

Impact Assessment of CITHM Student Organizations in the Attainment of Institutional Core Values

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ABSTRACT

Student organizations become one of the avenues that put the educational philosophy and institutional goal of the school into practice. This study assessed the impact of student organizations of the Lyceum of the Philippines – Laguna CITHM in terms of activities, events, and seminars and determined how they contributed to student development that is in line with the institutional core values. Participants of the study were fourth-year CITHM students of academic year 2018-2019 totaling to 299 students. The research used the descriptive survey method with the use of a self-made questionnaire. To test the reliability and validity of the self-made questionnaire, the researchers used the Cronbach Alpha test scoring 0.950 which is interpreted as excellent. The data was treated using weighted mean, frequency and percentage, and Kruskal Wallis test. Results revealed that the respondents felt the impact or influence of student organization activities of CITHM in terms of their development in line with the institutional core values. This is as reflected on their responses to the survey that had been administered to them. The researchers recommended activities that would further help in the development of the least focused activities that are aligned with the institutional core values.

Keywords: Student organization, institutional core values, activities

INTRODUCTION

The academe has long managed to plan, design, implement, and extend various student activities that do not only cater to students' academic growth but also promote their holistic development; that is, all-inclusive of their social, emotional, and spiritual aspects. It is a haven that hones both students' aptitude and their attitude, with the purpose of assisting their advancement in their chosen fields of education and career. These student activities benefit the students themselves for they practically allow student engagement in the very process of learning. When students are engaged in the learning process inside and outside the four corners of the room, the different aspects of their individuality could also prosper.

The academe's provision of these activities is legally rooted. It goes back to the State Policy for youth that is enshrined in Section 13 Article II of the 1987 Philippine Constitution that states "Article XVI provides that the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society, and encourage non-formal, informal, and indigenous learning systems." This legal foundation of education has been truly observed by schools, more particularly, in this case, by universities, to ensure the quality of instruction received by the students.

In line with this, student activities are mostly highlighted in and by student organizations. According to Patterson (2012), one of the main visions and missions of a higher educational institution is to prepare their students for their profession or occupation in the near future. In addition to the customary classroom condition, there are different opportunities that can help students in advancing their expert advantages and creating proficient abilities by being involved in student organizations. Contributing or involving in student organizations gives chances to students to connect with, to learn, and to lead, and enables to seek after their interests with other students.

Likewise, Colbert (2016) espouses that student organizations can be an important part of one's growth during college. Not only do they provide the resources needed to succeed in the world, they can give one some of the best people they have ever met, building friendships that last a lifetime. Student

organizations can give students access to opportunities they would not find anywhere else. Being involved can be important to one's attitude toward college.

This rationale extends to the need to justify the significance of these organizations in terms of the core values that the institution endeavors to encourage. Without concrete evidence of agreement among key players, one might not be able to prove that these organizations help in the promotion of the fundamental ideals and principles held by the university. The contributions of these organizations could only be ascertained if there would be a close examination of the activities they spearhead and their impact on the students involved in them. In this sense, one would see the real circumstances around which these organizations operate and what students develop out of them.

More specifically, the researchers found it imperative to investigate the impact of student organizations and their activities on fourth-year students of the College of International Tourism and Hospitality Management (CITHM), with the end view of determining their contributions to the development of the students' core values. These include the values of God-centeredness, leadership, innovativeness, integrity, nationalism, and service orientation. The researchers wanted to measure the effectivity of the student organizations' activities and to create a comprehensive literature for further enhancement of its current and ongoing activities.

Review of literature

Importance of student organizations

In the study of Garcia (2011), he disclosed that student organizations play an important role in student development by providing academic, interpersonal, and psychological support system. Student involvement was also pointed out as an important factor in effective student programs, while organizational culture and climate were determined to provide pertinent data for contextualizing and formulating goals for and planning student programs.

It is very important to note that in relation to this, co-curricular programs, projects, and activities are grounded on the idea that education does not stop inside the classroom, it extends beyond the school walls and formal training, and that quality education depends largely on the capability to integrate formal education in a bigger world of learning called life through co-curricular and practical training.

Benefits of participation

According to Brown (2016), student participants in extracurricular activities had better grades, had higher standardized test scores, had higher educational attainment, attended school more regularly, and had higher self-concepts. In addition, young people who participate also have been found to be less likely to use substances such as drugs and alcohol, less likely to drop out of school, misbehave at school, and commit delinquent acts. Youth who participate in activities can learn important skills, such as teamwork or leadership skills, and these skills may help them in other parts of their lives. When furthering their education, those who participated in activities are more likely to make friends easily, adjust to a new environment, and show leadership based on prior experience in extracurricular activities.

With the numerous advantages accessible from enrollment in understudy associations, it is anything but difficult to perceive how understudies are selected to join these associations. Keeping new individuals roused, be that as it may, prompts some genuine difficulties, and without propelled officers the association will fall flat (American Marketing Association, 2013). There is almost no exploration of how to keep individuals from associations and clubs spurred, and even less concentrating on understudy associations. Joining an association enables you to not just engage with something you harbor energy for, yet in addition, meet other people who share a comparable intrigue.

Academic achievement

Keçea (2015) trusts that understudies taking part in social club ponders create aptitudes that are something other than figuring out how to function in groups, yet additionally, how to impart and adjust to circumstances in like manner. These are indispensable apparatuses that understudies require so as to be prepared for the expert world. In spite of the fact that the classroom is a perfect setting for understudies to learn distinctive ranges of abilities; it is innocent to trust that they will accomplish every one of the aptitudes required from the classroom.

Hence, extracurricular exercises are supported on school grounds the nation over so as to all the more likely get ready understudies for the expert world. The students' encounter has been breaking down for quite a long time so as to pick up an understanding concerning why understudies settle on specific decisions. In addition, a few examinations said that understudies who are associated with exercises amid school are more scholastically effective than individuals who are not; be that as it may, most investigations do not recognize diverse sorts of exercises nor do they think about the remarkable encounters of undergrads. Cook (2012) found that understudy associations differentially influence scholastic execution, contingent upon the kind of association and the race and sexual orientation of the students. In accordance with this, Fredricks and Eccles (2012) found that action support can be connected to positive scholarly results, including enhanced evaluations, test scores, more school commitment, and expanded instructive yearnings.

Conceptual framework

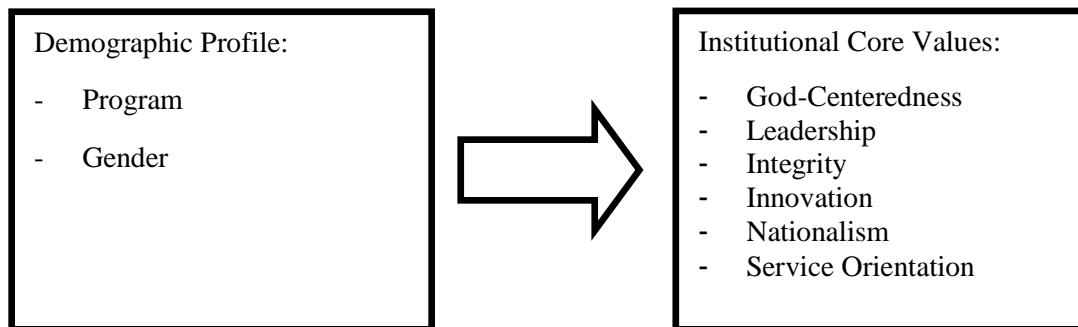


Figure 1. Conceptual framework of the study

Joining and participating in student organizations has a great impact to students and it plays an important role, it can help them develop their skills as well as their engagement in extracurricular activities. Pedersen, Yager, & Yager, (2012) concluded that they can improve their leadership skills as well as their academic involvement, life management, and also through their participation in other cultural events, they can improve their growth in decision-making, planning, and organizing. Student organizations can help students show their full and true potential. Also, it helps them with all their endeavors in their campus lives. Students can improve their academic performance, they can gain knowledge and develop their understanding not just in the four corners of the classroom, they can even increase their connections, meet other people within or outside the campus that can help them in their future careers, and improve their interpersonal skills.

Objectives of the study

This study aims to give knowledge about the impacts of student organizations' activities on the students of the Lyceum of the Philippines – Laguna College of International and Tourism and Hospitality Management towards the attainment of the institutional goals. Specifically, the research aims: to determine the profile of the respondents in terms of program and gender; to determine the performance of student organizations towards the fulfillment of institutional core values which includes God-centeredness, leadership, integrity, innovativeness, nationalism, and service orientation; and finally, to determine if there is a significant difference on the factors that affect student development when grouped according to their demographic profile.

METHODOLOGY

The researchers used quantitative research and the descriptive survey method which are the process of gathering, analyzing, classifying, as well as tabulating the data about the impacts of CITHM student organizations towards attainment of institutional core values and how it impacts the students. The survey questionnaire was prepared to collect information that is essential to the research study. Survey is the most important thing in understanding the advance education landscape according to (Ponto, 2015). Interpretation of the organized data was subjected. The gathered data from the questionnaire was subjected to statistical tools statistical treatment such as weighted mean, frequency and percentage, and Kruskal Wallis Test. These statistical strategies and techniques were elaborately discussed. This type of research allows for a variety of methods to collect data, utilize various methods of instrumentation, and to recruit participants. Survey research used was mixed method where both quantitative research strategies such as numerically rated item questionnaires and qualitative research strategies such as open-ended questions were collected to analyze the gathered data. Surveys are therefore often used in psychological and social research as it is frequently used to define and discover human behavior (Oncol, 2015).

The researchers conducted the study in LPU-Laguna since their respondents are CITHM students who are exposed, benefiting, and participating to the focused student organizations. The participants of the study were fourth-year students, totaling to 299 students coming from the programs Hotel and Restaurant Administration (HRA), Cruise Line Operation in Hotel Services (CLOHS), Cruise Line Operation in Culinary Arts (CLOCA), Culinary Arts and Kitchen Operation (CAKO), and International Travel and Tourism Management (ITTM).

The researchers did not use any sampling method and the researchers determined the number of participants based upon the given data of population by the CITHM Secretary with the permission of the College Dean. The profile of the participants was found by the researchers using their survey questionnaire instrument.

To ensure the reliability of the instrument, the Cronbach Alpha was used. The researches also provided an informed consent to the respondents that clarified the reason for research and the rules in leading the study for the respondents to be assured and well informed that their communicated conclusions would be kept classified and that this examination would not lead to harm for the respondents.

RESULTS AND DISCUSSION

Demographic profile of the respondents

Table 1. Distribution of respondents in terms of program

Program	Frequency	Percentage
ITTM	123	41.10
CLOCA	58	19.40
CAKO	48	16.10

CLOHS	42	14.00
HRA	28	9.40
Total	299	100.00

The data gathered by the researchers were from fourth-year students under the different programs of the CITHM. The differences in frequencies were due to the distribution of fourth-year students among the different programs of the college. In this data, the total population of fourth-year CITHM students was equal to the total number of samples. Hence, the frequencies the programs garnered speak of the number of students taking up those particular courses.

The result implies that the largest number of students of CITHM is mostly inclined to travel and tourism because of the career paths and opportunities they can take. This is corroborated by Torrens University (2018) which states that a degree in travel and tourism is the perfect gateway option for a person who wants to break the mold of a conventional life and gain valuable skills in the process. All they will need is a love for travel, good organizational skills, and a tendency to enjoy working with people.

Torrens University (2018) also espouses that careers in the travel and tourism industry are amongst the fastest growing areas of employment in the world. In Australia, the government has launched the Tourism Employment Plan Guide and a new Tourism Employment Plan Advisory Service to help tourism businesses overcome recruitment, retention, and skills deficiencies.

Meanwhile, the lowest frequency is seen from the HRA. It can be inferred that minority of these students see the prospective lines of business and professions offered in hotels and restaurants. This is confirmed by Mathur (2017) stating that hotel and restaurant management was not a lucrative option a decade or two ago. It had very limited avenues and only students from renowned government institutions were cherry-picked by hospitality chains. Hotel Management graduates, therefore, had no option other than joining call centers and BPOs which offered them about three to four times higher remunerations as compared to the hospitality industry.

Today, however, the grand scheme of things has changed. Countries now have hundreds of institutes diving into Hotel and Restaurant Management and other interrelated topics including catering and culinary skills tourism besides others. Professionals in the hospitality industry as well are receiving some of the most lucrative salaries and the perks of their classy lifestyle only increase as they climb up the corporate hierarchy. Since prominent hotels are expanding their presence across multiple geographies and new business opportunities are emerging for aspiring entrepreneurs, the choices that students make today as Hotel and Restaurant Administrators are going to be the ones that will give their career the much needed boost, may it be a travelling chef or owner of the next emerging business in the realm of hospitality.

Table 2. Distribution of respondents in terms of gender

Gender	Frequency	Percentage
Female	191	63.90
Male	75	25.10
LGBTQ	33	11.00
Total	299	100.00

The largest number of respondents fall under the female gender. This could be brought about by the fact that majority of students who are into tourism courses are generally female. This finding is supported by the World Tourism Organization (2019) which states that, “in most regions of the world, women make up the majority of the tourism workforce.”

This demographic has an implication on the socio-cultural dimension of tourism. Women are the largest in number in terms of tourism workforce which can be socially stereotypical. Male respondents, additionally, comprised a fourth of the total samples which can also reflect stereotypical notions. The

society has branded men as “macho” and being in the tourism industry might just sound feminine. These gender orientations are a subject of great interest among researchers when examining tourism profiles; and striking a balance between and among gender preferences is dynamic. World Tourism Organization (2019) articulates that tourism presents both opportunities and challenges for all genders, which makes the gender equality perspective highly relevant.

Meanwhile, the LGBTQ obtained the lowest frequency. Culturally, there has been little acceptance of LGBTQ, not just in tourism courses but also in any other course offered in schools. Nevertheless, although the frequency of respondents from the LGBTQ was the lowest, it would still count as essential part of the data since such community was represented by these respondents. As with Kutschera (2018), LGBTQ people are incredibly diverse and are looking for different experiences when they are involved in tourism. Some may lean towards products and services designed specifically with the LGBTQ. Others may just look for destinations and services that ensure them that the community will be welcomed and respected at every moment of their job or trip. They also emphasize that outreach and strategies to serve consumers must not assume that they are one homogeneous group.

Respondents’ assessment of core values

Table 3. Performance towards the core competencies in terms of God-centeredness

God-Centeredness	Weighted Mean	Verbal Interpretation
The Industry Professional Forum made me more dependent on God.	3.66	Strongly Agree
Participating in competitions made me develop my faith in God by surrendering all to God.	3.56	Strongly Agree
Volunteering in community service, I learned how to passionately do God’s will by serving and giving.	3.49	Agree
Teamwork (which involves avoiding distractions and being effective members) is God’s work.	3.36	Agree
Conducting seminars and events in CITHM made me develop my commitment to God by fully trusting.	3.25	Agree
Composite Mean	3.46	Agree

Legend: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50- 2.49 Disagree; 1.00-1.49 Strongly Disagree

Based on the results, respondents *strongly agree* that the Industry Professional Forum enriched their faithfulness to God, making Him the center of their live. This means that they have learned how to surrender their all to God when attending the forum. In the words of Athanasiou (2018), student organizations are places where one can foster this core value as he or she strengthens faithfulness and trust in God given the circumstances in which such organizations operate.

Respondents also *strongly agree* that participating in competitions made them develop their faith in God by surrendering all to God. It can be said that almost all of the respondents highly believed that competitions could strengthen their faith in God. In such competitions, there would always be winners and there would always be losers. By surrendering all to God, one would not expect to win all the time. It would be enough to do one’s best and be surprised as to how God works wonders. Perhaps, this was what the respondents felt when they joined the contests CITHM prepared for them.

According to the study, the respondents *agree* that through volunteering in community service, they learned how to passionately do God’s will by serving and giving sacrificially to the poorest without expecting something in return. Indeed, immersing oneself into the community gives one the opportunity to see the reality of the poor and to assess where he or she can help without getting paid. It can be inferred that this actuality was seen by the respondents as true to their own experiences. Being exposed to the difficulties of life allows one to empathize with people experiencing such difficulties.

The respondents *agree* that engaging in food and beverage services/kitchen operations made them believe that teamwork was God’s work. To the respondents, teamwork involved avoiding distractions when working as a team and being effective members to contribute efficiently to the team. Needless to say, they believed that there would always be Divine intervention within a group’s network.

The lowest mean score, on the other hand, was obtained by the fourth statement. Respondents *agree* that their God-centeredness was developed upon conducting seminars and events in CITHM. They believe that it would be impossible to succeed in these activities without the presence of God. Athanasiou (2018) further states that the students’ exploration of spirituality could be done through student organizations that foster faithfulness, piety, or devoutness. This lowest frequency was still a positive assessment.

Athanasiou (2018) corroborates this finding by espousing that student organizations cover a variety of interests which expressly includes faith-based interests. Student organizations develop healthy lifestyles including the exploration and strengthening of their faith or spirituality. This finding further implies that the respondents *agree* that God-centeredness was promoted by the CITHM activities they have attended. Seeing from the composite mean, it can be inferred that almost all of the respondents believed that this first core value was emphasized in the activities they had in college. This also implies how successful the student organizations were in encouraging students to be much closer to the Almighty and to be more faithful to Him in the things that they do as part of the college.

Table 4. Performance towards the core competencies in terms of leadership

Leadership	Weighted Mean	Verbal Interpretation
Joining a competition can make me a better leader.	3.40	Agree
Engaging in food beverage services/kitchen operations, I learned how to make a group more efficient by understanding and empathizing with my group mates.	3.24	Agree
The speaker at the Industry Professional Forum inspired me to become an effective leader.	3.19	Agree
Involvement in livelihood community extension made me learn more about myself and develop my leadership.	3.17	Agree
Conducting seminars and events in CITHM made me learn how to be an effective leader.	3.11	Agree
Composite Mean	3.22	Agree

Legend: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50- 2.49 Disagree; 1.00-1.49 Strongly Disagree

The first statement had the highest mean score out of all the five statements (Table 4). Most probably, respondents were able to see the positive side of the pressure in competitions because in leading, one would go through several decision makings and problem solving in which he/she could be afraid. Athanasiou (2018) states that “student organizations also provide leadership opportunities. Taking a leadership role is another excellent way to become involved in a student organization. These organizations are dependent on students and alumni to provide guidance to the group.” Being a guide certainly takes a lot of pressure.

The respondents *agree* that in engaging in food and beverage services/kitchen operations, they learned how to make a group more efficient by understanding and empathizing with their groupmates. The elements of understanding and empathy are vital in any group work. As deemed by the respondents, these two elements were boosted by their engagement in the said activity. As the popular saying goes, no man is an island.

On average, the respondents *agree* that the speaker at the Industry Professional Forum inspired them to become effective leaders. This illustrates how powerful a speaker can be in terms of influencing other people, especially students, to pursue being better at something, in this case leadership. Being an

effective leader requires both aptitude and attitude. The respondents must have learned a lot not only from the speaker’s words, but also from the speaker’s actions.

As shown by the results, the respondents *agree* that their involvement in livelihood community extension made them learn more about themselves and develop their leadership potential through service to others. Leadership is not only shown through labels. Leadership entails emersion. Without knowing how it is to be of service to others, one cannot be a true leader. Service is at the heart of leadership. This might be the idea that the respondents banked onto while answering the survey. It is safe to say that community extension projects, particularly livelihood ones, helped them to understand the various forces of leadership and the different roles they can play in extending service to other people.

Respondents *agree* that conducting seminars and events in CITHM made them learn how to be an effective leader. The respondents were able to look into how the act of organizing seminars helped them grow their leadership potentials. Conducting events requires leadership skills from the moment of preparation to the execution of plans.

Although a bit lower than the first core value in terms of its composite score, this second core value can still be considered evident throughout the activities. This is because the agreement indicated by the respondents is still generally high. One does not need to strongly agree about something to prove its worth. An agreement is already a strong indicator of the positive effect of the CITHM activities to the performance of students and the promotion of the core value leadership. This finding is supported by the Bentley University (2019) stating that “becoming a member or an officer in an organization will help you develop leadership skills that will be invaluable in all areas of life. You will be presented with opportunities to improve in public speaking and gain confidence in yourself as an individual.” This finding implies that the respondents generally *agree* that leadership as a core value was promoted by the CITHM activities they have attended. Inevitably, in almost every aspect of the seminars, community service, among other activities the respondents were exposed to, leadership skills were highlighted. Perhaps, the students were able to comprehend the importance of applying these skills in such activities which is why they *agree* with the given statements.

Table 5. Performance towards the core values in terms of integrity

Integrity	Weighted Mean	Verbal Interpretation
Participating in competitions made me learn to take responsibility for my mistakes and stand up to such challenges.	3.30	Agree
Volunteering in community service made me develop self-respect and respect for others.	3.16	Agree
Conducting seminars and events of CITHM made me learn how to speak out my opinion with honesty.	3.13	Agree
The Industry Professional Forum opened my mind to pursue what I really want with highest form of honesty.	3.10	Agree
Engaging in food and beverage services/kitchen operations made me develop the consistency between my words and my actions.	3.07	Agree
Composite Mean	3.15	Agree

Legend: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50- 2.49 Disagree; 1.00-1.49 Strongly Disagree

Integrity is defined as the uprightness of character or basically, honesty. It is also equated to soundness or being unimpaired. Bentley University (2019) expresses that truthfulness in one’s goals and aspirations can be very beneficial to an individual. This truthfulness can be explored and enhanced through joining organizations wherein this trait can be fostered. Integrity is the highest form of honesty according to the study of Meyers (2015) with firm adherence to a code especially moral or artistic values. Most of the results show agreement on the part of the respondents.

Specifically, results show the general agreement of the respondents to the idea that volunteering in community service made them develop self-respect and respect for others. Respect starts within oneself. Once one knows how to respect oneself, one can easily extend that respect to other people. The respondents believe that by being volunteers, they were able to maximize these aspects. Volunteerism is a great way to model the value of integrity for it is in volunteerism that one truly shows purity of purpose. In helping others, one adds respect to the community and helps build others' trust to people and even respect towards themselves.

Moreover, the study shows that conducting seminars and events of CITHM made the respondents learn how to speak out their opinion with honesty. Everyone has a voice and this voice deserves to be heard. One must not fool one's own mind. Everybody must voice out what they truly feel. Honest opinions are well appreciated. These might be the thoughts of the respondents in agreeing to the statement discussed here. Letting one's honest opinions be heard is an ultimate weapon in this battlefield of ideas, more particularly, in a field related to the arts such as tourism.

The respondents *agree* that the Industry Professional Forum opened their mind to pursue what they really want. Integrity is definitely a big word and is easier said than done. The respondents might have found inspiration from the forum to follow their dreams with such honesty. Pursuing one's own dreams and what one truly wants might seem difficult but doing it is far more important. The respondents took this idea home from the forum which reflected their agreement to the statement.

As explicated by Bentley University (2019), people can learn more about themselves through student organization activities. Joining a student organization presents many opportunities to learn more about oneself, one's goals, and one's strengths. One can be truthful in finding out what they are good at, "whether that's multitasking, staying organized, generating ideas, or serving others. This self-awareness will be beneficial in your future career."

This finding implies concurrence on the part of the respondents that integrity, as a core value, has been cultivated given the activities the students have attended. Truthfulness in words and in actions is certainly important in being a Tourism student. Reliability of individuals is also important so work ahead would be done well. Honesty and honor are main components of integrity that should not be taken away from the picture.

The respondents mostly agreeing with the statements under this core value is indeed a good result. Based on the results, the fifth statement, got the lowest mean score but still is interpreted positively. The respondents believe that such activities helped them become more unwavering in their commitment to serve not only in words, but also in actions. People are very prone to inconsistencies and instability so hearing from the students that CITHM activities made them otherwise is indeed optimistic.

Table 6. Performance towards the core values in terms of innovativeness

Innovativeness	Weighted Mean	Verbal Interpretation
Participating in competitions, they learned how to develop new ideas that can make me a step ahead of my competitors.	3.35	Agree
Food and beverage services/kitchen operations in restaurant simulations made them learn and think of new strategies on how to serve customers and create greater value for them.	3.32	Agree
Planning seminars and events of CITHM made me think outside the box to bring new ideas.	3.24	Agree
The speaker at the Industry Professional Forum made me develop new ideas that can help me in the future.	3.23	Agree
Volunteering in community service allowed them to engage with the community.	3.18	Agree
Composite Mean	3.27	Agree

Legend: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50- 2.49 Disagree; 1.00-1.49 Strongly Disagree

The fourth core value under examination is innovativeness. Since Tourism is a field that entails immense competition here and there, it is but suiting that the students are well prepared to face this kind of arena. The highest mean score obtained was 3.35. The result supports this scenario as it shows that the competitions set as activities of CITHM helped the respondents become innovative in terms of stepping ahead. This is a very important aspect in the work environment as they go out in their respective fields. New ideas would always be a strong weapon out there. In Clifford's (2012) words, innovativeness is harnessed through an environment that promotes critical thinking and creativity among people.

As shown, all the statements got an agreement from the respondents. Distinctively, the second statement shows that the respondents believe that food and beverage services/kitchen operations in restaurant simulations made them learn and think of new strategies on how to serve customers and create greater value for them. Innovativeness is clearly shown in this picture. Serving customers and valuing them would be difficult if one does not know how to innovate.

Through innovation, new strategies would be highly appreciated, and clients would never get sick and tired of the service offered. It is good news that respondents *agree* with this because this would be for their benefit as well being part of the industry in the future. Furthermore, the respondents mainly showed agreement to the statement that students believe that planning seminars and events of CITHM made them think outside the box to bring new ideas. Planning these activities would really bring out the best in your ideas. Thinking outside the box helps one create new standards and reach new heights.

Based on the results, the fourth statement illustrates that they believe that the speaker at the Industry Professional Forum made them develop new ideas that can help them in the future. One good measure of the success of a forum is the learning that serves as takeaway of the audience. In this case, the forum can be considered successful because students were able to take home new ideas that can help them in the long run. This also promotes innovation because of the presence of new ideas.

This result implies strong accord from the respondents. The core value of innovativeness is truly supported through CITHM activities as proven by the results of the survey in this part. Students need to always step up their game and add something new to their menu. In this way, they can assure that they have got their place in the industry. Clifford (2012) states that "creativity flourishes in a congenial environment. Creative thinking needs to be shared and validated by others in a socially supportive atmosphere. The reception from others is highly important. Others consider how to create social communities that promote creativity to solve problems." Student organizations indeed support this type of environment.

On the other hand, the fifth statement had the lowest mean score but is still interpreted positively. The respondents might have been able to gather useful insights and thoughts as to how to address various problems of the society when they volunteered in community service. In this sense, one is assured that when one goes out on the field, it does not only expose them to social realities; it also lets them harvest ideas from life itself. It promotes one's ability to bring new ideas, methods, or strategies, among other things and to bring changes or alterations in a positive light or toward the betterment of a particular project, team, or organization as stated by Clifford (2012).

The next core value targeted is nationalism. The respondents agreed *agree* with all of the statements which means they believe that their social awareness increased as well as their sense of social responsibility. This promotes an awakened mind amongst students. An increase in these aspects would help so much in nation building at large. When students are aware of their social responsibility, the community celebrates. As can be inferred from AlesuDordzi's (2019) words, one should be able to contribute something to the country to help it grow and develop. This contribution should be out of love. In one's little way, one can display the love for the nation. Joining student organizations is one.

As can be seen, all statements were agreed with by the respondents. The respondents believe that participating in competitions made them more confident to bring pride and honor to the nation. While

bringing honor to the country is never a competition, it is but important that the youth have the confidence to always compete with a purpose. Students must take pride in fighting for and with the country.

The interpretation for the third statement also indicates agreement. This means that the respondents strongly believe that engaging in food and beverage services/kitchen operations in restaurant simulations helped them develop an approach to problems with greater awareness of moral dimensions and ethical consequences. In these times, when morality seems to be neglected and ethics seems to be bastardized, it is good to know that students still have avenues to develop the sense of moral and ethical responsibility.

In implication by and large, given the highest and lowest frequencies, the core value nationalism has indeed been promoted through CITHM activities for students. Respondents generally showed agreement to the statements that described this value. Dr. Jose Rizal, our national hero, said that the youth are the hope of the nation. With these results, that idea could still hold true. Nationalism could still be cultivated through simple college-based activities like the ones in this present study. Nationalism, being love for country, is necessary to be upheld by students. In the words of Alesu-Dordzi (2019), “irrespective of the description one chooses to give it, love for one’s nation is an essential ingredient to its growth and development. Nothing grows without love. Skills do not grow without love. Knowledge does not grow without love. And in the same vein, a nation cannot grow without love.”

Table 7. Performance towards the core values in terms of nationalism

Nationalism	Weighted Mean	Verbal Interpretation
Volunteering in community service engaged me with the community which created special bonds with the population being served.	3.37	Agree
Participating in competitions made me more confident to bring pride and honor to our nation.	3.34	Agree
Food and beverage services/kitchen operations in restaurant simulations helped me develop an approach to problems with greater awareness of moral dimensions and ethical consequences.	3.32	Agree
Conducting seminars and events of CITHM motivated me to actively participate in planning and believe to anticipate its great outcome.	3.21	Agree
The speaker at the Industry Professional Forum made me develop an open mind to new ideas that can help shape our nation.	3.21	Agree
Composite Mean	3.29	Agree

Legend: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50- 2.49 Disagree; 1.00-1.49 Strongly Disagree

The last two statements were the lowest in terms of mean scores. Nonetheless, these statements also got positive assessments. Respondents realized through the forum that they could do something for the country through the simple ideas that a student can conceive. Shaping the nation may seem impossible, but through activities like such, students were motivated. The factor of motivation is central in pursuing something. If one is not motivated enough, one may not be able to succeed in the endeavor. Respondents claimed that their tasks in organizing seminars motivated them which is really a noteworthy result. It means that the students are now being trained to be fruitfully part of a team that is motivated to do well and to do good. As can be inferred from Dordzi (2019), nationalism is one’s love for country. It involves devotion to the nation as a whole. It is also equated to the term patriotism.

Service orientation is the last among the core values. The respondents were able to show their appreciation to community exposure that they have had. It made them empathize with the needy and devote themselves to helping them. The agreement here speaks of how well CITHM activities impact the

visions and missions of the respondents. Bentley University (2019) espouses that student organizations could promote aiming at high caliber performance of duties and responsibilities to target clients.

As shown, at the onset of this analysis, the strength of agreement for this core value is exceptionally visible. The respondents *agree* that the Industry Professional Forum made them focus on providing satisfaction to meet other people’s needs. It can be inferred that the respondents were able to find the focal point when it comes to satisfying clients or customers.

The respondents believe that the seminars and events of CITHM made them improve in making themselves always available to help other people. This result supports the previous ones which are also about helping those who are in need. The different sections of the survey results are consistent in proving that the respondents have been well exposed to social realities and their corresponding social responsibilities.

Yielding a verbal interpretation of *agree*, the fourth statement shows that the respondents believe that joining competitions motivated them to perform and excel in the best way possible to accomplish goals. It can be said that students found competitions motivating, that these stirred their aspirations as well. Accomplishing goals might be hard but with the help of a motivated mind, students can go beyond borders. This thinking might have been reflected in the results of this part of the survey.

Table 8. Performance towards the core values in terms of service orientation

Service Orientation	Weighted Mean	Verbal Interpretation
Being involved in community service allowed me to be devoted to providing help to other people who need it the most.	3.44	Agree
The Industry Professional Forum made me focus on providing satisfaction to meet other people’s needs.	3.37	Agree
Seminars and events of CITHM made me improve in making myself always available to help other people.	3.35	Agree
Joining competitions motivated me to perform and excel in the best way possible to accomplish goals.	3.33	Agree
Food and beverage services/kitchen operations in restaurant simulations helped me perform my knowledge and improve my skills in the industry.	3.22	Agree
Composite Mean	3.29	Agree

Legend: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50- 2.49 Disagree; 1.00-1.49 Strongly Disagree

This finding implies that the core value service orientation has been promoted through the activities of CITHM. These activities have impacted the respondents in terms of the aspects described in each of the previously discussed statements. The agreement in this section proves that the activities were beneficial to the students of the College in propagating service orientation. Being oriented to serve is tantamount to promoting the interests of one’s clients. In the case of tourism students, these clients are the ones they cater in the tourism industry. Satisfying these clients’ needs and wants is fulfilling.

According to Bentley University (2019), service orientation is well highlighted within student organizations. By joining these, one will be able to give back to the community. “Many student organizations provide opportunities to give back to the community, whether through acts of service, sponsoring events, or hosting charity drives. Not only is this good for society, but it will teach you how a future business can give back, too.”

Even the statement with the lowest mean score was still interpreted positively. This also speaks of how well equipped the respondents are in terms of what the industry requires of them. The application of their knowledge and skills serves as the culmination of their years of training. In this case, it can be said that the activity contributed to their preparedness as future tourism workers. Bentley University (2019) supports that student organizations could prepare students to face real-life scenarios at work.

To sum up, one can examine the composite mean scores of all the core values. God-centeredness obtained the highest composite mean score, followed by service orientation, while leadership obtained the lowest. Nonetheless, all of these composite mean scores fall on the positive side of the scale which means that all the core values have been achieved and promoted through CITHM activities. It is thus safe to say that the organizations' activities positively impacted the students in terms of the things discussed herein.

These findings are validated by Ince (2018). Research shows that students who are involved in student organizations have a higher level of personal development. As also cited by Ince (2018), in a 2006 study of 307 students, it was found that they tend to be better at establishing and clarifying purpose, career planning, and life management. They are more involved in education and cultural participation. These skills are critical for your success in college and beyond. Another study of 286 students reports that many students who participate in non-academic organizations mentioned that these organizations helped them to achieve their personal goals.

Relationship of programs and core values assessment

Table 9. Difference on factors that affect students' development according to program

Core Values	H - test	p-value	Interpretation
God-Centeredness	7.271	0.122	Not Significant
Leadership	49.337	0.000	Significant
Innovation	13.997	0.000	Significant
Integrity	23.343	0.007	Significant
Nationalism	6.743	0.150	Not Significant
Service Orientation	31.091	0.000	Significant

f p-value < 0.05 - Significant; p-value > 0.05 Not Significant

As can be seen, four out of six differences were considered *significant* which include the core values leadership, innovation, integrity, and service orientation. Per statistical data, leadership, innovation, service orientation and integrity all had p-values less than 0.05 and they are considered significant. This means that there is a significant difference among the assessment of students from the different programs. This is to say that the assessment done was not quite unanimous. This further implies that the differences in the courses taken up by the students influence their assessment of the core values to some extent.

This influence may be due to the notable differences of the students' perspectives as they are part of distinctive courses. Different backgrounds mean different points of view. According to The California Academic Press (2019), these varying perspectives have a profound effect on how a person interprets new information, identifies problems (or fails to), and determines how or whether the problems can be solved. Effective college programs aimed at reasoning and decision-making skills and mindset account for the variation of knowledge perspectives present in their respective students.

Coming from different programs means experiencing different modes of leadership, diverse innovations, dissimilar levels of integrity, and various forms of services. Undeniably, the career paths to which the students are exposed to have influenced their standpoints regarding the core values being rated. There could also be some preconceptions and predispositions based on the particular organizations and the program they are under. For instance, in terms of leadership, domestic hotels and restaurants are managed and headed differently from those in cruise ships. Different leadership positions are also offered. For instance, according to Patnaik (2018), an accommodation manager's job responsibility includes proper functioning of the establishment, paying special attention to cleanliness, maintenance and budgets, as well as tactfully addressing any issue that crops up. While a catering manager's job role includes overseeing the quality of food and services as well as ensuring that the outlet they work for is performing well in the market in terms of food quality. As a restaurant manager, on the other hand, one is expected to manage and maintain the restaurant's revenue, generating profits and ensuring that quality goals are met.

Innovations in Culinary Arts might be far from those in Kitchen Operations. According to Robinson (2014), the greatest innovation in the culinary arts is fusion cuisine. Bringing together different cuisine and different cultural aspects of food creates endless amounts of inspiration for new products and opportunities. These mash-ups are not just new dishes, but new experiences. Molecular gastronomy, the application of food science to create new and different food experiences, is a great example of using information from related areas as a foundation for diversified innovation. Although obviously related to food, techniques from food science were not, until recently, applied directly in restaurant type settings. By bringing the world of food science from the lab to the kitchen, innovation.

The levels of integrity of people are more likely to diverge as well. Heathfield (2019) expresses that integrity is one of the fundamental values that employers seek in the employees that they hire. It is the hallmark of a person who demonstrates sound moral and ethical principles at work. Integrity is the foundation on which coworkers build relationships, trust, and effective interpersonal relationships. People

tend to have different levels of integrity. They value relationships with coworkers, customers, and stakeholders in various ways and heights. Honesty and trust are central to integrity. Acting with honor and truthfulness are also basic tenets in a person with integrity.

Apparently, different courses entail different services. As cited by Wescott (2017), tourism demands different kinds of services—hotel accommodation to catering services. The travel services sector is made up of a complex web of relationships between a variety of suppliers, tourism products, destination marketing organizations, tour operators, and travel agents, among many others.

Under the North American Industry Classification System (NAICS), travel services comprise businesses and functions that assist with planning and reserving components of the visitor experience. On the other hand, the remaining two differences were considered *not significant* which are God-centeredness and nationalism. Both had p-values higher than 0.05 and this is why the differences were not considered significant. This means that the assessment among programs in terms of the core values were quite unanimous. Program ratings were not unique to each. Students, despite their different major ships, had similar assessments.

This reflects the idea that these core values can be considered universal. God-centeredness and nationalism are among the core values that can be collectively perceived. They transcend all sorts of boundaries set by the programs. They are not influenced by any standard. The kind of course one has may not influence the communal perception on spirituality and love for one’s country. This implies a shared goal toward the achievement of such core values. The students have remarkably displayed joint valuation of these morals. The universality of God-centeredness and nationalism is supported by authorities. As quoted by Brown (2019), “faith is universal. Our specific methods for understanding it are arbitrary. Some of us pray to Jesus, some of us go to the Mecca, some of us study subatomic particles. In the end we are all just searching for truth, that which is greater than ourselves.” Also, as said by Kohn (2019), nationalism is the ideology based on the premise that the individual’s loyalty and devotion to the nation-state surpass other individual or group interests. This is common among people of the same native soil.

Relationship of gender and core values assessment

Table 10. Difference on factors that affect students’ development according to gender

Core Values	H - test	p-value	Interpretation
God-Centeredness	4.347	0.114	Not Significant
Leadership	7.773	0.021	Significant
Innovation	1.246	0.053	Not Significant
Integrity	5.870	0.536	Not Significant
Nationalism	0.354	0.838	Not Significant
Service Orientation	3.787	0.151	Not Significant

if p-value < 0.05 - Significant; p-value > 0.05 Not Significant

As can be noticed, only one difference was considered *significant* which is that of leadership. It obtained a p-value lower than 0.05 which this means the respondents’ gender affects how he or she rates that core value. This notable observation from the results may be brought about by the fact that gender roles somehow have a bearing to one’s perceptions on management and control. This is well illustrated by Grunberg (2016) who states that it is important to understand variables relevant to effective leadership. Gender is one such variable that must be examined with regard to optimizing leadership effectiveness. The topic of gender and leadership deserves serious and thoughtful consideration and discussion because of professional, political, cultural, and personal realities of the twenty- first century. Women and men have been, are, and should be leaders. Gender must be considered to determine how each leader can reach maximum potential and effectiveness.

To optimize leadership effectiveness of men and women, it is important to go beyond consideration of the biological sex of the individual and simplistic generalizations of what makes a male leader versus a female leader successful. It is important to consider if and how gender relates to leadership. Gender is an individual difference characteristic that is relevant to how people think about themselves, are thought about by others, and act in various situations. Gender, therefore, is relevant to consider with regard to how it relates to leadership effectiveness.

In addition, society used to be patriarchal in nature which gave men the higher status in everything, more particularly in government positions. Leadership perceptions also relate to how society views women and those that belong to the LGBTQ community. This is described by Leonard (2009) stating that although women and the LGBT have made important strides in entering and advancing in the workplace, a gender gap persists both in wages and in prospects for advancement. One explanation for this gender gap is men's propensity to be more competitive than women and the LGBT. If men opt to compete more often than women, even in tasks where women have greater ability, then men will achieve higher success in the workplace. Nonetheless, according to Pew Research Center (2015), "the public sees little distinction between men and women on leadership traits. Large majorities say that when it comes to intelligence and innovation, men and women display those qualities equally. And solid majorities see no gender differences in ambition, honesty, and decisiveness."

All the remaining differences were *insignificant* such as God-centeredness, innovativeness, integrity, nationalism, and service orientation. All of the p-values are higher than 0.05 which was the basis of considering them insignificant. This implies that the respondents, regardless their gender, assessed the core values similarly.

CONCLUSION AND RECOMMENDATIONS

The researchers have found that majority of the respondents were from the program International Travel and Tourism Management (ITTM) comprising a little more than 40 percent of the total respondents, while the least number of respondents were from the Hotel and Restaurant Administration (HRA) comprising a little less than 10 percent of the total respondents. The researchers also found that more than half of the respondents were female, a fourth were male, and a little more than 10 percent were LGBTQ.

CITHM activities have impacted the students among all programs in terms of all of the core values, namely: God-centeredness, leadership, innovativeness, integrity, nationalism, and service orientation. The researchers concluded that in God-centeredness, the highest mean score, respondents *strongly agree* that the Industry Professional Forum made them more dependent on God and more willing to entrust Him in every aspect of their life. The forum may have been very insightful to the participants as to how they can depend on God in times of hardships and how they can put their trust on Him given any circumstance.

Meanwhile, in leadership, the researchers concluded that with the highest mean score it shows that respondents generally *agree* that joining a competition can make them better leaders. This agreement may be brought about by their experiences in joining competitions where they have had challenges to overcome and fears to conquer. Overcoming challenges and conquering fear are two of the most important things when one talks about leadership. Most probably, respondents were able to see the positive side of the pressure in competitions because in leading, one would go through several decision makings and problem solving in which one could be afraid.

In integrity, the researchers conclude that the respondents *agree* that participating in competitions made them learn to take responsibility for their mistakes and stand up to such challenges, with the highest mean score among the core values in terms of integrity. Integrity is best displayed when in times of mistake, one admits it and takes charge. This act is clearly demonstrated by the respondents given such assessment.

Furthermore, in terms of innovativeness, the researchers concluded with the highest mean score among the core values that reflects a strong agreement among the respondents. This reveals that they

highly believe that in participating in competitions, they learned how to develop new ideas that can make them a step ahead of their competitors. Respondents believe that competitions have equipped them with ideas to move higher and do better.

Moreover, in nationalism, the researchers concluded with the highest mean score by which expresses strong agreement. The respondents believed that volunteering in community service engaged them with the community which created special bonds with the population being served; and increased their social awareness and responsibility. This result is particularly beneficial for society and the people in it that need help.

Lastly, in service orientation, with its highest mean score, it indicates that the students believe that being involved in community service allowed them to be devoted in providing help to other people who need it the most. This realization is a good start in trying to revive others' faith in humanity. Such simple acts of kindness may go a thousand miles.

Under both God-centeredness and service orientation, four statements were *strongly agreed* with by the respondents and one statement was *agreed* with by the respondents. Under both leadership and integrity, all five statements were *agreed* with by the respondents. Under innovativeness, two statements were *strongly agreed* with by the respondents and three statements were *agreed* with by the respondents. Lastly, under nationalism, three statements were *strongly agreed* with by the respondents and two statements were *agreed* with by the respondents. It can thus be said that the respondents felt the impact or influence of the student organization activities of CITHM in terms of their development of the institutional core values. This is as reflected on their responses to the survey that had been administered to them.

Meanwhile, results showed that there were significant differences among programs the respondents were taking up in terms of how they assessed the development of the institutional core values. Specifically, these differences were significant in the assessment of leadership, integrity, innovativeness, and service orientation. God-centeredness and nationalism did not show any significant difference as regards their assessment. Results further showed that there were significant differences among genders of the respondents in terms of how they assessed the development of the institutional core value leadership. The other core values did not show any significant difference which include God-centeredness, integrity, innovativeness, nationalism, and service orientation.

The researchers recommend that CITHM conduct more activities that promote the core values of God-centeredness, leadership, integrity, innovativeness, nationalism, and service orientation. The results of this study showed positive assessment amongst the respondents, so conducting more of such activities could be very beneficial to the CITHM community as a whole. The researchers also recommend that the Office of the Student Services and LPU-Laguna student organizations adapt this study to further strengthen and fortify the activities that are in line with the institutional core values and with the vision and mission of the institution.

The researchers also recommend that the findings and results of this study be presented to and discussed by the faculty, the administration, and student organizations as reference and basis for future strategic planning of activities. The researchers recommend to CITHM student organizations that they may adapt this study to further strengthen and fortify the activities that are in line with the institutional core values and with the vision and mission of the institution.

The researchers also recommend to improve and give emphasis on the least focused aspects of the institutional core values based on the assessment findings of the researchers: for God-centeredness, the lowest mean score in its assessment was obtained by the statement that conducting seminars and events in CITHM student organizations made the students develop their commitment to God by fully trusting Him that every event would be successful. Respondents who experienced being part of the organizing committees of activities under CITHM student organizations must have realized the importance of conducting seminars and other school events. They must have also realized the commitment that comes with organizing activities. More importantly, the respondents believe that the success of these activities would not be possible without the grace of God.

For leadership, the lowest mean score in its assessment was obtained by the statement that conducting seminars and events in CITHM made them learn how to be an effective leader. The respondents were able to look into how the act of organizing seminars helped them grow their leadership potentials. Conducting events requires leadership skills from the moment of preparation to the execution of plans. Every student should be involved in organizing and planning an event to further strengthen their leadership. One instance is in Events Management class where all of the fourth-year students have the opportunity to be an organizer. The researchers recommend that involvement in the organizing committee in CITHM events and activities should also be experienced by other CITHM students than the officers. For instance, the recently concluded first ASEAN festival was organized by the first year ITTM students.

For integrity, the lowest mean score in its assessment was obtained by the statement that engaging in food and beverage services/kitchen operations in restaurant simulations made them develop the consistency between their words and their actions. This result is certainly encouraging because achieving consistency must be one of the hardest things to do as a human being. By this agreement, the researchers recommend that all CITHM students should also be involved in food and beverage services/kitchen operations in restaurant simulations to enhance their integrity and skills that they can utilize in their future endeavors.

For innovation, the lowest mean score in its assessment was obtained by the statement that they believe volunteering in community service allowed them to engage with the community to take fresh ideas that can fulfill community needs. The number and agreement of the respondents show that this is true to the case. In this sense, the researchers recommend that CITHM student organizations should create a community extension project that would be very relevant and would cause an impact to the adapted community. Particularly, they should help in the spearheading of an innovative tourism livelihood project in the adapted community identical to Baguio City tourism merchandises that created a big impact to Baguio City's residents economically.

For nationalism, the lowest mean score in its assessment was obtained by the statement that respondents believe that the speaker at the Industry Professional Forum made them develop an open mind to new ideas that can help shape the nation. They found the speaker helpful in terms of fueling their nationalistic spirit. The respondents also believed that conducting seminars and events of CITHM motivated them to actively participate in planning and anticipate its great outcome from its fruitful teamwork. By this agreement, these two activities may score the lowest, but they have a positive impact. The researchers recommend CITHM student organizations to have a reflection paper about nationalism and their suggestions on how they can embody this value from attending their events, seminars, and activities.

For service orientation, the lowest mean score in its assessment was obtained by the statement that food and beverage services/kitchen operations in restaurant simulations helped them perform their knowledge and improve their skills in the industry. With this, the researchers recommend that all CITHM students should also be involved in food and beverage services/kitchen operations in restaurant simulations to enhance their service orientation and create a learning platform that is active and collaborative, and that fosters learning relationships through such organizations.

The researchers recommend that this research be extended to a wider scope such that it could encompass even the students from lower batches of CITHM. This way, the data gathered would be more comprehensive and extensive. It would also be more reliable because the population would be well targeted. Furthermore, the data could represent all the year levels taking up Tourism and Hospitality Management.

The researchers recommend that all gender groups be represented well and in balance. This way, gender biases might be lessened, if not eliminated as factors that affect assessment. The researchers also recommend future researchers to expand this research by covering more activities of the CITHM and refining the survey content. There could be other aspects and statements that may be necessary in the achievement of the research objectives. As well, the use ANOVA one way test for measuring the statistical difference.

The researchers also recommend that this research be done with more sophisticated methods of triangulation to countercheck data reliability and validity. This is to suggest that future researchers add data collection strategies that would corroborate findings for each method. For instance, an interview might be added to obtain more qualitative answers that would legitimize the quantitative ones in terms of the differences of assessment among programs and gender orientations.

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