PERCEIVED EFFECTIVENESS OF GRADUATING BS INTERNATIONAL TRAVEL AND TOURISM MANAGEMENT STUDENTS OF LPU–LAGUNA AS FUTURE CABIN CREW

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Abstract

The hospitality industry is one of the world's most dynamic industries and continues to grow year after year. It is also one of the most diversified industries in the world because of the wide number of different occupations and professions involved in it. The study assessed the perceived learning outcome of the students in terms of knowledge, skills, and attitude; determine the perceived level of effectiveness as future cabin crew in terms of knowledge, skills, and attitude; and determine the significant relationship between the perceived learning outcome and the perceived level of effectiveness. Using survey method, the researchers found that students gained significant skills required in their chosen career. Further, the study revealed that the respondents are effective as a cabin crew; they are knowledgeable on what works within the industry, skilled as a cabin crew. The researchers concluded that there is a significant relationship between the perceived learning outcome and perceived level of effectiveness of the graduating students as future cabin crew. The study revealed that the perceived learning outcome has an influence on the perceived level of effectiveness as a cabin crew.

***Keywords:** Effectiveness, Tourism Students, Cabin Crew, Service industry*

INTRODUCTION

There is a wide range of career opportunities in the tourism and hospitality industry. There are hotels, holiday centers, quasi hotels, cruise ships, bars and restaurants under free-standing hospitality businesses. On the other hand, there is also the hospitality in leisure venues which is composed of casinos, bingo clubs, night clubs, cinemas, theatres, sports stadia, theme parks, attractions and health clubs. There is also the hospitality in travel venues such as airports, rail stations, bus stations, ferry terminals, aeroplanes, trains and ferries and last is the subsidized hospitality such as workplaces, health care, education, military, custodial and retailers (Slattery, 2002).

The United World Tourism Organization (UNWTO) predicts that it will triple in size by the year 2020, becoming one of the largest industries in the world. This growth will provide many knowledge, skills and attitude that the future hospitality managers require to succeed (Swiss Education Group).

The hospitality industry is one of the world's most dynamic industries and continues to grow year after year. It has a wide ranging category of fields within the service industry which includes restaurants, lodging, transportation, theme parks, event planning, cruise line, and other fields within the tourism industry (Terry, 2009). It is also one of the most diversified industries in the world because of the wide number of different occupations and professions involved in it.

According to the United Nations Industrial Development Organization (UNIDO) (2002), competency is a set of skills related knowledge and attributes that allow individual to successfully perform a task or an activity within a specific function or job. It simply means being able to perform what you have learned or the learning outcomes.

With the fastest growing industry, Lyceum of the Philippines University–Laguna (LPU–L) offers programs related to these increasing demands. Two of the major programs under the College of International Tourism and Hospitality Management are the Hospitality Management (HM), and the International Travel and Tourism Management (ITTM). Under the ITTM program are Bachelor of Science in International Travel and Tourism Management (BSITTM), and the Associate in International Travel and Tourism Management (AITTM).

International Travel and Tourism Management nurtures the students with the professional engagement in the tourism industry. It emphasizes skills and knowledge that provide the ability to meet international work enforcement. CITHM sends the students in trainings and seminars to enhance their capabilities in the field of travel, tourism, and leisure management which enable them to contend with other people in terms of employment and career development.

With this specialization, the researchers, belonging to the graduating Tourism Management students and will become part of the tourism industry, conducted this study aiming to assess the learning outcome of the students and determine the level of effectiveness as future cabin crew with an insight of having a competent and effective Fourth Year graduating students of Lyceum of the Philippines–Laguna, to be able to compete and survive in their chosen future career in the industry. For the graduating students to be able to compete, they must possess the qualities that most of the companies are looking for, where they can be seen through their learning outcome.

The researchers need to assess the learning outcome of students to be able to know how effective are their acquired knowledge, skills, and attitude to achieve aimed respective roles, enhance or improve the less rate

of level of effectiveness in the three category, to know what works within the organizations, and to help individuals be effective to be able to contribute to top performance or outstanding performance. In order to attain those set of effectiveness, students must be competent to the learning outcomes which are presented on the survey questionnaire.

Review of Related Literature

Based on the study of Hong and Lu (2006), they analyzed the perceived level of requirement and self-assessed level of preparedness of F&B management professionals' competency of the students. The result shows that all the factors, except relevant knowledge, which was perceived "should possess," were ranked as "essential" by students; however, the students all considered themselves as not well prepared in all these competency factors as evidenced in their self-assessed level of these competencies, which were consistently ranked "ordinary" in their questionnaires. They also explored possible correlations between the perceived levels of preparedness of the respondents. The result shows that there was a significant positive correlation between the perceived level of requirement and the self-assessed level of preparedness in the F&B management professional competency of students. This means the higher the level of requirement perceived by the students, the higher the level of preparedness in students' self-assessment.

Based on the study of Yap (2007) about the perceptions of hotel management students of preparedness for hotel careers in China, the results indicated that the respondents possess skills to develop good customer relationships was the most important competency, while competency in written communication was rated least important. According to the study, students believed that all hospitality management competencies were

important to their future careers; they did feel prepared for theses competencies.

Knowledge has become the most significant objective of educational programs that enhances the skills of students in meeting the needs of the industry (Tesone & Ricci, 2005; Chathoth & Sharma, 2007).

There are three major components in developing a hospitality curriculum. Those are substantive knowledge, skills, and values (Dopson and Tas, 2004).

While operational issues like working knowledge of hospitality services were important (Kay and Russette, 2000), managerial and behavioral issues such as managerial skills were often considered to be more important (Okeiyi, et al., in Brownell 2008). Hence, the hospitality curriculum should not only teach the students in critical operational skills but also assist them to learn and express the art of management.

Basically, there are two ways to accomplish this purpose. It is necessary to incorporate the perspective of the industry professionals into the hospitality curriculum. First, invited regular industry professionals visit the classrooms as guest lectures and industry experts, or to participate in executive education programs, as part of the curriculum review process. Second, competency models were devised through which industry practitioners ranked the competencies and content areas most important in the workplace. Educators then made a strong note of these important competencies, and likewise incorporated them into the curriculum (Lefever in Ogbeide 2006).

Data as quantitative as possible should be determined about what the job requires in terms of knowledge, skills and attitudes and knowledge,

skills and attitude levels are currently possessed by the potential training population. From this data, the gap between the two should determine the level of existing knowledge, skills and attitudes produces the training need. The information required from the two can be obtained in a number of ways such as through job descriptions, job analysis, job specification and job/task observation. In some cases tests of knowledge, skills and attitude will be possible to measure the change from pre- to post-situations. In other cases the assessment will be based on the experienced judgment of the trainers (Rae, 2002)

The ingredients of KSA came from Vinke's (2002) definition of the competency as "the ability of an individual to select and use the knowledge, skills, and attitudes that are necessary for effective behavior in a specific professional, social or learning situation."

In the study of Lewis and Bonollo (2002), they summarized the professional behavior into five categories as follow: 1- Negotiation with clients: which include task clarification. 2- Problem solving: as it is part of the professional skills, but designer has to have the attitude to solve design problem. 3- Accepting the responsibility for the outcome: which reflect the maturity of the designer. 4- Interpersonal skills: which reflect the ability to work in a group. Project management: which mean organizing the task to meet the expected schedules and performance.

On the other hand, Cross (2004) argued that the essential attitudes for design students to obtain are as follow: 1- The ability to gather the appropriate information to tackle design problem; 2- The ability of acquiring experiences, because the professional ability depends heavily on the amount of experiences students acquire; 3- The attitude of exposing students themselves to a vast majority of design problems and benefit the most from

them; 4- Student has to be solution-approach in handling any design problem; and 5- Negotiation with others, as clients and team member(s).

The study of Yang et al. (2005) argued that design students have to master the following skills, and design educators have to concentrate on these in the curriculum. The applicable skills are: 1- Design thinking and design process: in which students has to know the nature of the design thinking and the process, besides knowing how to go through and manage the process with skillful manner to reach the acceptable result. Knowing the design process is part of the design skills because it allow designer to understand many cognitive and mental aspects face designer during the design practice and deal with them professionally; 2- Visualizing skills: this skills allow students imagine and create an image about the design problem as a whole at early stage of the deign process; mastering this skill allow expert designers to consider the design solution in principle at early stages and drive the design process toward the desirable end; 3- Design Management: this skill could incorporate different professional skills. Therefore, managing the design action, and dealing with the different partners in the design practice, beside the communication skills with others are essential skills. The most important part of the design management is the "acceptance of responsibility for the outcomes" which reflects the awareness of designer during the design practice.

In addition, Lewis and Bonollo (2002) argued that the design skills are vast and could be summarized as follow: 1- Skills in task clarification; 2- Skills in concept generation; 3- Skills in evaluation and refinement; 4- Skills in detailing design; 5- Skills in communication of results; and 6- Overall skill displayed in execution of process.

According to the study of Barton (2009) that to determine whether individual skills, knowledge, and attitude have change as a result of program intervention would use the outcome impact evaluation to measure the individual characteristics. She further stated that an outcome-impact evaluation would measure the influence of the program on variables such as constructive conflict resolution skills, knowledge and attitudes. This type of evaluation to measure is most useful in comparing levels of knowledge, skills and attitudes before and after program or curriculum exposure. Differences that occur after school safety initiatives as compared with initial or baseline levels serve as the measure of success.

Knowledge, skills and attitudes have a significant impact on employee performance. All things being equal, if employees lack the KSAs to perform task or behavior they will likely fail. (Werner & DeSimone, 2011)

International Civil Aviation organization (ICAO, 2014) defines a competency as: a combination of skills, knowledge and attitudes required to perform a task to the prescribed standard. Performance standard: a) describe an overview of operations; b) define aviation terms common in operations; and c) identify relevant terminology common in operation and be able to apply them in the appropriate context. Skills on the other hand involves a) communication; b) teamwork and leadership; c) error recognition and management; d) workload and time management; e) decision making ; f) planning and coordinating resources

According to Klein-Collins (2012), she defined preparedness and competencies are sometimes used to exchangeable, and when we talk about competencies, it is all about the preparedness. Learning outcome is defined as a skill or personal attribute or ability which is required to be effective on the job (Brownell, 2008).

There are wide number of studies undertaken regarding identifying and ranking competencies of hospitality graduate. (Buergermeister, et al., 2010) is one of the first competency based studies in hospitality graduates are human relation skills and attitudes. According to Tas (2004), he put forward a hospitality curriculum by identifying thirty six (36) skills college graduates expected to possess from surveying general managers of 75 hotels. While most competencies based studies in hospitality management focused only on the perceptions of the hospitality industry practitioners (Kriegl, 2000) and a few added the perspectives of students to the group (Enz, 2003; Okeiyi et al., 1994).

Kay and Russette (2000) identified the important competencies required for hotel managers in the divisions of F&B, front desk, and sales in Spain. The study measured five core competencies measurements which contained competency domains such as leadership, technical skills, interpersonal skills, conceptual –creative skills, and administrative skills .the result of this study reported that the skills required for managers were leadership skills, technical skills, interpersonal skills, administrative skills, and conceptual-creative skills in order of importance.

Majority of the study from the industry's perspective was focused on either the hotel industry itself (Kay and Russette, 2000; Tesone and Ricci, 2006) or the overall hospitality industry with a few focusing on other sectors such as food service sector (Lu, 2006).

Based on the study of Brownell (2008) about the perceptions of the importance of various skills, and attribute/abilities varied when leaders from two hospitality segment (land-based hotels and ocean-based cruise ships) worked in different organizational context and determine a better

understanding differences in perceived competency requirements between land-based and ship-based leaders.

Effective leaders should possess certain core competencies that can contribute to their performance (Viitala, 2005 in Brownell, 2008). A competency base perspective seemed specifically productive while there are numerous approaches that have been taken to examine the effectiveness of leadership (Goleman, 2000, Knutson et al., 2002, Yukl, 1994 in Brownell, 2008)

Some studies focus on identifying key leadership competencies and list of various skills and abilities or attributes found in the literature. Here are some studies of numerous researchers that come up with conclusions regarding the requirements of leadership effectiveness. Effective leaders possess skills that involve communication, problem-solving, team building, and decision making. In addition, Kirkpartrick and Locke (1991 cited in Brownell, 2008) leaders should have intelligence, initiative, and knowledge of the business.

According to Ireland and Hitt (1999 in Brownell,2008), they examine successful works and concluded that flexibility, strategic thinking, and teamwork were the principal to managerial effectiveness while others imply that primary factors were integrity (Earl, 1996 in Brownell,2008) and creativity (Lengnick-Hall, 1999 in Brownell 2008).

The study competencies common to all hospitality-level management positions was revealed by Buergermeister (1983 in Johanson et.al 2010) during this timeframe. He specifically uncovered industry deemed customer satisfaction principles, effective leadership skills such motivation and communication, as well as training ability, and profit realization as essential any beginning hospitality managers. He also identified the most essential

lodging and food service as related skills critical for future managers. The promotion of the safety security of guests was the single identified competency seen as essential for beginning managers within the hotel segment, while possessing skills to effectively supervise personnel in food production and serving area is identified as their single most critical competency demanded of future managers in food service segment.

In the study of Collins (2012), she discussed about the current state of competency-based post-secondary education in the U.S., profiling various types of competency-based or competency focused models that currently exist, and the extent to which programs assess for student competencies a learning outcome.

Walo (2011) argued that tourism and hospitality graduates require generic and transferable skills such as communication, leadership, technological skill and human resource management that can be applicable throughout the management industry and sector. In the study of Walo, she discovered that hospitality students perceived high level of competence for the 24 management competencies after internship. Student's competencies are most confident in interpersonal communication, presenting information by writing effectively, understanding self and others, personal productivity and motivation. The competencies which they were least confident are presenting ideas, motivating others, controlling and participative decision.

Relying solely on measuring attitudes to determine whether employees will apply what they have learned in a specific program will likely produce only moderately accurate results. It may be more useful to measure trainees' intentions to use what they have learned, because intentions incorporate attitudes and more directly influence behavior. Intention rather

than attitudes alone, may be a better indicator of program effectiveness (Werner & DiSimone, 2011)

According to the study of Naygaard & Holtham & Copenhagen (2009), learning outcome covers the desired outcomes that students expect from participating in any particular program of higher education. It also covers the expectations of professional bodies and employers. There are multiple reason for defining a learning outcome of a study program; it shows to students what competencies they are expected to develop during their studies; it shows to future employers what they can expect when they employ a graduate; it shows to teachers what competence development they have to facilitate in their curriculum; it shows to faculties on which dimensions they can measure student achievements in their study program; it shows to accreditation institutions the focus of the HEI; it shows to politician the focus of the HE-sector in general. The key question is no longer if students are given the right knowledge, but rather if students are provided with possibilities to develop the 'right' competencies.

Knowledge is less often seen as a commodity transmitted from teacher to student and, instead, as something developed by students in relation interplay with fellow students, teachers and other stakeholders relevant to the learning situation (Naygaard & Andersen, 2005; Naygaard & Holtham, 2008)

Within the field of HEI, it is possible to locate two broad streams of research that both focus on outcomes. One stream deals with students learning outcomes. These have been defined as cognitive outcomes such as knowledge, skills, competencies, personal attributes and abilities, and affective outcomes such as personal goals, values, attitudes, identity, world views, and behaviors. The other stream deals with student outcomes – the

aggregate institutional outcomes such as graduation rates, retention rates, transfer rates, and employment rates.

The improvement of students' learning outcomes demands to acknowledge that: students are active participants who own and define their individual learning processes; learning is contextualized, situated and linked to students' past experiences and future expectations; both teaching-centric and learning-centric activities are essential and complimentary; institutional practices may have to change from ways in which we govern and administrate, to ways in which we evaluate study programs; all stakeholders—students, teachers, and administrators—may need to develop and adopt new roles on study programs; assessment should focus on learning outcomes more than on students' satisfaction.

As learning-centered education means looking at what the students need to know rather than what we want to teach, the learning outcomes must be formulated early and the learning environment designed to meet their learning needs. Dimmock (1999) suggested learning-centered education as encompassing mission and curriculum delivery that are focused on providing successful learning experiences and outcomes for all its students.

He further stated that learning experience and outcomes include knowledge, values, attitude and skills considered worthwhile and desirable across the spectrum of academic social, spiritual, moral, aesthetic and physical domain". Dimmock (1999:1)

ITTM nurtures the students with the professional engagement in the Tourism industry. It emphasizes skills and knowledge that provides the ability to meet international work enforcement. CITHM sends the students in trainings and seminars to enhance their capabilities in the field of travel,

tourism and leisure management which enables them to contend with other people in terms of employment and career development.

Three years after graduation, the students shall have applied knowledge and skills as travel and tourism industry practitioners locally and internationally; acquired positions as leaders of various tourism professional organization, supervisor/ manager in travel and tourism sector and/or as entrepreneurs; engaged in lifelong learning through continuous personal and professional advancement to keep current with local and global standards; and participated in social responsibility and community development activities (LPU–L, 2014)

Based on the findings of Singh & Dutta (2010), it can be concluded that career development learning is an important element that could assist graduates to secure their future work after graduation. The hospitality industry is experiencing growth even in times of recession. Between 2004 and 2014, the hospitality industry is expected to add 17 percent in wage and salary employment (U.S. Bureau of Labor Statistics, 2006-07). A growing demand of hospitality workers can be translated into a growing need of hospitality educational programs to adequately prepare the workforce to meet present and future demands in this enormous industry. Programs need to provide an education that improves the employability of the hospitality graduates.

Integrating essential training in education program and establishing links to this fast growing industry as a prime source of providing the future management leaders to this innovative and exciting industry (Yacopetti, 2012). In spite of the growing impact of the cruise industry worldwide, academic query is very little known about employees' life onboard. (e.g., Gobson 2008; Van Broeck, 2010).

Russo and Obsorne (2004) stated that globally competent student exhibits both cross-cultural sensitivity and adaptability because s/he takes advantage of opportunities to interact with diverse individuals, in doing so, the globally competent student questions assumptions and challenges stereotypes of his/her own and of others. A hospitality student who is globally competent performs cultural adaptability and sensitivity. These are the themes categories of a globally competent student: has a diverse knowledge worldview, comprehends international dimensions of his/her major field of study, communicates effectively in another language and/or cross culturally, exhibits cross cultural sensitivity and adaptability and carries global competencies throughout life, those five themes successfully coherent the larger concept of global competency.

Air travel remains a large and growing industry. It facilitates economic growth, world trade, international investment and tourism and is therefore central to the globalization taking place in many other industries. In the past decade, air travel has grown by 7 percent per year. Travel for both business and leisure purposes grew strongly worldwide. Scheduled airlines carried 1.5 billion passengers last year. In the leisure market, the availability of large aircraft such as the Boeing 747 made it convenient and affordable for people to travel further to new and exotic destinations. Governments in developing countries realized the benefits of tourism to their national economies and spurred the development of resorts and infrastructure to lure tourists from the prosperous countries in Western Europe and North America. As the economies of developing countries grow, their own citizens are already becoming the new international tourists of the future (Stanford, 2005).

The international airline industry provides service to virtually every corner of the globe, and has been an integral part of the creation of a global

economy. The airline industry itself is a major economic force, both in terms of its own operations and its impacts on related industries such as aircraft manufacturing and tourism, to name but two. Few other industries generate the amount and intensity of attention given to airlines, not only among its participants but from government policy makers, the media, and almost anyone who has an anecdote about a particular air travel experience (G. Bisignani, 2006).

The role of an air cabin crew member is to provide excellent customer service to passengers while ensuring their comfort and safety throughout the flight. They are trained to deal with security and emergency situations which may arise and can administer first aid to passengers. Air cabin crew strives to make the flying experience a pleasant one for the passengers and will serve refreshments and meals and sell gifts and duty-free items. Cabin crew may work on short or long-haul flights (Yusen, 2009).

Federal law mandates that flight attendants provide safety instructions. Flight attendants provide personal services to ensure the safety and comfort of airline passengers. Flight attendants typically do the following: attend preflight briefings on details of the flight; ensure that adequate supplies of refreshments and emergency equipment are on board; assist in cleaning the cabin between flights; demonstrate the use of safety and emergency equipment; ensure all passengers have seatbelts fastened and ensure other safety requirements are met; serve, and sometimes sell, beverages, meals, or snacks; take care of passengers' needs, particularly those with special needs; reassure passengers during flight, such as when the aircraft hits turbulence; administer first aid to passengers or coordinate first aid efforts, when needed; and to direct passengers in case of emergency. Airlines are required by law to provide flight attendants for the safety and security of passengers. The primary job of flight attendants is to

keep passengers safe and to ensure that everyone follows security regulations. Flight attendants also try to make flights comfortable and enjoyable for passengers. (U.S. Bureau of Labor Statistics, 2014)

ICAO developed a competency-based approach to cabin crew safety training so that cabin crew members may proficient to perform their duties and responsibilities, and with the goal of establishing an international baseline for cabin crew competencies. ICAO defines a competency as: a combination of skills, knowledge and attitudes required to perform a task to the prescribed standard. Competency-based approaches are characterized by an emphasis on job performance and the knowledge and skills required performing on the job. Competency-based training aims at progressively building and integrating knowledge and skills required for competency job performance. The ICAO Language Proficiency Requirements were developed to address the safety concern raised by accidents and incidents in which communication played a key role. (ICAO Cabin Crew Safety Training Manual, 2014)

Conceptual Framework

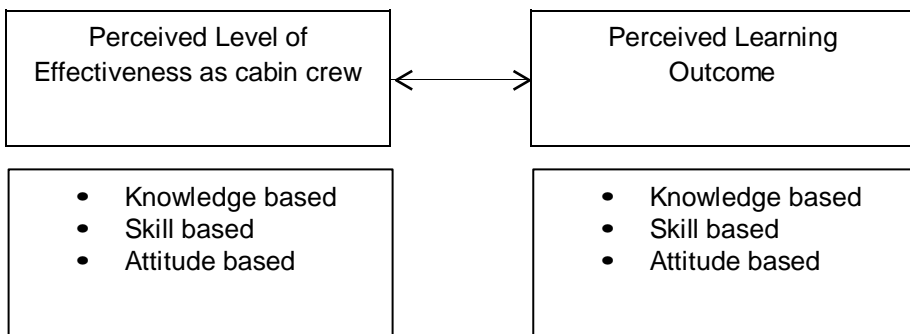| Perceived Level of Effectiveness as cabin crew	←→	Perceived Learning Outcome
• Knowledge based • Skill based • Attitude based		• Knowledge based • Skill based • Attitude based

Figure 1. Research Paradigm

Figure 1 shows significant relationship between the respondents' assessment of learning outcome and perceived level of effectiveness based on knowledge, skills, and attitudes. The perceived learning outcome has an influence on perceived level of effectiveness. The knowledge on learning outcome refers to the knowledge of the individual on field operation that consists of having knowledge on the tourism industries, minimum facilities in the airport, can identify different IATA codes and ICAO codes, knowledge to compare airline cabin services and awareness on current issues and trends on tourism industry.

On the other hand, the skills consist of communication skills that involved knowing how to convey both oral and written with a range of audiences, technical skills that consist of the ability to use communication technologies/system like gadgets, fax etc., leadership skill that refers to demonstrating appropriate assertiveness and problem solving skills.

Attitude that consists of the ability to gather appropriate information to assess personal interest and skills needed, negotiation with others that involves knowing how to relate to different aspects in workplace diversity, problem solving in terms of decision making and interpersonal skill which reflect the ability to work in a group and project management which mean organizing the task to meet the expected schedules or performance.

The knowledge on perceived level of effectiveness as cabin crew consists of having the knowledge on field operation in terms of identifying principles and processes for providing services, knowledge on relevant equipment's, policies and procedures, structure and content of the English language and strategic thinking that involves promoting, selling products or services.

Skills, on the other hand, refer to communication that involves knowing how to demonstrate effective verbal, nonverbal and written communications, demonstrates effective teamwork through leadership, detects error and traps them before they produce negative consequences. Workload and time management that involves knowing how to manage available resources and decision making in terms of knowing how to accurately identify and utilizes risks.

Lastly, attitude that consists of negotiating with others in terms of maintaining composure, being sensitive to others needs, controlling anger and avoiding aggressive behavior. Accepting responsibility for the outcomes that involves criticism. Interpersonal skills that involves being pleasant with others and displaying a good natured attitude. And problem solving in terms of creativity and alternative thinking to develop new ideas and answers to work related problems.

Objectives of the Study

This study aimed to determine the perceived effectiveness of BS International Travel and Tourism Management graduating students of LPU–Laguna as future Cabin Crew, more specifically it sought to:

1. Assess the perceived learning outcome of the students in terms of;

    1.1 Knowledge

    1.2 Skills

    1.3 Attitude

2.   Determine the perceived level of effectiveness as future cabin crew in terms of;

  2.1   Knowledge

  2.2   Skills

  2.3   Attitude

3.   Find out if there is significant relationship between the perceived learning outcome and the perceived level of effectiveness.

METHOD

This part presents the method of study, instruments used, the procedures in the preparation and administration of the instruments and the treatment of data will gathered.

Research Design

The study used a descriptive research design, a non-experimental type of research. Descriptive research is used to obtain information concerning the current status of the phenomena to describe the nature of the situation as it exists at the time of the study (Pearson, 2010). Descriptive method was used since the study was looked into the perceived effectiveness of International Travel and Tourism Management graduating students of CITHM department, to assess their effectiveness as cabin crew in terms of knowledge, skills, and attitudes.

Research Locale

The study was conducted at Lyceum of the Philippines University Laguna. It is located at km. 54, National Highway. Makiling, Calamba City. It is a tertiary institution that offers International Travel and Tourism Management (ITTM) program.

Participants of the Study

The participants of the study are the 71 BS International Travel and Tourism Management graduating students SY 2014-2015 of LPU-Laguna.

Research Instruments

The researchers used survey questionnaire as an instrument to collect and gather data for the study. The survey questionnaire is composed of the learning outcome and their perceived effectiveness as future cabin crew. The questionnaire was adopted and constructed based on the objectives of the study.

The questionnaire has two parts. The first part of the questionnaire was the assessment of learning outcomes in terms of knowledge, skills and attitude using the 4-point Likert scale. The last part is to determine the level of effectiveness as future cabin crew in parallel with the learning outcome using the 4-point Likert scale. Questionnaires were distributed by the researchers.

Data Gathering Procedure

The primary step that the researchers made was to decide the topic and gathered review of literature. The researchers made knowledge, skills

and attitude survey questionnaire that will be used in the study. The questionnaire was constructed based on the objectives of the study. The responses were gathered, tallied, and analyzed. The KSA questionnaire was validated by the research adviser and statistician

Data Analysis

After data gathering, sorting and tabulating, the gathered information was subjected to statistical treatment. This treatment included the weighted mean for the knowledge, skills and attitude of learning outcomes and perceived level of effectiveness as future cabin crew for significant relationship between two means.

Weighted mean was used to determine the perceived learning outcome and perceived level of effectiveness in terms of knowledge, skills and attitude.

Verbal Interpretation of Learning Outcome and the Level of Effectiveness

Mean Range	Learning Outcome	Level of Effectiveness
3.50 – 4.00	Strongly Agree	Highly Effective
2.50 – 3.49	Agree	Effective
1.50 – 2.49	Disagree	Not Effective
1.00 – 1.49	Strongly Disagree	Highly Not Effective

Correlation Analysis

Pearson correlation was used to determine the significant relationship between the perceived learning outcome and the perceived level

of effectiveness of BS ITTM graduating students. The Pearson's Correlation reflected the degree of linear relationship between two variables. It ranged from +1 to -1. A correlation of +1 means that there was a perfect positive linear relationship between variables while a correlation of -1 means that there was a perfect negative linear relationship between the two variables.

Verbal Interpretation of Correlation Analysis

Value of r	Verbal Interpretation
+1.00 – 0.51	Highly direct relation
+0.50 – 0.01	Moderately direct relation
0	No Relation
-0.01 – 0.51	Moderately inverse relation
-1.00 – 0.50	Highly inverse relation

RESULTS AND DISCUSSION

This chapter presents all the data and information analysis gathered that provide answers to the questions raised in the study. The organization of data is consistent with the arrangement of questions in the survey.

Perceived Learning Outcome of BS ITTM Graduating Students

The assessment of learning outcome is based on knowledge, skills and attitude, as can be seen in Tables 1, 2 and 3, where the mean of the respondents obtained from the results of the survey conducted.

Table 1.   Weighted Mean Scores for the Assessment of Perceived Learning Outcomes in Knowledge of BS ITTM Graduating Students

Knowledge-based	Weighted Mean	Verbal Interpretation
1. I have broad knowledge of tourism industries, national and global trends, economic impact and policy development.	3.35	Agree
2. I can explain the minimum facilities inside the airport.	3.34	Agree
3. I can identify the different IATA codes and ICAO codes of major airport around the globe.	3.45	Agree
4. I have the knowledge to compare airline cabin services.	3.41	Agree
5. I am aware in current issues and trends in the travel and tourism industry.	3.44	Agree
Composite	**3.39**	**Agree**

The data presented in the table above were the questions from the survey questionnaires and gathered by the researchers to assess the perceived learning outcomes of BS ITTM graduating students in terms of knowledge and the corresponding weighted score and its verbal interpretation for each question that the researchers used for the respondents. The results of the survey showed that the students overall rating is 3.39, this implies that the respondents agreed with their perceived learning outcomes in terms of knowledge like having broad knowledge of tourism industries, national and global trends, economic impact and policy development and can explain the minimum facilities inside the airport.

Based on the evidences the respondents exhibited greater knowledge in identification of IATA and airport codes. It was a positive insight as related to the study of International Civil Aviation organization (ICAO, 2014) that defines a competency as: a combination of skills, knowledge and attitudes required to perform a task to the prescribed standard. Performance standard: a) describe an overview of operations; b) define aviation terms common in operations; and c) identify relevant terminology common in operation and be able to apply them in the appropriate context.

Knowledge is less often seen as a commodity transmitted from teacher to student and, instead, as something developed by students in relation interplay with fellow students, teachers and other stakeholders relevant to the learning situation (Naygaard & Andersen, 2005; Naygaard & Holtham, 2008).

Table 2.   Weighted Mean Scores for the Assessment of Perceived Learning Outcomes in Skills of BS ITTM Graduating Students

Skill-based	Weighted Mean	Verbal Interpretation
1. I have the ability to communicate and convey both oral and written with a range of audiences regardless of nationality, ethnicity, gender and beliefs.	3.49	Agree
2. I can use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones).	3.56	Strongly Agree
3. I am able to demonstrate basic skills in food and beverage service operations, food handling and safety as well as preparing basic recipes.	3.52	Strongly Agree
4. I can use and demonstrate appropriate assertiveness, problem-solving skills in handling difficult customer and client complaints.	3.44	Agree
5. I can develop and design tour program both domestic and international.	3.42	Agree
Composite	**3.49**	**Agree**

The data presented in the table above were the questions from the survey questionnaires and gathered by the researchers to assess the perceived learning outcomes of BS ITTM graduating students in terms of skills and the corresponding weighted score and its verbal interpretation for each question that the researchers used for the respondents. The table shows that the overall rating of the respondents is 3.49, this implies that the

respondents agreed with their perceived learning outcome in terms of skills which is the skill of using communication technologies and system with 3.56 weighted mean, and this implies that the respondents strongly agree with it.

This relates to the study of Walo (2011) which argued that tourism and hospitality graduates require generic and transferable skills such as communication, technological skill, leadership and human resource management that can be applicable throughout the management industry and sector and the study of Kay and Russette (2000) that while operational issues like working knowledge of hospitality services were important (Kay and Russette, 2000), managerial and behavioral issues such as managerial skills were often considered to be more important. Hence, the hospitality curriculum should not only teach the students in critical operational skills but also assist them to learn and express the art of management.

Table 3. **Weighted Mean Scores for the Assessment of Perceived Learning Outcomes in Attitude of BS ITTM Graduating Students**

Attitude-based	Weighted Mean	Verbal Interpretation
1. I can assess personal interests and skills needed, explain the concept of self-esteem and use feedback for personal growth.	3.51	Strongly Agree
2. I know how to relate to gender, age, language, ethnicity, cultural background, disability, sexual orientation and religious belief in workplace diversity.	3.51	Strongly Agree
3. I make decisions genuinely based on equity and fairness.	3.45	Agree
4. I can employ showmanship and assure that protocols and procedures are followed.	3.42	Agree
5. I can perform with professionalism and self-confidence.	3.44	Agree
Composite	**3.47**	**Agree**

The data presented in the table above were the questions form the survey questionnaires and gathered by the researchers to assess the learning outcomes of BS ITTM graduating students in terms of attitude and the corresponding weighted score and its verbal interpretation for each question that the researchers used for the respondents. The results of the survey showed that the students overall rating is 3.47, this implies that the respondents agreed with their perceived learning outcomes in terms of attitude. The highest weighted mean is 3.51 which are the assessment of personal growth and the relationship in workplace diversity.

This relates to the study of Lewis and Bonollo (2002) they summarized the professional behavior into five categories as follow: 1- Negotiation with clients, which include task clarification; 2- Problem solving, as it is part of the professional skills, but designer has to have the attitude to solve design problem. 3- Accepting the responsibility for the outcome, which reflect the maturity of the designer; and 4- Interpersonal skills: which reflect the ability to work in a group. Project management which mean organizing the task to meet the expected schedules and performance. Russo and Obsorne (2004) stated that globally competent student exhibits both cross-cultural sensitivity and adaptability because he/she takes advantage of opportunities to interact with diverse individuals, in doing so, the globally competent student questions assumptions and challenges stereotypes of his/her own and of others. A hospitality student who is globally competent performs cultural adaptability and sensitivity.

Perceived Level of Effectiveness of BS ITTM Graduating Students

The level of effectiveness as future cabin crew is based on knowledge, skills and attitude, as can be seen in Tables 4, 5 and 6 where the mean of the respondents obtained from the results of the survey conducted.

Table 4.   **Weighted Mean Scores for the Perceived Level of Effectiveness in Knowledge of BS ITTM Graduating Students**

Knowledge-based	Weighted Mean	Verbal Interpretation
1. Identifying principles and processes for providing customer and personal services.	3.42	Effective
2. Knowledge of relevant equipment, policies, procedures, and strategies to promote effective security operations for the protection of people, data, property, and institutions.	3.35	Effective
3. Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.	3.46	Effective
4. Knowledge of the structure and content of a foreign language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.	3.46	Effective
5. Showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.	3.35	Effective
Composite	**3.41**	**Effective**

The data presented in the table above were the questions form the survey questionnaires and gathered by the researchers to determine the level of effectiveness of BS ITTM graduating students as cabin crew in terms

of knowledge and the corresponding weighted score and its verbal interpretation for each question that the researchers used for the respondents. The results of the survey showed that the students overall rating is 3.41, this implies that the respondents are effective as future cabin crew in terms of knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar with weighted mean of 3.46.

Based on the evidences, the respondents exhibited greater knowledge in the structure and content of foreign and English language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.

This relates on the study of Russo and Obsorne (2004) stated that the themes categories of a globally competent student has a diverse knowledge worldview which comprehends international dimensions of his/her major field of study, communicates effectively in another language and/or cross culturally, exhibits cross cultural sensitivity and adaptability and carries global competencies throughout life. Those five themes are successfully coherent with the larger concept of global competency and ICAO that stated that Language Proficiency Requirements were developed to address the safety concern raised by accidents and incidents in which communication played a key role. (ICAO Cabin Crew Safety Training Manual, 2014)

This also relates on the study of Bani Salameh, et.al. (2009), that the core duty of the flight attendants on-board is safety, they conducted a study that investigates the instructional needs of the flight attendants. Task analysis requires specifying learning in terms of five domains of learning of verbal information, intellectual skills, cognitive strategies, attitudes and motor skills that also relates to the study of Dick and Carey (2010) that the flight

attendants must have the previous knowledge of the communication system as well as the electronic panels on board.

Table 5.   **Weighted Mean Scores for the Perceived Level of Effectiveness in Skills of BS ITTM Graduating Students**

Skill-based	Weighted Mean	Verbal Interpretation
1. Demonstrates effective verbal, non-verbal and written communications, in normal, abnormal, and emergency situations.	3.47	Effective
2. Demonstrates effective teamwork and leadership.	3.53	Highly Effective
3. Detects errors and traps them before they produce negative consequences.	3.32	Effective
4. Manages available resources efficiently to prioritize and perform task effectively.	3.57	Highly Effective
5. Accurately identifies risks and utilizes appropriate decision making processes.	3.42	Effective
Composite	**3.46**	**Effective**

The data presented in the table above were the questions form the survey questionnaires and gathered by the researchers to determine the level of effectiveness of BS ITTM graduating students in terms of skills and the corresponding weighted score and its verbal interpretation for each question that the researchers used for the respondents. The table shows that the overall rating of the respondent's effectiveness as future cabin crew in terms of skill is 3.46, it implies that the respondents are effective. The highest

rating is managing available resources efficiently to prioritize and perform task effectively.

This relates to the study of Yusen (2009) that the role of an air cabin crew member is to provide excellent customer service to passengers while ensuring their comfort and safety throughout the flight. They are trained to deal with security and emergency situations which may arise and can administer first aid to passengers. Air cabin crew strives to make the flying experience a pleasant one for the passengers and will serve refreshments and meals and sell gifts and duty-free items. Cabin crew may work on short or long-haul flights (Yusen, 2009).

This also relates in accordance to the study of Bales (2006), that there was a tendency for crews who communicated less not to perform as well, but the type or quality of communication played an even more pivotal role.

As for stated in the study of (Werner & DeSimone, 2011) that knowledge, skills and attitudes have a significant impact on employee performance. All things being equal, if employees lack the KSAs to perform task or behavior they will likely fail.

Table 6. **Weighted Mean Scores for the Level of Effectiveness in Attitude of BS ITTM Graduating Students**

Attitude-based	Weighted Mean	Verbal Interpretation
1. Maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.	3.60	Highly Effective
2. Being sensitive to others' needs and feelings and being understanding and helpful.	3.45	Effective
3. Accepting criticism and dealing calmly and effectively with high stress situations.	3.53	Highly Effective
4. Being pleasant with others on the job and displaying a good-natured, cooperative attitude.	3.54	Highly Effective
5. Creativity and alternative thinking to develop new ideas for and answers to work-related problems.	3.42	Effective
Composite	**3.51**	**Highly Effective**

The data presented in the table above were the questions form the survey questionnaires and gathered by the researchers to determine the level of effectiveness of BS ITTM graduating students in terms of attitude and the corresponding weighted score and its verbal interpretation for each question that the researchers used for the respondents. The respondents are highly effective as future cabin crew in terms of attitude having an overall rating of 3.51.

This relates on the study of Lewis and Bonollo (2002) which they summarized the professional behavior into five categories as follow: 1- Negotiation with clients: which include task clarification. 2- Problem solving: as it is part of the professional skills, but designer has to have the attitude to solve design problem. 3- Accepting the responsibility for the outcome: which reflect the maturity of the designer. 4- Interpersonal skills: which reflect the ability to work in a group. Project management: which mean organizing the task to meet the expected schedules and performance and ICAO that defines a competency as: a combination of skills, knowledge and attitudes required to perform a task to the prescribed standard. Competency-based approaches are characterized by an emphasis on job performance and the knowledge and skills required performing on the job. (ICAO Cabin Crew Safety Training Manual, 2014)

In relation to this, the study of Hakim (2011) concluded that most people recruited into these jobs are already well equipped to handle most types of social encounter without any stress, that cabin crew are skilled at dealing with obnoxious passengers without undue stress, that cabin crew develop complex team skills and work relationship that provide a supportive work environment.

The study of Foushee and Acomb (2008) also relates to this where they examined the performance of fully qualified cabin crews in a highly realistic setting. With the emphasis on realism and the search for any behavioral and performance changes might be "operationally significant such as differences in decision making and crew coordination. Of less concern were those aspects of individual performance related to mechanical skills.

Correlation Analysis

Table 7. **Relationship between the Perceived Learning Outcome and Perceived Level of Effectiveness of BS ITTM Graduating Students**

Variables	Pearson Correlation	P-Value	Verbal Interpretation
Perceived learning outcome and perceived level of effectiveness in terms of knowledge	0.408	0.000	Significant
Perceived learning outcome and perceived level of effectiveness in terms of skills	0.272	0.022	Significant
Perceived learning outcome and perceived level of effectiveness in terms of attitude	0.543	0.000	Significant

Significant at the 0.01 level (2-tailed); Significant at the 0.05 level (2-tailed)

There is a significant relationship between the perceived learning outcome and perceived level of effectiveness in terms of knowledge, skill and attitude. Meaning, the result of perceived learning outcome influences the perceived level of effectiveness in terms of knowledge, skill and attitude whether it increases or decreases. This means that if the learning outcome of the participants is high then its impact in the level of effectiveness as cabin crew is also high.

That relates to the study of Werner & DiSimone, (2011) that stated that relying solely on measuring attitudes to determine whether employees will apply what they have learned in a specific program will likely produce only moderately accurate results. It may be more useful to measure trainees'

intentions to use what they have learned, because intentions incorporate attitudes and more directly influence behavior. Intention rather than attitudes alone may be a better indicator of program effectiveness.

The ingredients of KSA came from Vinke's (2002) also relates that stated the definition of the competency as "the ability of an individual to select and use the knowledge, skills, and attitudes that are necessary for effective behavior in a specific professional, social or learning situation."

This also relates based on the study of Hong and Lu (2006) which they explored possible correlations between the perceived levels of preparedness of the respondents. The result shows that there was a significant positive correlation between the perceived level of requirement and the self-assessed level of preparedness in the F&B management professional competency of students. This means the higher the level of requirement perceived by the students, the higher the level of preparedness in students' self-assessment.

As for the study of Barton (2009) to determine whether individual skills, knowledge, and attitude have change as a result of program intervention would use the outcome impact evaluation to measure the individual characteristics. This type of evaluation to measure is most useful in comparing levels of knowledge, skills and attitudes before and after program or curriculum exposure.

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents and summarizes the findings of the study and the conclusions derived from the results and the recommendations given.

Conclusions

After interpreting the gathered data, the researchers concluded that as the respondents agreed with their learning outcomes that perceived a high rating in terms of knowledge in identifying IATA and ICAO codes, indicates that the students are knowledgeable enough on that field. It is also a positive insight for the institution because this means that they were effective on educating the students on the things that they need to learn about their chosen field and perceived least rating in explaining minimum facilities inside the airport which means they are not knowledgeable enough on what's the use or how to operate the different facilities found in the airport.

As for the result of the respondents on their perceived learning outcome in terms of skills in using communication technologies and system which they agreed, indicates that the students are well educated in using the communication system which is being thought in school. They practiced the use of important systems in communicating. There is no doubt why they got the highest rating in this skill, for today's generation is about technologies and communication technologies/system are gadgets, like cellphones, tablets, fax machines etc. on the other hand perceived least rating in developing and designing tour program both in domestic and international which means that they are not skillful enough in using the systems used in booking flights or making tour packages.

On the other hand, the perceived learning outcomes of the students in terms of their attitude which is the assessment of personal growth and the relationship in workplace diversity that got the highest rating which simply implies that the students are effective base on their attitude towards assessing personal interest and skills needed as well as how they relate in other cultures. This is being studied in school that helps a lot of students to

understand different cultures and traditions and adjust themselves to create a good relationship with their colleagues but perceived least rating on employing showmanship and assuring protocols and procedures are followed.

On the overall conclusion of the respondents perceived learning outcomes in terms of their knowledge, skills and attitude based on the result of the gathered data, the researchers conclude that the students gained a lot of knowledge from the institution that makes the students knowledgeable, skillful and hospitable enough with regard to their chosen career.

In terms of the level of effectiveness in knowledge, the students are said to be more knowledgeable in English language including the meaning and spelling of words, rules of composition, and grammar and of foreign language. This means that they can be an effective communicator. It is an essential need for the students to be able to understand and communicate well especially now that ASEAN 2015 will be implemented, different membered country are involved and in order to be competitive to other nation, good communication skill is a must..

On the other hand, the perceived effectiveness of the students in terms of skills the researchers found out that the students are capable enough on managing available resources efficiently to prioritize and perform task effectively. This is good because this means that students are flexible and capable in doing the task effectively. Thus it is also a must for cabin crew to have those skills.

Meanwhile, the perceived effectiveness of the students in terms of attitude shows that they got the highest rating in maintaining composure and keeping emotions in a situation. This indicated that they were effective especially in interacting with people. The student's internships on restaurant

travel agency and airlines helped a lot not only in shaping their attitudes in the workplace but also to be flexible on different work areas.

With the overall conclusions of the student's perceived level of effectiveness in terms of knowledge, skills and attitude, the researchers conclude that the respondents are effective as a cabin crew being knowledgeable on what works within the industry, skillful enough with regard to the skills a cabin crew must have and hospitable and professional enough to work in the diverse industry.

Therefore, the researchers concluded that there is a significant relationship between perceived learning outcome and perceived level of effectiveness of the graduating students as future cabin crew. The study revealed that the perceived learning outcome has an influence on the perceived level of effectiveness as a cabin crew. The learning outcome of the participants improves the effectiveness as future cabin crew. This means that if the learning outcome of the participants is high, then its impact in the level of effectiveness as cabin crew is also high.

Recommendations

The researchers recommend that the participants of the study must focus on knowledge in terms of Learning Outcome since it was rated low. There is a need for students to fully understand what they have learned and strengthen it through application of their acquired knowledge. Although the participants perceived a high rating in terms of their effectiveness as a future cabin crew, the researchers suggest that the CITHM department should improve and add seminars or trainings about being a cabin crew as well as personality development and subjects or training in using abacus and Galileo that are used in travel agencies. In a way it will help the aspiring BSITTM

students to be more efficient and more knowledgeable enough in their chosen field.

As found out that the students are capable enough on managing available resources efficiently to prioritize and perform task effectively already , the researchers recommend complete equipment such as those which is used in different tourism skills competitions and simulation room for aircraft familiarization for the students to better enhance their knowledge and skills in the field. An additional foreign language subject is suggested also in order for the students to have more edge and be more globally competitive.

There is also a need for an assessment or knowledge test for the students, to know if they are really knowledgeable and effective in terms of KSA before they graduate. The faculty is also entitled for it to determine if they have given enough knowledge to the students. And also the industry where the students conduct their internship to be able to know if it is really helpful to the students. To know what areas needs more improvement and evaluate the effectivity of students, faculty and the industry.

The researchers also recommend that the participants should also enhance their skills through practice and engaging their selves in school's activities like skills competitions which they can show and improve their skills. Lastly, the researchers would like recommend that the participants should continue enhancing the knowledge skills and attitude that they have gained. Improve and focus on the learning outcomes that they have perceived to be least effective.

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