



Digital and Life Skills of CMBT Instructors in Teaching Tourism and Management: Basis for Enhancement Development Plan

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Abstract— The study aims to determine the level of digital and life skills of CMBT Instructors in teaching Hospitality and Management in one of the well-known Colleges and Universities in Nueva Ecija. The respondents were 25 CMBT Instructors and they were selected using purposive sampling technique. A descriptive method correlation was used in order to satisfied the objectives of the study. The results of the study found that CMBT Instructors had moderate level of digital skills that could frequently and repeatedly use and integrate information management skills in teaching tourism and management. life skills with overall weighted mean of 3.39 and verbally interpreted as “Always”. Communication and perspective and taking challenges skills rated the highest mean of 3.43, followed by Critical Thinking skills with mean of 3.38 and collaboration rated lowest mean of 3.31 but still all with verbal interpretations of “Always”. CMBT Instructors had always and with high level of life skills in teaching Tourism and Management. Digital skills have found positive correlation with life skills of CMBT Instructors teaching Tourism and Management in all terms. This meant that those CMBT Instructors who had digital skills were found positive correlation with the life skills-collaboration, communication, critical thinking and perspective and taking challenges towards better teaching performance.

Keywords— Digital Skills, Instructors, Life Skills, Tourism and Management.

I. INTRODUCTION

Life skills and digital skills of an instructors in teaching hospitality and management plays an important role to help developed teachers and students’ performance. Teaching has received the highest regard for the process and purpose it has let the profession be fuelled with to continuously strive for better education. For the longest time, it has been the greatest practice to pass on learnings from year after year. Skills, styles, materials, strategies, and components were preserved to be used to the following batches that will undergo the same learning progression. Education in the Philippines was said to be backlashing at this point due to the pile of ancient concerns and strategies that kept on staying neutral amidst the unstoppable changes that was occurring everywhere (Yap,2011). Currently, the world is experiencing a global pandemic of a yet undefeated virus that kept on increasing its number of victims daily. With this being the hardest situation faced by the government so far, the Commission of Higher Education has been under the pressure to still provide quality education amidst the pandemic. They had to arrive in distance learning to cater the learners provided the digital and life skills integration to continuously providing high standards of teaching.

Instructors' skills must come in these kinds, given – Digital Skills – information management, adaptability and innovation and creativity and Life skills-collaboration, communication, critical thinking and perspective and taking challenges. For the longest time, the nature of digital and life skills that a educators' needs to be effective in the class room has constantly evolved. Since the turn of the century, the needs within the classroom have become increasingly shaped by technology while the typical picture of an educators being a hand-holder and dispenser of knowledge to the learners has been replaced by that of a facilitator, only available to guide the learning process. Instructors' creativity is a must to be included in their teaching styles and methodologies to tend to look for other more intensifying sights or objects if they have reached the full limit of their attention span for not seeing anything that would retain their attention to what is being taught.

With these academically developed skills, teachers also have the credibility and opportunity to produce an economically competitive individual through the life skills that they can pass on to the learners. Aside from being concerned with the outcome of the learners' honed skills under the supervision of a teacher, they too, as teachers are in needs of other life skills improvement as an investment.

Teachers unceasingly seek improvements with what they have as a dynamic component of the education system. As the world also proceed in a fast-changing standards and procedures, educators also strive to be of equal phasing. According to Van Laar et al., (2017), digital skills have identified skills are technical, information, communication, collaboration, creativity, critical thinking and problem-solving play a role in understanding 21st –century digital skills. These seven digital skills indicated the important aspects that inspire or hamper skills development that are useful for scheming interferences or modifying skill development policies.

With the above mention concerns, the researcher wanted to provide a clear preview on the digital and life skills of the CMBT Instructors teaching Tourism and Management have, the skills that needs to be improved, and those that they will be needing to be of intense use for the advancement of the learners. The research would be an enormous guide in aligning the educator's skills appropriate to the kind of learners this generation have and served as basis for the enhancement plan that will be of great match for the learners.

II. OBJECTIVES OF THE STUDY

The main objectives of the study were to determine the level of digital and life skills of CMBT Instructors in teaching tourism and management as basis for the enhance development plan.

Specifically, aims to:

1. identify the level of digital skills of the CMBT Instructors in teaching tourism and management in terms of information management, adaptability, and innovation and creativity.

2. determine the life skills of CMBT Instructors in teaching tourism and management in terms of collaboration, communication, critical thinking and perspective and taking challenges.
3. determine the correlation between digital skills and life skills of CMBT Instructors in teaching Tourism and Management?

III. RESEARCH METHOD

The researchers used descriptive method correlation design order to determine the digital and life skills of CMBT Instructors in teaching Tourism and Management.

The respondents are the 25 CMBT Instructors at NEUST particularly and they were selected using purposive sampling in total population sampling method.

The instrument used to gather the needed data were survey questionnaire personally designed, developed and validated before data gathering. Before the conduct of the study,

the questionnaires were subjected to pilot testing to ensure the reliability and validity by means of reliability and validity test analysis.

The data would be gathered through google form and were personally administered by the researcher. The validity and reliability results had 0.92 and interpreted as “valid and reliable”.

The survey questionnaire consisted of Likert scale with verbal description of “Most of the times”, “At all times”, “Sometimes”, and “Never” as choices for the respondents can easily responded based on the choices.

And finally, the data gathered were tested and analyzed through the statistical data analysis tools like weighted mean and Pearson r correlation.

Range of scores and its verbal interpretation is shown below:

Table 1: Range and Verbal Interpretation Equivalent

<i>Point</i>	<i>Range</i>	<i>Verbal Description</i>	<i>Interpretation</i>
4	3.25 – 4.00	Always	High
3	2.50 – 3.24	Often	Moderate
2	1.75 – 2.49	Sometimes	Fair
1	1.00 – 1.74	Never	Weak

Graduates’ employability is one among|one amongst|one in every of} the final word goals of upper educational institutions (HEIs) effort of providing quality in all their actions. HEIs try and make sure.

IV. RESULTS AND DISCUSSION

1. Digital Skills of CMBT Instructors in Teaching Tourism and Management

Table 2: CMBT Instructors Digital Skills

<i>Digital Skills</i>	<i>WM</i>	<i>Verbal Description</i>	<i>Interpretation</i>
Information Management	3.26	Always	High Level
Adaptability	2.95	Often	Moderate
Innovation and Creativity	2.78	Often	Moderate
Overall Weighted Mean	2.99	Often	Moderate

Based on the data gathered, table 2 shows the overall weighted mean of 2.99 and verbally interpreted as “Often”. The information management got the highest mean of 3.26 with verbal interpretation of “Always”, followed by adaptability with mean of 2.95 and innovation and creativity got 2.78 and both interpreted as often.

The findings meant that the CMBT Instructors had moderate level of digital skills that could frequently and repeatedly use and integrate information management skills in teaching tourism and management. The CMBT Instructors often used technological applications such as video lessons, google classrooms, and other online platforms in teaching.

2. Life skills of CMBT Instructors in teaching tourism and management in terms of collaboration, communication, critical thinking and perspective and taking challenges

Table 3: CMBT Instructors Life Skills

Life Skills	WM	Verbal Description	Interpretation
Collaboration	3.31	Always	High
Communication	3.43	Always	High
Critical thinking	3.38	Always	High
Perspective and Taking Challenges	3.43	Always	High
Overall Weighted Mean	3.39	Always	High

Table 3 shows data on life skills with overall weighted mean of 3.39 and verbally interpreted as “Always”. Communication and perspective and taking challenges skills rated the highest mean of 3.43, followed by Critical Thinking skills with mean of 3.38 and collaboration rated lowest mean of 3.31 but still all with verbal interpretations of “Always”.

The findings revealed that CMBT Instructors had always and with high level of life skills in teaching Tourism and Management. CMBT Instructors were constantly and continuously ensuring the development and improvement of communication and perspective and taking challenges of the students towards tourism

and management subject. They were focused and give much attention to help learners addressed their challenges and difficulties in learning the subject.

3. Significant relationship between digital skills and life skills of CMBT Instructors in teaching Tourism and Management

Table 4: Correlation Between Digital Skills and Life Skills of CMBT Instructors

	Information Management	Adaptability	Innovation and Creativity
Collaboration	.520**	.595**	.564**
Communication	.546**	.581**	.526**
Critical thinking	.546**	.541**	.582**
Perspective and Taking Challenges	.546**	.581**	.526**

Table 4 shows the data on the correlation between digital skills and life skills of CMBT instructors in teaching. As shown, digital skills have found positive correlation with life skills of CMBT Instructors teaching Tourism and Management in all terms. This meant that those CMBT Instructors who had digital skills were found positive correlation with the life skills-collaboration, communication, critical thinking and perspective and taking challenges towards better teaching performance. The CMBT Instructors had the ability to look beyond their own point of view with positivity towards better teaching. The results found out a significant relationship between taking challenges and technical skills, information management, innovative skills and digital skills. Those teachers who positively take challenges in teaching Tourism and Management have better life skills and digital skills in teaching.

Developing life skills enabling learners to handle issues and problems commonly encounter in daily life effectively. Teaching in the necessary skills to improved learning performance and life skills is essential for self-care sufficiency, hence also agrees to grow socialized reasoning skills and healthy self-esteem. Life skills help learners to develop their communication, making connections, critical thinking, self-awareness, and empathy as well as develop essential skills in learning, (Hangoutagile, 2019).

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the on the findings of the study, the following conclusions were drawn:

1. CMBT Instructors had moderate level of digital skills that could frequently and repeatedly use and integrate information management skills in teaching tourism and management.
2. CMBT Instructors had always and with high level of life skills in teaching Tourism and Management. CMBT Instructors were constantly and continuously ensuring the development and improvement of

communication and perspective and taking challenges of the students towards tourism and management subject.

3. The CMBT Instructors digital skills have found positive correlation with the life skills in teaching Tourism and Management in all terms.

Recommendations

The researcher recommended for the CMBT Instructors to continue to pursue digital and life skills towards better teaching performance. They may create a program plan for effective used and integration of innovative and collaborative activities and programs leading to professional growth and development of teaching.

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