

Perceived Analysis of LPU-DTC Curriculum of Cruise Line Operations in Culinary Arts' Students

Ryan Joseph Calinao

College of International Tourism and Hospitality Management

ABSTRACT

The study aimed to determine the perception of Cruise Line Operation students in Lyceum of the Philippines University-Laguna towards Dusit Thani Curriculum. More specifically; to list the demographic profile of CLOCA students in LPU-Laguna in terms of the following variables; Age, sex. To assess the students' performance in LPU-DTC courses in terms of; Communication skills, Social interpersonal skills, Core courses, Practicum. To determine the significant difference of the course when grouped according to profile, and to propose and action plan based on the results of the study. The study used descriptive research, and an adopted questionnaire from previous studies, and a total of 100 respondents from fourth-year BSIHM-CLOCA. Data gathered was tallied and interpreted using frequency and percentage, weighted mean, and ANOVA for significant differences. The researcher found out that mostly of the Cruise Line students are at the age of 20 and majority of them are female. The conclusion shows that the Age and Sexes of the respondents have nothing to do in determining their performance towards LPU-DTC Curriculum. In the overall conclusion of the study the performance of the respondents toward LPU - Dusit Thani Curriculum in terms of communication skills, social interpersonal skills and skills proficiency was assessed as agree and found out that there is a significant difference when they are grouped according to profile specifically in their specialization. The researcher recommend to the faculty of CITHM department to focus on the weak points in the categories that received the least rank in the research conducted recently like performing basic computation and managing reservations in front office operation, improving interpersonal relationship skills especially in practicum because most of the students find it hard to be able to control their emotions while on the actual work operation. Proposed measures may review for enhance implementation of the new and revised curriculum in accordance to K-12 curriculum.

Keywords: International Curriculum, Hospitality Management, LPU-Laguna

INTRODUCTION

Hospitality management demands a competency-based training and education as it is considered as the fastest growing and changing lucrative business all over the world. With this recognition, the field is both energized and challenged to continue to move forward in an effort to provide students with competency-based professional development opportunities to be competitive in the global world employment opportunities. In this context, every university desires their students to be given the opportunity to acquire the knowledge, skills, and attitudes necessary to perform at a level of excellence in their jobs. They also desire the opportunity for professional development and a career path that is anchored in a high-quality training and curriculum education program that they deserved. Indeed, hotel and restaurant business are the concern of most businessmen in the world. In fact, this business is given priority attention in most Asian countries especially in South East Asian region.

Hospitality education in the Philippines becomes in demand to students who wants to have a career in international hospitality services this is why educators keep on developing ways to make the learning process more broad and to offer a world class courses at the same time implementing its core and values (Buted, 2010).

The College of International Tourism and Hospitality Management (CITHM) aims to provide its students with knowledge, skills and competencies that meet local and international standards in the

various tourism and hospitality sectors. In order to attain this quality standards that meet international requirements, LPU acquired the curriculum of the leading hotel-brand in Thailand, the Dusit Thani Public Company Limited. It seeks to provide a well-integrated approach to resources of faculty, facilities and the holistic student development. As, CITHM subject itself to international and national accreditation, it also aims to produce globally competitive professionals and leaders who respond to the demands of the industry and the academe and contribute to research and community development. In line with the internationalization of the curriculum, CITHM open its door to cruise line industry that focuses into two specializations, the culinary arts and hotel services. The course main objective is to provide essential knowledge and skills for hospitality including training requirements that allow students to have an advantage in professional qualifications. The cruise line students will also be equipped with extensive local and international industry experience to be globally competitive professionals in the hospitality industry.

The researcher's aims to identify the perception of Cruise line Operation Students (CLOHS and CLOCA) about Dusit Thani Curriculum. It also targets to determine the impact of LPU collaboration with Dusit Thani in terms of curriculum development with industry based education in the pursuit towards internationalization.

Review of Literature

The term 'Globalization' and 'Internationalization' according to Calinao et al. (2010) are to be seen as distinct but linked concepts so far as the higher education is concerned. Globalization is the cause and the internationalization is the effect in response. With this perception of these terms in focus, an attempt has been made in this study, to outline in broad terms the strategies to be followed to internationalize the higher education at the national level and to respond to the various demands rising out of the globalization of economies and related activities. Developing this strategic plan and implementing it speedily is crucial for any nation to succeed in the highly competitive knowledge driven global economy.

Among the specified research in internationalization, this shall be a key factors obtaining rebound curriculum of Lyceum of the Philippines University. Dusit Thani has signed an agreement with Lyceum of the Philippines University (LPU) to offer Dusit Thani College's popular curriculum in Hospitality Management at the 4 campuses of LPU in the Philippines and this partnership are on its 4th year after it has started last 2009. With the first agreement, Dusit Thani College will provide curriculum design and academic resource materials for all programs that will be developed collaboratively by LPU and DTC. Defining the programs that would be developed took several workshops and consultation with various stakeholders.

The programs defined includes Bachelor of Science in International Travel and Tourism Management and BS in International Hospitality Management with four specializations: Hotel and Restaurant Administration, Culinary Arts and Kitchen Operations, Cruise line Operations in Hotel Services and Cruise line Operations in Culinary Arts. The current programs integrate the core values of LPU, as well as puts a premium on the seven learning outcomes that include communication skills, computer literacy creative & analytical thinking information retrieval -and evaluation teamwork & leadership entrepreneurial skills proactive and spiritual values aside from the competencies that meet local and international standards in the various tourism and hospitality sectors.

Aside from LPU Institutional requirements, students are also provided with additional courses that are common for all tourism and hospitality management program. As a result the specialized free electives go beyond the required units of CHED. Competencies identified in the TESDA relevant trades of tourism, as well as the competencies in the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) have been integrated to provide LPU graduates preparation for the ASEAN GATTS by 2015.

In lined with the tie-up of the two pioneers of HEI in hospitality education, LPU is a member of the following associations and groups; Technical Education and Skills Authority (TESDA) for in depth

academics, laboratories and field internship programs that will ensure the efficiency and quality to meet world class standards. The said curriculum is in line with collaboration of the LPU and Dusit International vis a vis with CHED CMO 30 Series of 2006, TESDA Training Regulations and ASEAN Common Competency Standards for Tourism Professionals. The curriculum aims to bridge the gap between industry and academic requirements of Higher Education Institution (HEI).

After taking all the necessary details about the different accreditation status of the programs, the researcher now focus in detailed the curriculum outline for the program Bachelor of Science in international Hospitality Management with a specialization in Cruise Line Operations in Culinary Arts. The DTC program is designed to equip students with the knowledge and skills needed for a successful career in the hospitality operations part of a cruise, as well as providing an essential understanding of elements relating to life and work on a cruise ship. In addition to being introduced to the wider world of the cruise industry, its history, players, customers, regulations, concerns such as safety, security, professionalism to name a few, students will be studying specialist operational elements such as front office, customer service, effective communication, essential information technology skills.

Students who then continue to the Hospitality and Cruise Line Management program will enhance their knowledge of the business and management of ocean cruises and operational issues involved, but also approach wider managerial issues such as personnel management, organizational behavior, research methods etc. at an advanced level.

The course, headed by an experienced and accomplished professional in hospitality operations on cruise ships will also include guest lectures by cruise industry professionals and student visits to cruise ships in order to ensure an engaging delivery of the latest knowledge and issues in this exciting field.

The prime objectives of the program towards Cruise Line Students enumerated as; first, be responsible and ethical cruise liners, leaders and practitioners who possess globally competitive skills and knowledge anchored in international standards of hotel, passenger cruise, hospitality industry, and the academe, particularly in the Asia Pacific Region. Secondly, be globally competent managers and practitioners in the areas of room, food and beverage, and other hospitality services who are ready to meet the demands of the hospitality industry in the local, national and international arena. Thirdly, be creative cruise line professionals and entrepreneurs who are mindful of their social responsibility through the overall development of their community, and through the informal and formal dissemination and utilization of meaningful researches in the hospitality industry and the academe. And lastly, be responsible and patriotic Filipinos with global mindset who participate in the development and caretaking of the country's natural resources.

The program is divided into four major divisions such as, communication skills, social-interpersonal skills, skill proficiency (work quality) and industry stance or the practicum of the students. And below are the Fundamentals of Dusit Curricula for Cruise Line Operations in Hotel Services program.

Communication Skills in Dusit Thani Curriculum

According to Martinez, (2011) work requires communication. People communicate to plan products and services as to Hospitality industry entails; hire, train and motivate workers, coordinate manufacturing and delivery; persuade customers to buy; and bill them for sale. Information and services are created and delivered by communication. In every organization, communication is the way people get their points across, get work done, and get recognized for their contributions. Within the hospitality industry, (Bamporiki, 2010) where revenues are driven by guest satisfaction, service is a key to success. Internal communication plays a role that should be examined on how its performance affects guest satisfaction within hospitality.

These hospitality and tourism for foreign language learning are based on an instructional program in languages other than English for all students. According to (Kluge, 2004) in the hospitality industry there are three major needs for study of a foreign language: first, the need to communicate with non-

English speaking employees, second, the need to assist foreign travellers; and lastly the need to work in a non-English speaking country. The strength of the need to know a foreign language depends on the employee's level within the organization and the reason for using the language.

The CLOHS program under the Dusit Thani Curriculum are consist of two foreign languages such as French and Nihongo, the said foreign languages are mandatory to all CLOHS students. In addition the Centre for language learning of the university offers a pre-internship program that enables students to be skilled enough in terms of hospitality communication and corporate English before to take the internships for food and beverages, rooms division and on-board training. The CELL or Centre for English Language Learning composes three major divisions that enable CLOHS students to take part of their communication skills in English proficiency, personality development and the hospitality communication.

Skill Proficiency in Dusit Thani Curriculum

Hotel Services

Beverage Product Operation

At the end of this course Cruise Line students should know how to discuss the bar control and inventory system, classify different beverages and bar equipment, perform mixology and summarize the overall operation of Beverage Product Operation.

Beverage products and operations is a course that enable students to get familiarized in different kinds of alcoholic and non-alcoholic beverages and to have skills and knowledge in serving and mixing beverages. According to James Murphy, beverage establishments nowadays provides a more satisfying experience in terms of product and services. As customers are expecting a good service, the industry focuses on designs and providing knowledge and service skills training for their staff to improve their productivity and service performance. Both alcoholic and non-alcoholic beverages play an important role in food and beverage industry according to Gonzalez-Gomez and Morini (2006). It is part of food and beverage industry as many people consume alcohol in a daily basis. According to Arora (2009), bar operation is defined as "public place where primary business of the place where primary business of the place is to sell alcoholic beverages for the general public for consumption on the premises" customers finds bar as a place to drink where they can find entertainment and to meet other people The term "bar" derived from a specialized counter on which drinks are mixed and served. Customers can sit or stand at the bar while the bartender is serving them. This industry provides a lot of employment and income as one of the sector in hospitality industry.

Fruit and Vegetable Carving

At the end of this course Cruise Line students should know how to be innovative or creative in serving foods that is more attractive in the eyes of the guest, more appetizing and exciting to eat, know and understand what the standard preparation or procedure is, the do's and don'ts in carving fruits and vegetables.

Fruits and vegetable carvings is a cultural heritage of Thailand and is currently sponsored and promoted by private and government organizations which realize the importance and have been developing current and future generations of artists. Dusit Thani hotel in Bangkok is one of the hotels in Asia that have develop new patterns and new styles for fruit and vegetable carving that is also appropriate in their hotel standards. It is said that the development of fruit and vegetable carving is a continuous process and relied on the integration of traditional patterns and format with contemporary artistic styles. The most important aspect of this development is the consistency of training in traditional, contemporary and fusion that must be considered according to the event or occasion. (www.hrmars.com/journals).

Asian Cuisine

Asian cuisine enables the CLOCA students to be familiarized in asian cuisine which includes several major regional cuisines east asian, southeast asian, south asian, central asian and middle eastern/western asian. According to Jia Choi et al (2011) Japanese cuisine is the most popular among asian cuisine, japanese restaurant has increased in ten years while chinese restaurants decreased other asian cuisine has improved while other remain neutral. Asian restaurants according to its decor, price ranged, quality and services was inevitably limited in other non-Asian countries According to Xiong Zili (2017) In Asian cuisine, sharing is the common way of eating. Most Asian prepared at least eight or more dishes they believe that abundant and valuable food defines their hospitality. Asians are health conscious and focuses on vegetables and rice is a staple food for Asians. They also believe in the value of eating together with their families and loved ones.

Western Cuisine

Western cuisine are cuisines referring to European and other western countries. According to Xiong Zili (2017) westerners are more attach in the priority of individualism. This emphasis everyone eating on their own plate while other non-western countries emphasis sharing. The eating environment in western countries considered quiet as they respect people's privacy. Also, nutrition is the most prioritized the taste is secondary, they evaluate their vitamins and nutrients intake and therefore must be maintained.

Basic Safety Training

This course outline from STCW '98 and Dusit Curriculum for BST includes the following; first, perform first aid for various life threatening situations second, practice survival techniques during emergencies. Third, recognize shipboard practices and extend goods human relations on-board fourth, relate the framework of crowd and crisis management to emergency situations on-board. Lastly, outlined the international security threats and prepare security plan.

All cruise line students in the university and maritime industry requires seafarers be provided with Basic Safety Training, this physical activity was once called SOLAS or Safety of Life at Sea and revised by the STCW '78. The course outline includes the following; basic firefighting, elementary first aid, personal survival techniques and personal safety and social responsibility. The said training is intended to ensure that the seafarer or the upcoming cruise liners in hospitality industry are aware of the hazards of working on a vessel and can respond appropriately in an emergency.

The program also signifies a need to learn the basic safety number codes which are used for different situations, your duties for each of those, where the life boats and life rafts are located, how to launch them. A cruise ship has many Safety features that will need to be familiar with. Most crew members are also required to go through crowd management training, Managers often need a Crowd and Crisis management course. These courses are normally arranged for on-board.

Practicum for Cruise Line Program

The LPU-DTC Curriculum with course code of PRCN01H (food & beverage) and PRCN02H (Rooms division) for CLOHS students, PRCN41H (Western cuisine) and PRCN43H (Asian cuisine) for CLOCA students is designed to; first, apply effective human relations skills in the workplace second, apply knowledge in communication while in working environment such as on board trainings, rooms division, F and B service, and food production service. Third, explicate the different rights, duties, obligation, processes and procedures laid down in substantive and procedural laws such as legal developments in the hospitality industry, fourth identify the major demographic trends which provide the

context for international/intercultural relations. Lastly, learn about culture shock, cultural adaptation, cultural adjustment, and other phenomena that occur when people cross cultures in the industry. The cross-cultural awareness and skills of hospitality and tourism staff is becoming an increasingly important component of guest service and satisfaction. Cross-cultural interaction, whether with overseas guests or with domestic travelers of diverse ethnic background, is a fact of life for anyone working in the Philippine hospitality industry. In some workplaces, an employee may experience dozens of what the service industry sometimes refers to as 'moments of truth' (Normann 2008) every day, involving an exchange with a guest from a different culture. A previous study found that hotel managers generally pay lip-service to the notion of cross-cultural awareness, or they assume that language study rather than cross-cultural awareness training is what staff need (Mallinson 2008).

Conceptual Framework

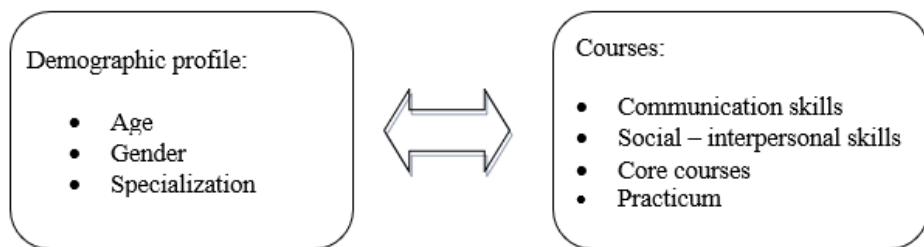


Figure 1. Conceptual Framework of the Study

This study emphasized on the significant difference of the course when grouped according to profile. The respondent's demographic profile was determined in terms of age, sex, and specialization. The profile helped in the comprehension of the perception of the students with regards to curriculum, student learning outcomes, experiences and academic instruction. The researcher focused on the four courses. First, is the communication skills that has an important role in hospitality industry. Second, is the social – interpersonal skills, are those skills that helped us communicate and interrelate with other people (Mmaw, 2010). Third, is the core courses or major subjects that is related in the hospitality industry such as food and beverage, housekeeping, front office operations, and others. Lastly, is the practicum or internship programs that all the knowledge acquired from the school lectures and activities will be practice in the real industry. The researcher identified the demographic profile of the respondents to know how it affected their process of learning and also in their decision making. After the perception was assessed by cruise line students, the researcher determined the significant difference of the courses and the information that was gathered helped in the development of the LPU-DTC curriculum.

Objectives of the Study

The study aimed to determine the perception of Cruise Line Operation students in Lyceum of the Philippines University – Laguna towards Dusit Thani Curriculum. More specifically: To list the demographic profile of CLOCA students in LPU – Laguna in terms of the following variables: a. Age b. Sex; To assess the students' performance in LPU – DTC courses in terms of: a. Communication skills. B. Social – interpersonal skills, c. Core courses, d. Practicum; 3. To determine the significant difference of the course when grouped according to profile.

METHODOLOGY

This study used descriptive research method to find out the stability of the LPU-DTC curriculum for Cruise Line Operation as perceived by its students. Descriptive research described and interpreted the discipline of quantitatively describing the main features of a collection of data. It was concerned with conditions of relationships that exist; practices that prevail; beliefs; processes that are going on; effects that are being felt, or trends that are developing. The researcher conducted the study inside Lyceum of the Philippines University – Laguna located at KM 54, National Highway, Brgy. Makiling, Calamba City, Laguna. The main instrument that was used in the study was descriptive survey questionnaire. The questionnaire was the modelled from the study of Calinao, “The Perception of Cruise Line Operation in Hotel Services Students toward Dusit Thani curriculum” and was constructed thru the aims and objectives. The researcher gathered data in the library, school administrator offices, research center and the internet and chose the most important information that was put in the research. The data for this research was collected using a survey questionnaire. The survey was created using suitable questions modified from related research and individual questions formed by the researcher. The survey was comprised of 53 question for CLOCA which are related to the participant’s perception regarding internationalization of the college. After the professor validated the questionnaire, these was equally distributed to all 4th year Cruise Line in Culinary Arts). The researcher assured confidentiality of their survey sheets since the identities are not important. Participants was given enough time to respond and then the researcher collected the surveys the next day. There are no incentives offered for participating in the research. To ensure hundred percent respondents, the researcher themselves drifted and retrieved the questionnaire. Data was then gathered and analyzed thru the help of statistical data and the research statistician. The participants were the total population of 45 CLOCA 4th year students with a total of 100 respondents, data were retrieved from the school registrar. The participants was equally presented based on the course and year level using stratified proportional allocation. The data gathered was tallied and interpreted using descriptive statistics. Frequency and percentage was used to list demographic profile of CLOHS and CLOCA students in LPU – Laguna. The demographic profile is according to age, sex, and specialization. Weighted mean was used according to find out the average means, the respondents answered based on their performance toward Dusit Thani curriculum. ANOVA was used to determine the significant difference of the course when grouped according to profile.

RESULTS AND DISCUSSIONS

Demographic Profile of the Respondents

Table 1 shows the distribution of respondents according to their age. This shows that majority of the students are at the age of 20 as the respondents are all 4th year CLOHS and CLOCA of the institution. Most of the respondents are female with 54% while Males are 46%. This means that most of the students who are taking cruise line programs are female due to the fact that the demand for the female seafarer is very high and who also have the skills and competencies in working onboard.

Table 1. Demographic profile of the respondents

Age	Minimum	Maximum	Mean	Standard Deviation
19	25	20	1	
Sex			Frequency	Percent
Male			45	46
Female			53	54
Total			98	100

Cruise Line Students' Performance in LPU-DTC

Table 2 shows the communication performance of the Cruise Line students got a weighted mean of 3.46 and a verbal interpretation of Agree. The respondents strongly agree in handle appropriately giving and receiving feedbacks from guests with a weighted mean of 3.54. In receiving feedback, it is essential to know if what skills you will be needing particularly when it is something you do not want hear due to the fact that only few are skilled at giving feedback. (skillsyouneed 2015). The respondents agree in identify the types and levels of information needed in different situations, using different sources and strategies and has a weighted mean of 3.40.

Table 2. Performance of the cruise line students towards Dusit Thani curriculum in terms of communication skills

Communication Performance	Weighted Mean	Verbal Interpretation
Handle appropriately giving and receiving feedbacks from guests.	3.54	Strongly Agree
Recognize the need to improve and develop oral and written communication capability.	3.51	Strongly Agree
Apply business communication strategies and principles to prepare effective comm. For domestic and international business situations.	3.44	Agree
Compose and revise accurate business documents using computer technology.	3.42	Agree
Identify the types and levels of information needed in different situations, using different sources and strategies	3.40	Agree
Composite Mean	3.46	Agree

Legend: 3.50 – 4.00 Strongly Agree, 2.50 – 3.49 Agree, 1.50 – 2.49 Disagree and 1.0 – 1.49 Strongly Disagree

According to Martinez (2011), work requires communication. People communicate to plan products and services as to Hospitality industry entails; hire, train and motivate workers, coordinate manufacturing and delivery; persuade customers to buy; and bill them for sale. Information and services are created and delivered by communication. In every organization, communication is the way people get their points across, get work done, and get recognized for their contributions.

This means that most of the cruise line students wanted to focus on the appropriate handling of guest feedbacks because they are all graduating students and will be facing the industry after graduation and the least result shows that even though this got a verbal interpretation of agree from the respondents

because they have a little knowledge about it, this still need to be develop because knowing the levels of information base on the situation and the strategies and sources that will be used is definitely important in hospitality especially in Cruise line industry because seafarers are the one who meet different people from different part of the world.

Table 3 shows the social Interpersonal performance of the Cruise Line students got a weighted mean of 3.50 and a verbal interpretation of Strongly Agree. The respondents strongly agree in identify and apply knowledge of interpersonal process skills by participating in specific tasks and by building relationships and got a weighted mean of 3.56.

Table 3. Performance of the cruise line students towards Dusit Thani curriculum in terms of social interpersonal skills

Social Interpersonal	Weighted Mean	Verbal Interpretation
Identify and apply knowledge of interpersonal process skills by participating in specific tasks and by building relationships	3.56	Strongly Agree
Participate in their own tasks and relationships to support the organizational group effectively by being respectful.	3.55	Strongly Agree
Participate in their own tasks and relationships to support the organizational group effectively by being open minded.	3.54	Agree
Participate in their own tasks and relationships to support the organizational group effectively by being flexible.	3.49	Agree
Able to control emotions when they are not aligned with what would be considered as an appropriate behavior.	3.35	Agree
Composite Mean	3.50	Strongly Agree

Legend: 3.50 – 4.00 Strongly Agree, 2.50 – 3.49 Agree, 1.50 – 2.49 Disagree and 1.0 – 1.49 Strongly Disagree

People with strong interpersonal skills are usually more successful they are perceived as more confident and charismatic, this qualities are often more endearing or appealing to others because According to (Mmaw, 2010) Interpersonal skills are those skills that help us communicate and interrelate with other people. The hospitality industry keeps growing and numbers of migrants have been employed, cross-cultural issues have caught many hoteliers attention. The respondents agree in able to control emotions when they are not aligned with what would be considered as an appropriate behavior and got a weighted mean of 3.35.

The hospitality industry keeps growing and numbers of migrants have been employed, cross-cultural issues have caught many hoteliers attention. Everyone grows up in their cultures with the belief that their cultural systems are “natural”, “rational” and superior to other cultures (Alred, Byram & Fleming, 2003). However, the diversity of cultures exists and, in fact, none of the cultures is superior to others. We keep experiencing the interaction of different cultures and the experience could be accompanied by a variety of emotions: The emotions come from many sources: fear of encountering something new, excitement at the discovery of new and different ways of thinking, relief through self-expression, anger that a deeply held belief may have been challenged. No matter what emotions exist, the

reality is that people are shaped by their own cultures and this could be the cause of the cultural conflicts, and failed cross-cultural communication could bring inefficiency to an international organization.

This means that cruise line students are focusing on the development of their interpersonal skills by taking part in any activities that the school is providing and by establishing firm relationship to support group effectiveness by being open, flexible, respectful of others and accepting of diversity using effective communication skills and the least result shows that even though this is the least among the result from Cruise Line students, they are still able to control their emotions due to the preparedness they've got from courses they have taken by the requirements of the curriculum but still need to improved or developed to help more students especially cruise line students to be more confident on their behavior.

Table 4 represents the performance of Cruise Line students towards Dusit Thani curriculum in terms of skill proficiency in Beverage Products Operation that has a weighted mean of 3.77 and with a verbal interpretation of Strongly Agree. The respondents strongly agree in discuss the bar control and inventory system and has a weighted mean of 3.84.

Table 4. Performance of the cruise line students towards Dusit Thani curriculum in terms of beverage products operation

Beverage Products Operation	Weighted Mean	Verbal Interpretation
Discuss the bar control and inventory system.	3.84	Strongly Agree
Classify the difference of alcoholic and non-alcoholic beverage.	3.79	Strongly Agree
Distinguish the uses of bar equipment and tools in the beverage industry	3.79	Strongly Agree
Perform the mixing of non-alcoholic beverage and alcoholic beverage.	3.73	Strongly Agree
Summarize the bar operations from start until the end of the day.	3.69	Strongly Agree
Composite Mean	3.77	Strongly Agree

Legend: 3.50 – 4.00 Strongly Agree, 2.50 – 3.49 Agree, 1.50 – 2.49 Disagree and 1.0 – 1.49 Strongly Disagree

Beverage products and operations is a course that enable students to get familiarized in different kinds of alcoholic and non-alcoholic beverages and to have skills and knowledge in serving and mixing beverages. According to James Murphy, beverage establishments nowadays provides a more satisfying experience in terms of product and services. As customers are expecting a good service, the industry focuses on designs and providing knowledge and service skills training for their staff to improve their productivity and service performance. Both alcoholic and non-alcoholic beverages plays an important role in food and beverage industry. According to Gonzalez-Gomez and Morini (2006), it is part of food and beverage industry as many people consume alcohol in a daily basis.

The respondents strongly agree in Summarize the bar operations from start until the end of the day that has the weighted mean of 3.69. According to Arora (2009), bar operation is defined as "public place where primary business of the place where primary business of the place is to sell alcoholic beverages for the general public for consumption on the premises" customers finds bar as a place to drink where they can find entertainment and to meet other people The term "bar" derived from a specialized counter on which drinks are mixed and served. Customers can sit or stand at the bar while the bartender is serving them. This industry provides a lot of employment and income as one of the sector in hospitality industry.

The overall result got a verbal interpretation of strongly agree this means that the Cruise Line students can perform well towards beverage product operations because they are very well trained and

educated about the beverages product and operation. Also, the table shows that all the indicators in this subject got a strongly agree which means that all aspects in beverage products and operation is discussed very well to the students.

Table 5 shows the performance of cruise line students towards Dusit Thani curriculum in terms of skill proficiency in Asian/Western Cuisine that has a weighted mean of 3.60 and with a verbal interpretation of Strongly Agree. All verbal interpretation for the whole table is strongly agree which means that the students are able to perform well in the Asian/Western cuisine. First in the rank is Prepare specific menu for different purposes that has a weighted mean of 3.69 with the verbal interpretation of Strongly Agree while least in rank is the Produce dishes based on recipes of Asian / Western Cuisines that has a weighted mean of 3.53 with a verbal interpretation of Strongly Agree. It shows that cruise line students specifically CLOCA, is very well trained in providing and producing this kind of products and services.

Table 5. Performance of the cruise line students towards Dusit Thani curriculum in terms of Asian/Western cuisine

Asian/Western Cuisine	Weighted Mean	Verbal Interpretation
Prepare specific menu for different purposes.	3.69	Strongly Agree
Apply the fundamentals of mathematics in food costing and quantification.	3.62	Strongly Agree
Integrate flavors, ingredients, seasonings, and cooking techniques of the major Asian Cuisine/ Western styles in keeping with both traditional and current trends.	3.58	Strongly Agree
Combine techniques to develop new concepts and recipes.	3.56	Strongly Agree
Produce dishes based on recipes of Asian / Western Cuisines.	3.53	Strongly Agree
Composite Mean	3.60	Strongly Agree

Legend: 3.50 – 4.00 Strongly Agree, 2.50 – 3.49 Agree, 1.50 – 2.49 Disagree and 1.0 – 1.49 Strongly Disagree

According to Zili (2017), in Asian cuisine, sharing is the common way of eating. Most Asian prepared at least eight or more dishes they believe that abundant and valuable food defines their hospitality. Asians are health conscious and focuses on vegetables and rice is a staple food for Asians. They also believe in the value of eating together with their families and loved ones. He also stated that the westerners are more attach in the priority of individualism. This emphasis everyone eating on their own plate while other non-western countries emphasis sharing. The eating environment in western countries considered quiet as they respect people's privacy. Also, nutrition is the most prioritized the taste is secondary, they evaluate their vitamins and nutrients intake and therefore must be maintained.

Table 6 shows the performance of Cruise Line students towards Dusit Thani curriculum in terms of skill proficiency in Fruit & Vegetables Carving that has a weighted mean of 3.72 with a verbal interpretation of Strongly Agree.

The respondents strongly agree in perform techniques in vegetable and fruit carving that has a weighted mean of 3.78. While, the respondents are also strongly agree in Identify the fundamentals of composition and physical structures of fruit and vegetables that has a weighted mean of 3.64.

Table 6. Performance of the cruise line students towards Dusit Thani curriculum in terms of fruit and vegetable carving

Fruit and Vegetable Carving	Weighted Mean	Verbal Interpretation
Perform techniques in vegetable and fruit carving.	3.78	Strongly Agree
Practice and design and creativity in vegetable and fruit carving.	3.76	Strongly Agree
Recognize shipboard practices and extend goods human relations on-board.	3.71	Strongly Agree
Perform the garnishing of carved fruits and vegetables.	3.71	Strongly Agree
Identify the fundamentals of composition and physical structures of fruit and vegetables.	3.64	Strongly Agree
Composite Mean	3.72	Strongly Agree

Legend: 3.50 – 4.00 Strongly Agree, 2.50 – 3.49 Agree, 1.50 – 2.49 Disagree and 1.0 – 1.49 Strongly Disagree

Fruits and vegetable carvings is a cultural heritage of Thailand and is currently sponsored and promoted by private and government organizations which realize the importance and have been developing current and future generations of artists. Dusit Thani hotel in Bangkok is one of the hotels in Asia that have develop new patterns and new styles for fruit and vegetable carving that is also appropriate in their hotel standards. It is said that the development of fruit and vegetable carving is a continuous process and relied on the integration of traditional patterns and format with contemporary artistic styles. The most important aspect of this development is the consistency of training in traditional, contemporary and fusion that must be considered according to the event or occasion. (www.hrmars.com/journals). This means that the Cruise line students specifically CLOCA is able and well-trained in performing different techniques and strategies in fruit and vegetables carving and also has the knowledge in identifying the basis of composition or physical structure of the fruits and vegetables.

Table 7 shows the performance of Cruise Line students towards Dusit Thani curriculum in terms of skill proficiency in Basic Safety Products that has a weighted mean of 3.64 with a verbal interpretation of Strongly Agree. The respondents strongly agree in outlined the international security threats and prepare security plan that has a weighted mean of 3.70. While, the respondents are also strongly agree in Practice survival techniques during emergencies that has a weighted mean of 3.59. Survival technique is essential in each and every person especially for those who works on ship and for the future cruise liners. Survival - is the ability of a seafarer to stay alive when life is threatened in a shipping casualty. It is an action, ability or effort exerted by a person or group of persons in order to continue to live in the midst of disastrous situation. It is a struggle for existence. While ships are getting bigger and more and more give the impression of being just a hotel, floating on the ocean – there is far more to it. It is imperative, that the CLOHS students know their duties in case of an emergency and that they will know where need to assemble, in case the Captain gives the order to abandon ship (cruiselinesjobs 2016).

The table shows that the cruise line students either CLOCA or CLOHS are trained and able to perform the overall basic safety operation because they are educated well regarding the real situation in safety operation on board and also knowledgeable in every little information they need to know and perform when they already in the cruise ship.

Table 7. Performance of the cruise line students towards Dusit Thani curriculum in terms of basic safety training

Basic Safety Training	Weighted Mean	Verbal Interpretation
Outlined the international security threats and prepare security plan.	3.70	Strongly Agree
Perform first aid for various life-threatening situations.	3.65	Strongly Agree
Recognize shipboard practices and extend goods human relations on-board.	3.63	Strongly Agree
Relate the framework of crowd and crisis management to emergency situations on-board.	3.61	Strongly Agree
Practice survival techniques during emergencies.	3.59	Strongly Agree
Composite Mean	3.64	Strongly Agree

Legend: 3.50 – 4.00 Strongly Agree, 2.50 – 3.49 Agree, 1.50 – 2.49 Disagree and 1.0 – 1.49 Strongly Disagree

Table 8 exhibits the performance of Cruise Line students towards Dusit Thani curriculum in terms of skill proficiency in their On the Job Training that has a weighted mean of 3.72 with the verbal interpretation of strongly agree. The respondents strongly agree in Learn about culture shock, cultural adaptation, cultural adjustment, and other phenomena that occur when people cross cultures in the industry that has a weighted mean of 3.78. While, the respondents are also strongly agree in Identify the major demographic trends which provide the context for international/intercultural relations is in the least rank with a weighted mean of 3.66.

Human relations are a certain set of skills that every employee must have when they are hired by an organization. Although you can get better at improving your human relations skills, it is best to possess some good human relations skills prior to entering the workforce for the first time or changing jobs and working for your next organization. And in today's business world, human relations are especially important if you want to become an employee that companies would love to have in their offices. Employers expect that all employees will have certain qualities that they are looking for. So making a good first impression is very important. (A vaha, 2008).

The table shows that the on the job training really helped trained and informed the students in the real situations of the hospitality industry specifically in cruise line industry because they already experienced the work and life onboard.

Table 8. Performance of the cruise line students towards Dusit Thani curriculum in terms of on-the-job training

On-Job-Training	Weighted Mean	Verbal Interpretation
Learn about culture shock, cultural adaptation, cultural adjustment, and other phenomena that occur when people cross cultures in the industry.	3.78	Strongly Agree
Explicate the different rights, duties, obligation, processes, and procedures laid down in substantive and procedural laws such as legal developments in the hospitality industry	3.76	Strongly Agree
Apply effective human relations skills in the workplace.	3.70	Strongly Agree
Apply knowledge in communication while in working environment such as on-board trainings, rooms division and F and B service.	3.68	Strongly Agree
Identify the major demographic trends which provide the context for international/intercultural relations	3.66	Strongly Agree
Composite Mean	3.72	Strongly Agree

Legend: 3.50 – 4.00 Strongly Agree, 2.50 – 3.49 Agree, 1.50 – 2.49 Disagree and 1.0 – 1.49 Strongly Disagree

Table 9 shows the difference between the sexes of the respondents and their performance toward LPU-DTC Curriculum. According to the interpretation of the results delivered by the respondents, the Sexes of the respondents have nothing to do in determining the performance of the Cruise Line students toward LPU-DTC Curriculum. As shown in table 3, that the number of male and female is not far from each other, it means that the curriculum of LPU- DTC doesn't have any effect among the sexes of the students. It is because the curriculum subjects is easy to understand and perform whether you are a male or a female. It also does not acquire sex requirement as long as you can perform the basic requirements of the subjects or core courses.

Table 9. Difference between student performance when grouped according to sex

Skills	f-value	p-value	Interpretation
Communication	1.975	.163	Not Significant
Social Interpersonal	1.432	.234	Not Significant
Food and Beverage	1.116	.293	Not Significant
Events Management	.072	.789	Not Significant
Housekeeping	2.784	.098	Not Significant
FO	.004	.951	Not Significant
BPO	.421	.518	Not Significant
Basic Safety Training	1.483	.226	Not Significant
On-the-Job Training	1.352	.248	Not Significant

Table 10 shows the difference between the Program of the respondents and their performance toward LPU-DTC Curriculum according to their skills. The interpreted results show that there is a significant difference between the program or specialization of the respondents and their performance toward LPU –DTC Curriculum in terms of communication skills, social interpersonal and housekeeping. This shows that since CLOHS and CLOCA have a different curriculum, some of the courses or subjects are not taken at the same time. It shows that some of the CLOHS students are ahead from the CLOCA based on the dissemination of subjects per semester and likewise. CLOCA students' curriculum focuses more on foods like cooking, carving, etc. unlike CLOHS that focuses more on hotel services which means they study more on communication skill, social interpersonal and housekeeping.

Table 10. Difference between student performance when grouped according to program

Skills	f-value	p-value	Interpretation
Communication	18.472	.000	Significant
Social Interpersonal	4.132	.045	Significant
Food and Beverage	.052	.821	Not Significant
Events Management	1.984	.162	Not Significant
Housekeeping	14.101	.000	Significant
FO	.085	.772	Not Significant
BPO	3.711	.057	Not Significant
Basic Safety Training	1.483	.226	Not Significant
On-the-Job Training	.043	.836	Not Significant

This shows that since CLOHS and CLOCA have a different curriculum, some of the courses or subjects are not taken at the same time. It shows that some of the CLOHS students are ahead from the CLOCA based on the dissemination of subjects per semester and likewise. CLOCA students' curriculum focuses more on foods like cooking, carving, etc. unlike CLOHS that focuses more on hotel services which means they study more on communication skill, social interpersonal and housekeeping.

CONCLUSIONS

The researcher found out that mostly of the Cruise Line students are at the age of 20 and majority of them are female. The conclusion shows that the Age and Sexes of the respondents have nothing to do in determining their performance towards LPU – DTC Curriculum. The researcher also found out that there is a significant difference between the program or specialization of the respondents and their performance toward LPU –DTC Curriculum in terms of communication skills, social interpersonal and housekeeping that is considerable because CLOHS and CLOCA have a different curriculum and training that focuses on their respective specialization and there is no significant difference in terms of practicum because CLOHS and CLOCA are both trained well in their practicum base on the field they are in or belonged.

In the overall conclusion of the study the performance of the respondents toward LPU - Dusit Thani Curriculum in terms of communication skills, social interpersonal skills and skills proficiency was assessed as agree and found out that there is a significant difference when they are grouped according to profile specifically in their specialization.

Recommendation

The researcher recommends to the faculty of CITHM department to focus on the weak points in the categories that received the least rank in the research conducted recently like performing basic computation and managing reservations in front office operation, improving interpersonal relationship skills especially in practicum because most of the students find it hard to be able to control their emotions while on the actual work operation.

The researcher also recommend that CLOCA students should also have a training and knowledge not only in cooking skills but also in communication and inter-personal skills.

The researcher also recommend that students and faculty members should focus on learning and teaching and likewise on understanding more how to address the problems quickly in some area of the core courses such as event management, food and beverages and front office. These are the things that the institution needs to pay attention to implement a high quality training and curriculum education program that the students deserved in order to acquire knowledge skills and attitude to be a job ready professionals in the industry in the near future.

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