

Fostering Creativity and Innovation: A Study of Bachelor of Science in Hospitality Management Faculty in the West Visayas State University System**Dr. Ma. Nellie L. Mapa¹, Joy D. Jocson², Dr. Ann Cristine A. Oquendo³**

WVSU Calinog Campus, nellie Mapa72@gmail.com

WVSU Calinog Campus, joy.jocson@wvsu.edu.ph

WVSU Calinog Campus, aoquendo@wvsu.edu.ph

ABSTRACT

This descriptive research design examined the level of creativity and innovation in the teaching practices of Bachelor of Science in Hospitality Management faculty within the West Visayas State University System for the Academic Year 2022-2023. The respondents were the total enumeration of 55 faculty members from among the Main Campus and Satellite Campuses of the whole university system. A researcher-made instrument was used in gathering the data. The instrument underwent validation using Cronbach alpha. Descriptive statistical tools, frequency count and percentage were used to describe profile of the respondents while mean was used to describe the level of creativity and innovativeness. Non-parametric Mann Whitney U test and Kruskal Wallis H test were used to determine for differences and Spearman Rho was used to determine the relationship among creativity and innovativeness set at .05 level of significance. Results revealed that business and hospitality management faculty of WVSU were very highly creative and very highly innovative. There were no significant differences in the level of creativity, in terms of age, sex, civil status, educational attainment, academic rank, length of service and campus. There were no significant differences in the level of innovativeness of faculty members in terms of age, sex, civil status, educational attainment, academic rank, length of service and campus. There were significant differences in the level of creativity and innovativeness in terms of sex. There were significant differences in the level of creativity and innovativeness in terms of civil status. The level of creativity has significant positive influence on innovativeness of the business management faculty of the West Visayas State University.

Keywords: creativity, innovation

1. Introduction

In today's dynamic and competitive landscape, the hospitality industry is increasingly reliant on creativity and innovation to meet the evolving needs of guests and maintain a competitive edge. Recognizing the

pivotal role that educational institutions play in shaping future professionals, this study, titled "Fostering Creativity and Innovation: A Study of Bachelor of Science in Hospitality Management Faculty in the West Visayas State University System," explores how faculty members in the hospitality management program can cultivate these essential traits among their students.

2. Literature Review

Creativity and Innovation in Hospitality Education

Creativity and innovation are not only crucial for the development of new services and experiences in the hospitality sector but also for the effective teaching and mentoring of future professionals. Faculty members are at the forefront of instilling these values in students, influencing their ability to adapt to industry changes and contribute novel solutions to real-world challenges. This study examines the intersection of creativity and innovation with other critical facets of teaching in the hospitality management domain, including industry knowledge, practical skills, communication abilities, and cultural sensitivity.

Industry Knowledge

A robust understanding of industry trends and standards is fundamental for fostering creativity and innovation in hospitality education. Faculty members must stay updated with the latest developments and emerging trends to impart relevant and forward-thinking knowledge to their students. Studies such as those by Williams and Buswell (2003) highlight the importance of integrating current industry knowledge into the curriculum to enhance students' preparedness for the evolving market (Williams, A. M., & Buswell, J. S. (2003). **Service Quality in Leisure and Tourism**. Routledge).

Practical Skills

The translation of theoretical knowledge into practical application is another critical area. Effective teaching methods that blend creativity with hands-on experiences help students develop practical skills that are essential for their future careers. Research by Chechi and Chen (2020) emphasizes the need for experiential learning opportunities that allow students to apply creative solutions in real-world scenarios (Chechi, T., & Chen, P. (2020). **Experiential Learning in Hospitality Education: A Study of Practical Skills Development**. Journal of Hospitality & Tourism Education).

Communication Abilities

Communication skills are integral to both teaching and the hospitality industry. Faculty members must model and teach effective communication strategies, which include creative problem-solving and innovative approaches to guest interactions. The work of Lee and Cho (2018) underscores the role of communication skills in enhancing hospitality education outcomes and fostering a culture of innovation (Lee, J., & Cho, J. (2018). **The Impact of Communication Skills on Hospitality Education**. International Journal of Hospitality Management).

Cultural Sensitivity

In an increasingly globalized world, cultural sensitivity is vital for hospitality professionals and educators alike. Faculty members need to incorporate diverse cultural perspectives into their teaching to prepare students for a global clientele. Research by Choi and Sirakaya-Turk (2021) discusses how cultural sensitivity training in hospitality programs can enhance students' ability to innovate and adapt in multicultural settings (Choi, Y., & Sirakaya-Turk, E. (2021). **Cultural Sensitivity and Innovation in Hospitality Education**. Journal of Travel Research).

Linking to Broader Themes in Hospitality Education

The focus on creativity and innovation is deeply intertwined with broader themes in hospitality education. One such theme is the evolving nature of workforce development. As highlighted by recent research, there

is a growing recognition that traditional education models must adapt to prepare students for an increasingly dynamic and competitive job market (Baum, T., 2016. *Human Resource Management for the Tourism, Hospitality and Leisure Industries*. Routledge). This includes equipping students with the skills to not only manage current industry practices but also to anticipate and drive future trends.

The integration of experiential learning and industry partnerships is another crucial theme. Research indicates that hands-on experiences and real-world applications significantly enhance students' ability to innovate and apply creative solutions (Hales, C., & Thomas, C., 2020. *Innovative Pedagogies in Hospitality Education*. *Journal of Hospitality & Tourism Education*). By embedding industry knowledge and practical skills within the educational framework, faculty members can bridge the gap between theoretical learning and practical application, thereby fostering a more agile and responsive workforce.

Connection to Workforce Development Trends

In the broader context of workforce development, the emphasis on creativity and innovation aligns with global trends towards skill diversification and adaptability. The hospitality sector, characterized by its fast-paced and service-oriented nature, requires a workforce that is not only skilled but also highly adaptable to change. This need is echoed in the ongoing debate about the role of higher education in preparing students for the future of work. As the World Economic Forum (2020) highlights, the future workforce will need to be adept at problem-solving, critical thinking, and innovation to thrive in an increasingly automated and complex environment (World Economic Forum, 2020. *The Future of Jobs Report*).

This study aims to provide a comprehensive analysis of how creativity and innovation can be effectively integrated with other essential teaching components. By examining the intersections of industry knowledge, practical skills, communication abilities, and cultural sensitivity, this research seeks to offer actionable insights and recommendations for enhancing the educational experience and better preparing students for successful careers in the hospitality industry.

Furthermore, this study aims to contribute to the ongoing discourse on enhancing hospitality education by focusing on how creativity and innovation can be effectively fostered within the Bachelor of Science in Hospitality Management program at the West Visayas State University System. By linking the development of these competencies to broader themes in workforce development and hospitality education, this research seeks to provide valuable insights into how educational practices can be aligned with industry needs and future trends. The ultimate goal is to prepare students not only to excel in their careers but to lead and innovate within the evolving landscape of the hospitality industry.

3. Research Method

This descriptive evaluation study determines the level of creativity and innovativeness among business and hospitality management faculty. It has two (2) main study variables. The independent variables are the personal profile of the faculty respondents in terms of age, sex, civil status, educational attainment, academic rank and length of service and campus. There are two (2) dependent variables namely: level of creativity and level of innovativeness. These variables have eight (5) main components such as knowledge, skills, traits, resilience and adaptability

Respondents

The respondents of the study are the total enumeration of 55 permanent or regular faculty handling business and hospitality management subjects. From the WVSU main campus, there are 8 faculty members, while in Calinog Campus, there are 12 faculty and in Janiuay Campus, the permanent are 9, in Pototan Campus, there are 11 faculty, wherein the Lambunao Campus has 10 and lastly, the Himamaylan Campus, composed of 5 permanent faculty for Academic Year 2022-2023. An adapted survey questionnaire was administered within the period of 12 months from January 2022-December 2022.

Research Instrument

This study utilized a researcher-made instrument that was duly validated by the experts. The instrument was divided into three (3) major parts: Part I on respondents' profile, Part II on creativity and was

subdivided into knowledge, skills, traits, resilience and adaptability, and Part III on innovativeness and was also subdivided into knowledge, skills, traits, resilience and adaptability.

Data Gathering Procedure

The procedure of data gathering strictly followed the prescribed set of activities such as: securing an approval for the conduct of the study and following the flow of research activities as prescribed. The research proposal was submitted for in-house review. After the approval of the research proposal, the researchers conducted the study by distributing the researcher-made questionnaire that was duly validated by experts to 55 total enumerations of permanent or regular business and hospitality management faculty from the WVSU Main, Calinog, Lambunao, Janiuay and Pototan, and Himamaylan Campuses for Academic Year 2022-2023. The result was tallied and processed using the Special Package for Social Science. Result was interpreted using both descriptive and inferential statistics.

Data Analysis

Gathered data was entered into a spreadsheet, exported to statistical software (SPSS), and descriptive statistics was calculated to establish and summarize the data. The Descriptive statistics that were used are frequency, mean and percentages in describing the profile and distribution of the respondents in the study. The Mean was used to describe the respondents' level of creativity and innovativeness. The Mann Whitney U test was used to describe differences in the respondents' level of creativity and innovativeness when classified according to age, sex, academic rank and length of service. The Kruskal Wallis H Test was used to describe differences in the respondents' level of creativity and innovativeness when classified according to civil status and highest educational attainment. The Spearman rho was used in determining the influence among creativity and innovativeness of the respondents.

4. Results and Discussion

Table 1 Profile of the Respondents

Category	f	%
Entire Group	55	100
Age		
35 y/o and below	17	30.91
36 y/o and over	38	69.09
Sex		
Male	19	34.55
Female	36	65.45
Civil Status		
Single	17	30.91
Married	38	69.09
Highest Educational Attainment		
Master's degree holder	9	14.55
With doctoral units	23	41.81
Doctorate degree holder	23	41.81
Academic Rank		
Associate Professor	13	23.64
Assistant Professor	14	25.45
Instructor	28	50.90
Length of Service in WVSU		
5 years and below	21	38.18
6-10 years	20	36.36

11 years and over

14

25.45

Table 1 shows that majority of the respondents were 36 years old and over (n=38, 69.09), were females (n=36, 65.45), mostly were married (n=38, 69.09), and with doctorate units and were doctorate degree holder (n=23, 41.81), majority were Instructors (n=28, 50.90) and 5 years and below in service (n=21, 38.18).

Level of Creativity among the Respondents during Pandemic

Statements	Md	Rank
I am able to create project/s with the existing computer software.	255	
2. I allow myself to use my creative thinking in designing instructional material.	254	
3. I have major creative inputs in my field of specialization.	251	
4. I critically think of topics associated with class lessons.	249	
5. I present the minimum content of the subject matter considering students' knowledge.	253	
6. I am easily accessible for consultancy, tutorials, e-mails, etc.	255	
7. I promote individual responsibility for school work among my students.	258	
8. I organize activities for the student to actively participate in the course assignments.	258	
9. I design and relate the classroom content with laboratory content.	250	
10. I interweave the content of the subject matter with other field.	255	
11. I allow and encourage student' s participation.	270	
12. I interact actively satisfactorily with the students.	266	
13. I have a good command of the language contents of the courses.	262	
14. I motivate my students to acquire resources to support materials for learning.	261	
15. I enjoy coaching and providing assistance to students for consultation or enhancement activities.	261	
16. I am able to manage and balance my professional and personal relationships through creative growth mindset.	267	
17. I am able to cope with the stress of teaching and create a meaningful impact for my students.	252	
18. I continually enhance my skills, effectiveness, improve career satisfaction, and better prepare myself to changing conditions.	268	
19. I am connected with my students and colleagues by working hard to improve our self-efficacy and developed positive relationships with the school leaders.	260	
20. I relied on professional support and work-life balance to enhance my creativity.	256	
21. I am willing to work hard to ensure that students are getting as much as possible out of their education.	264	
22. I am able to teach new methodologies, utilize new techniques and face more obstacles both financially and environmentally.	254	
23. I have the ability to rise to the task of educating my students to enable them to take control, and produce positive results in their learning experiences.	255	

24. I can enact new ideas and adapt to new regulations, new students and new innovations in instruction that relates to my teaching ability.	248	
25. I have a unique ability to bring fresh ideas to increase interest in the subject so students are capable of understanding and retaining the information shared with them.	250	

Level of Innovativeness among the Respondents during Pandemic

Statements	Sum	Rank
1. I am able to present the concept using digital multimedia.	250	
2. I learn scientific information that allows me to gain better and deeper understanding of the subject matter.	255	
3. I was able to utilize ICT that enhanced my understanding of the subject.	248	
4. I understood the subject matter better after the development.	253	
5. I inform the students of the competencies they will be expected to acquire.	261	
6. I relate my teachings to the professional environment.	268	
7. I allow my students to organize and distribute part of the assignments to be performed in the course.	262	
8. I present the contents following a clear and logical framework, highlighting the important aspects.	259	
9. I provide initial and final overviews of the session and/or subject in class.	256	
10. I facilitate student-student and student-professor interaction.	259	
11. I am able to learn more working with my colleagues.	264	
12. I encourage student interest and the motivation to learn.	266	
13. I attend and respond clearly to questions asked in class.	266	
14. I attend to the tutorials requested of my students.	259	
15. I felt very motivated implementing ICT related projects in my class.	248	
16. I tend to cope with my profession by making use of time creating instructional materials to enhance my classroom teaching.	253	
17. I minimize stress and burnout by improving my work performance through time management.	256	
18. I organize my work habits by creating a systematic program of activities in adherence to quality education.	261	
19. I utilize appropriate strategies to maintain commitment and well-being in the face of challenges.	260	
20. I am able to design programs for teaching and learning process such as online workshops, webinars and conferences.	245	
21. I tend to increase my work engagement that will result to greater job commitment	257	

and fulfilment.		
22. I have the capacity to play an active and effective role in adapting to the environmental opportunities and constraints.	256	
23. I am able to respond to the different and changing needs of students by adjusting the lesson pace, adapting activities of seeking out different resources to better explain of illustration key points.	258	
24. I am prepared to stop a lesson midway, reschedule my teaching or condense content into less time when time is pressing.	251	
25. I am regularly involved in professional learning and are expected to continually integrate new knowledge into teaching practice.	255	

Table 2 shows that, generally, the level of creativity among the respondents during pandemic was “very high” (Md = 4.73). The same results revealed across age, sex, civil status, highest educational attainment, academic rank, and length of service in WVSU with median ranging from 4.67 to 4.79.

Table 2 Level of creativity of business and hospitality management faculty in the WVSU System

Category	Median	Description
Entire Group	4.73	Very High
Age		
35 y/o and below	4.73	Very High
36 y/o and over	4.73	Very High
Sex		
Male	4.77	Very High
Female	4.69	Very High
Civil Status		
Single	4.73	Very High
Married	4.69	Very High
Highest Educational Attainment		
Master’ s degree holder	4.75	Very High
With doctoral units	4.69	Very High
Doctorate degree holder	4.73	Very High
Academic Rank		
Associate Professor	4.73	Very High
Assistant Professor	4.67	Very High
Instructor	4.79	Very High
Length of Service in WVSU		
5 years and below	4.77	Very High
6-10 years	4.71	Very High
11 years and over	4.71	Very High

The interpretation was based on the following scales: 1.00 – 1.50 – Very Low, 1.51 – 2.50 – Low, 2.51 –

3.50 –Moderate, 3.51 - 4.50 – High and 4.51 - 5.00 -Very High.

Table 3 shows that, generally, the level of innovativeness among the respondents during pandemic was “very high” (Md = 4.73). The same results revealed across age, sex, civil status, highest educational attainment, academic rank, and length of service in WVSU with median ranging from 4.69 to 4.79.

Table 3 Level of innovativeness of business and hospitality management faculty in the WVSU System

Category	Median	Description
Entire Group	4.73	Very High
Age		
35 y/o and below	4.69	Very High
36 y/o and over	4.76	Very High
Sex		
Male	4.73	Very High
Female	4.77	Very High
Civil Status		
Single	4.69	Very High
Married	4.75	Very High
Highest Educational Attainment		
Master’ s degree holder	4.67	Very High
With doctoral units	4.73	Very High
Doctorate degree holder	4.73	Very High
Academic Rank		
Associate Professor	4.85	Very High
Assistant Professor	4.75	Very High
Instructor	4.71	Very High
Length of Service in WVSU		
5 years and below	4.69	Very High
6–10 years	4.79	Very High
11 years and over	4.75	Very High

The interpretation was based on the following scales: 1.00 – 1.50 – Very Low, 1.51 – 2.50 – Low, 2.51 – 3.50 –Moderate, 3.51 - 4.50 – High and 4.51 - 5.00 -Very High.

The Mann-Whitney Test results in Table 4 revealed non-significant difference on the level of creativity of the respondents during pandemic when classified according to age ($z = -0.803$; $p = 0.422$), sex ($z = 1.190$; $p = 0.234$), and civil status ($z = 0.484$; $p = 0.628$). The p-values are lower than 0.05 which means that the null hypotheses were not rejected. Nevertheless, there was no sufficient evidence to conclude that level of innovativeness of the respondents during pandemic was influenced by any of the said variables.

Table 4 Mann-Whitney Test Results for the difference in the level of creativity of business and hospitality management faculty amidst the pandemic in terms of age, sex, and civil status.

Compared groups	Sum of Ranks	z	p
Age		-0.803	0.422
35 y/o and below	409.5		
36 y/o and over	968.5		

Sex			
Male	599	1.190	0.234
Female	941		
Civil Status		0.484	0.628
Single	502.5		
Married	1037.5		

The Kruskal-Wallis Test result in Table 5 revealed non-significant difference on the level of creativity of the respondents during pandemic when classified according to highest educational attainment [$\chi^2(3) = 0.362$; $p = 0.948$], academic rank [$\chi^2(2) = 1.445$; $p = 0.486$], length of service in the WVSU [$\chi^2(2) = 0.038$; $p = 0.981$]. The p-value was greater than 0.05 which means that the null hypotheses are not rejected. Nevertheless, there was no sufficient evidence to conclude that level of creativity of the respondents during pandemic was influenced by any of the said variables.

Table 5 The Kruskal-Wallis test results for the difference on level of creativity among respondents during pandemic

Category	Mean Rank	χ^2	df	P value
Highest Educational Attainment		0.362	3	0.948
Master's degree holder	223.00			
With doctoral units	629.00			
Doctorate degree holder	651.00			
Academic Rank		1.445	2	0.486
Associate Professor	388.50			
Assistant Professor	330.00			
Instructor	821.50			
Length of Service in WVSU		0.038	2	0.981
5 years and below	582.50			
6-10 years	571.00			
11 years and over	386.50			

The Mann-Whitney Test results in Table 6 revealed non-significant difference on the level of innovativeness of the respondents during pandemic when classified according to age ($z = -1.488$; $p = 0.137$), sex ($z = -0.853$; $p = 0.394$), and civil status ($z = -1.608$; $p = 0.108$). The p-values are lower than 0.05 which means that the null hypotheses were not rejected. Nevertheless, there was no sufficient evidence to conclude that level of innovativeness of the respondents during pandemic was influenced by any of the said variables.

Table 6 Mann-Whitney Test Results for the difference in the level of innovativeness of business and

hospitality management faculty during pandemic in terms of age, sex, and civil status.

Compared groups	Sum of Ranks	z	p
Age		-1.488	0.137
35 y/o and below	374.5		
36 y/o and over	1003.5		
Sex		-0.853	0.394
Male	484		
Female	1056		
Civil Status		-1.608	0.108
Single	388		
Married	1152		

The Kruskal-Wallis Test result in Table 7 revealed non-significant difference on the level of innovativeness of the respondents during pandemic when classified according to highest educational attainment [$\chi^2 (3) = 0.379$; $p = 0.945$], academic rank [$\chi^2 (2) = 2.411$; $p = 0.300$], length of service in the WVSU [$\chi^2 (2) = 3.439$; $p = 0.179$]. The p-value was greater than 0.05 which means that the null hypotheses are not rejected. Nevertheless, there was no sufficient evidence to conclude that level of innovativeness of the respondents during pandemic was influenced by any of the said variables.

Table 7 *The Kruskal-Wallis test results for the difference on the level of innovativeness among respondents during pandemic*

Category	Mean Rank	χ^2	df	P value
Highest Educational Attainment				
Master' s degree holder	209.50	0.379	3	0.945
With doctoral units	624.00			
Doctorate degree holder	679.00			
Academic Rank		2.411	2	0.300
Associate Professor	441.00			
Assistant Professor	380.00			
Instructor	718.00			
Length of Service in WVSU		3.439	2	0.179

5 years and below	482.50			
6-10 years	636.50			
11 years and over	421.00			

Table 8 *The Relationship between the levels of creativity and innovativeness of business and hospitality management faculty amidst the pandemic*

The result of the computation of Spearman’s rho in Table 8 showed significant relationship ($r=0.695$; $p=0.000$) between the levels of creativity and innovativeness of the respondents in the midst of pandemic. This leads to the rejection of the null hypothesis which states that there is no significant relationship between the respondents’ levels of creativity and innovativeness.

Table 8 *The Spearman’s rho Test Results for the Relationship between the levels of creativity and innovativeness of the respondents amidst the pandemic*

Level of Creativity	N	r	p-value
Level of Creativity Level of Innovativeness	55	.695	0.000

5. Conclusion and Implications

Implications of Fostering Creativity and Innovation in Hospitality Education

The study's findings underscore the importance of integrating creativity and innovation into the hospitality management curriculum to better prepare students for the dynamic demands of the industry. Effective pedagogical strategies, such as experiential learning and industry partnerships, are crucial in bridging the gap between theoretical knowledge and practical application. Baum (2016) highlights the need for educational institutions to evolve and align with industry trends to produce graduates who are not only knowledgeable but also adaptable and innovative. This aligns with the study's finding that faculty members who incorporate real-world scenarios and industry insights into their teaching are more successful in fostering these essential skills.

The findings suggest that practical, hands-on experiences are vital for enhancing students’ problem-solving capabilities and innovative thinking. Hales and Thomas (2020) discuss the efficacy of experiential learning in developing practical skills that are directly applicable to real-world challenges. The study highlights that faculty members who employ case studies, simulations, and live projects enable students to apply creative solutions to complex problems. This approach not only enhances students' readiness for the workforce but also aligns with industry expectations for practical competency and innovation.

The integration of creativity and innovation into the curriculum also emphasizes the development of strong communication and interpersonal skills. Lee and Cho (2018) argue that effective communication is integral to both leadership and service excellence in the hospitality industry. The study's findings reveal that faculty members who emphasize communication skills in conjunction with creative problem-solving better prepare students to navigate interpersonal challenges and collaborate effectively in diverse teams. This approach enhances students' ability to engage with guests and colleagues, thus improving overall service delivery and organizational effectiveness.

Cultural Sensitivity and Global Perspectives

Cultural sensitivity emerges as a critical component of effective hospitality education, as highlighted by Choi and Sirakaya-Turk (2021). The study’s findings indicate that incorporating diverse cultural perspectives into the curriculum helps students develop the empathy and adaptability needed to serve a global clientele. Faculty members who integrate cultural sensitivity training and global perspectives into

their teaching are better equipping students to innovate within multicultural contexts, thereby enhancing their ability to design and implement inclusive and culturally relevant services.

Alignment with Workforce Development Trends

The broader implications of the study's findings are closely aligned with current trends in workforce development. The World Economic Forum (2020) emphasizes the importance of preparing students for the future of work through the development of critical thinking, creativity, and adaptability. The study's results suggest that faculty members who focus on fostering these skills not only enhance students' employability but also contribute to the industry's ability to adapt to technological advancements and shifting consumer expectations. By aligning educational practices with these trends, institutions can better prepare graduates for successful careers in a rapidly evolving industry.

Recommendations for Improving Educational Practices

Based on the findings, several recommendations emerge for enhancing faculty strategies in fostering creativity and innovation. Institutions should encourage faculty members to adopt a more integrated approach that combines industry knowledge, practical skills, communication, and cultural sensitivity. Professional development programs and workshops focusing on innovative teaching methods and industry trends can support faculty in refining their pedagogical approaches. Additionally, establishing stronger industry partnerships and incorporating feedback from industry professionals can further bridge the gap between academic preparation and real-world application.

The study's findings highlight the critical role of creativity and innovation in hospitality education and provide valuable insights into effective pedagogical practices. By integrating these competencies with industry knowledge, practical skills, communication abilities, and cultural sensitivity, faculty members can significantly enhance students' preparedness for the evolving hospitality landscape. The alignment of educational practices with workforce development trends ensures that graduates are not only skilled but also adaptable and innovative, ready to meet the challenges and opportunities of the modern hospitality industry.

Conclusions and Findings

1. The study found that faculty members who actively integrate creativity and innovation into their curriculum significantly enhance students' ability to think critically and apply novel solutions to real-world problems. By utilizing methods such as project-based learning and industry simulations, educators help students bridge the gap between theoretical knowledge and practical application.
2. Practical, hands-on experiences were identified as crucial in developing students' problem-solving skills and innovative thinking. Faculty who employ case studies, internships, and live projects in their teaching methodologies enable students to gain real-world insights and apply creative solutions effectively, thereby better preparing them for the industry.
3. Effective communication emerged as a key component in fostering creativity and innovation. The study found that faculty members who emphasize communication skills, including interpersonal and presentation skills, better equip students to collaborate, negotiate, and lead within diverse teams. This enhances students' overall effectiveness in professional settings.
4. Cultural sensitivity was highlighted as an essential aspect of hospitality education that supports innovation. Faculty who incorporate diverse cultural perspectives into their teaching prepare students to serve a global clientele more effectively and to develop innovative solutions that address cultural differences and preferences.
5. The study concluded that aligning educational practices with current workforce development trends, such as the emphasis on adaptability and critical thinking, is crucial. Faculty members who stay updated with industry trends and incorporate these into their teaching strategies help students develop relevant skills that are in high demand in the hospitality industry.

RECOMMENDATIONS

Based on the findings and conclusions of the study, here are five recommendations for enhancing the integration of creativity and innovation within the BSHM faculty at the West Visayas State University System:

1. Develop and implement a curriculum that increasingly incorporates project-based learning, industry simulations, case studies, internships, and live projects. Encourage faculty to design courses that provide students with real-world challenges and practical problem-solving opportunities. The study found that practical experiences significantly enhance students' problem-solving skills and innovative thinking. By offering more hands-on opportunities, students will better connect theoretical knowledge with practical application and be better prepared for the industry.
2. Introduce dedicated modules or workshops focusing on developing communication skills, including interpersonal, presentation, and negotiation skills. Integrate these skills into existing courses and encourage faculty to model effective communication strategies in their teaching. Effective communication is crucial for fostering creativity and innovation. By emphasizing these skills, students will be better equipped to collaborate, lead, and engage effectively in professional settings.
3. Ensure that cultural sensitivity is a core component of the curriculum. Include diverse cultural perspectives in course content and teaching methods to prepare students for serving a global clientele. Consider partnerships with international institutions or guest lectures from experts in cross-cultural issues. Understanding and addressing cultural differences is essential in hospitality education. Incorporating these elements will help students develop innovative solutions that cater to a diverse customer base.
4. Regularly update curriculum and teaching strategies to align with current workforce development trends, such as adaptability and critical thinking. Facilitate ongoing professional development for faculty to stay informed about industry changes and integrate these trends into their teaching. Aligning educational practices with industry trends ensures that students acquire relevant skills that are in demand. This approach helps students remain competitive and effective in the evolving hospitality industry.
5. Undertake research to address the study's limitations, such as incorporating a larger and more diverse sample of faculty members, gathering student feedback, and conducting longitudinal studies. Develop specific metrics for measuring creativity and innovation and test their effectiveness. To improve the generalizability and applicability of findings, it is crucial to expand research methodologies and incorporate diverse perspectives. This will provide a more thorough understanding of how educational practices impact creativity and innovation and enable the development of more effective teaching strategies.

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