

Perception on the Importance of Technology in Education Among Hospitality Management Students at Northeastern College

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Abstract

The purpose of this study is to examine the perceptions of Northeastern College Hospitality Management Students regarding the importance and use of technology in their education. To do this, the researchers conducted a mixed-methods survey of 476 students to determine their level of technological awareness, usage frequency of tools, and how technology/technology resources have impacted their academic achievement. It was found that most students responded that they believe technology is "Important", particularly for the purpose of improving communication, and therefore improving their academic grades. The most used technological tools are social media and basic productivity software, whereas specialized Hospitality applications are used less frequently. Overall, while the participants expressed a high degree of belief in the advantages that technology offers, they also reported having a variety of barriers, such as unreliable internet access, limited personal device access, and inadequate advanced technical training. The researchers concluded that even though the students have a strong desire to be a part of the digital transformation, post-secondary schools must provide the necessary infrastructure, as well as the appropriate level of professional training to assist their students in overcoming the discrepancy between their basic digital literacy and the required industry-relevant skill set.

Keywords: hospitality management students, technology application, academic performance

1. Introduction

In the 21st century, technology has profoundly reshaped global education, transforming how students engage with learning, interact with instructors, and demonstrate outcomes. Higher education institutions increasingly adopt technology-enhanced environments to boost engagement, optimize performance, and prepare graduates for digitally driven industries. This shift is especially critical in hospitality, where

professional practice now relies on platforms such as property management systems (PMS), online booking engines, and customer relationship management (CRM) software. Hospitality management education must therefore equip students with both technological awareness and practical application skills to ensure academic and professional success.

Recent studies highlight the strong link between digital proficiency and student achievement.

Dela Cruz (2023) emphasized technology's impact on hospitality curricula, while Lopez and Ramos (2023) noted that students' perceptions of learning modalities depend on their ability to navigate digital processes. Nejar, Monsale, and Esbieto (2024) further stressed that systemic challenges, such as poor internet connectivity, hinder academic progress, underscoring the need for robust technological competence.

Despite global recognition of technology's role, gaps remain in understanding how students in specific contexts engage with digital tools. This study focuses on two dimensions: technological awareness (knowledge of tools) and technological application (practical use in academic tasks). Awareness without application wastes resources, while application without full understanding risks inefficiency. Examining their interplay is essential to assess technology's contribution to academic success.

At Northeastern College, hospitality management students regularly encounter digital platforms in their training. Yet, the extent of their awareness and application—and how these relate to academic performance—has not been systematically studied. Addressing this gap will provide valuable insights for curriculum design, faculty development, and institutional policies aimed at strengthening technological competence. Ultimately, this research will enrich discourse on technology in higher education, offering contextual findings within Filipino hospitality management programs.

1.1 Statement of the Problem

This study aimed to determine the perception of the students on the importance of technology in education. This study sought to answer the following questions:

- 1) What is the profile of participants as to:
 - Age
 - Year Level
 - Gender
 - Access to personal device
 - Internet Connectivity at home
- 2) What is the perceived importance of technology in education among Hospitality Management student at Northeastern College?
- 3) How frequently and effectively do students apply technology in their academic tasks?

- 4) What are the students' perceptions of the use of technology in enhancing academic performance?
- 5) What barriers hinder the effective use of technology in academic settings?

2. Methodology

This chapter is mainly concerned with the research method used in the study, the locale, the participants, the research instruments, the research procedures, and the statistical treatment of data.

2.1 Research Design

This study used mixed methods to look at how Hospitality Management students view the importance of technology in education. It also aimed to identify how students experienced obstacles when using technology in their education. Using both quantitative and qualitative methods allows for a better understanding of the topic than either method could provide on its own. The quantitative part measured numbers from surveys, while the qualitative part added richness to the numeric data by providing context for the numbers through student voice when cross referenced with the quantitative data.

2.2 Participants of the Study

The study's population comprised all hospitality management students enrolled at Northeastern College for the academic year 2025-2026. A stratified random sampling method was employed to select a representative sample of students, ensuring that each year level was represented in proportion to its size. Using Slovin's formula with a 5% margin of error, the researcher determined that the final sample size was sufficient to represent the population of the participants. This made sure that the results could be applied to the larger student population.

2.3 Instrumentation

The primary instrument employed in this study was a structured survey questionnaire adapted from Salacop and Basmayor (2024) completed by the participants. This questionnaire had four main parts, each of which was connected to the research goals.

Profile of the Participants. This section included a checklist to collect demographic and personal information regarding the respondents, including their age, year level, gender, and information about their technology, including

their access to a personal device and the stability of their internet connection.

Awareness of Educational Technology. This section consisted of items assessing students' perceptions regarding the technology available to us as an educational institution and required to use it via hospitality management (hospitality management) and institutional technology standards. The items were evaluated according to a 4-point Likert scale of 1 (Not Important) to 4 (Very Important).

Frequency of Use of Technology in Education. This part of the questionnaire measured the number of times students use technology to complete various educational tasks while providing information on the main academic purpose for which they use technology. The items were evaluated using a 4-point Likert Scale (ranging from 1 - Never to 4 - Always).

Perception of the Use of Technology in Enhancing Academic Performance. This part of the questionnaire assessed the students' perceptions of technological integration. It is designed to gauge how students value technology as a catalyst for academic success and professional preparation within the hospitality sector. The items were evaluated using a 4-point Likert Scale (ranging from 1 - Strongly Disagree to 4 - Strongly Agree).

In addition, an open-ended question will be added to identify barriers to effective utilization of technology within an educational environment. The tool was developed through extensive test use by a group of educational technology professionals and professional hospitality management experts to ensure that it works as intended; both the validators (using Cronbach's alpha) and a separate group of hospitality management undergraduate students from a different institution who were not included in the research study assessed the scales. The internal consistency of the scales was measured at well over an acceptable 0.70 level of reliability. The reliability testing indicated internal consistency of 0.983.

2.4 Data Gathering Procedure

The first part of the study was approved by the Ethics Review Committee of St. Paul University Philippines to ensure compliance with standards of research practice. After securing ethical approval, the researchers sought and received institutional endorsement from the Dean of the Graduate School and the Dean of the College of

Hospitality Management at Northeastern College, providing authority for the researchers to access the desired population.

Before data collection could begin, all research instruments underwent extensive validation processes to ensure that the items were clear, appropriate, and met the objectives of the study. Following validation, student-participants were given detailed information about the purpose of the study, the voluntary nature of their participation, and the methods in place to ensure confidentiality. All participants completed an informed consent form prior to the start of the data collection.

The data were collected systematically and in a controlled manner using Internet-based survey software (Microsoft Forms). Sessions were completed under the supervision of the researcher in order to ensure a high response rate and to provide instructions on how to complete the survey while not influencing participant responses. Once all data were collected, the responses were reviewed by the researchers to ensure completeness and accuracy, at which point the data were transferred to Jamovi statistical analysis software for further analysis. All participant information was anonymized, to maintain the confidentiality of all participants and to conform to the strictest standards of data privacy.

2.5 Data Analysis

The recorded data were analyzed using appropriate methods as follows:

Frequency and Percentage. This method was used to elicit information regarding the demographic and technological profile of the participants (e.g., age, year level, gender, access to personal devices, internet connectivity at home).

Weighted Mean and Standard Deviation. These two descriptive statistics were used to determine the perceived importance of technology in education and the frequency and effectiveness in which technology has been applied to academic tasks; therefore, the students' perceptions about how technology improves academic success are being assessed. The weighted means for each indicator were interpreted according to a four-point scale.

Statistical Software. All data collected in this research study were processed and analysed using the statistical package called Jamovi to ensure all the descriptive results from the research are accurate and that the research

objectives have been achieved.

Additionally, the researcher employed Braun and Clarke's six phases of thematic analysis to interpret the qualitative data derived from the open-ended questions, encompassing the following steps: First, the researcher read the data carefully to become familiar with the qualitative responses. After that, the researcher makes and uses initial codes to find patterns. Then use these codes to identify possible themes. Next, the researcher revisits these themes to refine them. Make sure to back up the data, then name and define the final themes. Lastly, write up the analysis and back up your claims with quotes.

3. Results and Discussion

This section should present the summary of specific outcomes of the research. This part should contain the results, the interpretation as well as literature support as part of the discussion. Data presentation is by objectives; may include theory generation and critique of the methodology.

Table 1. Participants Demographic Profile

Frequencies of Age

Age	Counts	% of Total
17-19 y/o	210	44.1%
20-22 y/o	237	49.8%
23-25 y/o	21	4.4%
26-28 y/o	6	1.3%
29 y/o above	2	0.4%

Frequencies of Year Level

Year Level	Counts	% of Total
1st Year	169	35.5%
2nd Year	95	20.0%
3rd Year	120	25.2%

Frequencies of Year Level

Year Level	Counts	% of Total
4th Year	92	19.3%

Frequencies of Gender

Gender	Counts	% of Total
Female	284	59.7%
Male	192	40.3%

Frequencies of Access to personal device:

Access to personal device:	Counts	% of Total
No	36	7.6%
Yes	440	92.4%

Frequencies of Internet connectivity at home:

Internet connectivity at home:	Counts	% of Total
Intermittent	76	16.0%
None	45	9.5%
Stable	355	74.6%

Table 1 presents the profile of the participants in terms of age, year level, gender, personal device use and internet connectivity at home. The table shows that as to age, most or 41.8% are 20-22 years old and most or 35.5% are first year level. Majority or 59.7% are female, while 92.4% or majority have access to personal device and finally, majority or 74.6% have stable internet connection.

Table 2. Awareness of Educational Technologies

	Mean	SD	DI
Technology increases academic performance (e.g. grades).	3.00	0.818	I
Technology promotes collaboration and participation.	2.98	0.805	I
Technology promotes the development of communication skills (e.g., writing and presentation skills).	3.04	0.822	I
Technology is an effective tool for students to develop their abilities.	2.96	0.850	I
Using technology effectively will help me earn a living.	2.86	0.797	I
Learning the use of technology is worthwhile and necessary subject.	2.89	0.784	I
The use of technology will be necessary for the rest of my life.	2.88	0.812	I
try to use technology since I know how useful it is.	2.94	0.793	I
Overall Mean	2.94	0.701	I

The data presented in Table 2 shows that, on average, students in the Hospitality Management program at Northeastern College view technology as being vital to their education as evidenced by an overall mean score of 2.94 with “Important” being the Descriptive Interpretation (DI). The highest rated indicator rated (Mean = 3.04) was for students’ appreciation of how technology allows for the enhancement of communication skills such as writing or presentation. The second highest rated indicator (Mean = 3.00) pertained to respondents’ perceptions of how technology applies positively towards academic performance.

While all indicators received scores that fell within the “Important” band, there is notably less emphasis on the value of technology applying positively towards employment (Mean = 2.86) compared to its current utility. This suggests that while BSHM students appreciate the impact of technology on their academic success, they do not perceive it as having quite the same impact on income from their future employment. However, across these four areas of inquiry it is evident from this data that students collectively agree that educational technology is an important, meaningful, and beneficial resource to their educational and professional growth.

The results from Northeastern College provide a nuanced view of how Hospitality Management students in the Philippines use technology. There

remains a notable disparity between students’ self-assessed proficiency and confidence in utilizing technology, particularly in problem-solving contexts, and their acknowledgment of its importance, despite a moderate level of awareness. This difference is a sign of broader problems in Philippine higher education, where students face many challenges that make it hard for them to use educational technologies effectively, such as poor infrastructure and a lack of technical support (Barrot et al., 2021).

Also, students’ positive views on how technology can help them communicate and do better in school show that they are ready to use these tools to get ahead in their careers. However, teachers’ complaints about new technologies indicate that they need to find better ways to teach. For instance, incorporating comprehensive digital literacy curricula could enhance students’ acquisition of essential technical skills, thereby addressing the self-efficacy deficiencies identified in the findings (Anthonysamy, 2022; Garcia, 2017; Chen & Wang, 2023). Finally, using social learning models that promote cooperation and knowledge sharing among peers may also help students solve problems more effectively and use technology more. This strategy is essential in the rapidly changing digital world created by the COVID-19 pandemic, where online learning and adapting to new technologies are now necessary for academic success

(Simamora, 2020).

Table 3. Most Frequent Technology Application Used by Hospitality Management Students

	Mean	SD	QI
Learning Management Systems (e.g., Google Classroom, Moodle) for submitting assignments	2.78	0.868	O
Simulation software (e.g., OPERA, Cloudbeds) for practical exercises	2.56	0.830	O
Productivity tools (e.g., MS Word, Excel, Canva) for projects and reports	2.99	0.837	O
Online databases (e.g., Google Scholar, JSTOR) for research	2.80	0.822	O
Communication platforms (e.g., Zoom, MS Teams) for group work	2.78	0.847	O
Mobile apps (e.g., Google Keep, Notion) for organizing academic tasks	2.86	0.835	O
Hospitality-related software (e.g., POS systems, reservation platforms) for course simulations	2.72	0.843	O
Social media (e.g., Facebook groups, Messenger) for academic coordination and updates	3.07	0.859	O
File-sharing platforms (e.g., Google Drive, Dropbox) for collaborative academic work	2.95	0.816	O
E-books and digital libraries (e.g., LibGen, institutional e-resources) for academic reading	2.74	0.838	O
Online quizzes and assessment tools (e.g., Kahoot, Quizizz) for review and evaluation	2.77	0.831	O
Video platforms (e.g., YouTube, Coursera) for supplemental learning	2.98	0.838	O
Overall Mean	2.83	0.684	O

Table 3 revealed that Hospitality Management students use many different types of technology tools in their studies, demonstrating a mean score of 2.83 and being categorized as “often.” The most used applications include social media for academic collaboration (mean of 3.07) and productivity applications (mean of 2.99), indicating that students use digital resources to collaborate and create content.

Although specialized hospitality simulation software rated the lowest for frequency (mean of 2.56), it falls within the “often” category, showing that there is a consistent foundation of technical engagement across programs. The average standard deviations (ranging from 0.816 to 0.868) also indicate that there is a consistent application

of these technologies, suggesting that digital resources (LMS and video-based supplemental materials) are used uniformly and integrally in students’ academic workflow.

The findings of this study reveal significant challenges faced by hospitality management students at Northeastern College, particularly in light of the changing educational environment in the Philippines. The moderate level of technology use may indicate that students recognize technology as playing an essential role. Still, they might not be well-trained or equipped to integrate this tool into their academic activities. This finding supports those of other studies, which report that hospitality management graduates possess basic digital skills but clearly

lack the advanced competencies necessary for industry-relevant employment (Stylianou & Pericleous, 2025).

In addition, the dominance of social media and basic productivity apps reminds us that people can stick to what they know, even when it leads to poor teaching or poor work (Anastasiou, 2020). This reliance may inadvertently prevent students from developing the skills needed for a technology-infused hospitality industry. It is worrisome that even more specialized programs, such as simulation software and learning

management systems, which are vital for immersing oneself in learning or hands-on practice, are not being utilized. This would indicate that institutions are not offering effective practical oriented training (Ashokkumar & Sangeetha, 2024). To bridge this gap, the academic curriculum must be closely aligned with industry requirements. This points out that teachers must integrate technological training, and that it should be more advanced, so that computer technology benefits students at school and helps them land jobs in a competitive job market (Neroorkar, 2022).

Table 4. Perceptions of the Use of Technology to Enhance Academic Performance

	Mean	SD	QI
I believe technology helps improve my academic performance.	3.03	0.786	A
I can identify specific technologies that have positively impacted my learning.	2.94	0.788	A
My academic performance improves when I use technology effectively.	2.95	0.778	A
I am motivated to learn when academic tasks involve technology.	2.91	0.761	A
I can complete academic tasks more efficiently with the help of technology.	3.01	0.780	A
I regularly use technology to review lessons and prepare for assessments.	2.96	0.776	A
I receive timely feedback from instructors through digital platforms.	2.89	0.792	A
I collaborate more effectively with classmates using communication and file-sharing tools.	2.99	0.783	A
I believe my future career in hospitality will benefit from my current use of academic technology.	3.00	0.775	A
I receive adequate support from the institution in using academic technologies.	2.90	0.778	A
I am interested in learning more about new technologies that can support my academic growth.	3.04	0.815	A
Overall Mean	2.96	0.680	A

The results in Table 4 show that students feel strongly that technology has a positive influence on their ability to be successful in an academic setting (M=2.96, QI = Agree). The students are eager to continue keeping up with changing technology, as evidenced by the highest mean score (M = 3.04) for being interested in learning about new technology to accomplish more in

school and closely followed by having a belief that technology helps them perform better (M = 3.03).

Although all constructs received an average score of “Agree”, students perceived the need for timely feedback from instructors (M = 2.89) and for help gaining technology resources from their institution (M = 2.90) to be slightly less important

than their self-directed ability to accomplish things such as being efficient with the use of technology and being able to collaborate with others using technology. In addition to having consistent standard deviations of range ($SD = .761-.815$), students were consistent in their responses that technology is not simply a convenience but is an important resource for helping students be more productive with completing tasks, preparing for future job opportunities in the hospitality field, and creating a more dynamic/engaging educational experience.

Thus, it is essential to consider the social, cultural, and economic factors that influence students' emotions and their technology usage. The data show that people are interested in technology and think it can help them do better in school. This aligns with studies showing that Filipino college students generally prefer using digital technologies in school. For example, Garcia's study on the use of e-learning technology among Filipino college students (Garcia, 2017) shows this. People aren't sure they can fix technical problems, indicating they lack some of the skills they need. Organizations and training programs tailored to the needs of those who need them could help improve this.

Furthermore, students' feelings of being overwhelmed by digital tools align with research showing that electronic resources for students are becoming more complex and more common (Tamim et al., 2011). It is essential to address these problems in the Philippines because some communities may still be developing their digital infrastructure. It is necessary to spend money on both training and technology. Schools should provide students with what they need to learn and ensure they have someone to ask for help when they need to learn something new. Fixing these technical problems can make it easier to learn and grow in your career, which will help you get better grades in the end (Tibayde, 2025).

Barriers that hinder the effective use of technology in academic settings.

The open-ended responses demonstrate that several barriers make educational technology adoption difficult. These include poor internet, insufficient equipment, digital skills and training, unwillingness to adapt, appropriate cash, and social media distraction. These constraints make classroom technology use tougher, limiting students' digital resource use.

Academic technology utilization faces many challenges. Our theme analysis of qualitative interviews with hospitality management students demonstrates that they have inadequate internet connectivity and limited device availability. The synthesis lists the following technology use barriers. Poor internet connectivity, restricted device access, lack of digital skills and training, opposition to change, and cost constraints hinder technology in education. Insufficient Wi-Fi speed or connection prevents students from taking online classes, watching videos, or researching. Participant 9 mentions this notion.

"One barrier is poor internet connection. Slow or unstable Wi-Fi makes it difficult for students to join online classes, watch videos, or take online quizzes." **Participant 9**

Furthermore, Participant 27 and Participant 36 agree with this idea. They say that having slow internet makes it harder to learn online.

Common barriers to effective technology use in academics include poor internet, limited access to devices, lack of technical skills or training, insufficient school resources, resistance to change, and frequent technical issues. **Participant 27**

Barriers that hinder the effective use of technology in academic settings include limited access to devices and poor internet connectivity, which prevent students from fully engaging in digital learning... **Participant 36**

Research substantiates this finding, indicating that students often require dependable and sufficient internet access to effectively utilize online educational resources; its absence may adversely impact academic performance and engagement (Mohammed, 2025; Zhu et al., 2022).

Another crucial barrier is limited access to devices. Participant 30 mentioned the direct correlation between a lack of devices and academic performance. Participant 35 expanded this viewpoint by discussing how students' social status may limit their ability to procure necessary technology for their studies.

Common barriers include poor internet connection, lack of devices, limited digital skills, high technology costs, and insufficient training for students. **Participant 30**

The barriers that hinder the effective use of technology in academic settings are the funding/cost, poor infrastructure, resistance to

change, lack of time, and many more.

Participant 29

Social status of every student, especially those who cannot afford to provide their own equipment. **Participant 35**

This highlights the broader issue of how socio-economic factors influence educational equity. Prior studies suggest that students without adequate resources struggle to keep up with digital educational trends, further widening the academic achievement gap (Mphahlele et al., 2023; Srivastava, 2024).

Moreover, there is a lack of digital skills and training among educators, which has led them to use technology poorly. Participants stated that teachers lack experience in this field and that there is insufficient access to the internet and web technology training.

...Limited access to devices and the internet, lack of digital skills, and insufficient teacher training make integration difficult... **Participant 14**

Technology in academic settings is limited by unequal access, insufficient skills, and outdated resources that prevent smooth integration into learning... **Participant 31**

This is yet another example of the failure of educational institutions to equip students and teachers with the technical know-how they need, preventing technology integration from fully achieving its potential benefits. Research suggests that ongoing professional development is essential for teachers to gain confidence in using digital tools, a prerequisite for student success (Aloovi, 2025).

Resistance to change exists on both sides; educators resist it, while institutions of higher learning offer little encouragement to leap. This resistance reflects an ingrained culture in educational systems that prizes conventional teaching methods above innovative ones.

Barriers to using technology in academics include resource issues, cost, bad Wi-Fi, lack of devices, teacher-related factors (lack of training, time, confidence, resistance to change, belief in tech's value). **Participant 33**

The shift required to change these established habits is highly significant in terms of systems adjustments and policies, all of which highlight the need for comprehensive training and support at institutions of higher education as well as at each level within the system (Sharma, 2024).

Participants pointed out that financial difficulties also trouble them, as there are sometimes issues with capital funding when replacing obsolete equipment.

The barriers that hinder the effective use of technology in academic settings are the funding/cost, poor infrastructure, resistance to change, lack of time, and many more.

Participant 29

Financial constraints can stop schools from upgrading equipment, while outdated systems and unreliable technical support further slowdown implementation. **Participant 36**

The research supports this result, indicating that financial constraints are often a significant social determinant that impedes effective technology integration in academic institutions (Sharma, 2024).

Another critically important issue is poor student digital literacy and the distractions that result from this. For instance, in the words of one participant, students cannot manage their time well enough, and tasks often generate additional work rather than helping with studies.

Sometimes students do not know how to manage their time; at some point, students tend to use their time to use social media rather than study their modules. **Participant 19**

...Additionally, students may face distractions or low digital literacy, reducing the effectiveness of technology in improving academic performance. **Participant 36**

This problem is compounded by a lack of digital literacy, for inexperienced users may be unable to use websites effectively. It is vital to address these competencies through targeted digital literacy programs to improve academic outcomes in the future (Ofosu-Asare, 2024).

In conclusion, multifaceted solutions are needed to address problems such as a lack of devices, poor network access, resistance to change, and low digital skills. Therefore, targeted interventions that address these obstacles could significantly improve student academic performance, particularly in fields where technology plays an increasingly significant role, such as hospitality management.

4. Conclusion

Students in the hospitality management program enrolled in Northeastern College hold technology in very high esteem. They feel that

technology is fundamental to their academic success and career readiness. Further, they are comfortable with general-purpose technology like social media, Canva, and basic productivity software, but they demonstrate limited familiarity with your industry-specific applications such as POS systems and simulation software (OPERA). Therefore, while students are broadly digitally literate, they do not have access to the specialized technical training needed to make the transition seamlessly from an academic setting to a professional environment.

The effective use of technology has been further complicated by systemic barriers such as poor internet access and too many digital solutions. These structural issues, along with students' self-reported lack of confidence in troubleshooting sophisticated systems, have resulted in a disconnect between students' enthusiasm for technology and their ability to use it effectively. The institution must work to eliminate the economic and cultural barriers faced by faculty, while also making investments in specialized infrastructure to move students beyond basic digital competencies to professional competence with technology.

5. Recommendation/s

Based on the results and conclusions of this study, the researcher comes up with the following recommendations:

5.1 To the Administration of Northeastern College

To support the 25.5% of students who report not having internet at home or having it only sometimes, the school could spend money to build out and advertise free, reliable, high-speed internet access areas on campus, such as computer laboratories or study centers.

Teachers should be told to make crucial course materials, assignments, and lectures available in formats accessible offline. This will aid students' academic development by making it less likely that they will only use the internet periodically.

Provide funds to train teachers to use new digital tools in the classroom to improve their lessons. This will help students learn how to use these tools and make it more likely that they will use them.

5.2 To Teachers

Add a comprehensive course on digital literacy at the beginning of the Hospitality Management program. This lesson should teach more than just basic office software. It should also introduce

tools relevant to the real world. This should include formal training on how to use academic databases, the LMS, and the specialty simulation software used the least.

To aid students who feel "overwhelmed" by the number of digital resources, the school might limit the number of official platforms used for homework and make them easier to use. This would give everyone a clear, uniform guide for all the tools they need.

Give students group assignments that require them to use their tech abilities. This will help them learn from each other, boost their confidence, and figure out how to work together to solve difficulties.

5.3 To Students

Make core classes use and demand additional hospitality-related simulation software, such as OPERA, Cloudbeds, and POS systems. This will do more than educate in theory; it will also ensure that students acquire the hands-on experience they need for the job.

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