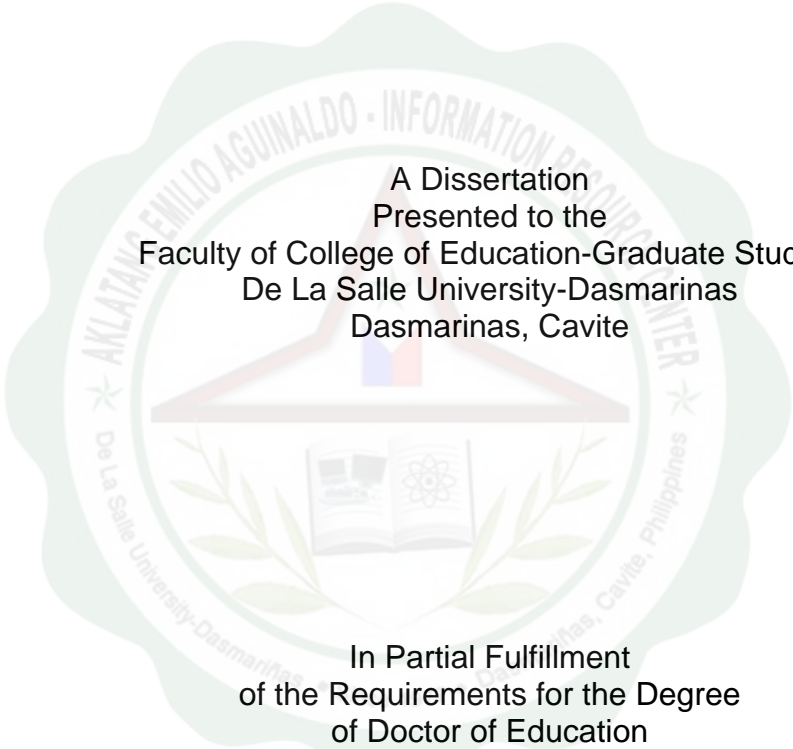


**A CULTURE-BASED STUDY ON THE DIRECTIONS AND CHALLENGES
OF THE GRADUATE PROGRAM ON HOSPITALITY MANAGEMENT:
BASIS FOR A VIABLE PROGRAM**



A Dissertation
Presented to the
Faculty of College of Education-Graduate Studies
De La Salle University-Dasmariñas
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
of Doctor of Education
Major in Educational Management

ROGELIO B. LLAVE

October 2007

ABSTRACT

Title: **A Culture-based Study on the Directions and Challenges of the Graduate Program on Hospitality Management: Basis for a Viable Program**

Author: Rogelio B. Llave

Degree: Doctor of Education

Major: Educational Management

The study sought to determine the directions and challenges of hospitality management graduate program in cultural perspectives as bases for a viable program. Specifically, it sought the institutional profiles of the existing graduate schools in the Philippines with hospitality management programs; the valuable requirements of the graduate program; the needs and demands of the prevailing practices; the essential traits and values; and the marketing of the hospitality management graduate program. It offered reforms, innovations and challenges for a viable program. Descriptive method was used in the study for the qualitative and quantitative research data from fifty three (53) students, and fifteen (15) administrators/faculty members in five (5) pioneering graduate schools with programs on hospitality management from NCR. Respondents of the study were purposively selected based on their suitability, accessibility to and

availability for the study. Self-made questionnaire-checklists and local/indigenous instrument “pagtatanung-tanong” or unstructured, informal, and interactive questioning were used in the collection of data.

The findings showed that the ownerships of the graduate schools in the Philippines were in the forms of congregations or private sectarians; government or state; and sole proprietorship or private non-sectarian all of which offer hospitality management graduate programs mostly on master’s degree in HRM; Business Administration specializing in HRM/major in Hospitality and Tourism; Hospitality Management; Food Service Administration; Industrial Education major in HRM; and only one with doctoral program on Business Management specializing in HRM. The purposes of the program, research, curriculum, instruction, mastery and specialization, competency-based learning, global competitiveness, technology, manpower, and professional attitude were the desirable focus of the graduate program. The administrators/faculty members were from the academe and few were in the industry practice. Most of the graduate students were instructors and some of them were industry managers and supervisors. Full-fledged degree holders of the same course, faculty members from other schools teaching hospitality management course, degree holders from related courses, faculty members from related fields of hospitality, and practitioners from related fields were the captive and semi-captive markets of the program.

Compliance of the work requirements, personal growth and professional advancement were the main objectives for enrolling in the program. Flexible academic program was the number one reason for choosing the graduate school.

The valuable requirements for the directions of the graduate program on hospitality management were desirable qualifications and qualities of the dean and faculty members. English proficiency, scholastic records, quality performance, and completion of thesis or an equally comprehensive project study and dissertation were the strong requirements for the student admission, retention and promotional policies. The provision of memorandum of agreement with the local and international hospitality industry; industry immersion; and certified hospitality professionals in the faculty line-up and affiliated guest facilitators were the requirements for the acquisition of trainings and competencies.

Curriculum planned by team work of the dean, faculty members and graduates; a curriculum designed for the individual needs of the students; the students to select their preferred elective/ cognate subjects; and a curriculum that develops and improves personality, profession, competencies, and research were the needs and demands. The foci, integration and competencies of the hospitality management graduate program were valued on the foodservice, lodging and events with professional, managerial, research and legal components. Effective and

efficient teaching and learning activities were appreciated through seminar-workshops, research-based instruction, sharing sessions, problem-based learning or case/casestudies resolutions, lectures, critique/reaction/reflection papers, laboratory, industry exposures/immersion, competency-based examinations/test, and computer-enhanced instruction.

Students' orientation and dissemination of graduate program information were most demanded. Upgraded and exclusive library for graduate work, the autonomy in the choice of research topic, research agenda, local and international studies, availability of research adviser and freedom to choose, mutual arrangement of the adviser and advisee, pre-defense consultation or research conference, examination of research by experts in the field, presentation of local and international research outputs, research publications, and financial support/privilege for research were some of the desirable characteristics of the program. The graduate program was challenged to actively reach out to the community to help improve their resources in relation to information dissemination and dynamic educational activities.

The essential traits and values of the academic community desirable in the customary practices of hospitality management graduate program were proper dressing, decency, language proficiency, good communication, familiarity, camaraderie, respect for individuals, confidence, culture of independence, family treatment, conference/consultation, expertise in book

writing, research skills, research presentation and publication, academic excellence and integrity, dedication and interest, promptness, concern and cooperation, visible and accessible administrators and professors, personalized assistance/hands-on, patience, seriousness with enjoyment, dynamic interaction, self-motivation, transparency and fairness, discipline, flexibility, resourcefulness, harmony, continuity of learning, use of technology, and objectivity and balance.

The essential marketing features of the hospitality management graduate program were visible, accessible, safe, and good image of the graduate school in the neighborhood; graduate schools producing graduates with global competitiveness, high qualifications to join the academe, and leadership and managerial skills; the provision of no tuition for thesis and dissertation writing only for residency and defense fees as part of the administrative support for research, the provision of expensive tuition for caliber programs with competent faculty members and facilities, no tuition increase for old students, subsidized tuition by the government or private agencies; and the provision for advertising techniques such as internet/intranet or cyber technology, publications of local and international research outputs, and exchange program of the graduate school.

Based on the findings, several reforms, innovations and challenges were proposed in ten (10) key result areas of hospitality management graduate program specifically, the focus of the program; qualifications and

qualities of the deans; faculty members; student admission requirements, retention, and promotional policies; training and competencies; curriculum; instruction; student extension services; research and community service; and marketing. These were presented in a general work plan.



TABLE OF CONTENTS

	PAGE
TITLE PAGE	1
APPROVAL SHEET	2
ABSTRACT	3
ACKNOWLEDGMENTS	9
TABLE OF CONTENTS	12
LIST OF TABLES	15
LIST OF FIGURES	20
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	22
Theoretical Framework/Conceptual Framework	27
Statement of the Problem	32
Assumptions of the Study	34
Scope and Delimitation of the Study	35
Significance of the Study	36
Definition of Terms	38
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	42
Research Literature	56
Synthesis	68

3	METHODOLOGY	
	Research Design	70
	Population and Sampling	71
	Respondents/Participants of the Study	73
	Respondents Profile on Culture	80
	Research Instrument	82
	Validation of the Instrument	84
	Data Gathering Procedure	85
	Data Analysis Procedure	87
4	PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	
	Problem No. 1	90
	Problem No. 2	146
	Problem No. 3	200
	Problem No. 4	278
	Problem No. 5	294
	Problem No. 6	313
5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
	Summary	360
	Conclusions	388
	Recommendations	394

REFERENCES	398
APPENDICES	
A Letter of Request	406
B Endorsement Letter from CHED	407
C Approved Letters of Request from the Administrators/Deans of the Participating Schools	408
D Questionnaire for Graduate Administrator/Faculty Member	409
E Questionnaire for Graduate Students	423
F Guide for “Pagtatanung-tanong” or Interactive Questioning	437
G CHED Memorandum No. 36 S, 1998 Standards and Policies on Graduate Education	438
H Pseudonyms	442
I Curriculum Vitae	443

LIST OF TABLES

TABLE		PAGE
1	Number and Percentage Distribution of Respondents	72
2	Positions in the Graduate Program of Participating Administrators/Faculty Members	74
3	Graduate Degrees Enrolled in by the Student-Respondents	75
4	Respondents in Terms of Nationality	76
5	Respondents in Terms of Gender	77
6	Respondents in Terms of Age	78
7	Respondents in Terms of Civil Status	79
8	Respondents in Terms of Religious Faith	80
9	Type and Ownership of the Higher Educational Institutions (HEIs)/Graduate Schools	92
10	Degree Programs and Curricular Offerings on Hospitality Management	99
11	Focus of Hospitality Management Graduate Program According to Administrators/Faculty Members in Terms of Objectives	107
12	Work Affiliations of Administrators/Faculty Members and Students	110
13	Professional Ranking of Administrators/Faculty Members and Students in the Academe	111

14	Professional Ranking of Administrators/Faculty Members and Students in the Industry	112
15	Professional/Educational Memberships of Administrators/Faculty Members and Students	114
16	Monthly Income of Administrators/Faculty Members and Students	117
17	Captive Students of Hospitality Management Graduate Education According to Administrators/Faculty Members	122
18	Semi-Captive Students of Hospitality Management Graduate Education According to Administrators/Faculty Members	124
19	Indirect Students of Hospitality Management Graduate Education According to Administrators/Faculty Members	126
20	Degree Program Enrolled in by Graduate Students	131
21	Student Types	132
22	Source of Funds for Graduate Study of the Graduate Student-Respondents	134
23	Top Objective in Taking up Graduate Program on Hospitality Management of Graduate Students	138

24	Ways by Which the Graduate Student-Respondents Got Information on Graduate School	139
25	The Main Reason of a Graduate Student for Choosing a Graduate School	143
26	Valuable Requirements for the Hospitality Management Graduate Program in Terms of Qualifications of the Dean	151
27	Valuable Requirements in terms of Qualifications of the Faculty Members	161
28	Requirements for the Student Admission of the Hospitality Management Graduate Program	176
29	Requirements for the Student Retention and Promotion of the Hospitality Management Graduate Program	183
30	Requirements for the Hospitality Management Graduate in terms of Facilities	191
31	Requirements for the Hospitality Management Graduate in Terms of Memorandum of Agreement for Affiliations and Immersions	194
32	Requirements for the Hospitality Management Graduate in Terms of the Qualified Trainers to Enrich the Academic Activities	198

33	Needs of Students and Administrators/Faculty Members in the Hospitality Management Graduate Program in terms of the Curriculum	208
34	Demands of Students and Administrators/ Faculty Members for the Hospitality Management Graduate Program in terms of the Components of the Curriculum	221
35	Demands of Students and Administrators/ Faculty Members for the Hospitality Management Graduate Program in Terms of the Focus, Integration and Competencies in the Curriculum and Instruction	229
36	Needs of Students and Administrators/ Faculty Members in the Hospitality Management Graduate Program in Terms of the Teaching-Learning Practices	247
37	Demands of Students and Administrators/ Faculty Members for the Hospitality Management Graduate Program in Terms of Student and Extension Services	258
38	Demands of Students and Administrators/ Faculty Members in Terms of Research Facilities and and Materials for the Hospitality Management Graduate Program	262

39	Demands of Students and Administrators/ Faculty Members in Terms of Research Program for the Hospitality Management Graduate Program	271
40	Demands of Students and Administrators/ Faculty Members in terms of Community Involvement for the Hospitality Management graduate Program	277
41	Values and Traits of the Academic Community in the practice of Hospitality Management Graduate Program Based on the Perceptions and Observations of the Students and Administrators/Faculty Members	286
42	Physical Features of the Graduate School as Marketing Factors of the Hospitality Management Program	296
43	Expected graduates of the Hospitality Management Graduate Program as Marketing Factors of the Graduate School	302
44	Tuition and Other Fees of the Graduate School as the Marketing Factors of the hospitality Management Graduate Program	307
45	Effective Advertising Techniques for the Hospitality Management Graduate Program	309

LIST OF FIGURES

FIGURE	PAGE
1 Research paradigm	31
2 Profile of the schools in terms ownership, school type and curricular offerings/degree programs	101
3 Desirable focus of the hospitality management graduate program	108
4 Characteristics of the hospitality management graduate program from the market objectives	145
5 Desirable qualifications and qualities of the deans and faculty members of the hospitality management graduate program	165
6 Strongly required quality and performance qualifications of the graduate students for admission, retention and promotional policies of the hospitality management graduate program	185
7 Valuable requirements that could be directed to hospitality management in terms of training and competencies	199
8 Graduate school's valuable and prevailing practices that affect the hospitality management curriculum	211

9	Valuable propositions of the graduate students, faculty members and administrators for the hospitality management graduate curriculum	224
10	Demands of hospitality management graduate students, faculty members/administrators in the focus, integration and competencies of the curriculum and instruction	233
11	Desirable teaching and learning strategies	250
12	Students and administrators/faculty members of the hospitality management graduate program with their demands in the student extension and services	259
13	Students and administrators/faculty members of hospitality management graduate program with their desirable characteristics of the library and research program	273
14	Values and traits of the academic community as extremely and very evident in the practice of the hospitality management graduate program	291
15	Student, administrators and faculty members of the hospitality management graduate program and their expected values, traits and practices	293
16	Overall desirable characteristics and qualities for the marketing of the hospitality management graduate program	312