International Case Study Presentations

Study on Company Managing Change-Taking Morgan Motor as a Case study[**]

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Abstract

Change management is a process that an organization implements in terms of its internal and external processes. Morgan Motor Company, a British car manufacturer founded in 1910, has been continuously focusing on its change management process since then. The purpose of this paper is to discuss Morgan Motor Company's change management process from 2009 to 2022. The report will look at the sustainability approach that has been in place since its inception. In addition, the report will analyze the current key changes in its management operations, the company's potential growth, and efforts toward its stakeholders' experience. The report will provide recommendations such as community work, technological development, customer relationship management, implementation of innovative systems, and communication with automotive suppliers for Morgan Cars to compete with other competitors in the market in the next decade.

Keywords: Morgan company, Changes, Management, Challenges, Case Study

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A Study on Long-Distance Running Event:
A Wellness Runner Satisfaction and Revisit Intention[**]

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Abstract

This study aims to investigate the relationship between factors of sport tourism destination management for Long Distance Running, a wellness runner satisfaction and revisit intention, a case study Chombueng Marathon, Thailand. A quantitative approach was employed using a purposive sampling by collecting data through online survey questionnaire from runners at Chombueng Marathon. Data were collected from 400 participants from Chombueng Marathon. A multiple regression with stepwise method was used to analysis data. The findings revealed that there two main factors of Long-Distance Running event management: firstly, 5A's in Tourism showed that were mostly influenced runners participating satisfaction, followed by attraction and amenity in running event. Secondly, elements of sports event showed that were mostly influenced runner satisfaction, followed by operation, staff and marketing to respond the satisfaction and revisit intention of runner. Therefore, the event organizer should emphasize and support strength points, especially the Long- Distance Running destination development for effectively motivate runners to attend CBM running event and also support other activity including driven by management, cooperation with entrepreneur and planning for sport tourism that can contribute a positive attitude,

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income, image destination and increasing runner satisfaction and revisit intention to achieve sustainable success.

Keywords: Long Distance Running (LDR), Management, 5A's in Tourism, Elements of Sports Event, Runners Satisfaction and Revisit Intention

การศึกษาการจัดการงานวิ่งระยะไกลกับความพึงพอใจ
และการตั้งใจกลับมาท่องเที่ยวซ้ำของนักวิ่ง

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บทคัดย่อ

การศึกษางานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยที่เป็นแรงจูงใจต่อการจัดการจุดหมายปลาย
ทางการท่องเที่ยวสำหรับงานวิ่งระยะไกลด้านองค์ประกอบของการท่องเที่ยวและองค์ประกอบของการ
จัดงานของนักวิ่งที่มีต่อความพึงพอใจสำหรับการเดินทางเข้าร่วมงานวิ่งจอมบึงมาราธอน จังหวัดราชบุรี
เป็นการวิจัยแบบเชิงปริมาณ ใช้แบบสอบถามผ่านช่องทางออนไลน์ ดำเนินการศึกษาเก็บรวบรวมข้อมูล
จากกลุ่มตัวอย่าง คือ นักวิ่งที่เคยเข้าร่วมงานวิ่งจอมบึงมาราธอนแล้วจำนวน 400 คน วิเคราะห์ข้อมูล
ด้วยสถิติเชิงพรรณนา การวิเคราะห์การถดถอยเชิงเส้นพหูคูณ ผลการศึกษาว่า ปัจจัยที่เป็นแรงจูงใจต่อ
การจัดการจุดหมายปลายทางการท่องเที่ยวสำหรับงานวิ่งระยะไกลด้านองค์ประกอบของการท่องเที่ยว
ของนักวิ่งที่มีต่อความพึงพอใจสำหรับการเดินทางเข้าร่วมงานวิ่งจอมบึงมาราธอน ได้แก่ (1) ด้านสิ่ง
ดึงดูดใจ (2) ด้านสิ่งอำนวยความสะดวกภายในงานวิ่ง และปัจจัยที่เป็นแรงจูงใจต่อการจัดการจุดหมาย
ปลายทางการท่องเที่ยวสำหรับงานวิ่งระยะไกลด้านองค์ประกอบของการจัดงานของนักวิ่ง ได้แก่ (1)
ระบบการดำเนินงาน (2) เจ้าหน้าที่และอาสาสมัคร และ (3) การตลาด ดังนั้น

ผู้จัดงานวิ่งควรตระหนักและให้ความสำคัญกับปัจจัยดังที่กล่าวมาข้างต้นให้มีประสิทธิภาพเพื่อ
สร้างแรงจูงใจต่อการเข้าร่วมงานวิ่งจอมบึงมาราธอนและรองรับการท่องเที่ยวเชิงกีฬา ในขณะที่
อุปสรรคนั้นควรพัฒนาแก้ไขไปพร้อมกับการส่งเสริมสนับสนุนจุดเด่นและความเป็นเอกลักษณ์เชิงพื้นที่
ให้มากขึ้น รวมถึงการขับเคลื่อนด้วยการบริหารจัดการสร้างความร่วมมือกับหน่วยงานที่เกี่ยวข้อง การ

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วางแผนและการประสานงานที่มีประสิทธิภาพเชื่อมโยงให้มีกิจกรรมส่งเสริมการท่องเที่ยวเชิงกีฬาตลอด
ทั้งปี

คำสำคัญ: งานวิ่งระยะไกล การจัดการ องค์ประกอบการท่องเที่ยว องค์ประกอบการจัดงานวิ่ง ความพึงพอใจของนักวิ่ง

Introduction

Currently, Sport Tourism are increasingly popular event and participates around the world in recent years. Under the changing economic and social environmental, the way of life of human beings has to live on the hustle and rush time of daily life. Nowadays, human behavior has changed for a number of reasons, for example the emphasis on convenience, eating fast food, no time to exercise, spending time too much with social media that can adversely affect the body and lead to a wide of diseases (Agrusa, Kim, & Lema, 2011) In the past several years, with the changes of life styles, people's awareness of health is rising in order to be concentrate on foods and consume with discipline by leisure sports (Cheung, Mak, & Dixon, 2016; Yang, Lin, Yang, Wu, & Lin, 2020). There are various forms of physical activity such as cycling, swimming, trekking, and marathon running (NISHIO, OKAMOTO, & ISHIMORI, 2013). The fulfilling leisure activity needs is important to affirm personal well-being, mental and physical health(Woo, Kim, & Uysal, 2015). One the best choice that people fulfill all of needs is by visiting the tourist destination and shopping in events such as marathons event.(Park, Park, Ok, & Kim, 2021)

Long Distance Running, such as a ultramarathons race, which is considered is one of the fastest growing market segments and a new trend in the tourism industry in the past few decades that has continued growing(Schiffman & Kanuk, 2009). In particular, sport event has gained a lot of attention and trend in today's society. (Mirehie, Buning, & Gibson, 2017). Sport tourism events can act as a positive points including governments and cities also benefit from sport tourism in terms of generating revenue for and awareness of the community. (Yu, 2010). They found that sport tourist usually has spent a large amount of money for running event, while also being used as an opportunity to promote new attractions for destination. (Dansero & Puttilli, 2010) For example, marathon runners in Germany were found to be willing to pay on average €270 for traveling to a marathon event in Germany, €568 to one in Europe, and €1,429 to an overseas marathon (Wicker & Hallmann, 2013). In Thailand earned a trillion baht in 2015 from 26,735,583 foreign tourists with an increasing rate of 19.60 percent.(Atttakit, 2022)

In the recent year, it can be seen that running event is one of famous activity that is clearly increasing number of events such as mini marathon, city run, trail running and charity running are growing trend of running events, (Agrusa et al., 2011) but sometimes event

organizers may mostly neglect importance of quality and standards of running events. Some running events are not well managed(Schiffman & Kanuk, 2009)

Based on the above, it can be said that the standard of running events, safety of the participants, information, emergency plan preparation, operation, medical units and facilitation in running event. As for the attraction, weather, scenery, event reputation, accommodation, transportation to reach the destination, these elements are all necessary factors for a good running event and decision making.(Koo, Byon, & Baker III, 2014). Event organizers should be aware of the preparation for a successful event. It can be said that contribute to destination image and place attachment(Zhou & Kaplanidou, 2018) satisfaction, repeat visits, word of mouth and the intention to visit a destination (Osti, Disegna, & Brida, 2012)

Especially, Thailand is becoming increasingly popular with concerning healthy and trend that make people turn to exercise. Running is the one basic activity that can be easily run with running shoes and mindset. Modern technology can be motivated and impacted for group of runners as well as affecting the popularity of running event. Furthermore, sport events can stimulate the local economy and contribute the new business through running events. (Wicker & Hallmann, 2013)

Therefore, the researcher has seen the importance of study tourism destination management for Long Distance Running, Case study, Chombueng Marathon, Ratchaburi is considered to be the first running event that the first marathon is organized in Thailand. It is a running event that is well known and accepted by all runners all over Thailand. This paper explores the factors between factors of sport tourism destination management for Long Distance Running, runners' satisfaction and revisit intention, a case study Chombueng Marathon, Thailand.

For instance, in Thailand, previously studies exclusively focused on the motivation of runners participating in sport events, economic impact of sport events, runner's satisfaction and behaviors in event sport tourism, the perceived impacts of sport tourism, determinants of tourist's spending at sport event. There is not too much research on management for Long-Distance Running. For this reason, this study aims to bridge this gap and focuses on investigating the relationship between factors of tourism destination management for Long Distance Running, runners' satisfaction and revisit intention, a case study Chombueng Marathon as a case study. It is crucial to understand the runners participating with satisfaction of two driving factors of sport tourism destination management for Long Distance Running and consequently take informed actions to nurture runners revisits of the city and the marathon event and

emphasize to attract or develop sporting events that complement the scale, infrastructure, and resourcing capacities of the host city (Kaplanidou, Kerwin, & Karadakis, 2013) because this study findings will respond to runners participating needs, receiving increased attention for participating running event, creating a memorable experience (Ashton, 2014; Kruger & Saayman, 2012) and plan strategically for future sustainability of a destination for Long-Distance Running event.

Literature Review

The situation of Sport Tourism

One type of special event is a sport tourism event. （Daniels & Norman, 2003） that can bring many benefits to host sport events for three main reasons: to provide entertainment, to enhance local pride, and to encourage spending in the host economy.(W. Kim, Jun, Walker, & Drane, 2015). In the recent, sport tourism is recognized as a popular worldwide trend and has grown into one in sport tourism. It is also believed that sport tourism can restructure the rural and urban communities from social and economic aspects (Homafar, Honari, Heidary, Heidary, & Emami, 2011). Sport tourism is described as a temporary movement from a person's aspect. Nowadays, sport and tourism are involved with the importance of economic activities in country (Swart & Bob, 2007). Base on previously research from the world tourism organization estimates, 44% of the world jobs can be affected for the tourism industry in decade years. For example, in 1997 to 2005, sport tourism could increase in domestic growth income (1.4%), that arise from economic activities with regard to taking mass sport participations by 1.9% (Homafar et al., 2011). So, sport can essentially impacted sport-based products and services. Therefore, it is determined as one of the sufficient factors highly influencing national and income in the 21st century (Homafar et al., 2011).

The previous studies point to that sport tourism is the best one advanced sector in the sport tourism industry (N.-S. Kim & Chalip, 2004; Xing, Chalip, & Green, 2014) that it is considered as a multi-billion income, generating 4.5 trillion dollars for sport tourism industry and world tourism (Homafar et al., 2011). Tourists are a one source of revenue and employment for the popular of the host (Homafar et al., 2011) that is most of sport events such as Olympic games, tournament, Comeades Marathon as a unique chance for a significant element of destination marketing because the economic effects of hosts of a large sport event

is to can invite many tourist to the hosting event. It can bring advantage economic (Homafar et al., 2011) and positive emotions such as a new infrastructures and facilities, local growth, public transportation, job creations, quality of life and local employment opportunities that can stimulate spending (Wang & Kaplanidou, 2013; Xing et al., 2014). The sport tourism sector is generating billions of baht each year in the tourism sector (Boonlert Jitwattana, 2005).

For instance, in Thailand, having previously only studied sport tourism in motivation and spending in sport events, therefore there is not much research on sport tourist travelling to participate in sport events. Thus, this study aims to bring this gap and focuses on investigating the relationship between the components of Long-Distance Running tourism destination in Chombueng Marathon, Thailand as a case study. It is importance to understand the running tourist perspectives with satisfaction of two main factors of Long-Distance Running event management because this study finding will respond to running tourist needs, accelerating economic growth, increasing value experience in sport tourism, development destination image and manage an acceptable approach to increase a creative activity and experience for sport tourism destination (Ashton, 2014; Malchrowicz-Mośko & Poczta, 2018).

The concept of Running event in Sport Tourism

Sport Tourism became popular in the recent year and is the one activity is growing rapidly as a popular activity with a number of running events involving a great number of runners organized to describe sport related leisure travel (Gibson, 2017). Although Long Distance Running competitions are believed to produce very intense impacts on running event and their surrounding environments, limited research exists to quantify and characterize these impacts to inform policy and management responses. (Ng, Leung, Cheung, & Fang, 2018).

This famous running trend implies that every age can engage into sports because of the competitive perspective, basically because sports are first of all healthy, relaxing, adventure or enjoying (Malchrowicz-Mośko & Poczta, 2018). In the currently, the Association of International Marathons and Distance Races (AIMS) has 472 races members in 120 countries (Association of International Marathons and Distance Races (AIMS), 2020). Running events are become to be mass events accessible to people with different level, ages, sexes and races. Most of running active have the opportunity to travel unbelievable places and run through spectacular locations full of interesting attractions: beautiful cities, mountains, villages, historical street etc. These sporting events bring many satisfy the desire to memorable

experience powerful emotions and psychological needs.(Maditinos, Vassiliadis, Tzavlopoulos, & Vassiliadis, 2021)

Especially, during the past decades, Long Distance Running in Thailand is considered a new one of tourism industry that has recently become popular among Thai and international foreigners and has gained popularity in sport tourism event that emphasize more and more on physical exercise. Thus, the growth of running has created positive benefits for the domestic sports tourism events in Thailand. Thai Health Promotion Foundation was founded in 2018 as a local development of the significant development of Long Distance Running in Thailand. It is increasing the large number of events and runners from all over the Thailand. (Thai Health Promotion Foundation, 2019) Thousands of running events were organized annually in Thailand, according to the most popular running web page in Thailand, (Wing Nai Dee, 2019) running events were organized in Thailand in 2019, ranging from international and domestic runners well known races that invite tens of thousands of participants, such as Bangsean42, Phukethon, Buriram and Amazing Thailand Marathon Bangkok are the great marathon in Thailand, to small scale local events with some thousands of participants. (Maditinos et al., 2021; Wing Nai Dee, 2019)

The concept of Long-Distance Management

Long-Distance Running event plays an important role in accelerating economic growth, expanding market segment, and is highly one of the largest industries in the world (Wicker & Hallmann, 2013). One of the fastest increasing travels is tourism that related to sports events or running and will attract the attention of tourist (Kaplanidou et al., 2013) to play sports and watch sport competitions (Gibson, 2017).

Long-Distance Running has become an activity that enhances the potential of cities or countries to compete in this globalized world (Kolb, 2006; Wäsche et al., 2013). It is also important to know that runners are interested in sport and well-being tend to spend more, stay longer duration and stimulating the tourism sector so as well. The tourism industry plays an important role in the economies of all countries in the world, as it can generate substantial income for the nation and create jobs for the entire population. It is also an industry that contributes to other businesses, which contributes to investment, employment, and distribution of income to the local community.

For running event, a new product, service and experience developments are eagerly being sought to achieve economic growth and attract destinations' longer-term sustainability

in the wider destination marketplace(Maditinos et al., 2021). One of the most significant trends for destinations seeking differentiation has been through the organization of events and festivals. For the most part, these have not, however, been part of integrated destination development strategies. Preferably, they have been short-term opportunistic strategies with many destinations merely reacting to competitive pressures and the existing infrastructure, markets, service and products that can contribute more effectively to the future planning, marketing and management of tourism destinations for attracting new runner participating and ensure repeat visitors(Van Niekerk, 2017).

Tourism Destination Management can refer to the strategic planning and how it can be used to increase destination competitive (Van Niekerk, 2017). Focusing on the host side of running event provides a positive experience that can emphasize infrastructure environments and facilities at various locations (Huggins, 2013). It is also important to know that runner tourists are interested in running and well-being event tend to spend more, stay longer duration and stimulating the sport tourism sector so as well that can be emphasized by quality infrastructure and excellent services to attract repeat visitors (Van Niekerk, 2017). Furthermore, Destination managers and event organizers can add high-value experiences to the events through innovation, which will generate to destination and a favorable destination image. (Van Niekerk, 2017)

However, this study has applied a model of destination competitiveness and competitiveness and sustainability presented by Buhalis (2000). It is an important factor of a sport running event as a tool for professional approaches to destination development increasingly necessary (Van Niekerk, 2017).

There are two crucial factors for management a Long Distance Running destination. Firstly, Long Distance Running for destination, in terms of 5A's in Tourism, is one of the most important features of a destination's attraction. These are the primary factors that drive runner participating to attend a particular location such as famous event and climate, culture and history, mix of activities, safety, entertainment, and amenity. Secondly, Long Distance Running for destination, in terms of elements of sports event that include operation, staff, marketing and close and evaluation. All of factors will based on discussion above, the following hypotheses are proposed:

H1: 5A's in Tourism have a positive relationship with runner participating satisfaction.

H2: Elements of sports event have a positive relationship with runner participating satisfaction.

Therefore, the running event plays an highly important role in the economies of all countries from running event, as it can create many jobs for local employees and generate income to the local communities (Huggins, 2013).

Perceived service quality Over the last few years, there is much literature on service quality within sports tourism. Considering that many countries are leveraging sports events to improve their economy, service quality is one of the critical determinants in distinguishing one event from another similar event (Ko et al., 2011). From the available literature such as Cham et al. (2016), it highlighted that service quality is generally, a consumers' impression on the service level provided, which reflects their judgment, attitude and expectations on the superiority of the service received. Often, such an impression can be influenced by factors such as one's culture, education background and value system (Biscaia et al., 2017). Given the dynamic and interactive cognitive processes involved in the forming of impressions and perceptions, scholars such as Biscaia et al. (2013) provided an alternate view that perceptions of service excellence would differ and should be considered specific to the uniqueness of each circumstance.

The concept of runner participating satisfaction and revisit intention

Satisfaction has been theoretically defined as a one pleasure fulfillment through the overall evaluation of a service and product to a runner's expectations (Hallmann & Wicker, 2012). The development of runner participating relationships is important in a range of service markets (Pantouvakis & Lymperopoulos, 2008). From the context of tourism, satisfaction is referred to as a function of pre-participate expectations and post- participate expectations (Reisinger & Turner, 2012). Expectations are based on previous experience and personal characteristics. Pantouvakis and Lymperopoulos (2008) showed that satisfaction is based on various factors, such as runner participating moods, emotions, perceived service quality, products and social interactions. The post-process has described that the satisfaction of the tourist has one significant impact on destination faithfulness(Sun, Chi, & Xu, 2013), positive word-of-moth and a tourist's intention to revisit a destination (Chtourou, Leicht, Friel, & Youssef, 2018). Similarly, Yoon and Uysal (2005) found that a higher runner participating satisfaction level can create positive revisiting behaviors to improve and sustain destination competitiveness and would be correlated with the intention to revisit (Ninomiya, Kaplanidou, Hu, Matsunaga, & Nagazumi, 2019). Therefore, some researcher showed that the intention to revisit is determined by the length of the trip, the daily spending in the city, and the satisfaction with the event (Hallmann & Wicker, 2012), the natural environment,

sightseeing opportunities, safety, novelty, climate and convenience of a destination, significantly influenced their intention to return to the destination for sport tourism activities (Boonsiritomachai & Phonthanukitithaworn, 2018).

Researcher's strongest point is that runner participating visitation is a combination of 5A's in Tourism, elements of sports event. Accordingly, 5A's in Tourism are major factors that attraction, activity, accessibility, amenity and ancillary services; as well as elements of sports event has a significant point to be more approachable and effective. Therefore, two factors would be used to explain why a runner participating would really want to participate a Long Distance Running event to satisfy. Based on discussion above, the following hypothesis is proposed:

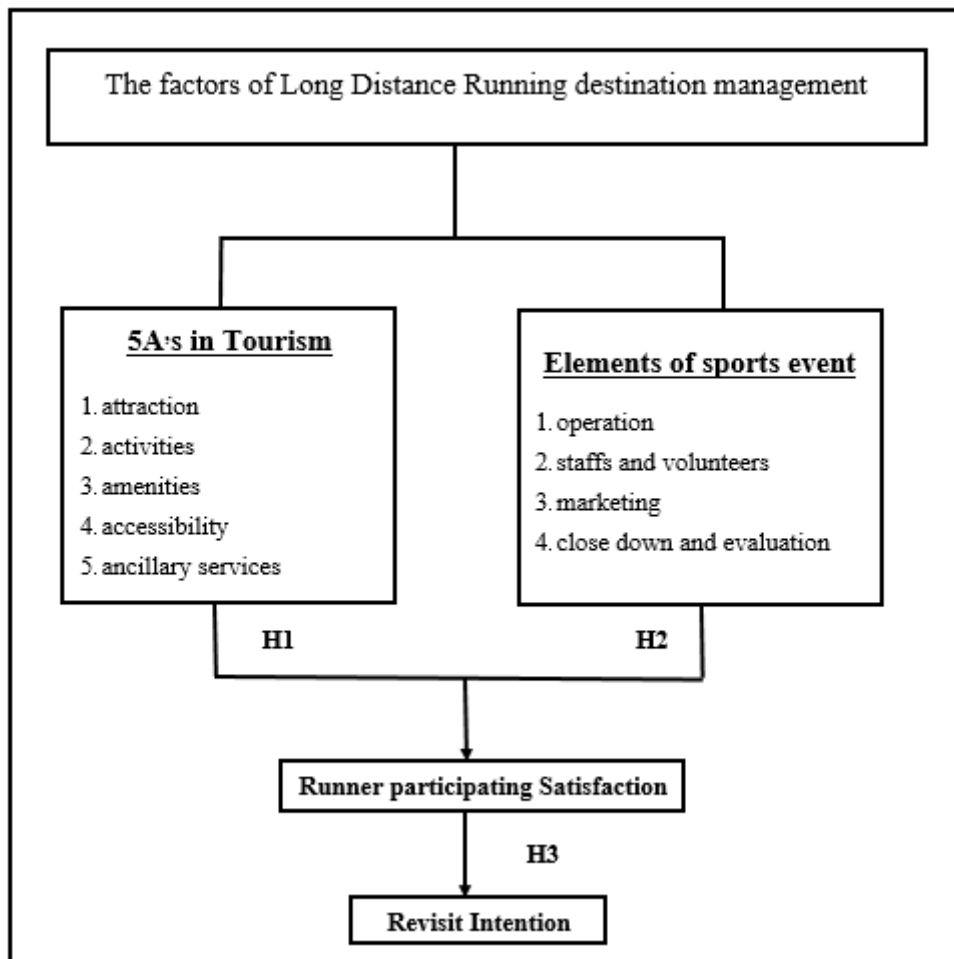*H3: Overall runner participating satisfaction has appositive relationship with revisit intention*

Figure1: Shows the research framework for the current study

Methodology

Data Collection

A quantitative approach was employed, including the use of a structured questionnaire as the primary data collection instrument. In order to get result a quantitative approach involves quantifying and analysing variables. A quantitative research design was chosen to assess the consumer profiles of runners at marathon races as it allows generalisation of the results (Hallmann & Wicker, 2012) and permits answering the research question. An online survey questionnaire was chosen as the most efficient way (in terms of time, budget and Covid-19) to reach runner participants after races. The survey instrument used in this study were divided into four parts: the first part focused on at the demographics of the runner participants; the second part focused on the satisfaction toward factors of sport tourism destination management for Long Distance Running; the third part focused on at the overall runner satisfaction; and the fourth parts focused on the revisit intention.

Data Analysis

The study is quantitative research with data collected using online survey questionnaires. A total of 400 samples were conducted from runner participants. Descriptive statistics were used to find frequency and percentage of runner participants information, and for finding the mean of runner participants satisfaction and revisit intention. Inferential statistics were used to examine the relationship between two variables; also, multiple regression analysis was used to analyze what factors of destination management for Long Distance Running event that have the influence for satisfaction and revisit intention.

Study Area

The study focused on the investigate on relationship between factors of destination management for Long Distance Running event, runner satisfaction and revisit intention for Long Distance Running event in Chombueng, Ratchaburi, Thailand from a runner participating perspective. Most importantly, Chombueng marathon was chosen as the study area due to a famous sport destination of Thailand. It is the first marathon in Thailand which have received a large number of runners for short breaks and a one marathon event in 5 top marathons that is nearby Bangkok, it was expected to participation faster than other destination in the country.

Participants of this study

The sample group of the population target in this study is runner who participated in Long distance Running event in Chombueng Marathon, Thailand. The sample group was chosen by using non-probability sampling with purposive sampling method, in which the research has determined the criteria for selecting persons to participate in this study. Significantly, the criteria of this study must require respondents to be runners who have been participate and have had the experience of Chombueng marathon or half marathon for a period not exceeding two years. The sample size was studied and determined through unknown size or population.

Findings

Participant profiles

Regarding the data collected using online survey questionnaire of the participant's general information about gender, age, status, education and average monthly income, the finding of this study found that 400 participants from all overs were females (32.0%) and males (56.3%), with most aged between 36-45 years (35.6%), followed by ages between 46-55 years (24.6%), 26-35 years (13.9%), 56-65 years (3.8%), more than 65 years (0.8%), and ages between 18-25 years (0.6%) having a smaller proportion respectively. The respondents had the most maritage (40.4%), single (37.6%) and divorce (1.2%) having a smaller proportion respectively. The respondents had the most education level at the bachelor's degree level (52.1%), the master's degree (21.0%), below bachelor's (5.5%), and the smallest being those who have graduated with a Doctoral degree are in the rate of only 0.6 percent (0.6%). Moreover, the average monthly income level of participants at 20,001-30,000 Baht (23.4%), Next is the average monthly income 30,001-40,000 Baht (14.5%), 40,001-50,000 Baht (11.9%), 10,000-20,000 Baht (10.9%), more than 70,0001 Baht (8.3%), 50,001-60,000 Baht (6.3%), 60,001-70,000 Baht (3.4%), and less than 10,000 Baht (0.6%) respectively as shown in table 1 below.

Table 1: Participant profiles

Variables	Categories	Frequencies	Percentage (%)
Gender			
	Male	255	56.3
	Female	145	32.0
Age			
	18-25 years	3	0.6
	26-35 years	70	13.9
	36-45 years	180	35.6
	46-55 years	124	24.6
	56-65 years	19	3.8
	more than 65 years	4	0.8
Status			
	Maritage	204	40.4
	Single	190	37.6
	Divorce	6	1.2
Education			
	Below bachelor's degree	28	5.5
	Bachelor's degree	263	52.1
	Master's degree	106	21.0
	Doctoral's degree	3	0.6
Income			
	Less than 10,000 Baht	3	0.6
	10,000-20,000 Baht	55	10.9
	20,001-30,000 Baht	118	23.4
	30,001-40,000 Baht	73	14.5
	40,001-50,000 Baht	60	11.9
	50,001-60,000 Baht	32	6.3
	60,001-70,000 Baht	17	3.4
	More than 70,0001 Baht	42	8.3

How, considering the experience of participating Long Distance Running events, it was found that those having experience of participating Long Distance Running events 1-3 times 366 participants (91.5%), 4-6 times 19 participants (4.8%). The rest of the experience of participating Long Distance Running events are more than 6 times 15 participants (3.8%)

Data Analysis

Pearson Correlation Coefficient analysis is a measure of relationship between two factors. In terms of hypothesis 1, the study found that 5A's in Tourism of sport tourism destination management for Long Distance Running (LDR) a significant and positive relationship with runner participants satisfaction. The attraction had the highest level of relationship with runner satisfaction, 47%, followed by amenity which had a level of relationship with runner participants satisfaction at 35%. Next factor is accessibility had a level of relationship with runner participants satisfaction at 28%, There is 22% a relationship with runner participants satisfaction of an ancillary service. Lastly, the lowest level of a relationship with runner participants satisfaction is the activity at 18%. As shown in table 2 below.

Table 2: Correlation Coefficient between 5A's in Tourism for Long Distance Running event management and runner participants satisfaction

5A's in Tourism for LDR event management	Pearson's correlation coefficient	Level of Satisfaction
1. Attractions	r	.472**
	P	0.000
2. Activities	R	.180**
	P	0.000
3. Amenities	R	.355**
	P	0.000
4. Accessibilities	R	.280**
	P	0.000
5. Ancillary services	R	2.29**
	p	0.000

Note: ** Correlation is significant at the 0.01 level (2-tailed).

From supported by the findings of Multiple Regression Analysis with Stepwise, the prediction coefficient (R^2) was moderate level at .0255, indicating that 5A's in Tourism for LDR event management had a positive influence on runner satisfaction, up to 25%. Only five variables had a positive influence on runner satisfaction with statistical significance ($P<0.05$) when measured by each variable. Furthermore, it can be described as acceptance variables. Attraction had the most positive influence that is when the number of attractions increase by 1 unit, it results in runner satisfaction increasing to 0.393 units or approximately 39% (β=.393,

t= 8.3000, p<0.001). The second variable that had minimal influence on runner satisfaction was reputation of Long Distance Running destination; when the number of units in reputation of Long Distance Running destination increase by 1 unit, it results in runner satisfaction increasing to 0.196 units or approximately 20% (β=.196, t=4.141, p<0.001). Additionally, the Durbin-Watson value of 2.028 indicates independent expectation, which is between 1.5 and 2.5. As shown in table 3 below.

Table 3: Multiple regression analysis with stepwise method of 5A's in Tourism for LDR event management toward tourist satisfaction

5A's in Tourism for LDR event management	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R^2
	B	Std.error	Beta (β)			
1. Attractions	.435	.052	.393	8.300	0.000	.255
2. Amenities	.173	.042	.196	4.141	0.000	

Note: Dependent Variable: Tourist satisfaction, F =68.001, Durbin-Watson = 2.075

In terms of hypothesis 2, the study found that the elements of sports event of sport tourism destination management for Long Distance Running (LDR) had a significant and positive relationship with runner satisfaction. Regarding staff and volunteers had the high level of relationship with runner satisfaction at 50%, followed by operations had a level of relationship with runner satisfaction at 48%. Relationship of marketing of Long Distance Running event had a level with runner satisfaction at 47%. Lastly, the lowest level of relationship with runner satisfaction at 40%. As shown in table 4 below.

Table 4: Correlation Coefficient between elements of sports event for Long Distance Running event management and runner participants satisfaction

Elements of sports event for LDR event management	Pearson's correlation coefficient	Level of Satisfaction
1. operations	r	.486**
	p	.000
2. staff and volunteers	r	.504**
	p	.000*
3. marketing	r	.470**
	p	.000
4. close and evaluations	r	.406**
	p	.000

Note: ** Correlation is significant at the 0.01 level (2-tailed).

From supported by the finding of Multiple Regression Analysis with Stepwise, the prediction coefficient (R^2) was moderate level at .302, indicating that elements of sports event for Long Distance Running event management had a positive influence on runner participants satisfaction up to 30%. Only four variables had a positive influence on runner satisfaction with statistical significance ($P < 0.05$) when measured by each variable. Furthermore, it can be described as acceptance variables. Staff and volunteers had the most positive influence that is when the number of attractions increase by 1 unit, it results in runner satisfaction increasing to .226 units or approximately 22% ($\beta = .226$, t = 3.293, p < 0.001). Then, the second variable having an effect on runner satisfaction was marketing with an indirect influence on the runner satisfaction; when the number of marketing supported by 1 unit, it results in runner satisfaction increasing to .026 units or approximately 20% ($\beta = .206$, t = 3.312, p < 0.001). The last variable having minimal influence on runner satisfaction was operations; when the number of units in operations increase by 1 unit, it results in runner satisfaction increasing to .182 units or approximately 18% ($\beta = .182$, t = 2.767, p < 0.001). Additionally, the Durbin-Watson value of 2.028 indicates independent expectation, which is between 1.5 and 2.5. As shown in table 5 below.

Table 5: Multiple regression analysis with stepwise method of Elements of sports event for LDR event management toward tourist satisfaction

Elements of sports event for LDR event management	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R^2
	B	Std.error	Beta (β)			
staff and volunteers	.180	.055	.226	3.293	.001	.302
marketing	.170	.051	.206	3.312	.001	
operations	.156	.056	.182	2.767	0.006	

Note: Dependent Variable: Tourist satisfaction, F =57.091, Durbin-Watson = 2.028

In term of hypothesis 3, the study found the significant relationship between overall runner satisfaction and revisit intention. The finding confirmed that overall runner satisfaction was related to revisit intention at the of 0.01, with overall runner satisfaction having a relationship with revisit intention of more than 62%. According to the results of Multiple Regression Analysis with Stepwise Method, the prediction coefficient (R2) was moderate level at 0.395, indicating that runner satisfaction had a positive influence on runner satisfaction by 39%. As shown in table 6 below

Table 6: Runner satisfaction

Runner satisfaction	Pearson's correlation coefficient	Level of Revisit Intention
1. Overall runner satisfaction	r	.628**
	p	.000

Note: ** Correlation is significant at the 0.01 level (2-tailed).

Discussion and Conclusion

The finding of this study support and confirm that 5A's in Tourism for LDR event management had a positive influence on runner participating satisfaction. For instance, attraction factor had the most positive influence, indicating that other attraction can contribute to the diversification of sport tourism. From Hallmann and Wicker (2012) Kozak studied the factors influencing sport tourists' trip considering their destination and nationality. His results indicated that accommodation, facilities, climate, price rate, geographical location of the host region and access to sea seashore were the reasons as per why English tourists

had traveled to Malt and Turkey (Homafar et al., 2011). Furthermore, Yang et al. (2020) shown that after runner participating in the Tainan City Run because of the sightseeing view and rich historical sites along the way, the participants feel the time, money that they paid are worthwhile. The feelings obtained through the deep heart is the key factors that affect the willingness of LDR runners to visit again. Maditinos et al. (2021) support those destinations use sport events to attract participants and spectators, who then hold perceptions of both the sport event and destination.

In terms of 5A in tourism for Long Distance Running event management most had influence on runner satisfaction. The study found that attractions had the strongest positive influence on runner satisfaction, indicating that attraction are important factor can fulfill all the need of runner participating in Long Distance Running event who were participate. According to the finding of this study, Chombueng marathon is quite successful in sport event because it is the old marathon and a model event for other events in Thailand. This confirmed previous a study (Y. H. Kim, Li, & Nauright, 2018) showing the preferences suggested that the attraction provided a memorable experience for all runners. In addition, amenities were found a significant positive influence on runner satisfaction, which indicate that amenities will make runners feel more comfortable. Especially, toilet, petrol stations, parking and water stions are important factor for amenities (Woo et al., 2015), corresponding to support this factor in the study of (Y. H. Kim et al., 2018), who conducted studies concerning the amenities factors that succeed in a sport event tourism: a case sport city USA.

Moreover, the runners were satisfied with staff and volunteers on elements of sports event, it was found that staff and volunteers have an indirect influence on runner satisfaction. This result highlights the importance of the availability of support services, such as security systems and medical services. Staff and volunteers dimension has been previously emphasized, as shown in the study by (W. Kim et al., 2015), which states that staff is one of the major reason for the effective sport event because their service and behavior can create memorable experience and satisfaction for runners. Thus, the study from Ninomiya et al. (2019) found that the destination image of sport event has positively influenced of place attraction to the host destination such as the urban, nature, culture, value, safety, climate, and service all the dimensions influenced to the attraction for participating running event. As Kaplanidou et al. (2013) showed that place attraction can increase based on certain destination attributes. Accordingly, the host destination of a Long Distance Running event must improve the attractions of the host destination by promoting tourism information

positively through social media or website. Furthermore, the service of running event, pleasant weather, and safety were important for runners (Y. H. Kim et al., 2018). Finally, Zhou and Kaplanidou (2018) found that if the quality service can make they feel appreciate with positive experiences, long distance runners always revisit to confirm with a higher of satisfaction, and are more likely to repeat to the event again for the next event.

Therefore, organizers of running event should emphasize for keeping a high level of satisfaction's participants. Especially, organizers should develop effectively approaches to attract two key attributes for the destination and event. Event organizers must cooperate with other service provider, local government, local community to work together for improving their sport destination to sustainable tourism in the future and developing for international sport destination in the future.

Recommendation for future research

According, it is recommended that quantitative research from runner perspectives was used for this study, therefore, future researchers can conduct an in-depth study from stakeholder perspectives in order to study more other points of event management. In addition, future researchers should extend the study concerns about the factors that influence sport tourists' satisfaction. It is essential for the host city and the event organizers to understand their consumers.

Limitation of the study

During this study, the researcher faced several limitations: it was conducted during the COVID-19 pandemic. It had data collected through online survey questionnaires, which had one prioritize a health awareness of respondents. Furthermore, some participants had no intention of answering to the questionnaire. These limitations can serve as basis for future research into the development of sport tourism from participant's perspective.

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Factors affecting decision of international students to enroll in Naresuan University

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Abstract

Over the year there has been a growing number of international students studying in Naresuan University. Though the university is located remotely in the Northern Province, students still prefer joining Naresuan University. Therefore it become interesting to study why they choose this university. This study aims to identify the factors affecting decision of international students to enroll in Naresuan University. It is a quantitative study and questionnaires are used as the main research tool. The sample consists of current international students and those who have graduated in the last five years. That is from the year 2016-2021 of Naresuan University. Descriptive statistic were used to analyze the results. The main reason for choosing Naresuan University was that, most of them got a scholarship and the university is well known and accepted by society and the university is accredited by the Accreditation organization. The main sources of information about the university was from the website and received educational information from personal media such as friends, relatives, government officials. Therefore, based on their suggestions, the university need to improve the data platforms in English version such as the university website, forms, maps, and signboards, etc.

Keywords: Factors affecting, Decision, International students, Selection of information sources

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Introduction

At present, there are many universities in Thailand both public and private universities including various colleges which offers undergraduate and graduate programs. It is causing higher educational competition. Though Thai students are the main target groups of the university at the undergraduate and graduate levels, but interest towards International students are growing and they have become an important target group to increase the number of students admission. Each universities have variety of strategies for admission. Therefore, it is an important factor for universities to adjust their management to be of quality and to raise the standard of teaching and learning internationally especially meeting the needs of the international students.

Naresuan University is a public university which is located in Phitsanulok Province. It is the center of education in the lower northern region of Thailand. Naresuan University has many teaching programs from Kindergarten, elementary school, secondary school, bachelor's degree to Doctoral level. For graduate level, The university has 17 faculties and 3 colleges which consist of 4 clusters as the Health Sciences Cluster, the Social Sciences Cluster, the Science & Technology Cluster. Naresuan University has to improve and move towards the competition in education as well.

Faculty of Business, Economics and Communications is a one of the 17 faculties of Naresuan University. The faculty offers bachelor's degree, Master's degree and doctoral degree which consists of 19 programs and has Thai and international students. Therefore, it is necessary to adjust and improve the teaching and learning strategy and guideline to determine the policy of planning for public relations in order to recruit new international students. The researcher is working in the field of international relations affair where a lot of interaction with international students is required. This is the main reason that motivates this study. There are many international students who choose to study at Naresuan University though the university is located in the northern province of Thailand, which is not very well known among the foreigners. It is far from the capital, which takes almost 5 hours by car and 1 hour by air. It is not very inconvenient for foreigners as most of the locals don't speak English (source: Naresuan University wiki)

The researcher is interested in studying factors affecting decision of international students to enroll in Naresuan University which includes marketing mix, decision making, as

well as selection and information seeking to study channels. The sample group was international students who graduated from Naresuan University within 5 years, including current students who have not yet graduate which are students from student code 60 to code 64. The researcher used a quantitative research method by using a questionnaire survey on factors affecting decision of international students to enroll in Naresuan University. The study aims to help in formulating university guidelines especially to the administrative department, to development Naresuan University in course, faculty members, public relations to meet the international standards.

The research objectives

1. To study the factors of marketing mix that affect to international students in choosing to study at Naresuan University.

2. To study decision-making behaviors that affect international students in choosing to study at Naresuan University.

3. To study the behavior of selecting and seeking information that makes international students choosing to study at Naresuan University.

Concept and theory

The research us concept and theory as detail below:
- Concepts and theory of Demographic
- Decision Making Theory
- Deciding factor
- Marketing Mix
- Selective Exposure Theory

Concepts and theory of Demographic use for classify detail of international. This research use Decision Making Theory and Deciding factor because would like to study about the comment and idea of international student relate to university. For Marketing mix use for study a factor that international students were satisfaction and needs. Selective Exposure

Theory use for get idea that international students choose to study at Naresuan University or not.

Literature Reviews

Anonjan, et.al, 2020, p.47. Studied the factors influencing Decision-making on further Study of Master's Degree at Mahamakut Buddhist University. 100 samples were were identified who had already registered as students for the academic year 2015. It was found that the characteristics of the campus was at the highest level of mean scores, followed by the occupation; the social and economic aspect was found to be the lowest level of mean scores.

Laomalor, W., 2019, pp.36-49. Studied the Decision Factors affecting the choice students made to study in Khon Kaen University, at a graduate level. The result from the research found that the most decision factor was the reputation of the university and being accepted by society. Most of the respondents were female, studying in Grade 6, most of them being students at government schools had a GPA of 3.51 or higher and a family gross monthly income of less than 40,000 baht.

Janha and Prab-aripai, 2015, pp. 291-318. Studied on the Factors Affecting the Needs for Master's Degree Studies at Kasetsart University. This research was a quantitative research using questionnaires totaling to 381 samples. The results showed that the sample group had a good attitude towards Kasetsart University at a high level in the image and the sample group wanted to study for a master's degree at Kasetsart University at a very high level.

Boonnuam, S., 2012. Studied components affecting decision-making to enroll in Master's degree in Accounting major for accountants in Bangkok who graduated with a bachelor's degree. This study is a quantitative research done by using a questionnaire of 400 samples with factor analysis.

Waichaya and To-im, 2016, pp.165-177. A study of the factors affecting the decision of graduate students, in a Faculty of Environment and Resources, at Mahidol University. The 115 samples were used to collect the data and descriptive statistics were used to analyze the results. The study found that the factors affecting the decision to study were Institutional Characteristics Factors. The factors related to institutional characteristics were the grades at the bachelor's degree level.

Senokarn and Chongjit Sirichirakarn, 2020, pp. 93-126. Studied the Affecting Factors of Decision Making to Study Graduate College, Nakhon Si Thammarat Rajabhat University. This was also a quantitative study. The sample group consisted of 103 graduate students studying in the university for the academic year 2016. The results of the research found that the highest effect of internal factor was the major that can be applied to the work and has been successfully professionalized. The highest effect of external factor was qualifications of lecturers and also have academic position that are accepted by society.

Wattanasiri, W., 2010, pp.129-153. Studied on decision-making behavior in choosing to study in Thailand among students in the Greater Mekong Subregion(GMS). The GMS students came from China, Vietnam, Mianma, Lao,and Combodia. The results found that most of the students wanted to study a bachelor's degree rather than a master's and doctoral degree with potential of self-funding. Most of these students parents had their own business or worked in international organizations. And most of their parents had already visited Thailand. The students have Internet using behaviors and they wanted to develop language skills in order to develop themselves and their country. Most of the decision to come to study in Thailand was made by themselves and with the consent of the parents. Another factor for choosing to study in Thailand was because they liked the learning environment in an institution with good teachers and technology equipment, courses are international standards and the cost is cheap.

Labor Market Information Administration Division, P. 2016. Studied on the channels of receiving labor market information of users at the Employment Service Center for Thai People, Bangkok. This research studied the relationship between customer characteristics and labor market information channels. The results of the research found that the highest level of education of the users were graduate with a bachelor's degree, unemployed status and received job information through personal media such as friends, relatives, and government officers and the second was electronic media.

Morphitou and Demetriou (April 10 - 13, 2017). Studied the impact of Social Media on Students' Decision Making Process on Selecting a university. Both the literature and the research findings support the notion that University of Nicosia (UNIC) must upgrade its digital marketing tools. Recent literature demonstrated the heavy use of social media networks from university students. It also demonstrates that it is becoming the main method of communication among youth for both academic and personal issues.

Robinson, P.2020. Wrote about Social media's influence on college choice. He stated that with the use of social media, making the decision about which university to go to has

become easier than ever. As long as students use social media wisely and avoid its pitfalls, it is likely to be their most important tool in choosing the place where they will shape their future.

Based on the review of literature it can be stated that most of international students decided to study in Thailand because of high income and status of parents or family, the learning environment, university reputation, educational technology equipment, international standards courses, qualifications of lecturers with academic positions, and social media. In fact social media was the most important and play a huge role in helping international students make their decision to study in Thailand.

Methodologies and Data

Research methodology

This research was a quantitative research by using questionnaires as a research tool. The sample group used in this research were international students of Naresuan University who have graduated in last five years and present students. Which means students who have studied in Naresuan University within the academic year 2016 to 2021 total 144 students responded to the survey questionnaire.

This research is limitation because of the Demographic data. Naresuan University has total International students 227 students which the researcher received data from the Academic division, Naresuan University. The sample size used in the research was determined by using the Yamane formula to 95% confidence level and stratified random sampling and the result was 144.

Data analysis

Descriptive statistic were used to analyze the results and Microsoft Excel was used to analyze the data. Demographic data were analyzed using frequency distribution and percentage. In order to analyze the results for Information on marketing mix, decision factors, communication channel selection behavior and the decision to choose to study at Naresuan University was shown by using mean, standard deviation, and percentage.

Results

The result of 1) Demographic Information of the Respondents

Table 1: Demographic Information of the Respondents

Demographic data	Percentage
1. Sex	
Male	**72.41**
Female	27.59
2. Age	
30 – 34	**39.31**
35 – 39	20.69
More than 40	19.31
3. Country	
China	**37.93**
Bhutan	**21.38**
Cambodia	15.86
Myanmar	7.59

Table 2: Demographic Information of the Respondents (Continue)

	Number	Percentage
4. Status		
Single	68	46.9
Married	77	53.1
5. Education		
Doctoral degree	57	39.31
Master degree	**72**	**49.66**
Bachelor degree	16	11.03
6. Studying/Graduated		
Faculty of Business, Economics and Communications	28	19.31
Logistics and Digital Supply Chain	26	17.93
Faculty of Agriculture, Natural Resources and Environment	16	11.03
Faculty of Engineering	15	10.34
7. Source of Funding		
Scholarship from organization or government	116	80

Table 1 shows the result of the Demographic Information, majority of the respondents were male (72.41 percent), aged between 30-34 years, from the People's Republic of China (37.93%), followed by students from Bhutan (21.38%) and (53.10%) were married. Most of the students studied at Master's level (49.66%).

They were from the Faculty of Business, Economics and Communications followed by the Faculty of Logistics and Supply Chain, while the third was the Faculty of Agriculture, Natural Resources and Environment, and 80% of students received scholarships from organization or government.

Table 3: Marketing mix

Marketing mix	Average	S.D.	Percentage
1. Product			
1.1 the university is well-known and recognized by society	4.53	0.62	90.62
1.2 the university is accredited by an international educational accreditation organization	4.35	0.71	87.03
Total	4.44	0.67	88.83

Table 2 shows the result the marketing mix 7P with consist of 1. Product 2. Price 3. Promotion 4. Place 5. People 6. Process 7. Physical Evidence, international students pay the most attention to the product marketing mix (average 4.44) as the university is well-known and recognized by society follow by the university is accredited by an international educational accreditation organization.

Table 3: Decision-Making Factor

Decision-making factor	Average	S.D.	Percentage
1. Good image and reputation of university	4.62	0.55	92.41
2. The university having a variety of courses in accordance with the needs of students	4.51	0.64	90.21
3. A higher level of education for job achievement	4.28	0.82	85.66
Total	4.42	0.72	88.41

Table 3 shows the result of Decision-Making Factor, the international students pay attention to decision-making factors in good image and reputation of university (average of 4.62)

Table 4: Selection factor and seeking information

Selection factor and seeking information Factor	Average	S.D.	Percentage
1. Easy to get educational information and find guideline for admission from electronic media such as website, line, or Facebook.	4.47	0.70	89.38
2. Easy to get educational information and find guideline for admission from personal media such as friends, relatives, or government officers.	4.22	0.80	84.41
3. Easy to get educational information and find guideline for admission from mass media such as radio, television, or newspapers.	3.87	0.94	77.38
4. Easy to get educational information and find guideline for admission from the printing media such as journal, signboard, or leaflet	3.77	0.88	75.45
5. Apply by sending an application letter via post	3.60	1.32	72.00
6. Apply online through the university website	4.47	0.79	89.37
7. Apply at the faculty	3.80	1.18	76.03
8. Apply through education agent	3.50	1.03	70.07
Total	3.96	0.95	79.26

Table 4 shows the result of Selection factor and seeking information international students pay the most attention to receiving educational information from electronic media such as websites, LINE, Facebook (average 4.47) and enrolled by online method through the university website (average 4.47).

Table 5: Decision to study at Naresuan University

Decision to study at Naresuan University	Average	S.D.	Percentage
1. You will recommend the university to other.	4.44	0.74	88.75
2. You plan to study at the university in the future.	4.14	0.92	82.82
Total	4.29	0.83	85.78

Table 5 shows the result of Decision to study at Naresuan University. The results of the analysis found that international students decided to recommend Naresuan University to others (mean 4.44)

Discussion and Conclusion

Majority of the respondents were male (72.41 percent), aged between 30-34 years, from the People's Republic of China (37.93%), followed by students from Bhutan (21.38%), (53.10%) were married. Most of the students studied at Master's level (49.66%) followed by doctorate level (39.31%). They were from the Faculty of Business, Economics and Communications (19.31 percent), followed by the Faculty of Logistics and Supply Chain (17.93%), while the third was the Faculty of Agriculture, Natural Resources and Environment (11.03%), and 80% of students received scholarships from organization or government.

The result found that most of students were received scholarship, so Naresuan University could provide more scholarships to increase the number of international students and find new way to replace the choice of scholarship.

International students pay the most attention to the product marketing mix (average 4.4) as the university is well-known and recognized by society and the university is accredited by an international educational accreditation organization followed by the construction.

From this result, university is pay attention to Ranking and international educational accreditation.

Presentation of physical characteristics (mean 4.42) which consisted of designing and decorating the university buildings, meeting rooms, various modern laboratories and the university has an overall environment that is peaceful, beautiful, clean and safe.

From the result, university could maintain environment as Green University.

The third was the process aspect (average 4.29), consisted of the university providing study tours both in country and abroad and the university has modern technology systems

such as E-Learning system, One stop service system, etc. which in accordance with some literature reviews such as Withawat Laomalor (2019), studied the Decision Factors affecting the choice students made to study in Khon Kaen University, at a graduate level. But the research different from Jureerat Senokarn, Weerawan Chongjit Sirichirakarn (2019), studied the factors affecting the decision to study in graduate studies at Nakhon Si Thammarat Rajabhat University. The highest effect of external factor was qualifications of lecturers and also have academic position that are accepted by society.

International students pay attention to decision-making factors in the overall level at a high level with an average of 4.42 or 88.41% and they pay the most attention to good image and reputation of university (average of 4.62) followed by the university having a variety of courses in accordance with the needs of students (mean 4.51).

International students pay attention to the selection factor and seeking information at a high level with an average of 3.96 or 79.26%. The international students pay the most attention to receiving educational information from electronic media such as websites, LINE, Facebook (average 4.47) and enrolled by online method through the university website (average 4.47), followed by receiving educational information from personal media such as friends, relatives, government officers (average 4.22) which in accordance with Ria Nicoletti Morphitou & Marlen Demetriou (2017), Studied the impact of Social Media on Students' Decision-Making Process on Selecting a university. But different from the research results of a study conducted by Labor Market Information Center (2016), Studied on the channels of receiving labor market information of users at the Employment Service Center for Thai People, Bangkok found that the highest level of received job information was through personal media such as friends, relatives, and government officers.

The results of the analysis found that international students decided to recommend Naresuan University to others (mean 4.44) and prefer to study at Naresuan University (mean 4.14).

The study found that most of the students want various data platforms of the university in English such as forms, university website, maps, signboards, and more social media channels such as YouTube. Secondly the students suggested to increase the scholarships intake for international students to improve the university's international reputation. Third was they recommended that the lecturers who were assigned to teach international students should be proficient in English and the staff should be able to answer students' queries. Fourth was networking. Naresuan University needs to strengthen the connection between the university

and the government of Thailand and other countries in order to increase number of international students.

Suggestions for Further Research

The present study used only questionnaires to collect the data however an in-depth interviews with international students would help in understanding the factors affecting that effect their decision to enroll in universities in Thailand.

Acknowledgment

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Aspects of managing people within New Economy organizations -Tesla[**]

Junchi Xu[1]
Tong Ren[2]

Abstract

Nowdays, entering the fourth wave of the industrial revolution, which has brought about a whole new form of organization, and Tesla, led by Elon Musk, has made incredible progress in the automotive sector. Despite numerous challenges, the American car company remains committed to its goal of revolutionizing the automotive industry. Fossil fuel vehicles have been a major source of carbon emissions and pose a huge threat to the current global threat of climate change. Under Elon Musk's leadership, Tesla has made significant progress towards its goal of eliminating fossil fuel-powered vehicles and launching electric vehicles. Under Musk's leadership, Tesla's management model and approach to management as a new economy company, as well as its launch of new energy vehicle products, has led to its overall success in the global marketplace. This article will analyze the relationship between organizational management, organizational culture, organizational communication, and crisis management, dissecting its strengths and weaknesses and analyzing how this new economy company can become better.

Keywords: Human Resources, Case Study, Tesla, New Economy, Organizational Management

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Study on the Instagram's Role in Tourism Information Services[**]

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Abstract

The growing adoption of personal computers and the Internet since the 1990s has propelled tourism onto the " information superhighway. " Information technology's integration with the travel and tourism industries has had a profound impact on the business models and organizational structures of travel businesses, the integration of the travel and tourism industries, and the distribution and marketing of travel‑related goods. It has also fundamentally altered how travelers exchange information and make purchases, encouraging more people to switch from offline to online consumption and living. The tourism business is a new one, and it urgently needs information technology. It also regularly goes through new changes as a result of information technology. Online social networks like blogs, podcasts, forums, content communities, and microblogs like Twitter and Instagram are among the social media platforms that are increasingly being used as instruments to effect social evolution. Instagram's explosive growth has ushered in a "new era." This paper examines the role of a new type of tourism information technology, the tourism photo wall, in tourism information services and proposes corresponding

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development countermeasures against the backdrop of the personalization and popularization of tourism based on a review of domestic and international research on social media and tourism information services.

Keywords: Travel Information Services, Travel Photo Wall, Social Media, Instagram, Tourist Destinations

A Study on the Influence of Social media on Decision-Making Behavior of Young Tourists in Paris**

Anqi Zhou[1]

Abstract

The disruptive innovations brought about by the rapid proliferation of the Internet have resulted in visitors now having access to information that is both comprehensive. Social media, which was quickly adopted by the public, has already emerged as a source of tourism information, acting as a handy medium for information transmission and influencing both the purchasing and decision-making behavior of tourists. This rapid adoption by the public has led to social media's emergence as a source of tourism information. Although the research on how social media influences the decision-making behavior of visitors is still in its infancy and lacks influencing elements and models, it has received increasing attention from domestic and international scholars in recent years. This is because the research is still in its infancy. Through an empirical examination of the effective processes and components of social media, this thesis focuses on analyzing how social media influences the decision-making behavior of young travelers in this context.

Keywords: -

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Post-Ukraine-Crisis World Order:

Turning Challenges into Opportunities toward Inclusive Growth

in the Global Economy**

Rey Ty[1]

Abstract

This paper addressed the problematique of the Ukraine crisis according to which the aftermath of the conflict ushers in alternative futures based on the alliances of economic and political forces in the world. It raised the query related to the repercussion of the Ukraine crisis to the nascent world order. This case study employed the qualitative research design that resorted to document analysis emanating from mainstream, alternative, and social media news reportage, reflecting divergent perspectives. It presented alternative futures before us, which will convert the difficulties into prospects toward inclusive development in the world at the end of the Ukraine crisis. The study focused on possible post-Ukraine crisis scenarios: one, the unipolar hegemon maintains its grip on the global economy; two, post-Cold War global harmony; three, China and Russia emerge as new centers of global economic power; and four, the non-aligned countries of Asia, Africa, and Latin America assert a non-aligned multipolar world in which they will benefit from slices of the global pie. Each incipient system in the international political economy shall have different front-runners and losers.

Keywords: Alternative Futures, Geopolitics, Global Economy, NATO, Ukraine

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Assessment of the Initial Implementation of the Bachelor of Technical-Vocational Teacher Education (BTVTEd) Program Among Selected Higher Education Institutions in Region III: A Basis for Action Plan

Santos Polintan, Maureen[1]

Abstract

This study assesses the initial implementation of the Bachelor of Technical-Vocational Teacher Education (BTVTEd) program of selected higher educational institutions in region 3, based on CMO 79 series of 2017 in terms of administrative support, curriculum and instruction, faculty profile and facilities and laboratories. The study used the quantitative-descriptive research design method with a questionnaire checklist as the main instrument in gathering the needed data. The participants came from the three (3) state universities and colleges and the three (3) local universities and colleges in Region III offering the BTVTEd program. A total enumeration of forty-nine (49) faculty handling BTVTEd major courses participated in this study. The validated survey questionnaire was accomplished by the participants through Google forms. It was concluded that Curriculum and Instruction is the most implemented among the four (4) components, while the least implemented is the faculty profile. It was found in the study that there were some of the selected higher education institutions were not yet have the certification of program compliance. The proposed plan of action to seek and look for a solution on the problems encountered in the initial implementation of the BTVTEd program. The researcher recommended utilizing study as a basis on which area of the BTVTEd program needs to be improved and sustained. The implication of the study in Industrial Education Management and Technical-Vocational Education help them to be able to come up with accurate plans that would improve Technical-Vocational Education.

Keywords: Technical, Vocational, Administrative

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Introduction

Even the International Education Community is recognizing the role of technical-vocational education in manpower development or human capital development that serves as the backbone of the country. The acquisition of knowledge and skills is the concern of the Technical and Vocational Education and Training (TVET). The term is referring to the aspect of education process in technical and vocational education involving general education, the studies of technology and related sciences, and the acquisition of understanding and knowledge, practical skills, attitudes that are relating to acquisition in various sectors of economic and social life. To understand the integral part of the general education, a means of occupational fields and for effective participation in the world of work, an aspect of lifelong learning and a preparation for responsible citizenship, an instrument in promoting environmentally sound sustainable development and a method of facilitating poverty alleviation is the role of technical vocational

education (UNESCO, p.7, 2005). The Technical-Vocational Education and Training within the United Nation system is given an emphasis that UNESCO's concern used to be centered in technical vocational education, as part of the Education for All (EFA) initiative, while the International Labor Organization (ILO) focused on the aspects of training for employment at the workplace by stressing the concept of decent workplace. The concept of decent workplace and the welfare of works are the demand globally as of now. The international participants on the second international congress on technical and vocational training gave prominence to joint efforts of promoting the world of work. The two most renowned international agencies in the field of vocational education and training are the UNESCO and ILO (Seoul, April, 1999). Notably the aim of Technical Vocational Education and Training is to make people employable and to be a vehicle of transition for individuals to the world of work. Technical vocational education and training lend towards self-employment and income generation. This can also be a tool to overcome poverty (Hollander, A., & Mar, N. Y. (2009). To substantiate the discussion on the worldwide interest on the technical- vocational skills development, the vision of Industrial Revolution 4.0 (I.R 4.0) skills development Initiative at Politeknik Brunei, is to be a reputable polytechnic producing

innovative, skillful and marketable graduates. Their mission on the other hand, is to equip students with sustainable skills through holistic and quality education in a supportive

teaching and learning environment. They organize the fact that technological transformations from the industrial revolution to the digital revolution will lead to a massive global skills mismatch which impact half of the world's employers..." (Boutenko et al., (August 2019), Mass Uniqueness: A Global Challenge for One Billion Workers, Worldskills Russia 2019 report.) In Bangkok, a revolution in curriculum for TVET is required to prepare graduates for an immediate job, and also for continuing employment. To find employment depends on additive technology such as cutting, boring, turning using the finest Condition-Based Maintenance (CBM) equipment. Preparing young people for job like International Business Machines Corporation (IBM), Google, Microsoft, and any others are in the foot race against

In the Philippines, in Region 3, among the thirteen (13) State Universities and Colleges, only three (3) are offering BTVTEd program. While among the Local Universities and Colleges, only three (3) among fourteen (14) are offering BTVTEd program. Since BTVTEd was just implemented in 2018, the researcher, being a TVTEd faculty observed that there seemed to be dia screpancy in their implementation of the program. Because of this, the researcher felt it imperative to conduct a study on the initial implementation of the BTVTEd program and whether the implementation is in keeping with CHEd Memorandum order No. 79, series of 2017. This evaluation research study covered all the State Universities Colleges and all the Local Colleges in Region 3 that are implementing the program. This study helped to provide baseline data about the initial implementation of the TVTEd program.

Administrative Support

The administrative support is that which was needed by the program in terms of admission policy for the students and the provision of a separate building for BTVTEd for their laboratory classes. It included the support given for the attendance of the continuous professional development of the faculty like attending such seminar training and workshops and enrollment in the graduate school program for their master's degree and doctorate degree. Administrative support also includes maintenance of the facilities and laboratory of the program used by the students in doing their laboratory activities.

Table 1: Administrative Support

Table 1
Administrative Support
N=49

Indicators	Head	Faculty	Mean	Descriptive Rating
1. The administration set a selective admission policy for the BTVTEd program.	4.0	3.7	3.9	Implemented
2. The administration provided a separate building for BTVTEd courses.	3.3	3.5	3.4	Moderately Implemented
3. The administration provides support on the continuous professional development of BTVTEd faculty.	3.5	3.7	3.6	Implemented
4. The administration assigned a full time Department Head for the BTVTEd Program.	4.0	3.7	3.9	Implemented
5. The Dean of the College offering the degree is a holder of a Doctorate Degree in Technology Education/ Ph. D./ Ed. D. was assigned by the administration.	3.7	3.6	3.7	Implemented
6. The assigned Head of the program by the administration is a LET/Board Licensure Examination for Professional Teacher (BLEPT) passer.	3.0	3.3	3.2	Moderately Implemented
7. The administration hired a Faculty under BTVTEd program have academic preparation and experiences appropriate to teaching technical vocational courses.	2.7	3.1	2.9	Moderately Implemented
8. The administration maintained the 25% of the faculty members teaching in the program are full time.	3.0	3.3	3.2	Moderately Implemented
Grand Mean			3.4	Moderately Implemented

Table 1 presents the support that the Administration providing to the BTVTEd program. In this study Administrative Support was evaluated in terms of how the administration looked into the admission policy for the program; whether there is a separate infrastructure intended for use by the faculty and students of the program; the support extended for the continuous professional development of the BTVTEd faculty; whether the program is headed by a fulltime department head; the qualification of the Dean of the College; on ensuring the eligibility of the Program Head; whether the BTVTEd

faculty possess the needed academic preparation and experiences and whether the institution is maintaining the 25% requirement for full time faculty to the assigned in the program.

Base on the data presented in table 1 where the faculty and the indicators enlisted, both the respondents reported that the BTVTEd program is headed by a full time Department Head and the administration set a selective policy for the BTVTEd got the same computed 3.9 with a descriptive rating of "Implemented" as shown in the table with the highest mean. This connotes that the Public Higher Education Institutions in Region 3 are compliant to the requirement of CMO 79, s. 2017 as regards designating a full time Program Head for the BTVTEd program.

Another requirement of CMO 79, s. 2017, on the policies and guidelines in the implementation of the BTVTEd programs is the required doctorate degree to the Dean of the College offering the Program. This item got a computed mean of 3.7 described "Implemented". The gathered data revealed that the Public Higher Education Institutions are compliant in this aspect. The Administration is aware that a full-time supervisor can impart the necessary leadership for the program and can take a more hands on approach in leading the program. After all, this is what the CMO 79 s. 2017 was spelled out in its policies, standards and guidelines. Designating a full time Head to the program implies that the Administration is fully concerned on creating an enabling environment in the institution to ensure good quality teaching and learning environment that is crucial to helping students acquire the technical knowledge of vocational skills necessary for aquaculture, industrial, commercial and economic development. One reason could be the fast that the Higher Institutions could not get certificate of Program Compliance from CHEd hence, they made it that the Dean of the College is a doctorate degree holder who provide relevant and innovative leadership for quality technical and vocational education. On the other hand, Table 1 also shows that the Administration gives support to BTVTEd faculty for their continuous professional development as this item was rated with a computed mean 3.6 described as "Implemented". This can be interpreted as positive indication of support given by the Administration to the faculty. The Administration is creating opportunities for high quality which will be evaluated through students' performance.

While, the respondents rated the indicators on the administration provided a separate building for BTVTEd classes as a "moderately implemented" with a computed

mean of 3.4 and yet, for the assigned Head of the program by the administration is a PBET or LET or BLEPT passer and the administration maintained the 25% of the faculty members teaching in the BTVTEd program are full time have the same computed mean of 3.2 and the descriptive rating is moderately implemented. This shows that the Higher Education Institutions are still in the process of complying to the Standards of CMO 79, s. 2017 regarding infrastructure facilities. The response of the respondents is understandable considering that these are Public Institutions and building public structures may require procedures that would take longer time to finish the project. On the item about the eligibility of the Program Head, this was rated with a computed mean of 3.58 described as " Advance Level of Implementation. The numerical value denotes that the Public Higher Education Institutions are not wanting in this requirement of CHEd Memo 79 s. 2017. Being a passer of the required licensure examination means that the Program Head possess the professional skills as well as the practical skills necessary to perform a supervisory function. The Administration is giving premium to the qualifications of the one who will direct the operations, activities or performance of the program.

One very specific item spilled out in CMO 79 s. 2017 is that 25% of the faculty members teaching in the program. Table 1 revealed that the Administration of the Public Higher Education Institutions is supportive of the program by maintaining at least one fourth (1/4) of the faculty assigned in BTVTEd are full time faculty members. This only shows that the Administration is bent on preparing students to acquire appropriate skills, abilities and competencies to be able to live in and adapt to the real-work situations and contribute to the development of society. This becomes possible only if there are full-time faculty members who will prepare students as skilled manpower for the world of work.

It can be gleamed from Table 1` also, that the Administration is supportive of the implementation of the BTVTEd Program which was offered in 2018 by the identified Public Higher Education Institutions especially in the hiring of faculty with academic preparations and experiences appropriate to teaching technical-vocational courses. It was noted with a lowest computed mean is 2.9 described as "Moderately Implemented". This means that Administration is fully aware that faculty who are trained to teach technical-vocational courses are competent enough to teach and train students and equip them with workable practical skills, knowledge, aptitude and competencies requires in a specifioccupationson.

Over-all, the administrative support was evaluated as "Moderately Implemented" of the BTVTEd program with a computed mean of 3.4 and that the administration is compliant to the policies, standards and guidelines of CMO 79 s. 2017 on the implementation of the BTVTEd program.

Curriculum and Instruction

Based on CMO 79, s. 2017, the higher education institutions offering the BTVTEd program may exercise flexibility in their curricular offering. However, the following courses are prescribed as minimum standards to be implemented. The Bachelor of Technical-Vocational Teacher Education (BTVTEd) program is composed of thirty-six (36) total units for General Education, fifty-four (54) total no. of units for Professional Education which is consist of the foundation courses/ theories and concepts courses, and the pedagogical content knowledge (PCK) courses with additional technical-vocational allied courses, sixty-nine (69) total number of units for the major courses, eight (8) for Physical Education (PE) and six (6) total number of units for National Service Training Program (NSTP). Other additional areas of specialization may be offered by Higher Education Institutions like the Home Economics, Industrial Arts, Introduction to Communication Technology, and Agri-Fishery Arts, provided that they follow prescribed general and professional education requirements under the CMO 79, s. 2017 subject to the approval of the office of programs and standards. 240 hours in supervised industrial training or industry immersion in areas related to specialization. It is also included in the curriculum of some Public Higher Education Institutions' elective courses. Higher Education institutions offering BTVTEd programs may exercise flexibility in their curricular offering. However, the courses were prescribed as minimum requirements to be implemented.

Table 2: Curriculum and Instruction

Table 2
Curriculum and Instruction
N=49

Indicators	Head	Faculty	Mean	Descriptive Rating
1. The BTVTEd curriculum complied with CHEd minimum requirements as to its desired program outcomes.	4.0	3.5	3.8	Implemented
2. The BTVTEd curriculum uses the learner-centered/outcomes-based approach.	3.3	3.7	3.5	Implemented
3. Program specifications and area of specializations of the BTVTEd Program are based on CMO No. 79 series of 2017.	3.5	3.7	3.6	Implemented
4. The BTVTEd program equips the learners with adequate and relevant competencies in Industrial Arts, Home Economics, ICT and Agri-Fishery Arts.	4.0	3.7	3.9	Implemented
5. The BTVTEd program has a Certificate of Program Compliance (COPC)	4.3	4.3	4.3	Implemented
6. The BTVTEd program has a high level of accreditation	3	3	3	Moderately Implemented
Grand Mean			3.7	Implemented

Table 2 presents for the BTVTEd program equips the learners with adequate and relevant competencies in Industrial Arts, Home Economics, ICT and Agri Fishery Arts. This indicator presents that the computed mean of 3. 9 with a verbal description of "Implemented", means that most of the higher education institutions in region 3 offerings this area of Technology and Livelihood Education had been included in the said curriculum. It is because for the preparation of the students for their incoming licensure examination for teacher's examination. The Home Economics, Industrial Arts, Agri- Fishery Arts and ICT are included to the additional courses offered in the BTVTEd program for the reason that some of the content of these areas are included on the questions coming from the licensure examination.

On the other hand, the BTVTEd curriculum complied with CHEd minimum requirements as to its desired program outcomes. The computed mean of 3.8 with a descriptive rating of "Implemented", in this indicator shows that this curriculum followed the given standard of the CMO 79 s. 2017. The content of the curriculum followed the required number of units of the general education, professional education, the mandated subjects and other courses required by the CMO.

For the program specifications and area of specializations of the BTVTEd program are based on CMO 79 s. 2017 got the highest computed mean of 3.6 with a verbal description of "Implemented". This was revealed that the BTVTEd curriculum follows only the given standards by the CMO 79 s. 2017. All the area of specialization given on the curriculum of the higher educational institutions in region 3 offering BTVTEd program are all based on the CMO 79 s. 2017, no more no less even to the number of units.

Moreover, the curriculum of the BTVTEd uses the learner-centered/ outcomes-based approach as the indicator. The result of the computed mean was 3.5 as the lowest mean among the four (4) indicators and the descriptive rating is "Implemented". This result shows that most of the public higher education institutions in region 3 offering the BTVTEd program were using the learner-centered or the outcomes-based approach. This indicator, it shows that the students undertaking these courses have the knowledge and skills because of the outcomes-based approach.

For the certificate of program compliance of the BTVTEd program, based on the result, it was found that the computed mean of 4.3 and with a descriptive rating of "Implemented". It seems that there were few of the selected public higher education institutions that offered BTVTEd programs do not have yet the COPC and others on the process of applying for the said certificate.

And for the highest level of accreditation, it was found out some of the selected higher education institutions were already accredited but, some of them were on their candidate status, others were level one, level 2, level 3, and level 4 but there is one college that is not yet accredited. For the accreditation agency, the State Universities and Colleges, the Accreditation Agency of Chartered Colleges and Universities in the Philippines (AACCUP), while for the Local Colleges and Universities, the Accreditation Agency was the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA). Among the six (6) higher education institutions, the Bulacan Polytechnic College (BPC) offered electronic technology and Food Service Management, while the Don Honorio Ventura State University were Garment

Fashion and Design and Food Service Management, and the rest four (4) were offered the Food Service Management major.

And for the overall computed mean of 3. 7 and with a verbal description of "Implemented". This that the curriculum component complied on with the set policies, standards, and guidelines of the CMO 79 s. 2017.

Faculty Profile

Faculty members' profile of the BTVTEd program were based on the CMO 79, s. 2017 stated the following; the employment status, educational attainment, eligibility, total number of teaching experiences, individual performance commitment review rating, TESDA certification, pieces of training and expert services rendered.

Table 3: Faculty Profile

Table 3
Faculty Profile
N=49

Status	Head	Faculty	Mean	Verbal Description
1. All faculty member handling BTVTEd program are permanent.	3.0	3.1	3.1	Moderately Implemented
2. All faculty members handling BTVTEd major courses are National Certificate (NC)/ TM I & II, and with NTTC Holder	3.0	2.9	2.9	Moderately Implemented
3. The BTVTEd faculty handling major course are master's degree holder.	3.3	3.4	3.3	Moderately Implemented
4. BTVTEd faculty handling major courses have at least one (1) year very satisfactory teaching experience in technical-vocational or technological institution.	3.9	3.9	3.9	Implemented
5. All faculty handling BTVTEd courses are PBET/LET/BLEPT passer.	3.0	3.2	3.1	Moderately Implemented
6. Faculty attended to trainings/seminars that are relevant to area of specialization	3.7	3.8	3.6	Implemented
7. Participation to trainings, seminars not within area of specialization of the faculty	2.7	3.5	3.4	Moderately Implemented
8. Faculty Attended to In- service trainings/seminars	3.7	3.8	3.8	Implemented
9. The faculty Participated to trainings/seminars conducted by the division	2.7	3.4	3.3	Moderately Implemented

Table 3: Faculty Profile (Continue)

10. Attended to Regional trainings/seminars by the faculty	3.0	3.6	3.5	Implemented
11. The faculty participated to National trainings/seminars	3.0	4.3	4.1	Implemented
12. Faculty attended to International trainings/seminars	2.3	2.8	2.7	Moderately Implemented
13. Invited as Lecturer in the of specialization	2.0	2.8	2.4	Slightly Implemented
14. Acted as Trainer of teachers and students in the area of expertise	2.8	3.1	3.0	Moderately Implemented
15. Attended trainings/seminars as Resource speaker	1.8	2.7	2.3	Slightly Implemented
16. Participated as Panelist in skills competition	1.82	2.81	2.32	Slightly Implemented
17. Assigned as Facilitator in skills training/seminar	2.2	2.6	2.4	Slightly Implemented
18. Served as Consultant of school project/program	2.0	2.7	2.3	Slightly Implemented
19. Served as Program/Project Accreditor	1.5	2.4	2.0	Slightly Implemented
20. Designated as Lead Program/Project Implementer	1.5	2.7	2.1	Slightly Implemented
Grand Mean			2.9	Moderately Implemented

Table 3 illustrates the profile of the faculty handling BTVTEd major subjects as set by the standards, policies, and guidelines of the CHEd Memo No. 79 s. 2017 to be able to give the quality education needed by the learners. Among the indicators given, the highest computed mean of 4.1 with a descriptive rating of "Implemented". This was the participation to national seminars or training. This indicator shows that most of the faculty wants to attend training seminars and it shows that most of them were conducted and organized of different national organizations. Faculty wants to attend seminars or training even though it is not related on their area of specialization. Just to help them to increase their knowledge and skills.

While for the second-highest computed mean of 3.9 with a descriptive rating of "Implemented" with the indicator of BTVTEd faculty handling major courses have at least one (1) year of very satisfactory teaching experience in technical-vocational or technological

institution. In this indicator reflects that most of the faculty handling BTVTEd major courses an outstanding and very satisfactory IPCRF ratings. On the other hand, there were few of them got a satisfactory rating because they have only 1 to 2 teaching experience. The indicator revealed that it complied to the set standard of the CMO 79 s. 2017.

For the indicator of the attendance to In-service training/ seminars, the computed mean of 3.8 with a descriptive rating of "Implemented". This indicator indicates that most of the faculty wants to attend the seminars or training inside the campus to maximize to their time in travelling and to save money. The faculty's professional development growth, even they were have not attended international seminars. The in-service training conducted by the school gives a big help to the faculty, because they were not only developed their professional growth but also, they do bond to their colleagues.

Another indicator is the attendance to trainings or seminars that are relevant to area of specialization with a computed mean of 3.6 with a descriptive rating of "Implemented". There were many Technical-vocational seminars training and workshop that different organization have conduct and organize like for example the training, seminars and workshop that was conducted by HETTOP and POTTE and some other seminars, trainings and workshops that are under the umbrella of TESDA training centers.

Attendance to Regional trainings or seminars with a computed mean of 3.5 and with a verbal description of "Implemented". This indicator shows that some faculty were able to attend the regional seminars and trainings because it is cheaper rather than the international seminars. This can give a big help on the part of the faculty to enhance their skills and knowledge and to be more competent when it comes on their part to handle major courses in the BTVTEd program.

The BTVTEd faculty handling major courses are master's degree holder. One of the indicators that got a computed mean of 3.3 with a descriptive rating of "Moderately Implemented". This indicator reflects that most of the faculty that handled BTVTEd major courses were not Master' Degree holder which is one of the minimum requirements in teaching in all higher education institutions. Base on the results given, some of the faculty handling BTVTEd major courses have only units on their master's program. There were few have a master's degree.

However, the indicator of the participation to trainings, seminars not within area of specialization with a computed mean 3.4 and a verbal description of "Moderately Implemented". It indicates that some of the faculty were not able to attend seminars because

of different reasons, more paper works but most of them like to attend trainings and seminars even though they are not related in their area of specialization to be able to developed their professional growth. This can also help them to boost their moral when collaborate to different faculties from the different schools.

Meanwhile, the indicator of the participation to trainings, seminars conducted by the division with a computed mean of 3.3 with a verbal description of "Moderately Implemented", denotes that the trainings or seminars were conducted by the division, usually the Head of the program was the one who will attend on it. And He/ She will be the one who will echo the said training after she /he attended. The faculty members usually got the information of the said trainings upon attending the meeting preside by the Head.

However, for the indicator of, not all faculty members who are handling BTVTEd major courses are not permanent. This indicator got a computed mean of 3.1 with a descriptive rating of "Moderately Implemented". Most of the faculty were permanent because most of them are doctorate and master's degree holder. Nevertheless, there were some of them who are contract of service while others are temporary permanent and part timer, although, there are few of them were lecturer. To be able to be permanent in status, the usual qualification of the Commission on Higher Education is to finish the Master's Degree. The faculty must obtain or meet the other requirements, set by the Institutions to keep up with the standard, policies and guidelines set by the CMO 79 s. 2017.

All faculty handling BTVTEd courses are PBET/ LET/ BLEPT passers. There are few of the faculty handling the BTVTEd courses who were not eligible. Maybe, on the researcher's point of view, they were only hired because of the non-availability of the faculty who can teach the said major courses. Some of them are graduate of hotel and restaurant management or any related/ allied program. They were hired because they have the mastery of the subject matter and they can enhance the skills of the students. The indicator computed mean of 2.7 with a verbal description of "Moderately Implemented". Eligibility is one (1) of the requirements of the CMO 79 s. 2017, that is why, there are some of the faculty who did not have the permanent status.

It also denotes that the indicators were rated "Moderately Implemented". The indicator "acted as trainer of teachers and students in the area of expertise" with a computed mean of 3.0. In this indicator it illustrates that the technical-vocational teacher was the one who could train their colleagues and students especially in other TESDA competencies before they

undergo into assessment. It is important that plenty members familiarize themselves with the skills first before they will start an assessment.

Meanwhile, the indicator of not all faculty handling BTVTEd major courses are holders of different National Certificate or trainer's methodology Certificate from TESDA with a computed mean of 2.9 with a verbal description of "Moderately Implemented". Most of them handling the NC II, and the trainer's methodology 1 certificate. There are some who were handling of the NC I, NCIII, TM II and with NTTC. The indicator revealed that not all of the faculty have undergone on the trainings conducted by Technical Education Skills Development Authority (TESDA) which is one of the requirements set by the CMO 79, s. 2017.

It also defines that the indicator to the attendance to international trainings or seminar with a computed mean of 2.7 with a verbal description of "Moderately Implemented". This indicator signifies that international trainings and seminars were not usually attended by the faculty even before pandemic due to some reasons and maybe one of the reasons is the financial reason. Only for those who can afford to go international can attend seminars especially if the expenses were not shouldered by the school. Meanwhile, the statement faculty was "invited as lecturer in the area of specialization" had a computed mean score of 2.4 with a verbal description of "Slightly

Implemented". Most of the BTVTEd faculty were invited as lecturer in their area of specialization because there was a competency in technical-vocational courses that were not familiar to the other program, and it is important to the faculty that they act as lecturer to enhance their knowledge in the program and they handled and familiarize themselves. It is also helping the faculty to developed their skills and knowledge in teaching the BTVTEd courses. Another indicator with the same computed mean and verbal description was "assigned as facilitator in skills trainings/ seminar". For every event or program conduct in the school, like the celebration of the Nutrition month in Deped, like the skills competition and any other activity that is related to the major courses of the program, the BTVTEd faculty were invited to be a judged in the event, and any other activities that were the area of specialization of the BTVTEd faculty were invited. Moreover, attended training/ seminars as a resource speaker with a computed mean of 2.3, with a verbal description of "Slightly Implemented". The BTVTEd faculty based on the results of the study, they are not that active in participating as a resource speaker. Because the program is too young some faculty are not yet that experience in the said indicator. While the second to the lowest computed mean score was

2.11 with a verbal description of slightly active. this indicator was the designated as Lead Program or project implementer.

Participated as panelist in skills competition is another indicator in which it got a computed mean of 2.3 with a descriptive rating of "Slightly Implemented". The BTVTEd faculty are not that active when it comes to their expertise in services rendered. Like what I've said before, because the program is too young, some of the faculty are not that familiar to that competition and some are not willing to participate as panelist. Another indicator with the same computed mean and verbal description is the; Served as a consultant of school project, only few BTVTEd faculty were invited in this activity because the usual invited on the said activities were from the Bachelor of Secondary Education (B.S.Ed) with different area of specialization or the Bachelor of Elementary Education (BEEd) faculty.

And the indicator of Designated as Lead Program or Project Indicator was the second to the lowest computed mean of 2.1 with a descriptive rating of slightly implemented was because based on the results of the study, faculty handling BTVTEd major courses are not interested or not that active due to some instances like for example, many papers work or many things to do.

And the indicator with the lowest mean score "was served as Program or project accreditor". This had a computed mean of 2.0 and a descriptive rating of "Slightly Implemented". This indicator revealed that being an accreditor would under in a several types of training and seminars. That is why BTVTEd faculty were not that active. And for the computed grand mean of 2.9 with a descriptive rating of "Moderately Implemented". The profile of the faculty handling BTVTEd program complied and meet the set policies, standards, and guideline of the CMO 79 s. 2017. It denotes of the grand mean and the descriptive rating. Moreover, training is one of the keys to developed the professional growth of the faculty. Attending local, regional, national, international seminar or training would be able to enhance the faculty skills and knowledge especially in their area of specialization. But it also developed and enhance their student's knowledge and skills and they can give them the quality education that they needed. It is a continuous professional development not only attending graduate school programs. Faculty development is one of the requirements set by the CMO 79 s. 2017 in the faculty. And it shows that the faculty handling BTVTEd program were not that active in terms of their expertise in rendering services.

Facilities and Laboratory

Based on CMO 79, s. 2017, there were a required laboratories and facilities for general education that should be provided by the institution. A practicum laboratory in technology education shall be maintained within or outside the campus through appropriate linkages, networking or consortium, specialized laboratories should be maintained for the major fields, and the technology facilities and requirements shall be based on the training regulations set by TESDA.

Table 4: Facilities and Laboratory

Table 4
Facilities and Laboratory Equipment
N=49

Indicators	Head	Faculty	Mean	Descriptive Rating
1. A practicum laboratory in technology education is maintained.	3.3	3.4	3.4	Moderately Implemented
2. A specialized laboratory is maintained for the major field.	3.3	3.3	3.3	Moderately Implemented
3. The technology facilities and requirements are based on the training regulations set by TESDA.	3.2	3.4	3.3	Moderately Implemented
4. There is an educational technology laboratory with appropriate equipment and software as indicated in the course specification.	2.8	3.3	3.1	Moderately Implemented
5. The technology Education Institution maintain a facility within which students can undertake their field study and practicum.	2.7	3.3	3.0	Moderately Implemented
Grand Mean			3.2	Moderately Implemented

Table 4 reveals that the highest computed mean score is 3.4 with a verbal description of "Moderately Implemented", which is the indicator on maintaining practicum laboratory in technology education. It is important to maintained the practicum laboratory in order keep the learning environment conducive for the students. And also important to maintained the cleanliness of the practicum laboratory because this can be used as an appropriate linkages, networking and consortium. Linkages is a big help not only to the public higher education institution but also to the students and to the stakeholders. The following indicators on maintaining a special laboratory for the major fields and the facilities and laboratory

equipment is the "technology facilities and requirements are based on the training regulations set by TESDA" had a computed mean score of 3.3 and had a verbal description of "Moderately Implemented". It is important to maintain a special laboratory for major fields because not all public higher education institutions had given the chance to have that kind of laboratory. It is good to maintain that laboratory because this was the place to where the area of specialization was done like cooking, baking, bartending, food and beverages, food processing, meal management, international cuisine, quantity cooking, and any other major courses in food service management, garments fashion and design, electronics technology and other area of specialization. TESDA is the one that sets the requirement on the BTVTEd because the program was designed in senior high school. BTVTEd students, upon graduation, can work at the industry (bakery, food processing, hotel and restaurant industry), they can apply to TESDA as Trainor or TESDA assessor or they can pursue teaching if they will

pass their Licensure Examination. There is an educational technology laboratory with appropriate equipment and software as indicated in the course specification is another indicator in the facilities and laboratory. This indicator had a computed mean of 3.1 with a descriptive rating of "Moderately Implemented". This indicator got the second lowest computed mean because of the laboratory software that is too expensive and sensitive. And maybe the faculty can teach fluently the subject matter through proper demonstration. And the lowest indicator among the five (5) was the technology education institution maintain a facility within which students can undertake their study and practicum. This indicator had a computed mean of 3.0 with a descriptive rating of "Moderately Implemented", revealed that few of the public higher education institutions in region 3 offering BTVTEd program had no technology education Institution maintain a facility in which the field of study and practicum of the students can undertake. So, it is important for the BTVTEd students to undergone their Field Study and practicum to the school in which there is a complete sets of laboratory tools and equipment. However, the grand mean for the facilities and laboratory equipment computed a mean score of 3.2 with a verbal description of "Moderately Implemented". In this initial implementation of the BTVTEd program, there were such things that were seen and were not available but needed in the implementation of the program. This laboratory and Physical; facilities were trying to complied the set requirement of the CMO 79 s. 2017. The Teacher Education Institution should have to access to an educational technology laboratory with appropriate equipment and software as indicated in the course specification but for this time only public higher educational institutions can provide because of the allotted budget,

but it is quite important in the learning of the students. The same laboratory shall serve to allow preparation, presentation and viewing of audio- visual materials to support instruction. Meanwhile the Teacher Education Institution should have a facility that maybe a laboratory school, and must have a long-term memorandum of agreement with a Department of Education as their cooperating school or cluster of their cooperating school in which they can administered their practicum activities, field study, and their practice teaching during their fourth year.

The list of the laboratory equipment with the different area of specialization shown in appendix H it shows the availability and functionality of the laboratory tools and equipment for Food Service Management major in BTVTEd program. It shows that the evidence is not 100 % complete and functional. Liquid measuring cup, dry measuring cup, measuring spoon, wooden spoon, rubber spatula, metal turner, pastry brush, whisk. Kitchen scissor, rolling pin, set of knives, baking pan, food tongs, strainer, chopping boards, mixing bowls, grater, and colander are 100% available and all are functional, while for the wire/cooling racks, quart stock pot, casserole and conventional oven only 42 respondents or 85.71% are available and functional. Moreover, for the chiller only 34 or 69.39% were available and functional, and for the refrigerator, only 27 or 55.10% were available and functional. For the heavy-duty oven, skillet, and sauté pan only 27 or 55.10% are available and functional. On the other hand, for the hand mixer 100% are available but only 36 or 73.47 were available, for heavy duty mixer 42 out of 49 or 85.71% were available but only 27 or 55.10 were functional, while for the food processor 42 out of 49 or 85.71 were available but only 27 or 55.10 were functional. However, for the freezer, 42 or 85.71 were available but only 24 or 48.98% were functional.

Based on the response of the respondents, there are some State university and Colleges that are not complete in terms of facilities, materials, tools and equipment. There are some facilities, materials, tools and equipment available but are not functional. There were also some universities or Local College that the building or laboratory itself were not available, that is why the practicum activities of the students were done inside the classroom.

In this table, it shows that even though a simple tool is important in the learning of the students. It revealed that there were other public higher education institutions were not complete on the simple tools because the budget allotted in this program is not enough, and that the administration has no support to the program. On the other hand, for the laboratory tools and equipment for Garment

Fashion and Design major in BTVTEd program are not totally complete. Muslin, dress marker pins, tape measure, French curve tool, hip curve tool, clear plastic ruler, fabric shear, adhesive ¼" style tape, marker, sketch/ tracing paper, yard stick, dress forms, fabric presser, fashion arts tools, drafting tables, high-speed sewing machine and electric edging machine are 100% available and functioning while the computer assisted design tool (CAD) and manual sewing machine are not available.

However, for the given list of the laboratory tools and equipment in Electrical Technology were 100% available and functional. All the listed laboratory tools and equipment were available and all were functioning. But those are only minimal base on some faculty that the researcher asked.

Least and Most Implemented Component

The component used in this study were the administrative support, curriculum and instruction, faculty profile and the facilities and laboratory. The administrative support was stated in the different statement in which the administration found out the weakness of the program and will be able to improve, enhance, or supplement the deficiency of the program. Under the faculty profile, the listed profile of the faculty was based on the CHEd memorandum order No. 79, series of 2017 were the following; the employment status, educational attainment, licensure examination taken, the individual performance commitment and review (IPCR) rating and the Certification under TESDA. In this table, it shows the list of the BTVTEd components in ion which the most and the least implemented components was based.

Table 5: Most and Least Implemented

**Table 5
Most and Least Implemented
N=49**

COMPONENT	MEAN	Descriptive Rating
1. Administrative Support	3.4	Moderately Implemented
2. Curriculum and Instruction	3.7	Implemented
3. Faculty Profile	2.9	Moderately Implemented
4. Facilities and Laboratory	3.2	Moderately Implemented
Grand Mean	3.3	Moderately Implemented

Based on the findings of the study, Curriculum and Instruction is considered most implemented component with a computed mean of 3. 7 with a descriptive rating of implemented. As per the evaluation by the respondents the implemented BTVTEd curriculum followed the required subjects and units in general education, professional education, and the mandated subject in the area of specialization. The BTVTEd curriculum of the SUCs and LUCs uses the learner-centered or the outcomes-based approach. Most of the BTVTEd courses are based on CMO No. 79 series of 2017. The administration offered the BTVTEd program and followed the curriculum based on the CMO 79 s. 2017.

The component of the administration support and facilities and laboratory got a computed mean of 3.5 and with a verbal description of "moderately implemented". Based on the result of the finding, most of the public higher education institutions have complete sets of facilities and laboratory equipment. Although however, there were also tools and equipment that were available but some of them were not functional. On the other hand, for the administration as evaluated by the respondents are evidently doing its part to the fullest in supporting the BTVTEd program as this is the program that supports the government in its advocacy for manpower development.

The faculty profile got the lowest computed mean of 3.3 and was considered the least implemented. This result may serve as a wake-up call especially to the faculty who do not attend seminars and trainings for their professional development. The Administration maybe also formulate policies to encourage BTVTEd faculty to improve their profile.

This is the least implemented component because most of the requirements set by the CMO were not totally complied by the faculty. Most of them were not master's degree holder, there were some of them who do not have the certificate of eligibility or the LET, PBET, BLEPT, or CSC passer. In terms of professional development, there were few of them who were not active in attending seminars and trainings. Some of the BTVTEd faculty were not permanent in status, while some of them do not have the national certificate issued by TESDA.

Problems Encountered in the Implementation of the BTVTEd program

In implementation of the BTVTEd program, there were some identified by the respondents. Some of the problems encountered are about, the faculty alignment, like some faculty, were not a graduate of education but just grabbed the teaching vacancy in the BTVTEd program,and some of the faculty members are the Hotel and Restaurant Management (HRM) graduate, Information, Communication Technology (ICT) graduate, Electrical/ Electronic

Technology graduate, and related courses. There are also faculty who were not Bachelor of Science in Industrial Education (BSIE)/ BSEd Technology and Livelihood Education (TLE)/ Bachelor of Technical Teacher Education graduates but they teach the major courses because of the shortage of faculty in BTVTEd program. There were also faculty who are teaching BTVTEd major courses but they were not a registered holder of any eligibility like PBET, LET, BLEPT, or either a civil service examination passer.

Table 6: Problems Encountered in the Implementation of the BTVTEd program

Table 6
Problems Encountered in the Implementation of the BTVTEd Program
N=49

Indicators	Head	Faculty	Mean	Descriptive Rating
1. The BTVTEd faculty handling major courses do not possess the required teacher eligibility.	1.7	1.6	1.7	Rarely
2. The subjects being handled by the faculty does not match his/her major field.	2.3	2.1	2.2	Rarely
3. Big class size for the laboratory subjects.	1.5	1.6	1.6	Rarely
4. Faculty handling BTVTEd courses are not TLE/ BSIE/ BTTE graduates.	1.8	1.5	1.7	Rarely
5. Not all BTVTEd faculty aspire to be a holder of TM certificates.	1.5	1.6	1.6	Rarely
6. Most of the BTVTEd are contractual faculty.	2.0	1.7	1.9	Rarely
Grand Mean			1.7	Rarely

Table 6 presents the problem encountered in the implementation of the BTVTEd program. As the highest computed mean of 2.2 with a verbal description of rarely, the indicator stated that the subject being handled by the BTVTEd faculty does not match their field of specialization. For the reason that some of the faculty handling BTVTEd courses are not a BSIE or BSEd-TLE or a BTTE graduate. And sometimes the faculty handling the major courses in BTVTEd are graduate of any related or allied courses. On the other hand, some faculty handling major courses assigned to teach the subject because of the lack of the teacher to handle the subject.

Another identified problem, the respondents reported that most of the BTVTEd are contractual faculty with a highest computed mean of 1.9 and with a descriptive rating of rarely. The reason why is that some of the faculty are in the contract of service for their employment status is that, they are not yet finished their master's degree program, and others are not yet eligible. This identified by the respondents was the status and appointment of the BTVTEd faculty. Having this status may not give them enough motivation and enthusiasm to teach.

However, another identified problem encountered is that, not all the BTVTEd faculty members who are handling major subjects are teacher eligible. The computed of 1.7 with a descriptive rating of rarely. This is a problem on the on the Faculty profile because CMO 79 s. 2017 clearly requires Teacher Eligibility. And besides in the application of the program for compliance certificate CHEd, the faculty profile is being looked into. The table also revealed that it is "often" a problem from the Program Head and faculty that some do not possess the expertise needed to handle their respective subjects. Perhaps the Program Head was left with no choice but assign one faculty to one subject even it is not his/her major field because no one is educationally qualified and the 77 teacher concerned will just accept the assignment hoping for a chance to retool himself sooner.

It was also disclosed by the respondents that class size is rarely their problem with a computed mean of 1.6. Even if the Administration is considering measures for its Admission policy, big classes cannot be avoided especially now that the K to 12 programs of the DepEd is producing graduates under the Technical-Vocational Track.

As BTVTEd faculty, it becomes imperative that he/she gets certificates of competencies from TESDA especially in Trainer's Methodology certificate with the same computed mean and descriptive rating. However, not all faculty in the BTVTEd program are pursuing a certificate of competencies.

The most glaring problem as revealed by the respondents was the motivation and interest of the students enrolled in the program. Since many students enrolled in the program was those who did not choose BTVTEd as their first and even second choice, some seek shifting of course as early as they reach second year, while those who opted to stay do not have enough motivation to excel or do good in their classes.

And the lowest computed mean was 1.5 with a descriptive rating of rarely. The indicator stated that the faculty handling BTVTEd courses are not BTVTEd TLE or BSIE or BTTE graduate. It seems that there is no available faculty to handle the major courses that is why even the faculty is not aligned to the subject matter, they were assigned to handle major courses.

Proposed Plan of Action to enhance the BTVTEd program

In this action plan, the following problems encountered in the implementation of the BTVTEd program were included to improved and strengthen the program. For every problem encountered, the researcher proposed a strategy or activities as the suggested solution and put an expected output.

Table 7: Action Plan 2021-2022

Problems Encountered	Objectives	Strategies/ Activities	Persons Involved	Budget Allocation	Timeline	Expected Output
The BTVTEd faculty handling major courses do not possess the required teacher eligibility.	To be able pass the teacher's eligibility examination like Licensure Examination for Teachers (LET)	Attend review center before taking up the LET examination	Faculty	Faculty own money	One (1) semester	To pass the LET
The subject being handled by the faculty does not match his/her major field.	To be able to align all the faculty handling specific major courses	Align the bachelor and master's degree of the faculty and the major courses handled	Dean Program Head Faculty	Faculty own money	The entire school year	Faculty alignment
Big class size for the laboratory	To be able to understand well the lesson of the students	Set a minimum number of students for every laboratory course that the students will be able to move and work well	Dean Program Head Faculty Students	No money involves	The entire school year	To execute the laboratory activities well.
Big class size for the laboratory	To be able to understand well the lesson of the students	Set a minimum number of students for every laboratory course that the students will be able to move and work well	Dean Program Head Faculty Students	No money involves	The entire school year	To execute the laboratory activities well.
Faculty handling BTVTEd courses are not TLE/BSIE/BTTE graduates	To be able to present the mastery of the subject matter	All faculty handling major courses must be a graduate of its either a BSEd-TLE or a BSIE or a BTTE	Dean Program Head Faculty	No money involves	The entire school year	Faculty alignment
Not all BTVTEd faculty aspire to be a holder of TM certificates	To be able to receive a Trainer's Methodology Certificate issued by TESDA	Attend the TESDA training for the Trainer's Methodology	Faculty	Faculty own money	The entire semester	For the compliance of the CMOm79, s. 2017
most of the BTVTEd are contractual faculty	To be able to finished their graduate	Attend their graduate school	Faculty	Faculty own money	The entire school	For the faculty employment

Based on the findings of this study, the proposed action plan was based on the problems encountered in the implementation of the BTVTEd program. The problems encountered in the BTVTEd faculty handling major courses do not possess the required teacher eligibility. The strategies or activities taken is that the faculty will attend the review to the review center before taking up the LET examination. The budget use was the faculty own money and that is done for only one semester so that the faculty will pass the LET to become eligible.

However, another problem encountered is the subject being handled by the faculty does not match their major field and the faculty handling BTVTEd courses are not TLE or BSIE, or BTTE graduates. These are the usual problems encountered by the faculty. Some of them handle the major courses but they are not aligned. So the best strategy that the Dean or Head to do is to align faculty handling major courses. For instance, the faculty is not BSIE or TLE or BTTE graduate, they must took their master's degree program major in TLE.

On the other hand, another problem encountered is a big class size for the laboratory. The faculty should set a minimum number of students inside the laboratory to be able to move and work well the students inside the working area. And so that the faculty and the students will execute their laboratory activities well for a conducive learning environment.

Moreover, not all BTVTEd faculty aspire to be a holder of TM certificates. As a BTVTEd faculty, it is a must to attend the TESDA training for the enhancement of the knowledge and skills on the tech-voc courses. Because there are courses in BTVTEd that are focus on trainer's methodology. The BTVTEd faculty can coordinate with TESDA for skills training improvement as well as exchange program for faculty locally and internationally so that, they can adopt relevant and new approach in teaching courses that is related to Technical-Vocational Education (TVE). For the budget allocation of this problem encountered, the faculty own money will use for the entire semester so that the faculty can comply to the CMO 70, s. 2010.

And the last problems encountered is that most of the BTVTEd are contractual faculty. One reason of being a contractual faculty is not a full pledge master. so the strategies is to attend and finish the faculty graduate school program with their own expenses for the entire school year. After finishing the graduate school program, the faculty employment status will be permanent as the CHEd minimum requirement. The plan of action should be monitored and followed to be able to solve the problems encountered in the implementation of the BTVTEd program.

Implication of the study to Industrial Education Management and Technical-Vocational Education

The initial implementation of the BTVTEd program of the selected Higher Education Institutions can help the technical-vocational institution to improved and sustain the needs of the program based on the results of the study.

The initial implementation of the BTVTEd program of the selected Higher Education Institutions can help the technical-vocational institution to improved and sustain the needs of the program based on the results of the study.

For the most implemented components which is the curriculum and instruction, the must sustain the outcomes based approached to the learner to be able to equipped their selves for their knowledge and skills of the competencies of tech-voc courses. While for the least implemented components, the faculty must finish their graduate school program to be able to be permanent in their institution, and must equipped their selves for the enhancement of their knowledge and skills that can be transferred to the students. This can give a big helped to the part of the students, faculty and the administration.

This study can also help the community, in the sense that the higher education institutions will offer the area of specialization that is needed in the community. Like in the case of other institution, there were many hotels and restaurants in the community, that is why they offered the food service management.

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