequent customers of quick service restaurants as well as to those who are willing to try visiting quick service restaurants may benefit from this study. The data can be used to critically discern the services that one should receive from these enterprises.

The quick-service restaurant and hospitality sectors. The study can aid quick-service restaurants and other related hospitality sectors from this study by using the data in enhancing their customer service to maximize total customer satisfaction.

Future Researchers. This study can assist present and future researchers in understanding how to fulfill customer expectations. Also, to enhance and in addition to the existing knowledge they have regarding customer satisfaction.
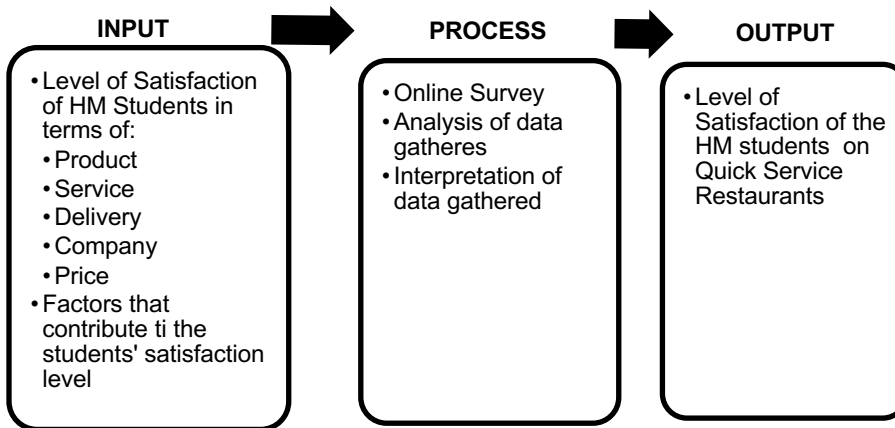
Conceptual Framework

Figure 1: Paradigm of the Study

This study used the IPO Model (Input – Process – Output) to show a progression, a timeline, or sequential steps in a task which is the procedure in the making of this research study. The first step is Input; this is where the statement of the problem is written. The second step is the Process; where the entire procedure for accomplishing this study was stated. Third and the last step is Output; which is written here about the outcome of the study.

METHOD

Research Design

The type of data of this study is quantitative research that deals with numbers. This study used measurable variables and numerical data to solve the problem and change it to become usable statistics. The data gathered were analyzed using descriptive or survey research. To explore one or more variables, a descriptive research design employs a wide range of research techniques. Instead of controlling or modifying any of the variables, as is the case in experimental research, the researcher simply observes and measures them stated by McCombes (2022).

Instrument

The instrument used in this study is an online survey with the use of Google Forms. The survey form includes informed consent which contains all the needed information from the study that the participants should know before participating in the data gathering. Also, the questionnaire itself is to follow once the participants agree to the terms and agreement regarding participating in the study. The survey form consists of rating scales and close-ended questions that are answered limitedly resulting in answering the main objective of the study and other specific questions or factors from the study. This survey aimed to measure the level of satisfaction of the students in the Hospitality Management program who are customers of Quick Service Restaurant.

Sampling Design

This study used the convenience sampling technique in selecting the participants. According to Crossman (2019),, convenience sample is a non-probability sample where the researcher chooses participants who are convenient and accessible to take part in the study.

Respondents of the Study

The researchers selected 100 participants from the Department of Hospitality Management at the University of the Assumption that are customers of Quick Service Restaurant.

Table 1. Demographic Profile

	f	%
Gender		
Male	47	47 %
Female	47	47 %
Prefer not to say	6	6 %
Total	**100**	**100 %**
Program		
Hospitality Management	100	100 %
Total	**100**	**100 %**
College Level		
First Year College	28	28 %
Second Year College	15	15 %
Third Year College	31	31 %
Fourth Year College	26	26 %
Total	**100**	**100 %**

Table 1 displays the demographic profile of the respondents. It shows both males and females got the same result in terms of respondents that participated in the survey which is 47% while the remaining 6% prefer not to say their gender. All of the respondents are under the Hospitality Management program which leads to 100%. Although, the respondents are from different year levels. 31% of the respondents are in Third Year

College, 28% are First Year College, 26% are Fourth Year College, and the other 15% are Second Year College.

Data Gathering Procedures

In collecting data for this study, the questionnaire was formulated and created with the use of Google Forms. Before doing the data gathering, the researchers did the following procedures: (1)The researchers prepared a sample questionnaire and presented it to the professor along with the consultant and gained approval to ensure the validation of the questionnaire. (2) The researcher started distributing the survey forms to the participants by sending them the Google Form link using a social media platform specifically, the Messenger App. (3) The data gathered was analyzed and organized.

Furthermore, anonymity and confidentiality of the respondents'' answers were assured, the questionnaires were distributed to the respective respondents and were collected by the researchers once accomplished.

Data Analysis

The researchers analyzed the collected data from the participants using descriptive statistics. The fundamental characteristics of the data in a study are described using descriptive statistics. Simple summaries of the sample and the measurements are provided (Trochim, 2022). Through the use of this, the researchers simply interpreted the summary of the survey results. The data were analyzed using frequency and percentages that are automatically summarized by Google Forms. Although it is automatically summarized, the researchers still used the Likert Scale.

Table 2: Likert Scale Descriptive Equivalent

Numerical Rating	Scale of Margin	Verbal Interpretation	
1	1.00 – 1.75	Strongly Disagree	Very Dissatisfied
2	1.76 – 2.50	Disagree	Dissatisfied
3	2.51 – 3.25	Agree	Satisfied
4	3.26 – 4.00	Strongly Agree	Very Satisfied

Ethical Consideration

The researchers of this study acted in accordance with ethical considerations in conducting this study. In line with this, the participants were apprised pertaining to the objectives of the study. The data collected from the survey were treated with confidentiality and anonymity to ensure the safety and security of the participants' identities. The participants of this study were asked nicely to participate and the entire participation is

voluntary. All collected data were stored on a computer and drive for three years before being properly disposed of.

RESULTS

Table 3. Top Choice QSR Food Brand in terms of Visiting Frequently

	f	%
Jollibee	47	47 %
McDonald's	32	32 %
KFC	8	8 %
Mang Inasal	5	5 %
Pizza Hut	3	3 %
Shakey's Pizza	3	3 %
Others, Chowking	1	1 %
Others, Yellow Cab	1	1 %
Total	**100**	**100 %**

Table 3 presents the respondents' top choice quick-service restaurant (QSR) food brand in terms of visiting frequently. The highest among the choices is the Jollibee which got 47%. Next to it is McDonalds' resulting in 32%. While others such as KFC got 8%, Mang Inasal got 5%, and Pizza Hut same as the Shakey's Pizza got 3%. There are respondents who chose to answer others which are Chowking and Yellow Cab both got 1%.

Table 4. Product

Indicator	Mean	Verbal Interpretation
1. The quality of the product	3.50	Satisfied
2. The consistency of quality	3.26	Satisfied
3. The variety of products	3.39	Satisfied
Total	**3.38**	**Satisfied**

Table 4 demonstrates the respondents' personal experience with a particular quick-service restaurant in terms of Products which includes the quality of the product, consistency of its quality, and the variety of the products offered. The weighted mean resulted in 3.38 and its verbal interpretation is satisfied. This implies that the indicator product together with its particular areas of it gives satisfaction to the respondents. Customer satisfaction with the product is a good sign that a company is performing well (Dafilmoto and Aballe, 2020).

Table 5. Service

Indicator	Mean	Verbal Interpretation
1. The sales staff availability	3.07	Satisfied
2. The friendliness of the sales staff	3.15	Satisfied
3. The responsiveness of sales staff	3.10	Satisfied
Total	**3.11**	**Satisfied**

Table 5 demonstrates the respondents' personal experience with a particular quick-service restaurant in terms of Service which includes the availability, friendliness, and responsiveness of the sales staff. The weighted mean resulted in 3.11 and its verbal interpretation is satisfied. This implies that the indicator service together with its particular areas of it gives satisfaction to the respondents. The fast food sector has developed into one that generates significant amounts of revenue globally. Customer satisfaction and their desire to return to the restaurant are directly related to the quality of the service provided (Sarwar, 2016).

Table 6. Delivery

Indicator	Mean	Verbal Interpretation
1. The delivery arrives on time.	3.05	Satisfied
2. The speed of delivery	3.01	Satisfied
3. The safety of products during delivery	3.15	Satisfied
Total	**3.07**	**Satisfied**

Table 6 demonstrates the respondents' personal experience with a particular quick-service restaurant in terms of Delivery which includes arriving on time, speed, and safety of the products during delivery. The weighted mean resulted in 3.07 and its verbal interpretation is satisfied. This implies that the indicator delivery together with its particular areas of it gives satisfaction to the respondents.

Table 7. Company

Indicator	Mean	Verbal Interpretation
1. The popularity of the company	3.42	Satisfied
2. The company met your expectation	3.27	Satisfied
3. Customer feedback on the company	3.25	Satisfied
Total	**3.31**	**Satisfied**

Table 7 demonstrates the respondents' personal experience with a particular quick-service restaurant in terms of Company which includes the popularity if the expectation has been met, and customer feedback on the company. The weighted mean resulted in 3.31 and its verbal interpretation is satisfied. This implies that the indicator company together with its particular areas of it gives satisfaction to the respondents. A good

reputation acts as a signal or advertisement for high-quality and trustworthy goods and services, which boosts market effectiveness and performance (Dafilmoto and Aballe, 2020).

Table 8. Price

Indicator	Mean	Verbal Interpretation
1. The price is reasonable for the quantity of the food	3.00	Satisfied
2. The price is reasonable for the quality of the food.	3.13	Satisfied
3. The price of the product is affordable.	3.03	Satisfied
Total	**3.05**	**Satisfied**

Table 8 demonstrates the respondents' personal experience with a particular quick-service restaurant in terms of Price which includes the price being reasonable for the quantity of the food, for the quality of the food, and the price of the product being affordable. The weighted mean resulted in 3.05 and its verbal interpretation is satisfied. This implies that the indicator price together with its particular areas of it gives satisfaction to the respondents. When something is affordable, it means that its cost is reasonable and cheap, and most people can afford it. A product or service that is reasonably priced will fit most people's budgets (Market Business News, 2022).

Table 9. Factors that contribute to the Satisfaction Level

Ranking	Factors	Mean	Verbal Interpretation
1	Quality	3.45	Agree
2	Choices	3.39	Agree
3	Convenience	3.36	Agree
4	Accessibility	3.26	Agree
5	Response Time	3.25	Agree
6	Reasonable Prices	3.22	Agree

Table 9 depicts each factor that contributed to the satisfaction level of the respondents. Accessibility weighted mean of 3.26, Response Time weighted mean of 3.25, Convenience weighted mean of 3.36, Choices weighted mean of 3.39, and Quality weighted mean of 3.45 and Reasonable Prices weighted mean of 3.22. Resulting in a total average of the weighted mean of 3.32 and its verbal interpretation is satisfied.

DISCUSSION

According to the results on the study and shown in table 3, Jollibee is the top choice food brand among quick-service restaurants. The largest

fast-food chain in the Philippines is the Jollibee brand, which runs a network of more than 1,400 Jollibee stores. In the Philippines, the domestic market leader Jollibee, which is larger than all the other multinational fast-food brands combined, has overwhelming domination over all other international fast-food companies (Your Pinoy Team, 2021).

As shown on table 4, indicator service together with its particular areas gives satisfaction to the respondents. The fast food sector has developed into one that generates significant amounts of revenue globally. Customer satisfaction and their desire to return to the restaurant are directly related to the quality of the service provided (Sarwar, 2016).

When it comes to delivery, timeliness should always be considered a crucial factor in ensuring customer satisfaction. Proving that time is not the only factor. The product's quality and safety during delivery should also be taken into consideration. For the customer to be satisfied, the products must reach them intact (Dafilmoto and Aballe, 2020).

As implied on table 8, indicator price together with its particular areas gives satisfaction to the respondents. When something is affordable, it means that its cost is reasonable and cheap, and most people can afford it. A product or service that is reasonably priced will fit most people's budgets (Market Business News, 2022).

There are certain universal truths when it comes to customer happiness, despite the fact that everyone has a different idea of what they want from a business. Customers, therefore, have certain expectations regardless of the item or service they purchase. That includes 12 Factors that Influence Customer Satisfaction which are Accessibility in terms of how far is the location of the business, Empathy how employees listen and understand customers, Language what words are suitable to use, Response Time how fast the product can be delivered, Convenience on what customers need to buy, Choices that pertains to options available, Simplicity on having too much option and display simply, Quality about the product, Reasonable Prices in being affordable, Appreciation on how crew being appreciative, Loyalty Programs considering discounts and incentives, and Community being engaged with the brand (Green, 2021). In addition, accessibility and convenience are different in terms of pertaining to something specific. According to Green (2021), accessibility pertains to dealing with a dissatisfied customer who spent two hours looking for the business, while convenience explains that it's necessary to regularly assess the customer's journey to identify any areas that could be improved for greater convenience.

Conclusion

In line with the results, this study concluded the following: (1) The researchers have measured the customer satisfaction of the HM student on Quick-Service Restaurants and met their expectations in working on this study entitled "Customer Satisfaction on Quick Service Restaurants Among Hospitality Management Students". (2) Among the indicators Product, Service, Delivery, Company, and Price in terms of assessing the customer satisfaction of the HM students, it shows that Product is the top choice with a weighted mean of 3.38 the sum of its three particular areas including the quality of the product, the consistency of quality, and the variety of products. (3) Moreover, concluding that the Hospitality Management students from the University of the Assumption have experienced well with quick-service restaurants, they have agreed with the factors Accessibility, Response Time, Convenience, Choices, Quality, and Reasonable Prices that contributed to their satisfaction level. However, the results showed Quality is ranked 1 among the other factors that contributed to the customers' satisfaction level with a weighted mean of 3.45 with a verbal interpretation of Agree. When customers acquire something, price is nearly usually the top priority. Sometimes they just prefer not to spend the money if they don't feel they have to if an item must remain within a given budget. However, relying only on price and selecting the less costly option might really have an impact on the overall budget. Consistently going for the less expensive alternative will not only end up costing customers more money in the long run, but it will also cause a product or service's quality to suffer and it's worth to diminish over time. As a result of reduced waste, increased productivity, and support for companies that place a premium on value, choosing quality above price is nearly always the sustainable option.

Recommendation

By taking consideration of the drawn conclusions, the following recommendations are suggested:

First, the researchers recommend to All Quick-Service Restaurants in the Philippines to continue improving, developing, and innovating in their businesses as they usually do and aim to be the leading food brand in the Philippines or it can be internationally. Considering the indicators of Product, Service, Delivery, Company, and Price helps in measuring and assessing customer satisfaction and what areas they need to comprehend. Furthermore, knowing the factors of Accessibility, Response Time, Convenience, Choices, Quality, and Reasonable Prices can be a great help in learning what aspects of their businesses should be maintained at the same level in contributing to customer satisfaction.

Second, the researchers recommend the following food brands: Jollibee, the leading food brand, to continue and maintain what they are doing and consider the indicators and factors in this study on doing it.

Third, to McDonald's, KFC, Mang Inasal, Pizza Hut, Shakey's Pizza, Chowking, Yellow Cab, and other food brands out there, the researchers of this study recommend that the said restaurants may aim to be the next leading food brand in the Philippines or in abroad. Furthermore, they can still continue using their different strategies and being competitive in becoming number one, but they must not forget the quality of the product should be considered to maintain or innovate more in the following years they operate as this study stated and showed with the results from the survey.

Lastly, to the future researchers, continue assessing indicators and factors that will contribute to measuring customer satisfaction levels in order to enhance and expand the knowledge about customer satisfaction. Also, the researchers of this study recommend having a larger scope such as measuring the customer satisfaction of the individuals around Pampanga and broadening the results of the study.

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CHALLENGES AND RESILIENCE AMONG AIRLINE CABIN CREWS DURING PANDEMIC

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ABSTRACT

The phenomenological study aims to explore on the challenges and resilience strategies improve by the ten (10) Kapampangan flight attendant after being lay-off as an impact of the pandemic. The researchers utilized a qualitative type of research design specifically a phenomenological study. The participants were selected using the snowball sampling technique. The researchers developed a two-part questionnaire in order to gather the data needed in the study. Various challenges such as previous associated to health, finances and how the pandemic impacted their mental health were shared, on the other hand participants implemented bouncing back strategies namely the external nourishment and internal nourishments which allowed themselves to managed the difficulties experienced after being laid off. Findings may be used as a springboard in order to strengthen the existing program of our government and other airlines to help Filipinos in their psychological well-being. The researchers recommended that future research using quantitative research may be undertaken where additional participants coming from various age group and culture can be added. This study encourage the airline to create a new policy due to covid-19 this will help every individual working in the company to maintain and sustain their financial, health and psychological needs

Key Terms: Challenges; resilience; flight attendants; pandemic

INTRODUCTION

On December 31, 2019, a respiratory illness was detected in Wuhan, China. It was a highly contagious disease which started to infect more and more people around the world which later on resulted to health crisis known as the Coronavirus Disease 2019. The said virus transmits from person to person through droplets, contact, airborne, and fomites. The epidemic had a significant and unexpected impact on many aspects of life including work, leisure, time, and even family. Similar to the Influenza Flu pandemic which transpired between 1918 until around 1920, a very disturbing deadly outbreak which affected over 500 million of people around the world. According to the World Health Organization (2020), a total number of 235, 807, 157 million confirmed cases of coronavirus was recorded last October 5, 2021. Due to the overwhelming new cases of COVID-19 across gender, age, and race, a worldwide lockdown, quarantine and health protocols were implemented in order to prevent the continuous spread of the killer virus. These protocols undeniably affected the day-today lives of people including mental health issues such as stress, anxiety and depression.

The COVID-19 pandemic is not just a global health crisis, it has also extremely affected the economy. Of all the many countries in the world, the Philippines is considered to be one of the most affected countries in the tourism industry, primarily in the airline sector. It is true that the COVID-19 pandemic ushered a wave of economic decline all over the world as an outcome to disruptions both in the supply and demand chain for the travel market. It was reported in the study of Kaitano et al. (2021) which found out that the pandemic inflicted a heavy toll on global aviation which resulted to bankruptcy of several airlines and airports due to severe travel restrictions.

Further, the impact of the COVID-19 resulted in several laid off cases among the flight attendants. Some companies even offered various retirement schemes, while other flight attendants were permitted to apply for a leave of absence without pay. As reported in Rappler (2021) that the Philippine Airlines (PAL) announced in February 2021 that 30% or 2, 300 of its 7,000 flight attendants were laid off as an impact of the coronavirus pandemic. A combination of voluntary and involuntary separation under the PAL retrenchment program were also first announced in October 2020. It also implemented a furloughs and flexible working arrangements to hold off the job cuts. Also, the Cebu Pacific in 2020 lays off over 150 cabin crew amid COVID-19 travel restrictions as reported in CNN (2020).

Mental health is defined by the World Health Organization (2018) as an important aspect of overall well-being and health is a condition of complete physical, mental, and social well-being not just the absence of

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diseases or infirmity. The COVID-19 pandemic has a significant impact on every life. Many are faced with difficulties that may be stressful, upsetting and generate powerful emotions for everyone. Public health measures like social distancing are important preventive measures to stop the virus from spreading. Lockdown and social isolation placed people in a very difficult situation. As an outcome, several people felt lonely, sad, and started to feel bored with life because people are not allowed to go out. Issues on mental health likewise started to rise from increasing cases of addiction, anxiety, depression and even gender-based violence. The global health crisis significantly impacted on people's wellness. We have seen cases of more COVID-19 new cases and even deaths. Impact on our economy tremendously resulted to unemployment and higher poverty rate.

Thus, this study aims to explore on the challenges and resilience of Kapampangan flight attendants that were laid-off due to the COVID-19 pandemic. The findings of the study may be used as a springboard in the creation of awareness to the cabin crews that will help on how to address the physical, psychological and economic implications of the pandemic.

COVID-19 Pandemic is a highly contagious respiratory illness detected in Wuhan, China was noted to rapidly widespread with confirmed cases across the globe was named Corona-virus disease 2019. The World Health Organization in March 2020 declared the Corona virus pandemic which became a Public Health Emergency of International Concern (WHO, 2020). Coronavirus disease 2019, also known as Covid-19, has created a global crisis that has had a large impact on how people view the world and conduct daily lives. COVID-19 is a disease originated and caused by the SARS-CoV-2 virus. In the majority of people, it causes minor symptoms, but in a few cases, it can lead to serious sickness. Furthermore, it may also take longer for patients to develop symptoms, and they may be contagious for extended periods of time (Centers for Diesease Control and Prevention, 2020).

According to Akter R. (2020), COVID-19 is no exception, as the effects of crises are seldom gender-neutral. The pandemic brings health hazards and increases the vulnerability of the public people especially to those individuals who disobey health protocols such as wearing a face mask, physical distancing, and use of alcohol. People started to distance themselves from people and started to isolate themselves most especially among the high risk's individuals. Distancing, avoiding, and isolating individuals reduces the risk of acquiring the disease but it may stigmatize people who are suspected or may be infected (Duan et al, 2020). The World Health Organization has been monitoring the outbreak around the clock, and countries are concerned about the disease's rapid expansion and severity, as well as the alarming levels of inactivity and the COVID-19 was classified as a pandemic as a result of the situation. Because of the

major pandemic, some countries are experiencing capacity issues, scarcity of resources, and willpower. It is a crisis that affect all the sectors, every industry and all individuals (Tedros, 2020). Apart from the health consequences, the pandemic has had the most severe social and economic consequences for people. There has been a loss of job and livelihood, and individuals are experiencing worry as a result of the loss of social relations (Yunfeng, 2021).

In the event of a major pandemic, all sectors of the economy—agriculture, industry, and services—will be disrupted, potentially resulting in shortages, rapid price hikes for staple items, and economic hardship for people, businesses, and governments. Infectious diseases are one of the leading causes of death, accounting for a quarter to a third of all deaths globally. Despite the tremendous advancements in the healthcare industry, infectious disease spread is increasing as a result of globalization, increasing travel and commerce, urbanization, crowded cities, changes in human behavior, emerging pathogens, and incorrect antibiotic usage (Shang, 2021). The coronavirus pandemic just like the 1918 influenza pandemic resulted to a serious and long-term economic consequence. Various health protocols were implemented worldwide. Closure of various boarders was noted to be one of the strategies of different countries around the world to stop the possible transfer of virus from one place to another place and from one country to another country. According to Future Learn Local (2021), The Philippines' first incidence of COVID-19 was reported in January 2020, and by March, the country had been placed under a strict community quarantine, prohibiting mobility and business activities. While these measures slowed the development of COVID-19, they had huge consequences for family incomes, jobs, education, food security, and enterprises. Thus, it results new challenges, damage and loss especially to the airline industry. Consequently, the airline transportation industry decided to cancel and suspend various flights across the globe (Joseph L., 2020).

According to Stainton (2020), cabin crew is defined as the personnel whose duty it is to care after the passengers aboard an airplane. Cabin crew is often known by various names such as flight attendants, air hostesses, flight stewards, and even trolley dollies for others. The main responsibilities of cabin crew ensure the passengers will enjoy a safe and comfortable trip while on board. The cabin personnel must greet passengers as they board the plane, lead them to their seats, and verify that all of their belongings are safely placed in the overhead compartments. When all of the passengers have boarded, the cabin crew will demonstrate emergency procedures while the plane prepares to take off. During a flight, crew members assist and serve passengers, make calls and announce on the captain's behalf, offers food and drinks, and

promote duty-free goods. Cabin attendants are on hand to comfort passengers and ensure that they follow proper emergency protocols in the event of an emergency. Several crises, such as cabin fires or first-aid scenarios, may be encountered by the crew. Cabin crew personnel are there at the end of a flight to ensure that passengers exit safely. The crew members are then requested to fill up a written report that includes all of the flight's facts. Duty-free purchases, food and beverage sales, any odd events, and customs and immigration documents are just a few examples (Paethrangsi, 2020). Many airlines require cabin crew employees to live within a certain area of an airport, and crew members who are on call may be required to report to work at short notice. Working hours may include lengthy shifts and unsociable hours, as well as working on weekends and holidays. Many cabin crew employees, on the other hand, love the opportunity to engage with a diverse array of people, and the possibilities to explore and enjoy foreign places are nearly unmatched (Puckett, 2020).

Furthermore, because cabin crew members represent the airline's public image, they are required to provide excellent customer service and to always be polite, accessible, and enthusiastic, with a professional posture. Cabin crew job may be physically demanding, and must be willing to work on any given day of the year. While working on board an airplane, cabin crew may experience a variety of scenarios and must be a good team player with the capacity to operate independently utilizing fast thinking and organizational abilities (Miller A., 2019).

Uphill (2019) defines challenge as an obstacle appraised as an opportunity rather than a threat. A threat becomes a problem and challenge when a person judges his or her coping resources are sufficient not only to overcome the stress related with the barriers but also to improve the situation in a reasonable and measurable way.

Tourism and transportation are unquestionably among the most affected industries. In addition, airline cabin crews became frontliners who are exposed to hundreds of people every day while working in a profession that is fragile and uncertain. Airline Cabin Crews' battle against the virus, since the day the pandemic started, showed how selfless these employees have become and provided service beyond their limitations. Besides this global pandemic, several numbers of these employees were noted to be at risk to experience emotional, physical, and mental struggles. Challenges in their workplace after being laid-off were observed. More so, some cabin crews who remained to be employed also experienced a lot of challenge (Hoeller, 2020).

One of the most challenging part of being a cabin crew today is undeniably the increasing number of being laid-off. As a result, some

companies offered various retirement schemes, while others employees were allowed to take voluntary leave without pay and majority have been an increasing number of laid-off flight attendants. The Thai Airways subsidiary company "Wingspan" laid off almost 2, 600 employees in 2020 (Charenit, 2020). The Cebu Pacific airline also laid off more than 800 employees across the group by August 2020, which equivalent of 25% of the carrier's workforce (Pilar, 2020). While, over 150 cabin crews were laid-off way back March 20, 2020 as the COVID-19 pandemic forces it to ground all domestic flights. And last December 2020, Flag carrier Philippine Airlines (PAL) announced a significant layoff program covering 20% to 40% of over 7,800 employees, including those working under Air Philippines Corp., known as PAL Express, joined with other Philippine and international airlines that grappling too in the pandemic (Camus, 2020). The crisis facing the aviation industry is already deeper than after 9/11 attacks, which the employment is down more than 100,000 jobs that year 2020 by one measure said by Dunkan et al. (2020). Thus, the layoffs occurred as a result of a significant reduction in the number of flights, which was caused by low demand and tight government regulations on air travel. Many challenges that airline cabin crews experienced during pandemic some faced difficulties in their work in airline and some faced loss of livelihood. (Gilger, 2021).

Harley, et al. (2020) defined resilience as the capacity to recover from difficult life events. People require resilience because it provides them the strength to process and overcome challenges. Those who lack resilience are more likely to become overwhelmed and turn to harmful coping strategies. To overcome challenges and work through problems, resilient people draw on their strengths and support systems.

Resilience is considered as either a trait, process or outcome, depending on the researcher and thus is not a clear concept (Fletcher & Sarkar, 2017). American Psychological Association (2020) defines resilience as a process of adaptation or personal growth that follows an adversity, trauma, tragedy, threat or a significant source of stress. Fletcher & Sankar (2013) also note that seemingly positive events like promotion at work or a marriage can cause a need for resilience. Futhermore, AXA Global Healthcare (2019) redefines resilience as ability to cope on when something goes wrong. People who are more resilient are likely to better at solving problems but resiliency develops over time. People change during their whole life and there are important turning points at different stages. Challenging times develop skills and knowledge that can be useful later. Most important periods for the development of resilience are childhood and adolescence (Graber, Pichon & Carabine, 2018).

Airline cabin crew are exposed to special health-related challenges after being laid off by their working related airlines due to pandemic. Most are particularly affected and subjectively experienced depression, anxiety, job burdens, more sleep problems, fear of the future, and post-traumatic stress (McNeely et al., 2018). But after being a desolate and experiences unprecedented crisis, a cabin crew is constantly under the idea on what they're going to do next, such as finding work to solve their financial difficulties, how to get back on their feet after these events, and how to combat the conflicts they've experienced, which shows flexibility and resiliency as an individual. (Görlich, 2020).

The pandemic became a huge struggle for all cabin crews who been laid-off. Several number of laid-off cabin crews are now temporarily working administrative related work in various IT industry companies in order to sustain the needs of their respective families. (Heather, 2020). Similarly, it was expressed in the study of Jani Hyppänen (2020), noting that the junior cabin crew members at Finnair have perceived themselves resilient during the temporary lay-off during spring of 2020. They have been able to continue with their lives normally, considering the pandemic circumstances. They have also been able to continue with personal development like applying for new jobs or studies or concentrating more on sports and other hobbies. Additionally, Delta also has finally returned wherein throughout those 523 days, Delta stayed true to their commitment – providing regular updates and continuing to promise they'd be first to come back. (Cashdan E., 2021) All cabin crews are about plans for either a new career path, new job or a new field of study. Even as it seems in September 2020 that the pandemic and the lay-off will continue well until 2021 even, they are probably able to use this situation as a turning point in their lives and make a change for their benefit. Cabin crew's dreams were realistic yet would take them further. Resiliency was become the important values of former airline cabin crews adapted in this pandemic which taught them to be open to new opportunities and learn on how to embrace and survive in this new normal.

Statement of the Problem

This paper seeks to explore and understand the various challenges and resilience experienced by the flight attendants as an impact of the COVID-19 pandemic. The following are the objectives of the study:

1. To explore the different challenges experienced by the flight attendant after being laid off due to the pandemic crisis.
2. To determine the various strategies used by the participants in order to sustain the financial and mental health implications of the pandemic.

Scope and Limitations

This study focused on the ten (10) Kapampangan flight attendants that were laid-off due to pandemic. Flight attendants that were laid-off due to employee relations related concerns are not part of the study.

Significance of the Study

The results of this study will benefit the people from the tourism industry particularly the cabin crews for awareness and strategies if ever this situation happen. It hopes to inspire and empower newly retrenched cabin crews to remain hopeful and positive about life since several number of cabin crews that were laid-off were able to find new employment opportunities after being able to recalibrate their skills.

The government may use the findings of the study as a springboard on how to create policies on how it could give assistance to their Filipinos that were laid-off due to pandemic.

The tourism industry may also use the findings of the study as basis in the development of programs on how to assist their employees in terms of economic development and mental health.

METHOD

Research design

The researchers utilized a qualitative type of research design specifically a phenomenological descriptive study. The researchers used this type of research design because the study aims to explore in-depth individual lived experiences of flight attendants during COVID-19 pandemic. The study also used purposive sampling technique.

Participants of the study

The participants of the study were the ten (10) airline cabin crews that were laid-off as an impact of the pandemic.

Research locale

The ten (10) airline cabin crews in this study are from the province of Pampanga.

Research Instrument

The researchers developed a two-part questionnaire in order to gather the data needed in the study. The initial phase comprised of the robotfoto which is the instrument for the demographic profile of the participants. The second phase is the validated semi-structured in-depth interview questionnaire. Both instruments were used in order to gather the data needed in the study.

Research Ethics

The researchers are solely responsible for the ethical conduct of the study. The first and main responsibility of the researcher is to take care of the safety, dignity, rights, and well-being of the participants. People's rights are the responsibility of others. Researchers must take care of the rights of the participants and consider their research from the point of view of the participants (Shokat, 2017).

Before collecting data from participants, the researchers must obtain informed consent from them as a kind of acceptance for the information to be collected. The researchers are responsible for maintaining the confidentiality of the material, which will only be used for research purposes.

Data Gathering

The researchers wrote a letter to the Dean of Tourism Management Department to seek approval to conduct the study. The qualified participants were identified through a referral system. The actual interview sessions were conducted via Google Meet or Zoom according to the participants' preferred schedule. Before performing the actual interview, the researchers conducted a practice-interview session with their thesis adviser in order to familiarize the three-part interview process namely: rapport building, actual interview session and the clarificatory phase. The transcripts of the interviews were sent to the participants again, and they will be asked to fill out a Google form to confirm that the completely of their experiences were captured. The findings of the study were likewise validated by three experts in the fields of psychology and qualitative research.

Data Analysis

The researchers focused on the information gathered through interviews with the individuals. The collected were content analysed using the Strauss and Cobin Method which consists of three processes: open, axial, and selective coding. The process of identifying concepts and creating and developing categories based on their attributes and dimensions is known as open coding. While axial coding is the act of using inductive and deductive reasoning to connect categories and concepts, selective coding is the process of selecting one core category and linking it to all other categories.

One way to analyze qualitative data is through thematic analysis. It is frequently used in reference to a collection of texts, such as an interview or transcripts. The researchers used thematic analysis to gather information and other data in this research. The researcher carefully

analyzed the data to find recurrent themes, topics, notions, and patterns of meaning (Caulfield, 2022). This technique was helpful in this research since it gathered and analyzed information about the participant's ideas, opinions, knowledge, experiences, or values from a collection of qualitative data, such as the transcripts of in-depth interviews or focus groups, and looked for patterns in meaning throughout the data to extract themes. This method was utilized to condense all the data that had been acquired. In addition, the researchers used thematic analysis because it gave them much flexibility on how they interpreted the data, made it easier to work with large data sets by grouping them according to broad themes, and required them to handle the data in a structured manner, resulting in a report that is organized and clear.

FINDINGS

Table 1. Profile of the Participants

Participants	1	2	3	4	5	6	7	8	9	10
Number of Years as Airline Cabin Crew	1	1	2	11	6	9	4	3	3	11
Name of Airline	CP	QA	QA	CP	CP	PA	PA	CP	CP	CP
Nature of Employment	LIF	IF	IF	LIF	LF	IF	LF	LIF	LF	LF
Date of Last Employment	08-20	06-21	11-20	08-20	03-20	03-21	03-21	03-20	10-21	09-21
Age	25	22	27	24	24	31	26	23	29	24
Civil Status	S	S	S	S	S	M	S	S	S	S
Monthly Salary	50k		150k		50k	80-100k		70k	70-80K	40k
Current Employment Status	E	NE	E	NE	E	SE	PT	SE	E	SE
Current Income	20k		200k		25K	100-150k		20k	17k	30k

Table 1 presents the profile of the 10 Kapampangan Flight attendants as participants of the study. Participant's years of service as airline cabin crew ranges from 1 to 11 years from various airlines such as Cebu Pacific (6), Qatar Airlines (2), and PAL (2) respectively. Further, participants in the study rendered both local and international flights (3), international flights (3), and local flights only (4). As expressed by the participants, five (5) of the participants were laid-off in 2020 while the remaining five (5) were laid-off in the year 2021. In terms of age, their age ranges from 24 to 31 years old. Nine (9) out of ten (10) participants are single while only one participant is single. Currently, five (5) of the participants are now employed, three (3) are self-employed, while the remaining two (2) are still unemployed. Lastly, the participant's current monthly earnings ranges from 17,000 up to 200,000 pesos respectively.
Acronyms (Table 1):
Nature of Employment:

IF – International Flights
LF - Local Flights
LIF – Local and International Flights
Current employment status:
  E – Employed   SE – Self-Employed
  NT – Not Employed   PT – Part-Time
Civil Status:
  S- Single
  M - Married

CHALLENGES

Several numbers of participants mentioned about the fear of the virus, the economic implication of being laid-off and how it affected their psychological well-being were the most difficult situation that our particiapnts experienced after being laid-off from their respective employment.

Health Risk. As as impact of the COVID19 pandemic, some of the participants mentioned about the risk of being infected with the virus given that the nature of their work.

Risk of contracting the virus. Several numbers of participants mentioned about the risk of being contracted with the virus. Almost everyday that had several flights from different countries and were exposed to different people.

Risk of spreading the virus. At the start of the pandemic, several cases of COVID19 positive were rising among the people who had travel histories. Maybe that was the reason why majority of the demostic and international flights were cancelled. Various countries needed to close boarders as one of the preventive measures to stop the continuous spread of the virus. Cabin crews were not spared about the idea that they might be asymptomatic COVID19 positive already. As a result, many of the participants were afraid to go home or to work.

Financial Risk. Being laid-off from work was the most challenging part of the pandemic. Prior to the pandemic, the participant's monthly income allowed them to sustain the needs of their family members and enjoy the fruits of their hard work. Right now, some of the participants were able to find new job opportunities already but the amount of salary is definitely smaller compared during their cabin crew days.

No Source of Income. After several months of being unemployed, the participant's savings were used in order to sustain the needs of their family members.

Financial Obligations. Admittedly, some of the particiapnts noted that the pandemic caused them with so much burden. Some of them are still paying their loans for their houses

and cars apart from the bills that the participants need to pay monthly.

Limited Job Opportunities. After being laid-off, majority of the participants started to look for jobs in Pampanga. Majority of them are even willing to recaliber their skills in order to suit the skills and competencies needed by various companies today. However, majority of the participants were also having the hard time to look for jobs today.

Psychological Risks. The pandemic placed our participants in a life of uncertainty. Negative outcomes such as feelings of sadness and worriedness were some of the negative emotions evidently felt by the participants. Majority of the participants mentioned about the impact of the pandemic in their psychological well-being.

Feelings of depression. As an impact of the pandemic, the tourism industry was badly affected. Several numbers of the flight attendants were laid-off which emotional breakdown.

Feelings of frustration. The pandemic was unexpected. Many of the participants were not prepared to be laid-off.

Feelings of worriedness. From the time that the pandemic started, most of the participants felt worried about their employment and the possible impact of the COVID19 virus on their health as well given that cases arose from people with travel histories. One of the most affected industries during pandemic is the tourism industry. Cancellation of flights and closing of boarders placed the participants in so many dilemmas.

Feelings of sadness. When the participants were laid -off, feelings of sadness were evidently felt by the participants knowing that the cases of COVID19 were rising. It will take some time when the tourism industry will recover.

RESILIENCE

Resilience is very important in our survivorship whenever we are confronted with a very difficult situation. Here, various strategies were employed by the participants in order to manage the challenges brought about by the pandemic particularly on their health, employment and mental health status.

External Nourishment. Majority of the participants allowed themselves to reach out to people for help and support, allowed themselves to learn and discover new skills, and to be mindful about the important of physical health and wellness.

Strengthening Social Support. One of the important sources of strength are that people dear to our participants. Some of the participants mentioned that bonding with the significant

people in their lives helped them managed their negative emotions.

Being Resourceful. In times of financial crisis, you need to be resourceful and creative in finding ways on how to earn money. Some participants mentioned about "online selling" business in order to support their financial needs.

Being Open to Opportunities. According to the participants, many opportunities were opened. Some discovered their skills in business. When the participants were laid-off, being open to other opportunities were very helpful for them. Participants were open in learning new skills to improve their employability status.

Discovering New Hobbies. Discovering new hobbies was one of the strategies mentioned by the participants. These new hobbies became outlet to become productive.

Self-Compassion. As expressed by one of the participants, it is very important to take good care of ourself. Health is our number one wealth. We need to secure our safety and be mindful about following health protocols. In times of stress, we need to be mindful about the importance of both physical health and wellness in this time of pandemic.

Internal Nourishment. Growth mindset and spirituality were seen to be effective strategies in combatting stressful life events.

Embracing the New Normal. One of the keys to healing and recovery is acceptance. It was very important for the participants to embrace their new life situation after being laid-off from work. Through the process of acceptance, the participants were able discern on what plan of action to do in order to survive the financial impact of the pandemic in their lives.

Strengthening Spirituality. It was expressed by one of the participants how her relationship with God became instrumental in her survivorship journey after being laid-off.

Developing Growth Mindset. It is true that this pandemic was emotionally challenging. Many people were deeply affected by the negative impact of the pandemic. Choosing to be positive and hopeful were found to be helpful strategies to overcome stress. Their hopes about the future helped them a lot to ease their pains and sufferings. Majority of them believed that "This too shall pass."

DISCUSSION

The participants' challenges experienced after being laid-off can be summarized into three categories namely: (1) health risk, (2) financial risk, and (3) psychological risk.

In terms of health risk, participants were afraid and worried of contracting the virus and at the same time spreading the virus. The COVID-19 pandemic can directly or indirectly affect people. Flight attendants were identified to be at higher risk of occupational COVID-19 exposure during their flights or on the ground before and after their flights. Cabin crew duties is to have a social interaction every day from individual locally and internationally which automatically these employees have a huge chance to have a health risk since it's a invisible and transmittable virus even these people used safe protective suits. It's impossible for all cabin crews to avoid not get infected in everyday duties. On researchers' point of view, the airlines decide to remove some employee due to their health concern and the financial stability of the company. In this reason, According to Golrich (2020), having job insecurity and fear of the future, along with general contact limits and the inability to work, resulted in a significant rise of their health risk. Those who flew during the crisis had significantly more clinically relevant in any health risk. In the aircrafts, these individuals' encounters random passengers in cabin therefore the transmission via external environment is very high (Mun, 2020).

Financial crisis is likewise one of the major challenges brought about by the COVID-19. As mentioned in the study of (Gould & Melat, 2020), several number of cabin crews are not expecting financial difficulties after being laid-off from work. After being laid-off as a cabin crew, these participants expecting to return in the airlines after a few months of removal but the situation became more crucial, this were the financial risk become concern, since these individuals are unemployed, their savings and property got used and sold to sustain and support their financial needs. Through this output the studies figured out what's the current situations of these laid-off Kapampangan cabin crews during lock down amidst of pandemic and how these individuals sustain their living in the mid of health crisis. Young workers are more likely to be the first batch of workers to be laid-off. It is true that the workers who are from on tourism industries were hardest hit. In February 2020 until May 2020, several numbers of workers employed in leisure and hospitality were laid-off which resulting in financial losses. According to Taylor Garland (2021), because of the necessity to stay at home and not to fly, this public health issue has generated a financial catastrophe in the aviation industry. As a result, flight attendants have had to cope with not just public health issues and worries about their own health and safety, but also hundreds of thousands of employees being laid off or forced to take unpaid voluntary leave. Many airlines throughout the world has to reduce the salary of their employees and lay-off other staff in order to maintain their financial status. Being a flight attendant is considered to be an airline frontline service employee because they are in direct contact with passengers and must deal with

high emotional demands, as well as flight suspension from COVID-19, which results in no flight, no work, and no money, putting them in a financial burden. This caused financial and emotional difficulties for many airline employees especially for cabin crews. (Charernnit, 2021)

Further, for psychological risk, the study of (Gorlich & Stadelmann, 2020) also reported that symptoms of depression, anxiety and stress are highly associated to work conditions. Being laid off as a cabin crew and unemployed during health crisis has a huge impact to their mental health, but of course not only for the cabin crews but also for everyone who has remove to their job. These were all the adult obligation will start to come in mind the realization, the person will start to have an anxiety, depression, worriedness. The participants of this study have the same answers to the interviews wherein they all experienced having feeling of anxiety, depression and worriedness. Cabin crew members after being laid-off significantly scored higher in depression, anxiety and stress. Flight attendance are highly exposed from health-related challenges. In the study of (McNeely et al., 2014, 2018) it was found out that cabin crews are more likely to experience sleep problems, depression, anxiety and fatigue compared to the general population. The irregular working hours could increase the incidence of physical and psychological problems too (Chan et al., 2019). Thus, the consequences of the COVID-19 pandemic on the mental health status of flight attendants significantly deteriorated (Nilges & Essaue, 2015).

According to Coulombe (2020), Resilience was noted to influence individuals' mental health and well-being. Additionally, Harley et.al (2020) typically defined resilience also as the capacity to recover from difficult life events and ability to cope on when something goes wrong. People require resilience because it provides them the strength to process and overcome challenges. Findings of the study showed how the COVID-19 crisis could impact on individual's social, occupational, and financial situation. However, in times of mental health crisis, there could be several intervention strategies can be applied or practices in order to manage the negative consequences of the pandemic crisis in the mental health. In the current study, both external and internal nourishment strategies were applied by the participants. For the external nourishment, it was expressed that social support, developing realistic goals, looking for opportunities for self-discovery, discovering new hobbies and the practice of self-care were useful and beneficial in their recovery process after being laid-off.

It's quietly depressing for everyone when government forced all people to stay long at home and prohibited to go outside for everyone's safety due to the COVID-19, but having communications and social support with the family inside the house and having virtual talk with

colleagues and friends is a best alternative way to cope anxiety and depression. This help to obtain new opportunities and join referrals. Social support plays an important role in creating, maintaining and promoting mental health (Harandi et al., 2017). Social support has been described as "a social relationship to other individuals, groups, and the greater community provide and generate support to a person." Additionally, the National Cancer Institute's Dictionary of Cancer Terms (2020) defines social support as "a network of relatives, friends, neighbors, and community members who are available to provide psychological, physical, and financial support in times of need". It was expressed in the study of (Marmont & Wilkinson, 2008) that social support is a phenomenon that involves the interaction of people which is very beneficial to our mental health most especially in times of distress.

A combination of factors contributes to resilience. According Ozbay, etal. (2017), maintaining excellent physical and mental health need a large amount of social support. Overall, it appears that high-quality positive social support can help people cope with stress, protect them from developing trauma-related psychopathology, and reduce the functional consequences of trauma-related disorders like posttraumatic stress disorder (PTSD), and lower medical morbidity and mortality. In the face of difficulties, psychological resilience refers to the ability to adapt successfully. Many studies show that the primary factor in resilience is having caring and supportive relationship within and outside the family. Relationships that create love and trust, provide role models, and offer encouragement and reassurance that helps bolster a person's resilience. It's important to remember that one of the goals of developing a person's social support network is to lower, not increase, the stress level. People benefit from social support during times of stress because it provides courage to persevere and even thrive. Making the effort to develop a social support network is a valuable investment in both mental and physical health and longevity. (Mayo Clinic, 2020)

Being resourceful as a person is one who can quickly adjust to new or different situations, discover answers, think creatively, and occasionally make do with what they have on hand. They'll have a lot of their own resources, be able to confidently use the capabilities they have, and come up with new ideas. Being resourceful during lockdown been much needed and uncomplicated to get through with the challenges brought by the pandemic. Building strategies in this pandemic such as establishing online business and selling it online was majority of the participants did and an easiest way for them to finance their living and financial needs. Resilience is also not about surviving difficulties; it's about identifying opportunities and thinking quickly (Smith, 2020). Resourcefulness is a mind-set, according to Psychologist Sherie

Campbell (2016) "A resourcefulness mind-set stimulates out-of-the-box thinking...and the ability to visualize all of the different approaches to attain what you want". Instead of being sorry for their selves, cabin crew take this struggle as a challenge. When resources are limited, it is simpler to abandon traditional thinking and come up with creative ways to make use of what we currently have. (Sonenshein, 2020)

Being open to new opportunities means a professional is responsive to approaches from outside firms about potential opportunities (Indeed Editorial Team, 2021). It provides a passive opportunity to improve a career, knowledge and openness to happenings. Every flight attendant is open for opportunities such as to connect with a plenty of people and to travel. It is important for us as humans to recognize and adapt changes in our life. (Treasurer, 2021) Being goal-oriented is also beneficial to psychological well-being as it provides a sense of accomplishment (Sheldon & Kasser, 1998). The participants in the study after being laid-off started plan of action on how to start a new life. Some decided to open online business while other opted to apply for work. Being open to new opportunities were evidently seen as well as one of the resilience strategies used by the participants.

Moreover, this pandemic led all of us to discover new hobbies. Isolation, boredom, or a desire to forget about the world's madness have pushed individuals all over the world to pursue a favorite hobby or begin a new one. Hobbies are vital for us to connect with our interests, identities, and one another. (Wagner, 2020).

Further, Self-compassion allows an individual to be kind to one self and acknowledge one's own imperfections (Lindstrom, 2014). Basically, it helps people to remain healthy in the long term even when we are struggling with crisis. Self-compassion is according to (Macfarlane & Weber, 2019) is often linked with mindfulness. Furthermore, in such a situation, self-compassion is linked to the capacity for acceptance and resilience. According to Asian Pac (2018), self-compassion is a strategy for managing emotions in which a person accepts himself with flaws while not denying or repressing other negative experiences. It is like practicing loving-kindness meditation results to fewer feelings of failure, inferiority and closed mindedness (Scott, 2020).

Pandemic is a challenging experience to all people around the world which most suffers on how to overcome all the circumstances to take care their selves thru mentally, physically, spirituality and financially. This were able to level up the acceptance and adoption of the new normal and the spirituality is refine. When the things can't handle bye the person the only way to light the weight is by manifest the situation and a reverence to

god. Several internal nourishment strategies were adapted such as the importance of faith in God, accepting their new life situation, and developing growth mind-set were acknowledged by the participants as powerful weapons to fight against the threat brought about by the pandemic.

In addition, growth mind-set was also mentioned by the participants to be very effective in dealing with stress. All participants said that they became more matured and resilience during lockdown and as a former flight attendant their aspiration become more enormous and they facing challenges without complain, and one of their aspiration is their family and loved ones. According to the study of (Dweck, 2006), someone with growth mind-set believes that people have differences in traits, but their traits can be improved and developed. We can flourish from suffering (Wond, 2020). It was revealed in the study of (Wong et al., 2020) noting that the best way to cope with suffering is to obtain a mind-set, which includes self-transcendence and self-actualization. A growth mind-set is beneficial because it may assist you in overcoming hurdles that you may encounter when learning new things or gaining new skills. Persistence and determination are important in a growth mentality. A person's ability to learn might be influenced by how they think. Knowing that one's capabilities and knowledge may be improved helps to expand one's life horizons, allowing them to explore, experience, and achieve more in life (GoPeer, 2020).

Today, as world confront yet another 'new normal,' all people may either welcome it or adjust, or can dig every heel in and resist it adamantly, wishing things were different. All have the opportunity to use past experiences to help be strong and courageous as move forward into the unknown future (Hallet, 2021). Our culture, desperate for stability, constantly talking about "the new normal" — how the coronavirus epidemic would irreversibly affect our personal and professional lives — and, appropriately, work-from-home regulations are a cornerstone of that conversation (Farrer, 2020). The new normal certainly is challenging for the cabin crew that are being laid off because not having a job during health crisis will force these former flight attendants to shift their career or build a new one to sustain their living and secure their overall health and finance. Adjustment and acceptance were the one indicator of the output that gathered from the participants. Embracing new normal open the hearts of people and let people move together towards learning continuity. This abrupt transformation brought on by the global epidemic drive fears around the world. Some people take time to mourn losses and gather strength in order to confront this "new normal." Fortunately, humans are resilient and have creative methods to cope. (R.G., 2020) Today, as most of Asia prepares to emerge from its state of emergency, an industry that

accounts for around 10% of global GDP considers the new normal. And travelers, many of whom have been restricted to their homes for months, are beginning to fantasize about beaches, mountains, and landmarks once more. However, restoring travel offers its own set of difficulties because of some restrictions and limitations (Liang, 2021).

Commanding an everyday connection to god is essential for everyone, thus participants agree that their spirituality is enhanced this pandemic and it helps to release the participants' stress and tension mentality and emotionally, and feel better after having a spiritual sessions. Spirituality could be a source of comfort, support and meaning (Gray, 2017) because it instils the idea of sense of belonging and existential interconnectedness, promoting mental health. Recognizing the interdependence of all life as a spiritual practice can also assist to ease the suffering that comes with difficult experiences and overcome challenges in life. Not only does your physical body require care and attention, but so does your mind and soul. Spiritual well-being has several advantages, ranging from more empathetic relationships to a greater feeling of inner peace. (AdventHealth, 2018) High connections have been shown to boost well-being, happiness and life expectancy, which may explain why one study revealed a strong link between religiousness and increased health, mood, and wellbeing. Various studies support the association between spirituality and mental health (Gray, 2017). One of the participants expressed how the power of prayer helped her a lot to combat depression and anxiety. Thus, spiritual coping allows an individual to find meaning, purpose and connection in the face of life adversities (Clark, 2019).
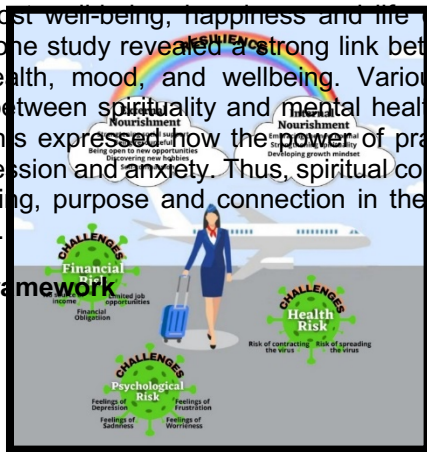
Emerging Framework

Figure 1 Emerging Framework of the Study

Figure 1 presents the lived experiences of a cabin crew that have been laid off during the time of pandemic. The study is mainly focused on the two layers of experiences of the participants namely; challenges and resilience. The figure rainbow with a cloud symbolizes the idealism of the airline cabin crew during the pandemic which represents the resilience in terms of external and internal nourishment that they have when they get laid off in their current job. The figure of a virus symbolizes the challenges and struggles that the participants went through when they were laid off from their job because of the rapid spread of COVID-19. Lastly, the airplane and the airline cabin crew represent the study's main objective, which is to know how the tourism industry have been through, especially in the industry of airline during the pandemic.

Conclusion

The findings of the study showed the various challenges experienced by the airline cabin crews after being laid-off. Health and financial risks and the psychological impact of the COVID-19 pandemic were mentioned to be the most challenging part of their experiences. In terms resilience, both external and internal nourishment strategies were adapted by the participants which allowed them to overcome the challenges of the pandemic. Social support, the practice of self-care, being goal-oriented and discovering their new skills were very helpful in their road to recovery particularly in addressing their financial problems. More so, internal nourishment such as acceptance, faith in God and the development of growth mindset were also beneficial in dealing the psychological impact of the pandemic. To summarize, the researchers discover that many cabin crew members are being laid off as a result of the epidemic, and that they are facing more difficulty due to a lack of financial and health support. Other participants claim to have experienced despair and anxiety, but despite this, they have found a way to survive and build themselves into new chances and experiences that they never had when working in the aviation sector. The findings of this study will show that pandemics are one of the most difficult aspects of our lives, particularly for those who have jobs but are forced to leave them due to a lack of funds, and that the tourism industry, specifically the airline industry, is one of those affected by the pandemic.

Recommendation

For the recommendation, the researchers suggest that quantitative research may be undertaken in order to assess the mental health status of the airline cabin crews both who were laid-off and those who, until this time, are still working in the different airlines. Moreover, future researchers can add additional participants coming from various age group and culture. It can also be a nice idea to research on the lived

experiences of other professions working in their tourism industry. Furthermore, the researchers recommend that that this study encourage the airline to create a new policy due to covid-19 this will help every individual working in the company to maintain and sustain their financial, health and psychological needs. As for the policy of the airlines wherein if former flight attendant may not return in their position for a specific date, the airlines may provide an alternative job for them.

For the implication, we are hoping that the findings of the study may be used as a basis in recognizing the idea about the importance of developing mental health programs for our airline cabin crews. It could also be useful and beneficial if various airline companies can incorporate investment strategies for their employees as a form of strategy in case similar situation in the future take place. Moreover, we are also positive that the findings of this study may be used as a spring board in the development of policies and laws that will protect the welfare of our cabin crews.

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THE ROLE OF GRIT IN THE ACADEMIC MOTIVATION AND ACADEMIC PERFORMANCE OF TOURISM STUDENTS

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ABSTRACT

The respondents of the study were 147 students from 2nd year – 4th year tourism students officially enrolled for the A.Y 2022 - 2023 in a private higher education institution. To gather the data needed for the study, the respondents were asked to answer the Grit Standardized Test and Academic Motivation Scale. Results of the study showed the level of the grit of the tourism students is moderately gritty, and in terms the level of the academic motivation of the respondents, majority of them has excellent result. Based on the Academic Motivation Scale, majority of the respondents said that they are motivated in academics because they think that college education will help them better prepare for the career that they have chosen. In terms of academic performance of the tourism students, results showed that they are superior and it means they are doing well and has a good performance in their academics. In terms of relationship between grit and academic motivation, data said that the correlation of those two variables is moderate positive and highly significant it means that when the grit of the student is high the academic motivation of the student is also high. In terms of the relationship between grit and academic performance, it said that the correlation between those two variables is low positive, and significant even if their relationship is low, it is still significant

that they have still a relationship. In terms of relationship between academic motivation and academic performance of the tourism students, it said that the correlation between those two variables is low positive, but highly significant, meaning even if it said low positive correlation however it is still highly significant that they have a good relationship. The role of grit to academic motivation and academic performance of the tourism students have positive correlation and it is highly significant. The researcher recommended that different offices in the university may collaborate to improve the different programs for the students' grit, academic motivation, and academic performance.

Keywords*: Grit, academic motivation, academic achievement*

INTRODUCTION

After more than two years, the University of the Assumption is already conducting limited face-to-face classes on campus. The students go to school during the laboratory, research classes, events, and major examinations. However, since the students had online distance learning due to the pandemic, it is observed that their academic motivation and academic performance seemed to get lower. Distance learning called E-learning involves the delivery of education via the use of Information and Communication Technology (ICT) in a range of instructional forms, including synchronous and asynchronous formats (Lawn et. al, 2017). As a result, students' social life has taken away. They had lost contact on their friends physically. Moreover, students' academic quality of life and performance may have suffered during this period. Although the purpose of e-learning empirical research is to identify and effectively manage aspects that may impact e-learning results, there appears to be limited consideration of the effect of non-cognitive qualities, such as grit, on students' performance in e-learning systems. It was proposed that grit may operate as a protective element in such instances. Individuals with higher degrees of grit are predicted to be more persistent in pursuing goals despite failures than their less "gritty" colleagues. Grit is represented in educational contexts as a potentially significant effect on outcomes such as achievement level, retention, and the likelihood of graduation (Sulla et. al, 2022).

Grit is defined as a quality that allows people to work hard and persevere in their long-term objectives and passions. It makes

reasonable that students would need to know this in order to succeed in school and in life (Bashant, 2013). Grit enables someone to persevere in the face of disappointment and setbacks over the course of years or even decades in order to achieve a goal. It has been proven to contribute to personal accomplishment in a range of contexts and over the course of a person's life (Reed & Jeremiah, 2017). Someone with a high grit level will be more adaptable to problems that come during the process, continuing effort, and constantly keeping specific interests over a long time, despite failures and barriers (Septania & Sulastri, 2020). In addition, those higher levels of well-being with high levels of grit are more likely to be attained (Muenks et. al, 2016; Goodman et. al, 2017; Sharkey et. al, 2017). When coupled with motivation, which spurs people to achieve their goals despite discouragement and helps them to enjoy life's greatest pleasures, perseverance has always been one of the key elements for achieving academic achievement (Singh, 2011). Motivation helps people succeed academically. Based on the past study, students' academic success shows that it is always influenced by their learning techniques (Diseth and Martinsen, 2010). Likewise, an environment in the school that fosters growth is likely to generate students who are resilient and can persevere through challenges (Duckworth et al., 2007; Hochanadel & Finamore, 2015). Resilient and hardworking students show traits that contribute to academic success. These students are determined to persevere and take advantage of the opportunities provided by their institution ("What Is a Hardworking Student," 2020).

Numerous factors led to the investigation of grit as a mediator. Academic grit measurement indicates that the students who take part in the organization have shown academic grit medium category. It implies that despite facing challenges and problems, students consistently show interest and persistence in achieving long-term goals (Duckworth et. al, 2007; Duckworth & Quinn, 2009; Eskreis-Winkler et. al, 2014), and it becomes a significant predictor of personal success (Rimfeld et. al, 2016). The relationship between grit and grades was also examined as a mediator between motivation variables: academic self-efficacy and avoidance of novelty. The underlying exploratory hypothesis was that grit, defined by a consistent dedication to achieving goals, might be the process by which creative thinking, academic self-efficacy, and

avoidance of novelty led to academic success (Rojas et. al 2015). In addition, when viewed from the viewpoint of academic accomplishment, it is clear that the existence of motivational concerns plays a significant role in the development of this state (Broussard & Garrison, 2004). Current studies support the argument that grit is as essential for high academic accomplishment and success as grades and IQ (Duckworth et al., 2007).

Additionally, Vainio and Daukantait (2015) explained that students who exhibit grit in the pursuit of their long-term objectives need specific aspects of mental well-being, such as a feeling of coherence in the world and a meaningful sense of self. Indeed, grit has been significantly associated with having a growth mind in people (Hochanadel &Finamore, 2015).

Academic achievement pertains to intellectual disciplines taught in schools, colleges, and universities. Academic accomplishment is the most significant precondition for individual and social prosperity as a measure of intellectual education (Spinath, 2012). It is often defined as the communicative (oral, written, and mathematical), scientific, social science, and thinking skills and competencies that allow a student to excel in school and society (Lindholm-Leary & Borsato, 2006). Academic performance is the amount to which a student, instructor, or institution has met their short or long-term educational goals, as assessed by continuous assessment or Cumulative Grade Point Average (CGPA) (Tedese et. al, 2022). The GPA can be utilized to predict learning achievement in terms of effort and perseverance (Duckworth & Quinn, 2009), and it has been found that there is a significant correlation between grit and academic performance (Cross, 2013). Similarly, Chang (2014) reported that the students' GPAs were significantly predicted by the grit subscale score on perseverance.

Individual academic achievement can be affected by a variety of factors, including motivation and competence, and positive changes in academic accomplishment can occur as a result of extracurricular studies and activities. This applies to subject areas where students' abilities vary (Nonis & Hudson, 2006). Studies showed that there is a strong and positive correlation

between academic motivation and academic performance in their study. Similarly, Hazrati-Viari et. al's (2012) findings supported the idea that motivation mediates the relationship between personality characteristics and academic performance (Amrai et. al, 2011). Additionally, gender, age, father and guardian social economic status, tuition trend, and daily study hours are one of the numerous factors that affect the academic achievement of a student (Ali et. al, 2013).

Academic and social concerns of students have a significant impact on their academic achievement. The social context of learning improves the social and academic motivations of students at school, as assessed by their academic achievement (Wentzel & Wigfield, 1998). With regards to the future of students, at the time after graduation students with good academic performance, it has been said that academically good students have greater work opportunities, higher income, more self-esteem and self-confidence, lower levels of anxiety and depression, and are less likely to engage in substance abuse (Tadese et. al, 2022). Additionally, people who have good academic achievement can develop strong work ethics and can attain a sense of satisfaction and accomplishment (Mautushi, 2022). Students' intentions to choose an occupation are related to their majors (Gore, 2002), it is critical that students are prepared for the workplace, which should include appropriate career-related assistance and guidance (Smith, 2001), and must have an impact on their career choice and planning (Leppel, 2001). Therefore, when it comes to their specific chosen fields, it is also the same that good education can open up more career opportunities for students and prepare them to make significant contributions (Riggenbach, 2008). Academic attainment must be approached holistically. It is deemed insufficient to define academic progress just in terms of success in periodic examinations. When academic accomplishment is discussed alongside the idea of academic performance, it is clear that academic achievement spans a larger meaning (Reraki et. al, 2015).

Motivation comes from the Latin word "movere" which means to "move". It is described as an innate drive that initiates and directs behavior (Singh, 2011). It is the inspiration, prompt, or reason that pushes a person to make a decision or take action. It is the active

pursuit (accomplishment) of present life ambitions toward a positively rated target state (Niermann et. al., 2014). Motivation may also be described as the process of initiating and maintaining goal-directed behavior (Yukseloglu & Karaguven, 2013).

Academic motivation refers to motivation that is employed specifically in academic issues where students are actively participating, and it is mainly intrinsic (Mallick, 2017). From the standpoint of the institution as students' insertion or strong engagement in learning and active academic effort. Academic motivation has been found to be positively connected with academic achievement, academic performance, and willingness to study (Pintrich & Schunk, 2002). As an innate phenomenon, motivation is regulated by four factors: context (environment and external stimuli), temperament (an organism's internal condition), goal (behavioral objective, purpose, and inclination), and instruments (instruments for achieving the goal). Individuals acquire the necessary motivation to attain their goals, requirements, and instincts. Motivating students to attain academic achievement is of critical importance, particularly with regard to students. Through such motivation, individuals are motivated to successfully finish an assignment, reach a goal, or achieve a certain level of certification in their respective professions (Mohamadi, 2006). Motivation is a predictor of learning and achievement (Hulleman & Hulleman, 2018). Numerous research has investigated individual differences in learning styles, thinking styles, academic accomplishment, and academic success, but few have addressed individual differences in academic motivation. Yet, academic motivation is a significant predictor of academic achievement and requires more consideration (Linnenbrink & Pintrich, 2002). When it comes to the relationship between grit and motivation, a previous study said that there is a strong correlation between grit and motivated people (Muenks et. al, 2018).

There are two types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation driven by a strong interest or enthusiasm in the work it resides inside the individual rather than being influenced by outside forces. Previous research has found that it is frequently connected with excellent academic success and students' enjoyment. On the other hand, extrinsic motivation comes from outside of the individual. Extrinsic

motives include monetary and academic benefits, as well as coercion and the prospect of punishment. In general, competition is extrinsic since it drives the performer to win and beat others rather than enjoy the intrinsic advantages of the action. Extrinsic incentives include a crowd roaring on the individual and awards. Extrinsic incentives, according to social psychology studies, can lead to over justification and, as a result, a decrease in the intrinsic drive (Singh, 2011). Even if students are intrinsically motivated, the inclusion of a selected reward will not lessen this motivation. In fact, both internal and extrinsic parts of academic motivation – as the reason to choose and complete a university education — reinforce one another. At this level, there is no crowding-out effect on one side. On the other hand, there are still certain contributing elements such as area of study and career orientation that have opposite effects on extrinsic and intrinsic motivation (Wilkesmann et. al, 2012).

Nowadays, students' motivation has shifted and has deviated from educational principles. It is regularly seen among students that they do not finish their learning activities on time and with adequate sincerity. The contact between students and professors is kept low-key. Motivation is widely acknowledged to enhance the performance and efficiency of the students as well as the men for learning (Mallick et. al, 2017).

Statement of the Problem
The study aimed to determine the role of grit in the academic motivation and academic performance of tourism students. Specifically, it sought answers to the following:
1. What is the level of the grit of the respondents?
2. What is their level of academic motivation?
3. What is their level of academic performance in terms of the General Weighted Average (GWA)?
4. Is grit significantly associated with academic motivation?
5. Is grit significantly associated with academic performance?
6. Is academic motivation significantly associated with academic performance?

Scope and Limitation
The respondents are the 2nd year – 4th year tourism students officially enrolled for the A.Y 2022 – 2023 in a private higher

education institution. Students from other programs in different colleges are excluded from the study.

Significance of the Study

This study is beneficial to the following:

Students. They may be aware of their results in grit and academic motivation, which may be an opportunity for them to learn something new and develop new skills toward their journey to success.

School Administration and Faculty. The result of the study may serve as an eye-opener for them in which they may assist the students on how to become grittier and be more motivated in their academic performance.

Future Researchers. They may have an in-depth study where they may include students from other programs of different colleges.

Research Framework
Theoretical Framework

The research study is anchored on Walberg's Theory of Achievement, Duckworth's Theory of Grit, and McClelland's Human Motivation. Walberg's Theory of Achievement posits that the psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (Reynolds & Walberg, 1992). There are nine key variables that influence educational outcomes these are student ability prior to achievement, motivation, age and developmental level, the quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media (Walberg et. al, 1986). It is probable that academic accomplishment might affect one's perseverance and consistency toward learning objectives despite obstacles and disappointments, resulting in mutually reinforcing relationships. On the contrary, Duckworth's Theory of Grit contends that when talent and effort are united, the result is a skill, and skill paired with work equals achievement.

McClelland's Human Motivation Theory states that every person has one of three main driving motivators: the need for achievement, affiliation, or power. These motivators are not inherent but developed through one's culture and life experiences.

In addition, one feature is generally more dominant, although the others are present in everyone (Dr. Serhat K, 2021).
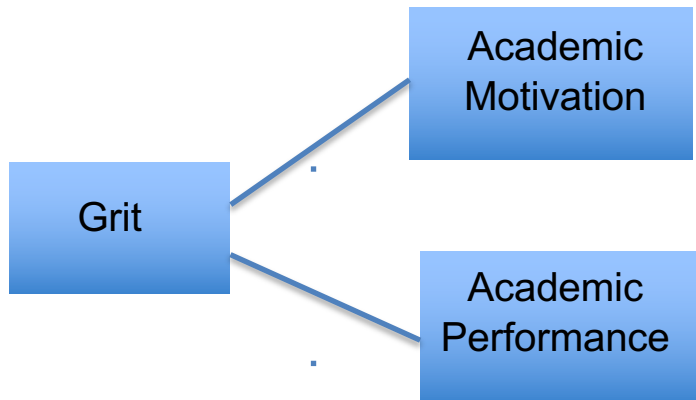

Figure 1. Research Paradigm

Figure 1 illustrates the role of Grit that may contribute to the academic motivation and academic performance of tourism students.

Definition of Terms:

The following terms are defined conceptually and operationally:

Grit. It is enthusiasm and continuous tenacity applied to long-term performance with little regard for rewards or accolades along the way. It combines resilience, ambition, and self-control in the pursuit of long-term goals that take months, years, or even decades to achieve (Fessler, 2018). In this study, grit is about resilience, patience, and determination in the pursuit of long-term goals.

Academic Motivation. A multifaceted psychological concept based on the idea that motivated students to find school-related activities more joyful, and that learning is a meaningful and pleasurable activity in and of itself (Nawa & Yamahishi, 2021). In this study, academic motivation is the promotion of a growth mindset and the development of meaningful and respectful relationships with classmates and the school environment.

Academic Performance. It is determined by students' reporting of the previous semester's CGPA/GPA and predicted GPA for the current semester (Masrom & Usat, 2015). In this study, academic performance is the General Weighted Average (GWA) of the respondents in the academic year 2021-2022.

METHOD

Research Design

The study used quantitative research that focused on determining the role of grit in the academic motivation and academic achievement of second to fourth-year tourism students. The quantitative method is a systematic study in which a researcher collects data from various respondents that are based on numerical figures, and the data gathered is then processed to obtain the results using various mathematical, statistical, and computational techniques (Shenmare, 2022). The study employed the methods of descriptive research. Descriptive research is a method of research used to describe a population's characteristics. It collects data used to answer a variety of what, when, and how inquiries on a certain population or group. Moreover, it can study one or more variables using a wide range of research techniques (McCombes, 2022). Then, the correlational research design was used to determine the relationship between two or more variables which is the relationship between grit and academic motivation, grit and academic performance, and academic motivation with academic performance.

Respondents of the Study

The respondents of the study are second to fourth-year tourism students officially enrolled during the first semester of the academic year 2022 – 2023 in a private Higher Education Institution (HEI), and whose ages ranged from 19 to 22 years old.

Sampling Design

Raosoft calculator was used to determine the sample size of the respondents. The target number of participants was identified, and stratified proportional random sampling was utilized. The respondents of the study chose based on their year level and will be randomly selected per sub-population.

Instrument

There were two instruments that were used in gathering the needed data in the study. The first instrument was Grit Standardized Test. It is a self-report measure of trait-level perseverance and passion for long-term goals. The Grit-S was adapted from

the original 12-item Grit Scale (Grit-O; Duckworth et al., 2007). It is a 5-point Likert scale (1 = Not Like Me At All, 2 = Not Much Like Me, 3 = Somewhat Like Me, 4 = Mostly Like Me, 5 = Very Much Like Me). The Grit Scale's reliability and internal consistency estimations (Cronbach's alpha) were 0.85. (Duckworth et al., 2007; Duckworth & Quinn, 2009).

The second instrument is the Academic Motivation Scale of Vallerand et. al, (1993). It consists of 28 items, with seven dimensions. The following dimensions are intrinsic motivation – to know with a Cronbach Alpha of 0.714, intrinsic motivation – toward accomplishment = 0.781, intrinsic motivation - to experience stimulation = 0.797, extrinsic motivation – identified = 0.620, extrinsic motivation introjected = 0.608, extrinsic motivation – external regulation = 0.769, a motivation = 0.775. It is a 7-point Likert scale (1 = does not correspond at all to 7 = corresponds exactly).

The General Weighted Average of the respondents for the A.Y 2021 – 2022 was also utilized in the study.

Data Gathering Procedure

The following steps were observed in the conduct of the study:

A letter of request was sent to the office of the Vice President for Academic Affairs (VPAA) through the Dean of CHTM for permission to conduct a research study "The Role of Grit in the Academic Motivation and Academic Performance of Tourism Students". Upon approval, the distribution of the questionnaires through Google Form was done. The link of the G-form was forwarded through the respective Google Classrooms of the respondents. The instructions for answering the questionnaires were indicated in the electronic questionnaire. The data collection lasted about a week and was automatically tallied by the platform. A letter to the university registrar was sent in acquiring and securing

the data on academic performance. The data gathered were analyzed and interpreted through the use of the statistical tools.

Data Analysis

For a valid interpretation and analysis of the statistical results, appropriate data were identified, coded, and imported into SPSS software. Presentation of graphs and tables were used to exhibit the data utilized. In the assessment of the gathered results, both descriptive and inferential statistics were utilized. For the descriptive statistics, frequency, percentage, mean, and standard deviation were identified. Under inferential statistics in determining the relationship between Grit and Academic Motivation Academic Performance, Pearson r was used.

RESULTS

This section displays the results based on the sequence of the statement of the problem.

Table 1a: Grit Level of the Respondent – Tourism Students

	Frequency	Percent
1.80 – 2.59 (Slightly Gritty)	9	6.1
2.60 – 3.39 (Moderately Gritty)	76	51.7
3.40 – 4.19 (Considerably Gritty)	59	40.1
4.20 – 5.00 (Extremely Gritty)	3	2.0
Total	**147**	**100.0**

Overall Mean Grit	3.29	Moderately Gritty
Standard Deviation	.43	

Table 1a shows the summary of the descriptive statistics on the Level of Grit of the Respondent -Tourism Students. Results show that nine of the respondents (6.1%) are slightly gritty; seventy-six (51.7%) are moderately gritty; fifty-nine (40.1%) are considerably gritty; three (2%) are extremely gritty. Thus, the overall mean grit is three and twenty-nine hundredths, which is interpreted as moderately gritty.

Table 1b: Extent of Grit of the Respondents – Tourism Students

Indicators	Mean	Mean Rank	Std. Deviation	Verbal Interpretation of the Mean
Q6: I am a hard worker.	4.16	1	.87	Considerable Grit
Q9: I finish whatever I begin.	4.13	2	.85	Considerable Grit
Q12: I am diligent.	3.96	3	.82	Considerable Grit
Q1: I have overcome setbacks to conquer an important challenge.	3.82	4	.79	Considerable Grit
Q10: I have achieved a goal that took years to work.	3.54	5	1.04	Considerable Grit
Q4: Setbacks do not discourage me.	3.17	6	.84	Moderate Grit
Q7. I often set a goal but later choose to pursue a different one.	3.10	7	1.14	Moderate Grit
Q8: I have difficulty maintaining my focus on projects that take more than a few months to complete.	3.03	8	1.11	Moderate Grit
Q5: I have been obsessed with a certain idea or project for a short time but later lost interest.	2.88	9	1.06	Moderate Grit
Q2: New ideas and projects sometimes distract me from previous ones.	2.69	10	1.00	Moderate Grit
Q11: I become interested in new pursuits every few months.	2.61	11	.92	Moderate Grit
Q3: My interests change from year to year.	2.46	12	1.05	Slight Grit

Table 1b exhibits the descriptive statistics on Grit Indicators. The top five are the following statements: a) I am a hard worker ranked as the first indicator b) I finish whatever I begin ranked as second; c) I am diligent ranked as the third d) I have overcome setbacks to conquer an important challenge ranked as the fourth;

e) I have achieved a goal that took years to work ranked as the fifth indicator. The verbal interpretation of these indicators is considerable grit.

Note: The following arbitrary scale was used in the interpretations of the means:

Mean Range	Verbal Interpretation of the Mean
1.00 – 1.79	Not at all Gritty
1.80 – 2.59	Slight Grit
2.60 – 3.39	Moderate Grit
3.40 – 4.19	Considerable Grit
4.20 – 5.00	Extremely Grit

Table 2a: Level of Academic Motivation

Mean Range	Verbal Equivalent	Frequency	Percent
1.86 – 2.71	Poor	1	.7
2.72 – 3.57	Fair	2	1.4
3.58 – 4.43	Good	20	13.6
4.44 – 5.29	Very Good	31	21.1
5.30 – 6.15	Excellent	56	38.1
6.20 – 7.00	Exceptional	37	25.2
Total		**147**	**100.0**

Overall Mean Academic Motivation		**5.48**	**Excellent**

Table 2a displays the summary of the descriptive statistics on Level of Academic Motivation of the Respondent - Tourism Students. There were 37 respondents (25.2%) who obtained Exceptional Level; 56 (38.1%) who got excellent; 31 (21.1%) garnered Very Good; 20 (13.6%) attained Good; two (1.4%) earned Fair, and one (.7%) gained Poor Level of the academic motivation. The Overall Mean is five and forty-eight hundredths, which is interpreted as Excellent.

Table 2b: Extent of Academic Motivation of the Respondents – Tourism Students

Questions	Mean	Mean Ranking	Std. Deviation	Verbal Interpretation of the Mean

Q3: Because I think that a college education will help me better prepare for the career I have chosen.	6.20	1	1.25	Exceptional
Q28: Because I want to show myself that I can succeed in my studies.	6.16	2	1.23	Exceptional
Q15: Because I want to have "the good life" later on.	6.11	3	1.30	Excellent
Q8: In order to obtain a more prestigious job later on.	5.98	4	1.36	Excellent
Q7: To prove to myself that I am capable of completing my college degree.	5.92	5	1.45	Excellent
Q17: Because this will help me make a better choice regarding my career orientation.	5.91	6	1.27	Excellent
Q23: Because my studies allow me to continue to learn about many things that interests me.	5.85	7	1.38	Excellent
Q10: Because eventually it will enable me to enter the job market in a field that I like.	5.83	8	1.38	Excellent
Q22: In order to have a better salary later on.	5.82	9	1.44	Excellent
Q24: Because I believe that a few additional years of education will improve my competence as a worker.	5.76	10	1.28	Excellent
Q27: Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	5.69	11	1.37	Excellent
Q14: Because of the facts that when I succeed in college I feel important.	5.64	12	1.40	Excellent
Q5: Honestly, I do not know; I really feel like that I am wasting my time in school.	5.61	13	1.78	Excellent

Q9: For the pleasure I experience when I discover new things never seen before.	5.58	14	1.39	Excellent
Q2: Because I experience pleasure and satisfaction while learning new things.	5.50	15	1.36	Excellent
Q16: For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	5.48	16	1.32	Excellent
Q26: I do not know; I cannot understand what I am doing in school.	5.44	17	1.97	Excellent
Q13: For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	5.41	18	1.44	Excellent
Q4: For the intense feelings I experience when I am communicating my own ideas to others.	5.33	19	1.31	Excellent
Q19: I cannot see why I go to college and frankly, I could not care less.	5.29	20	1.88	Very Good
Q20: For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	5.29	20	1.48	Very good
Q25: For the "high" feeling that I experience while reading about various interesting subjects.	5.05	21	1.39	Very Good
Q21: To show myself that I am an intelligent person.	4.95	22	1.64	Very Good
Q18: For the pleasure that I experience when I feel completely absorbed by what certain authors have writer.	4.88	23	1.28	Very Good

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Q11: For the pleasure that I experience when I read interesting authors.	4.84	24	1.49	Very Good
Q1: Because with only a high-school degree I would not find a high-paying job later on.	4.80	25	1.88	Very Good
Q6: For the pleasure I experience while surpassing myself in my studies.	4.80	25	1.46	Very Good
Q12: I once had good reasons for going to college; however, now I wonder whether I should continue.	4.43	26	2.17	Good

Table 2b presents descriptive statistics on indicators of academic motivation. The top ten (10) indicators are as follows: 1) Because I think that a college education will help me better prepare for the career I have chosen, 2) Because I want to show myself that I can succeed in my studies, 3) Because I want to have "the good life" later on, 4) In order to obtain a more prestigious job later, 5) To prove to myself that I am capable of completing my college degree, 6) Because this will help me make a better choice regarding my career orientation, 7)Because my studies allow me to continue to learn about many things that interest me rank as seventh, 8) Because eventually, it will enable me to enter the job market in a field that I like, 9) In order to have a better salary later on rank as ninth; 10) Because I believe that a few additional years of education will improve my competence as a worker. The top two indicators obtained an exceptional level of academic motivation, while the top three to ten gained an excellent level.

Note: The following arbitrary scale was used in the interpretations of the means:

Mean Range	Verbal Interpretation of the Mean (Adjectival Descriptors)
1.00 – 1.85	Very Poor
1.86 – 2.71	Poor
2.72 – 3.57	Fair
3.58 – 4.43	Good
4.44 – 5.29	Very Good
5.30 – 6.15	Excellent
6.20 – 7.00	Exceptional

Table 3: Summary of Descriptive Statistics on the Level of Academic Performance of the Respondent – Tourism Students

Academic Performance (General Weighted Average)	Verbal Interpretation	Frequency	Percent
95 – 100	Excellent	22	15.0
93 – 94	Very Superior	45	30.6
90 – 92	Superior	27	18.4
88 – 89	Very Good	21	14.3
85 – 87	Good	16	10.9
83 – 84	Very Satisfactory	7	4.8
80 – 82	Satisfactory	5	3.4
78 – 79	Fair	1	.7
75 – 77	Passed	1	.7
Below 75	Failed	2	1.4
Total		**147**	**100.0**

Overall GWA of Tourism Students	Mean	Std. Deviation	Verbal Interpretation of the Mean
	90.76	5.19	Superior

Table 3 displays the Summary of the Descriptive Statistics on the Level of Academic Performance of the Respondent – Tourism Students. Twenty-two of the respondents have 95 – 100 GWA interpreted as Excellent; 45 of the respondents have 93 – 94 GWA interpreted as Very Superior; 27 have 90 – 92 interpreted as Superior;21 have 88 – 89 interpreted as Very Good; 16 have 85 – 87 interpreted as Good; seven (7) have 83 – 84 interpreted as Very Satisfactory; five (5) have 80 – 82 interpreted as Satisfactory; One has 78 – 79 interpreted as Fair; one has 75 – 77 interpreted as Passed, and two of the respondents has a GWA of Below 75 were interpreted as Failed. The overall mean is 90.76, which is interpreted as Superior.

Table 4: Relationship between Grit and Academic Motivation

Bivariates	Pearson r	p-value	Interpretation
Grit and Academic Motivation	.420 ** (Moderate Positive Correlation)	0.000	Correlation is highly significant at the 0.01 level of significance

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4 presents the relationship between grit and academic motivation. The result shows that the correlation between the two variables is highly significant at a 0.01 level of significance.

Table 5: Relationship between Grit and Academic Performance

Bivariates	Pearson r	p-value	Interpretation
Grit and Academic Performance	.206* (Low Positive Correlation)	0.012	Correlation is significant at the 0.05 level.

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 exhibits the relationship between grit and academic performance. The result shows that the correlation between the two variables is significant at 0.05 level.

Table 6: Relationship between Academic Motivation and Academic Performance

Bivariates	Pearson r	p-value	Interpretation
Academic Motivation and Academic Performance	.309** (Low Positive Correlation)	0.000	Correlation is highly significant at the 0.01 level

**. Correlation is significant at the 0.01 level (2-tailed)

Table 6 presents the relationship between Academic Motivation and Academic Performance. It shows that the correlation between the two variables is highly significant at 0.01 level

DISCUSSION

Based on the results of the study, most of the respondents belong to moderately gritty, some of them are considerably gritty, and a few of them are extremely gritty and slightly gritty. Tourism students have demonstrated by their tenacity that they are able to finish schoolwork and stay on course with their goals as they progress through their education. Despite having participated in

virtual schooling for the previous two years, they continue to be curious about various strategies for staying engaged in their studies. Gritty people are motivated to learn involvement, the longevity of dedication, and endurance through interesting teaching. They are skilled at performing tasks but also maintain track of goals throughout their educational growth (Eskreis-Winkler et al., 2014). The overall mean grit of the respondents is 3.29, which is moderately gritty, which is similar to the report of Amawidyati et. al (2021) wherein the college students' level of consistency of interest and perseverance is moderate. It can be implied from this result that tourism students are equipped with non-cognitive skills which is grit that makes them capable of overcoming challenges or recovering from academic complications and this results in sustaining a good state of well-being. Similarly, there is a notion that explains that higher levels of well-being are more likely to be attained by those with high levels of grit (Muenks et. al, 2016; Goodman et. al, 2017; Sharkey et. al, 2017). Students with high grit scores were also significantly more likely to have high short-scale mental well-being scores, someone with a high grit level is more adaptable to problems that come during the process, being able to continue the effort and constantly keep specific interests over a long length of time, despite failures and barriers (Septania & Sulastri, 2020). Additionally, (Vainio and Daukantait, 2015), students who exhibit grit in the pursuit of their long-term objectives need specific aspects of mental well-being, such as a feeling of coherence in the world and a meaningful sense of self. Indeed, grit has been significantly associated with having a growth mind in people (Hochanadel & Finamore, 2015), and an environment in the school that fosters growth is likely to generate students who are resilient and can persevere in challenges (Duckworth et al., 2007; Hochanadel & Finamore, 2015). The results of the academic grit measurement indicate that the students who take part in the organization have shown academic grit medium category. It implies that despite facing challenges and problems, students consistently show interest and persistence in achieving long-term goals. (Duckworth et. al, 2007; Duckworth & Quinn, 2009; Eskreis-Winkler et. al, 2014).

Based on the top five results of the 2nd year – 4th year respondents - Tourism students in the 12-item Grit scale by Angela Duckworth. It shows that majority of the respondents are hard

workers. One of the traits of an excellent student is diligence or hard work. A hardworking student shows traits that contribute to academic success. Such a student is determined to persevere and take advantage of the opportunities provided by the institution ("What Is a Hardworking Student?", 2020). Despite attending two years of distance learning due to the pandemic and not having to encounter the physical struggle as college students at school, tourism students still find a way to overcome problems and work hard more during this blended learning this school year, they possessed resiliency, diligence, and determination. Moreover, students still persevere to finish college.

The overall mean of the respondents in academic motivation is 5.48, which is excellent. As previously stated, motivation is a predictor of learning and achievement. This result suggests that tourism students are highly driven to accomplish academic requirements or tasks because of their high level of academic motivation. Furthermore, it can be inferred that tourism students possess a high desire to learn and accomplish tasks and participate actively in class discussions. As specified by Hulleman & Hulleman (2018), students that are more driven to study stay in class longer put in more effort, learn more deeply, and do better on standardized examinations. Through such motivation, individuals are motivated to successfully finish an assignment, reach a goal, or achieve a certain level of certification in their respective professions (Mohamadi 2006), Likewise, Souders (2019) said that motivation enables one to modify one's behavior, build competences, be creative, create objectives, expand our interests, make plans, develop abilities, and increase participation. Generally, motivation is a valuable resource that enables us to adapt, operate efficiently, and preserve our well-being in the face of a never-ending stream of possibilities and risks.

Based on the top ten indicators in academic motivation, the result tells that tourism students show that higher education is essential. Currently, they are doing their best and they believe that having a good educational background will bring them a secure and bright future. Adding their chosen career, they have the motivation to finish school in line with their chosen career and have a better life and opportunities in the future. It is a goal from being academically competent to professional. According to Sivrikaya

(2018), academic motivation is an important notion in education as it leads to motivational outcomes. Ali et. al (2010) said that students' motivation is an essential issue in higher education, especially given the importance of academic achievement in their future professional lives. Another factor that enhances academic motivation in students is the desire to graduate as a successful professional (Domene et al., 2011). It has been shown that positive future expectations have a good effect on all types of motivation (Vallerand et al., 1993).

The respondents' overall general weighted average is 90.76. According to (Mautushi, 2022), people who have good academic achievement can develop a strong work ethic and can attain a sense of satisfaction and accomplishment. The majority of tourism students have excellent and superior academic standings. Having a high general weighted average (GWA) does not only evaluate knowledge or intelligence. It is a composite of knowledge, skills, and personality traits. It can be a stronger predictor of success than other limited measurements, such as IQ since they represent a composite evaluation of student achievement. A study co-authored by Nobel Laureate economist James Heckman discovered that personality is one of the most important indicators of success. Grades reflect personality attributes such as perseverance, diligence, and self-discipline, all of which may lead to success (Tai J, (2020). In addition, it can be implied from these standings that tourism students are meeting the desired or essential competencies with the utilization of effective cognitive skills such as critical and analytical thinking skills and non-cognitive skills like grit.

It has been found that the relationship between students' motivation and grit reveals highly significant with a moderate positive correlation. This relationship suggests that tourism students' level of grit is associated with their academic motivation wherein the higher the grit level they have the same goes for their academic motivation. Furthermore, the moderate positive correlation between the two variables is the concrete explanation for why the results on the grit level and academic motivation of tourism students are moderately gritty and excellent respectively. Persistence and effort proved that it can coexist in one's student life. By having motivation in their study and in their future, with also having perseverance and resiliency, a student has the chance for

having a successful future. Li and Li (2021) stated in their study that grit can be a key determinant in learners' enhanced educational attainment. It has also been demonstrated that perseverance plays an important part in the learning process. It was discovered that effort and persistence, as facets of grit, may have an influence on educational attainment. This result is similar to Muenks et. al, (2018), wherein their study sought the connection between motivation and grit personality and concluded that there is a strong correlation between grit and motivated people. Also, Singh (2011) stressed that when grit is coupled with motivation, which spurs people to achieve their goals despite discouragement and helps them to enjoy life's greatest pleasures, perseverance has always been one of the key elements for achieving academic achievement.

The results found that there is a low positive correlation between grit and the academic performance of tourism students. It can be implied that increased of grit of level would mean an increase or improvement of the academic performance. However, although the two variable are moving in the same direction, their relationship is not that strong but they are still significant. In addition to intelligence, grit is a powerful predictor of academic success. Greater levels of education were found to be attained by more determined people, fewer career changes were observed, and undergraduates at high-caliber universities had higher GPAs than their less determined counterparts (Ivcevic & Brackelt, 2014). The results show that grit has a low level of relationship with students' GPA or academic achievement, despite the fact that grit was positively correlated with the school happiness of the tourism students. This result is contrary to the study of Chang (2014) wherein students' GPAs were significantly predicted by the grit subscale score on perseverance. Similarly, Cross (2013) found important correlations between grit and GPA, and Bennett (2020) indicates that grit has a statistically significant positive impact on performance as measured by the average grade earned by a student. The underlying exploratory hypothesis was that grit, defined by a consistent dedication to achieving goals, might be the process by which creative thinking, academic self-efficacy, and avoidance of novelty led to academic success (Rojas, et. al 2015).

The correlation between academic motivation and the academic performance of the respondents shows that it is highly

significant. These results are in line with previous studies. (Amrai et. al, 2011) showed that there is a strong and positive correlation between academic motivation and academic performance in their study. Similarly, (Hazrati-Viari et. al, 2012) the findings supported the idea that motivation mediates the relationship between personality characteristics and academic performance. Moreover, according to Pintrich & Schunk (2002), Motivation can be viewed from the standpoint of the institution as students' insertion or strong engagement in learning and active academic effort. Academic motivation has been found to be positively connected with academic achievement, academic performance, and "willingness to study," according to a number of researchers. Alireza et. al. (2012), believed that in order to build motivation, learning must occur in a suitable environment, with the desired facility, and that is relevant to the learner's needs.

Conclusion

Based on the results and discussion of the study, the following are synthesized:

Most of the tourism students belonged to moderately gritty. They are determined, persevering, and hardworking individuals thus they are passionate to achieve their long-term goals.

The majority of the tourism students obtained excellent results in academic motivation. They are motivated since they believed that a college education will help them prepare for their chosen career.

The overall general weighted average of the respondents is superior thus they have good performance in their academics.

The relationship between grit and academic motivation is moderately positive thus it is highly significant.

The relationship between grit and academic performance is low positive but still significant.

The relationship between academic motivation and academic performance is highly significant.

In conclusion, the role of grit in academic motivation and academic performance of the respondents has a positive correlation, which is highly significant.

Recommendation

Based on the study's results and conclusions, the following are suggested:

The administration, faculty, and different student services of the university may collaborate to enhance the existing programs and activities in assisting and nurturing students' motivation, and academic achievement.

To improve the grit level of the students, they are encourage to join different training and seminars inside and outside the university.

The students should continue achieving good performance in their schoolwork for their future endeavors by having good study habits.

Future researchers may have an in-depth study through a qualitative type of research by exploring the perceptions of students regarding the role of grit and motivation in their academic performance or pursue a quantitative type of study that focuses on the relationship of other variables that affect the academic performance of students. They may also conduct a comparative study from other non-board programs.

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