

# Best Marketing Strategies to Revitalize Hospitality and Tourism Management Programs in the National Capital Region

MARCELO P. VILLALUNA JR.

Urdaneta City University

ORCID Number: 0000-0002-9085-686X

*Abstract* — This research study aimed to determine the best marketing strategies to revitalize hospitality and tourism management programs in the National Capital Region. This study used descriptive research study using quantitative correlation design with survey-questionnaire as the research tool for gathering data pertinent to the marketing practices and effectiveness of marketing strategies adapted by the Higher Education Institutions (HEIs) in the National Capital Region (NCR). The respondents of this study were the selected Higher Education Institutions (HEIs) School Director, Program Heads, Professors, Trainers, Marketing Head, Marketing Associate and Branch Manager. The statistical tool used in this study were Frequency and Percentage, Weighted Mean, and Pearson-R Correlation. The findings revealed that the Marketing Mix Practices of the selected Higher Education Institutions (HEIs) were highly practiced and the Effectiveness of the Marketing Strategies of the selected Higher Education Institutions (HEIs) were very effective. Furthermore, there is a high positive correlation between the Marketing Mix Practices and the Effectiveness of the Marketing Strategies of the selected Higher Education Institutions in the National Capital Region. Therefore, non-performing Higher Education Institutions (HEIs) offering Hospitality and Tourism Management (HTM) Programs must adapt the Marketing Mix Practices and the Marketing Strategies.

*Keywords* — *Marketing Mix Practices, Marketing Strategies, Revitalize, Hospitality, Tourism.*

## I. Introduction

Coronavirus disease (COVID)19 Pandemic caused adverse effects in the hospitality and tourism industry. The main reason is the implementation of restrictions and banned of both international and domestic travel. This advice was given by the health government agencies as one of the preventive measures to control the spread of the said virus. Since both international and domestic travel was restricted and banned, it resulted persistent declining of the number of tourist arrival in the Philippines. With this, hospitality workers and tourism professionals' losses their job.

The Legend Villas is the latest Metro Manila hotel to close. On January 20, Makati Shangri-la announced it was temporarily closing and laying off its workers due to the effects of the pandemic (Rappler, 2021). The Okada Manila lay off some 1,000 workers, citing "severe losses" from the coronavirus lockdown that shuttered its operations (Fenol and Merez, 2020). The Cebu Pacific, the country's largest budget airline, is reducing its workforce by 25 percent as it navigates a business environment dramatically reshaped by the novel coronavirus (COVID-19) crisis

(Camus, 2020). The Flag Carrier Philippine Airlines (PAL) announced on Tuesday, February 2, that 30% or 2,300 of its over 7,000 workforces will be laid off by mid-March, as the beleaguered airline weathers the coronavirus pandemic (Rey, 2021).

Based on the given reports about the adverse effects of COVID 19 Pandemic in the hospitality and tourism industry; provides hypothetically erroneous impression to the learners under of the Hospitality & Tourism Course Programs specifically with regard to their future career opportunities in their respective field.

The College of the Holy Spirit of Manila (CHSM) announced Sunday it would cease operations after academic year 2021-2022, citing difficulties in enrollment which were worsened by the coronavirus pandemic (Bernardo, 2020). In this situation, it dictates the significance of applying appropriate marketing strategies to address the main concerns or problems of the organization. Due to the fact that marketing strategies involved courses of actions to avoid pitfalls in the challenging business environment.

### **Literature Review**

Marketing strategy is the section of your business plan that outlines your overall game plan for finding clients and customers for your business (Duernyer, 2019). Marketing strategy is a long-term, forward-looking approach and an overall game plan of any organization or any business with the fundamental goal of achieving a sustainable competitive advantage by understanding the needs and wants of customers (Farkash, 2021).

A trend towards a more competitive educational system which is obvious in several countries is expected to increase the rates at which schools, colleges, and universities respond to their environments and to enhance their creativity and innovativeness. To achieve these objectives, various strategies, such as open-boundary admission policies, have been adopted. Consequently, educational institutions are beginning to adopt marketing strategies to attract students, staff, and funds. This adoption of marketing has several implications. These include harmonizing a marketing philosophy with the institutional mission, creating appropriate organizational structures, and implementing marketing strategies (Michael, 2021).

Moreover, the enter coronavirus disease (COVID)19 and the dilemma it is posing for higher education institutions, public and private, large and small. It is a crisis for many reasons, not the least of which is the ability for a college to keep its recognized brand promise and to demonstrate proof of its brand value. Given the constraints posed by COVID-19, in addition to everything else colleges and universities must contend with, is that the pandemic has reduced the meaning of a positive college experience from multiple factors to one: the quality of the online teaching (Adamson and Shapard, 2021).

A marketing strategy plan will help you to develop an edge over your competitors as it will highlight each and every step you need to take to improve your business. It also provides you with

the opportunity to build a tight-knit relationship with your customers, giving you insight into different ways to adapt your product or service to better meet their needs (Hurree, 2020).

The application of marketing in education, in relation to the marketing mix. Educational marketing mix is a combination of four variables (product, price, distribution and promotion), with clear connections highlighting the role of marketing in education. Using marketing mix elements can accurately determine and implement the main objectives of the organization (Kwang, 2019).

In the study about “The influence of marketing mix, on the student’s choice of University Two State Universities in Sweden” the study also found out that the marketing mix elements have a positive impact in the student’s choice of a university. The program, Promotional mix, place, price, people and Physical Evidence are directly related to the student’s choice of the HE. Also, there are two implications of the studies, one for the university and the other for the students. It is essential for the universities to understand the needs, motive of the students, the current and future job market demands. Also, the students need to be informed about the different universities’ offerings coupling with the current and future job demands (Kwang, 2019).

In the research study about “Marketing Mix and Students’ Enrolment in Private Universities in Kwara State, Nigeria”, the findings revealed that marketing mix can increase student enrolment and that the application of marketing mix is still low for private universities in the state. It was therefore concluded that marketing mix adoption would significantly boost students’ enrolment for these universities. Hence, the study recommended that the universities identify the marketing mix that suits their situation. The universities are also urged to use price and promotion to enhance their student population and, by so doing, enhance their income base (Tukur et al., 2019).

Based on the above cited literatures, the researcher discovered that there is no existing study about marketing strategies focusing on hospitality and tourism program in the Philippines. Most of the studies about marketing available are conducted from other countries. Therefore, the researcher took the task to assess the marketing mix practices of the selected higher education institutions and the best marketing strategies adapted by the subject institutions to revitalize the HTM programs in the National Capital Region. This research helps the Hospitality and Tourism Management Schools to attract more enrollees in order to sustain the number of their enrollees. Also, this study gives information to the marketing professionals about certain marketing strategies that are applicable to achieve their target enrollees. Finally, the output of this research will be served as the reference of the future researchers who engage similar to this research subject.

## II. Methodology

The researcher used descriptive research study using quantitative correlation design to elicit pertinent information on the best marketing practices to revitalize hospitality and tourism management programs in the National Capital Region. Correlational research is used to explore co-varying relationships between two or more variables. A simple definition of a co-varying relationship is as one variable change so does the other variable(s) (Pacciano, 2021).

The questionnaire was administered to the School Director, Dean, Program Head, Professors, Trainer, Marketing Head, Marketing Associate/Assistant and Branch Manager from the selected Higher Educational Institutions in the National Capital Region. They are respondent of this study because they are directly involved in the marketing planning and activities in the institution.

The main instrument used in the collection of data in this study is a survey questionnaire. It includes the Professional Profile and HTM School Programs Profile in terms of the subject higher education. The marketing-related practices of the selected higher education institutions in terms of Service, Place, Promotion, Price and People. The best marketing strategies that are adapted to revitalize the HTM Programs in the National Capital Region.

The researcher utilized a Likert Scale. The survey items were detailed and portrayed as: “Highly Practiced /Extremely Effective”, “Practiced/Very Effective”, “Moderately Practiced/Effective”, “Somewhat Practiced/ Somewhat effective”, and “Never Practiced/Not Ineffective” based on the boundary limits underneath in calculating the mean for different items. The response category within the questionnaire was evaluated on scales as takes after 1.00 to 1.79 – Never Practiced/Not Ineffective, 1.80 to 2.59 – Somewhat Practiced/ Somewhat effective, 2.60 to 3.39 – Moderately Practiced/Effective, 3.40 to 4.19 – Practiced/Very Effective, and 4.20 to 5.00 – Highly Practiced /Extremely Effective

Furthermore, the researcher did a content validation from three (3) experts in the field of business. The validators are all full-pledge Doctorate holder in Business Administration. To make sure the internal consistency of the research instrument, the researcher conducted pilot testing to 15 respondents that are not included in the study but with same characteristics and reliability test were executed immediately. Based on the result of Cronbach’s alpha, it came out; 0.94 which means that the research instrument was excellent based on the thumb of results, value at  $\leq 0.90$  indicates excellent.

Random sampling was applied in choosing the total number of respondents. This sample technique is unbiased since the respondents had the same chance of being chosen and the selection of respondents had no influence on the selection of other respondents. The survey questionnaire will send out online and responses will retrieve within 24 hours. The data collected were classified, tallied, analyzed, and interpreted using statistical tools to answer the problems.

The data gained from the respondents were systematically recorded by the researcher to interpret the acquire data. The quantified data will be translated into descriptive statistical values, such as frequency counts, ranking, percentages, and weighted mean. To answer the Professional Profile and HTM School Programs, the frequency and percentages will be used. Percentage is a part of a whole expressed in hundredths. Frequency is the number of times that a periodic function repeats the same sequence of values during a unit variation of the independent variable. Frequency and percentages are best done so that analysis will be easier since all data are tabulated.

**Formula:**

$$P = (f) / (N) \times 100$$

**Where:**

P = Percentage

F = Frequency

N = Number of Respondents

To answer the marketing mix practices of the selected higher education institutions for their HTM programs and the best marketing strategies adapted by the subject institutions to revitalize the HTM programs in the National Capital Region; and how effective are such strategies, the frequency, percentage and weighted average will be adopted. A weighted average is an average in which each quantity to be averaged is assigned a weight. These weightings determined the relative importance of each quantity on the average. Weightings are the equivalent of having that many like items with the same value involved in the average.

**Formula:**

$$X = \Sigma[(F)(x)] / N$$

**Where:**

X = Weighted mean

F = Frequency

X = Weight

N = Number of respondents

For the marketing mix practices of the selected higher education institutions for their HTM programs, the following scales and arbitrary points were used to compute for the respondents' answers:

| Scale | Statistical Limits | Descriptive Equivalent | Symbol |
|-------|--------------------|------------------------|--------|
| 5     | 4.20- 5.00         | Highly Practiced       | HP     |
| 4     | 3.40-4.19          | Practiced              | P      |
| 3     | 2.60-3.39          | Moderately Practiced   | MP     |
| 2     | 1.80- 2.59         | Somewhat Practiced     | SP     |
| 1     | 1.00-1.79          | Never Practiced        | NP     |

For the best marketing strategies adapted by the subject institutions to revitalize the HTM programs in the National Capital Region; and how effective are such strategies, the following scales and arbitrary points were used to compute for the respondents' answers:

| Scale | Statistical Limits | Descriptive Equivalent | Symbol |
|-------|--------------------|------------------------|--------|
| 5     | 4.20- 5.00         | Extremely Effective    | EE     |
| 4     | 3.40-4.19          | Very Effective         | VE     |
| 3     | 2.60-3.39          | Effective              | E      |
| 2     | 1.80- 2.59         | Somewhat Effective     | SE     |
| 1     | 1.00-1.79          | Not Effective          | NE     |

The weighted mean is like an arithmetic mean which is the most common type of average; where instead of each of the data points contributing equally to the final average. Some data points contribute more than others. The data gathered in this study will be arranged to identify their positions, this will determine the use of ranking system. There will be in ranked ascending order.

Finally, to test if there a significant relationship between the marketing related-practices and the effectiveness of marketing strategies adapted; the researcher was used Pearson r Correlation using SPSS. Below is the quantitative interpretation of the degree of linear relation.

| Range                | Interpretation                            |
|----------------------|---|
| $\pm 1.00$           | Perfect positive/negative correlation     |
| $\pm 0.91- \pm 0.99$ | Very high positive/ negative correlation  |
| $\pm 0.71- \pm 0.90$ | high positive/ negative correlation       |
| $\pm 0.51- \pm 0.70$ | Moderately positive/ negative correlation |
| $\pm 0.31- \pm 0.50$ | Low positive/ negative correlation        |
| $\pm 0.01- \pm 0.30$ | Negligible positive/ negative             |
| $\pm 0.01$           | No correlation                            |

### III. Results and Discussion

This part determined the Professional Profile and HTM School Programs Profile in terms of the subject higher education. The marketing-related practices of the selected higher education institutions for their HTM programs in terms of Service, Place, Promotion, and Price. The marketing strategies are adapted by the subject institutions to revitalize the HTM programs in the National Capital Region; and how effective are such strategies. Also, the result of the research hypothesis testing if there is a significant relationship between the marketing related-practices and the effectiveness of marketing strategies adapted institutions to revitalize the HTM programs in the National Capital Region.

**Table 1.1.1: Respondent's Professional Profile in terms of Institution Affiliated with**

| NCR Higher Education Institutions      |                           | f  | %     |
|--|---------------------------|----|-------|
| Location                               |                           |    |       |
| <b>Higher Education Institution 1</b>  | Taft, Metro Manila        | 3  | 8.82  |
| <b>Higher Education Institution 2</b>  | Sampaloc, Metro Manila    | 4  | 11.76 |
| <b>Higher Education Institution 3</b>  | Malate, Metro Manila      | 1  | 2.94  |
| <b>Higher Education Institution 4</b>  | Tondo, Metro Manila       | 3  | 8.82  |
| <b>Higher Education Institution 5</b>  | Quezon City, Metro Manila | 1  | 2.94  |
| <b>Higher Education Institution 6</b>  | Paco, Metro Manila        | 1  | 2.94  |
| <b>Higher Education Institution 7</b>  | Sampaloc, Metro Manila    | 1  | 2.94  |
| <b>Higher Education Institution 8</b>  | Quiapo, Metro Manila      | 9  | 26.47 |
| <b>Higher Education Institution 9</b>  | Valenzuela, Metro Manila  | 2  | 5.88  |
| <b>Higher Education Institution 10</b> | Intramuros, Manila        | 1  | 2.94  |
| <b>Higher Education Institution 11</b> | Caloocan, Metro Manila    | 1  | 2.94  |
| <b>Higher Education Institution 12</b> | Malate, Metro Manila      | 1  | 2.94  |
| <b>Higher Education Institution 13</b> | Sampaloc, Metro Manila    | 1  | 2.94  |
| <b>Higher Education Institution 14</b> | Quiapo, Metro Manila      | 1  | 2.94  |
| <b>Higher Education Institution 15</b> | Ermita, Metro Manila      | 1  | 2.94  |
| <b>Higher Education Institution 16</b> | Pasay City, Metro Manila  | 1  | 2.94  |
| <b>Higher Education Institution 17</b> | Caloocan, Metro Manila    | 1  | 2.94  |
| <b>Higher Education Institution 18</b> | Caloocan, Metro Manila    | 1  | 2.94  |
|  |                           | 34 | 100   |

Presented in Table 1.1.1, is the Respondent's Professional Profile in terms of Institution Affiliated with. It reflected that 26.47% responses Higher Education Institution 8, 11.76% responses Higher Education Institution 2, 8.82% responses Higher Education Institution 1, 8.82% responses Higher Education Institution 4, 5.88% responses Higher Education Institution 9, 2.94% responses Higher Education Institution 5, 2.94% responses Higher Education Institution 6, 2.94% responses Higher Education Institution 7, 2.94% responses Higher Education Institution 10, 2.94% responses Higher Education Institution 11, 2.94% responses Higher Education Institution 12, 2.94% responses Higher Education Institution 13, 2.94% responses Higher Education Institution 14, 2.94% Higher Education Institution 15, 2.94% Higher Education Institution 16, 2.94% responses Higher Education Institution 17, 2.94% responses Higher Education Institution 18, and 2.94% responses Higher Education Institution 3. From the data presented, it implicates that majority of the respondents were from Higher Educational Institution 8.

**Table 1.1.2: Respondent's Professional Profile in terms of Work Position**

| <b>N=34</b>                          |          |          |
|--------------------------------------|----------|----------|
| <b>Work Position</b>                 | <b>f</b> | <b>%</b> |
| <b>School Director</b>               | 1        | 2.94     |
| <b>Dean</b>                          | 4        | 11.76    |
| <b>Program Head</b>                  | 7        | 20.59    |
| <b>Professors</b>                    | 16       | 47.06    |
| <b>Trainer</b>                       | 3        | 8.82     |
| <b>Marketing Head</b>                | 1        | 2.94     |
| <b>Marketing Associate/Assistant</b> | 1        | 2.94     |
| <b>Branch Manager</b>                | 1        | 2.94     |
|                                      | 34       | 100      |

Table 1.1.2 reflected the respondent's profile in terms of work position. It showed that 47% were Professors, 20.59% were Program Head, 11.76% were Dean, 8.82% were trainer. While School Director, Marketing Head, Marketing Associate/Assistant and Branch Manager occurred an equal percentage of 2.94. From the data presented, it implicates that majority of the respondents were Professors.

**Table 1.2.1: HTM Program Profile in terms of Number of HTM enrollees (A.Y 2020-2021)**

| <b>Number of HTM enrollees (A.Y 2020-2021)</b> | <b>F</b> | <b>%</b> |
|--|----------|----------|
| <b>Below 200 students</b>                      | 5        | 14.71    |
| <b>200-400 students</b>                        | 14       | 41.18    |
| <b>400-600 students</b>                        | 2        | 5.88     |
| <b>600-800 students</b>                        | 6        | 17.65    |
| <b>800-1000 students</b>                       | 1        | 2.94     |
| <b>Above 1000 students</b>                     | 6        | 17.65    |
|  | 34       | 100      |

Projected in Table 1.2.1, is the HTM Program Profile in terms of Number of HTM enrollees during Academic Year 2020-2021. It revealed that 41.18% responses 400-600 students, while 600-800 students and Above 1000 students got same total number of responses with 17.65%, 14.71% responses below 200 students. Lastly, 2.94% responses 800-1000 students. From the gathered data, it signifies that majority of the selected higher educational institutions that offering HTM Programs in the National Capital Region have the current population ranges from 400-600 students.

**Table 1.2.2: HTM Program Profile in terms of Number of Years of Existence**

| Number of years of the HTM program existed | f         | %          |
|--|-----------|------------|
| 1-10 years                                 | 14        | 41.18      |
| 11-20 years                                | 9         | 26.47      |
| 21-30 years                                | 8         | 23.53      |
| 31-40 years                                | 1         | 2.94       |
| 41-50 years                                | 1         | 2.94       |
| Above 51 years                             | 0         | 0.00       |
| Not Sure                                   | 1         | 2.94       |
|  | <b>34</b> | <b>100</b> |

Illustrated in Table 1.2.2, is the HTM Program Profile in terms of Number Years Existed. It reflected that 41.18% responses 1-10 years, 26.47% responses 11-20 years, 23.53% responses 21-30 years, while 31-40 years, 41-50 years and Not Sure got same total number of responses with 2.94%. Last, above 51 years have no response.

**Table 2.1: Marketing Mix Practices of the selected Higher Education Institution for their HTM Programs in terms of Service**

N=34

| Attributes  | Weighted Mean | Interpretation | Rank |
|---|---------------|----------------|------|
| <b>The institutions..</b>   |               |                |      |
| <b>provide complete simulation laboratory facilities that are based on actual practice.</b>     | 4.38          | HE             | 1    |
| <b>professors who handle the major subjects for the HTM Programs are industry practitioner.</b> | 4.03          | P              | 4    |
| <b>offer various specialization for Hospitality and Tourism.</b>                                | 4.26          | HP             | 2    |
| <b>professors possessed Master's and Doctorate Degree that are vertically articulate</b>        | 4.21          | HP             | 3    |
| <b>Average Weighted Mean</b>  | <b>4.22</b>   | HP             |      |

**Legend of the Verbal Interpretation of the Weighted Mean:**

(4.21 - 5.00) *HIGHLY PRACTICED (HE)*, (3.41 - 4.20) *PRACTICED (P)*, (2.61 - 3.40) *MODERATELY PRACTICED (MP)*, (1.81 - 2.60) *SOMEWHAT PRACTICED (SP)*, (1.00 - 1.80) *NEVER PRACTICED (NP)*

As shown in Table 2.1, is the weighted mean summary of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of service using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'highly practiced' that the institutions provide complete simulation laboratory facilities that are

based on actual practice, it has weighted mean of 4.38 and ranks first among the categories. Second, respondents' responses 'highly practiced' that the institutions offer various specialization for Hospitality and Tourism, it has a weighted mean of 4.26 and ranks second among the categories. Third, respondents' responses 'highly practiced' that the institutions professors possessed master's and doctorate Degree that are vertically articulate, it has a weighted mean of 4.21 and ranks third among the categories. Last, respondents' responses 'practiced' that the institutions professors who handle the major subjects for the HTM Programs are industry practitioner, it has a weighted mean of 4.03 and ranks last among the categories. The average weighted mean of the of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of service is 4.22, which is verbally interpreted as "Highly Practiced".

**Table 2.2: Marketing Mix Practices of the selected Higher Education Institutions for their HTM Programs in terms of Place**  
**N=34**

| Attributes  | Weighted Mean | Interpretation | Rank |
|---|---------------|----------------|------|
| <b>The institutions..</b>   |               |                |      |
| <b>can easily access by the students</b>                                  | 4.65          | HP             | 1    |
| <b>provide conducive and complete learning facilities to the students</b> | 4.44          | HP             | 3    |
| <b>provide a proper hygienic atmosphere.</b>                              | 4.50          | HP             | 2    |
| <b>Average Weighted Mean</b>  | <b>4.48</b>   | HP             |      |

**Legend of the Verbal Interpretation of the Weighted Mean:**

(4.21 - 5.00) *HIGHLY PRACTICED (HE)*, (3.41 - 4.20) *PRACTICED (P)*, (2.61 - 3.40) *MODERATELY PRACTICED (MP)*, (1.81 - 2.60) *SOMEWHAT PRACTICED (SP)*, (1.00 - 1.80) *NEVER PRACTICED (NP)*

Interpreted in Table 2.2, is the mean summary of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of place using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'highly practiced' that the location of the institution can easily access by the students, it has weighted mean of 4.65 and ranks first among the categories. Second, respondents' responses 'highly practiced' that the institutions provide a proper hygienic atmosphere, it has a weighted mean of 4.50 and ranks second among the categories. Last, respondents' responses 'highly practiced' that the institutions provide conducive and complete learning facilities to the student, it has a weighted mean of 4.44 and ranks last among the categories. The average weighted mean of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of place is 4.48, which is verbally interpreted as "Highly Practiced".

**Table 2.3: Marketing Mix Practices of the selected Higher Education Institutions for their HTM Programs in terms of Promotion**  
**N=34**

| Attributes   | Weighted Mean | Interpretation | Rank |
|--|---------------|----------------|------|
| <b>The institutions used... various social media accounts as part of the promotional activities that affects the students to enroll in the HTM Program</b> | 4.32          | HP             | 1    |
| <b>television and radio advertisement as an effective marketing tool to attract more enrollees in the HTM Program</b>                                      | 3.97          | P              | 2    |
| <b>billboards, tarpaulin, and flyers as an effective marketing deck to inspire students to enroll in the HTM programs.</b>                                 | 3.94          | P              | 3    |
| <b>Average Weighted Mean</b>   | <b>4.05</b>   | P              |      |

***Legend of the Verbal Interpretation of the Weighted Mean:***

*(4.21 - 5.00) HIGHLY PRACTICED (HE), (3.41 - 4.20) PRACTICED (P), (2.61 - 3.40) MODERATELY PRACTICED (MP), (1.81 - 2.60) SOMEWHAT PRACTICED (SP), (1.00 - 1.80) NEVER PRACTICED (NP)*

Demonstrated in Table 2.3, is the mean summary of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of promotion using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'highly practiced' that the institution used various social media accounts as part of the promotional activities that affects the students to enroll in the HTM Program, it has weighted mean of 4.23 and ranks first among the categories. Second, respondents' responses 'practiced' that institutions used television and radio advertisement as an effective marketing tool to attract more enrollees in the HTM Program, it has a weighted mean of 3.97 and ranks second among the categories. Last, respondents' responses 'practiced' that institutions used billboards, tarpaulin, and flyers as an effective marketing deck to inspire students to enroll in the HTM programs, it has a weighted mean of 3.94 and ranks last among the categories. The average weighted mean of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of promotion is 4.05, which is verbally interpreted as "Practiced".

**Table 2.4: Marketing Mix Practices of the selected Higher Education Institutions for their HTM Programs in terms of Price**

N=34

| Attributes  | Weighted Mean | Interpretation | Rank |
|---|---------------|----------------|------|
| <b>The institutions..</b>   |               |                |      |
| <b>offer affordable and competitive Tuition and Miscellaneous Fees for the HTM students</b> | 4.32          | HP             | 1    |
| <b>give tuition fee discounts for HTM students</b>  | 4.06          | P              | 3    |
| <b>Provide various payment options for the HTM students</b>                                 | 4.26          | HP             | 2    |
| <b>Average Weighted Mean</b>  | <b>4.21</b>   | HP             |      |

**Legend of the Verbal Interpretation of the Weighted Mean:**

(4.21 - 5.00) *HIGHLY PRACTICED (HE)*, (3.41 - 4.20) *PRACTICED (P)*, (2.61 - 3.40) *MODERATELY PRACTICED (MP)*, (1.81 - 2.60) *SOMEWHAT PRACTICED (SP)*, (1.00 - 1.80) *NEVER PRACTICED (NP)*

As shown in Table 2.4, is the mean summary of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of price using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'highly practiced' that the institutions offer affordable and competitive tuition and miscellaneous Fees for the HTM students, it has weighted mean of 4.32 and ranks first among the categories. Second, respondents' responses 'highly practiced' that the institutions provide various payment options for the HTM students, it has a weighted mean of 4.26 and ranks second among the categories. Last, respondents' responses 'practiced' that the institutions give tuition fee discounts for HTM students, it has a weighted mean of 4.06 and ranks last among the categories. The average weighted mean of the marketing mix practices of the selected higher education institutions for their HTM programs in terms of price is 4.21, which is verbally interpreted as "Highly Practiced".

**Table 3: Best Marketing strategies adapted by the subject institutions to revitalize the HTM Programs in the National Capital Region**

N=34

| Attributes  | Weighted Mean | Interpretation | Rank |
|---|---------------|----------------|------|
| <b>The institutions..</b>   |               |                |      |
| <b>provide scholarship program internal and external.</b>   | 4.26          | EE             | 2    |
| <b>conduct actual or virtual laboratory Tour for the incoming first year college students.</b>  | 4.32          | EE             | 1    |
| <b>give award to the Outstanding incoming first year college HM/TM aspirant students</b>  | 3.38          | VE             | 8    |
| <b>host a Competitions in relation to HM/TM</b>   | 3.91          | VE             | 6.5  |
| <b>grant Toque Award for aspirant HM student and Beret Award for aspirant TM student.</b>   | 3.5           | VE             | 14   |
| <b>conduct webinar or seminar in partnership with famous chef and flight attendant influencer.</b>  | 3.65          | VE             | 12   |
| <b>conduct House to House Caravan, Flyering and Personal selling or have a telephone conversation to connect with your target market.</b>                         | 3.82          | VE             | 9    |
| <b>prepare various payment options for the Matriculations fees of the enrollees.</b>  | 4.18          | VE             | 3.5  |
| <b>have strong linkages to provide career opportunities for the Hospitality and Tourism Management graduating students.</b>                                       | 4.09          | VE             | 5    |
| <b>amend the curriculum to realign the current hospitality and tourism job opportunities.</b>   | 4.18          | VE             | 3.5  |
| <b>implement Study Now and Pay Later Program.</b>   | 3.53          | VE             | 13   |
| <b>offer Loans for tuition fees with lowest interest rate.</b>  | 3.68          | VE             | 11   |
| <b>involve the students, faculty members or staffs to encourage incoming first year students to enroll and will receive cash incentive or school merchandise.</b> | 3.91          | VE             | 6.5  |
| <b>provide internet connection assistance to the HTM students upon enrollment.</b>  | 3.79          | VE             | 10   |
| <b>Average Weighted Mean</b>  | <b>3.91</b>   | VE             |      |

***Legend of the Verbal Interpretation of the Weighted Mean:***

*(4.21 - 5.00) Extremely Effective (EE), (3.41 - 4.20) Very Effective (VE), (2.61 - 3.40) Effective (E), (1.81 - 2.60) Somewhat effective (SE), (1.00 - 1.80) Not Effective (NE)*

Demonstrated in Table 3, is the weighted mean summary of the best marketing strategies adapted by the subject institutions to revitalize the HTM programs in the National Capital Region using five-point Likert scale. Based on the weighted mean scores the majority of the respondents' responses 'extremely effective' that the institutions conduct actual or virtual laboratory tour for incoming first year college students, it has weighted mean of 4.32 and ranks first among the

categories. Second, respondents' responses 'extremely effective' that the institutions provide scholarship program internal and external, it has a weighted mean of 4.26 and ranks second among the categories. Third, respondents' responses 'very effective' that the institutions amend the curriculum to realign the current hospitality and tourism job opportunities; and the institution prepare various payment options for the Matriculations fees of the enrollees, both has a weighted mean of 4.18 and both ranks third among the categories. Fifth, respondents' responses 'very effective' that the institutions have strong linkages to provide career opportunities for the Hospitality and Tourism Management graduating students, it has a weighted mean of 4.09 and ranks fifth among the categories. Sixth, respondents' responses 'very effective' that the institution involves students, faculty members or staffs to encourage incoming first year students to enroll and will receive cash incentive or school merchandise.; and the institution host competitions in relation to HM/TM, both has a weighted mean of 3.91 and both ranks sixth among the categories. Eighth, respondents' responses 'very effective' that the institutions give award to the Outstanding incoming first year college HM/TM aspirant students, it has a weighted mean of 3.85 and ranks eighth among the categories. Ninth, respondents' responses 'very effective' that the institutions conduct house to house caravan, flyering and personal selling or have a telephone conversation to connect with your target market, it has a weighted mean of 3.82 and ranks ninth among the categories. Tenth, respondents' responses 'very effective' that the institutions provide internet connection to the HTM students upon enrollment, it has a weighted mean of 3.79 and ranks tenth among the categories. Eleventh, respondents' responses 'very effective' that the institutions offer loans for tuition fees with lowest interest rate, it has a weighted mean of 3.68 and ranks eleventh among the categories. Twelfth, respondents' responses 'very effective' that the institutions conduct webinar or seminar in partnership with famous chef and flight attendant influencer, it has a weighted mean of 3.65 and ranks twelfth among the categories. Thirteenth, respondents' responses 'very effective' that the institutions implement study now and pay later program, it has a weighted mean of 3.53 and ranks twelfth among the categories. Last, respondents' responses 'very effective' that the institutions grant toque award for aspirant HM student and Beret Award for aspirant TM student, it has a weighted mean of 3.50 and ranks last among the categories. The average weighted mean of the best marketing strategies adapted by the subject institutions to revitalize the HTM programs in the National Capital Region is 3.91, which is verbally interpreted as "Very Effective".

**Table 4: Results Pearson R  
Correlations**

|                              |                     | Marketing Mix Practices | Marketing Strategies Adapted |
|------------------------------|---------------------|-------------------------|------------------------------|
| Marketing Mix Practices      | Pearson Correlation | 1                       | .833**                       |
|                              | Sig. (2-tailed)     |                         | .000                         |
|                              | N                   | 34                      | 34                           |
| Marketing Strategies Adapted | Pearson Correlation | .833**                  | 1                            |
|                              | Sig. (2-tailed)     | .000                    |                              |
|                              | N                   | 34                      | 34                           |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

***Quantitative Interpretation of the degree of Linear relation***

*± 1.00 (Perfect positive/negative correlation), ± 0.91- ± 0.99 (Very high positive/ negative correlation), ± 0.71- ± 0.90 (high positive/ negative correlation), ± 0.51- ± 0.70 (Moderately positive/ negative correlation), ± 0.31- ± 0.50 (Low positive/ negative correlation), ± 0.01- ± 0.30 (Negligible positive/ negative), ± 0.01 (No correlation)*

The table 4 shows the results of the Pearson R which tests the significant relationship between the marketing mix practices of the selected higher education institutions for their HTM programs and the marketing strategies are adapted by the subject institutions to revitalize the HTM Programs in the National Capital Region. The result above which is 0.833 shows that there is a high positive correlation between the variables. Based on the linear relation, value between 0.71- 0.90 indicates high positive correlation.

**IV. Conclusion**

This study aimed to determine the best marketing strategies to revitalize the Hospitality and Tourism Management Programs in the National Capital Region (NCR). Therefore, based on the findings, the following conclusions were derived:

1. In terms of the Professional Profile of the respondents shows that majority of the respondents were came from Higher Educational Institution 8 and most of them were Professors. With regard to the Hospitality and Tourism Management Program Profile signifies that majority of the selected higher education institutions that offering Hospitality and Tourism Management (HTM) Program in the National Capital Region have the thousand students and they existed for more than a decade.

2. The marketing mix practices of the selected higher education institutions for their Hospitality and Tourism Management program in terms of service, place, price and promotion was highly practiced. On the other hand, the best marketing strategies adapted by the subject institutions to revitalize the Hospitality and Tourism Management programs program in the National Capital Region was very effective.
3. There is a high positive correlation between the marketing related practices of the selected higher education institutions for their HTM programs and the marketing strategies are adapted by the subject institutions to revitalize the HTM Programs in the National Capital Region.

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**AUTHOR'S PROFILE****MARCELO P. VILLALUNA JR.**

Dr. Marcelo P. Villaluna Jr., is the Program Head of Hospitality Management and Executive Assistant of Center for Quality Management at Urdaneta City University. He is a graduate of Bachelor of Science in Hospitality Management and Certificate in Professional Education at PHINMA University of Pangasinan. Also, he fulfilled his Master in Business Administration and Doctor of Business Administration at Lyceum Northwestern University. Currently, he is pursuing his second doctorate degree in Hospitality Management at the Philippine Women's University. Furthermore, he is a Licensed Professional Teacher (LPT), Certified Guest Service Professional (CGSP) at American Hotel & Lodging Educational Institute (AHLEI) and passed trainer's methodology certification and various national certifications at Technical Education Skills and Development Authority under the tourism sector.