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**QCU THE GAVEL:
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QCU The Gavel: Journal of Business and Social Sciences is a peer-reviewed journal, published twice a year in print and online. The journal aims to appeal to an interdisciplinary audience, welcoming submissions from various subjects, including accountancy, business administration, criminology, public administration, political science, social policy, social work, sociology, local governance, cultural and gender studies, and more. The journal employs a double-blind peer review procedure to present the most relevant, current, and developing work in the discipline. QCU The Gavel aspires to be a vibrant forum for social science research and academic discussion.

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SUBJECT AREAS

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The Relationship Between Brand Activism and Select Brand Performance Metrics: The Cases of C2 Green Tea and Lucky Me! Instant Pancit Canton

John Alexander L. Fellizar

University of Santo Tomas – The Graduate School
City of Manila, Philippines

Abstract

This paper determines the statistical relationship of brand activism on Facebook to the respective brand image, purchase intent, likelihood to shift, degree of interest, and recommendation toward C2 Green Tea and Lucky Me! Instant Pancit Canton. Brand activism is a way for companies to express their opinions and values on social, environmental, or political issues that matter to them and their customers. The gathering of respondents was done in purposive way who were who are from different age groups, socio-economic classes, and regions. The researcher conducted a Pearson Product-Moment Correlation Analysis to measure the statistical association of brand activism on Facebook with various dependent variables. This is a statistical technique that assesses the strength and direction of the linear relationship between two continuous variables. The analysis showed that only brand image and interest level were the independent variables that had a strong positive correlation with the importance of brand activism on Facebook (dependent variable). No significant differences were observed between the responses for C2 Green Tea and Lucky Me! Instant Pancit Canton. This paper advances the general knowledge of brand activism in the Philippine context. It provides practical implications for marketers and advertisers who want to utilize social media platforms to engage with their consumers on relevant social, environmental, or political issues. The researcher proposes that future studies examine how brand activism varies among various products and brands, such as food, beverages, clothing, electronics, etc., and how these variations influence consumer perception and behavior. The researcher also recommends applying other statistical methods to cover more aspects, generate new insights, and explore other perspectives regarding brand activism.

Keywords: *brand activism, correlation, brand image, purchase intent.*

Introduction

Consumers not only want brands to satisfy their basic needs and offer them benefits, but they also want brands to have their brand purposes. Wagner (2021) described brand purpose as the essence of a brand or organization that creates value for stakeholders by tackling a social problem. Brands that address specific human needs and fill market gaps are now more involved in social issues that affect their target audiences. Besides brand identity and purpose, which brands should maintain in the long term, being flexible in taking positions on social issues and supporting social causes and campaigns gives brands an edge. Higher involvement in such social initiatives, which are part of the broader concept of brand activism, implies more consumer loyalty to the brand, resulting in higher sales potential (Gray, 2019).

General Context of Brand Activism

Brand activism is a strategy that aims to influence consumers by using campaigns based on and sustained by political and social values (Manfredi-Sanchez, 2019). Mukherjee and Althuizen (2018) further stated that it is the action of taking a position on contentious socio-political issues. As people become more aware of important issues, most consumers want brands to take a position on socio-political matters in today's market (Vredenburg et al., 2020).

Consumers attempt to inform themselves on socio-political issues and expect the same from the companies (Milfeld and Flint, 2020). Because of these, brands have recently started to adopt a brand activism strategy by aligning themselves with a socio-political cause to increase their relevance and strengthen customer relationships (Key et al., 2021). Brands are now entering an era where brand activism strategies impact consumers' decision-making rather than traditional brand marketing (Gray, 2019). Companies surpass their status as capitalist institutions and resemble fully-fledged humans when they take stands on critical issues (Manfredi-Sanchez, 2019). Consumers are more immersed in campaigning for socio-political change, so they want to see brands take a stand and support something more meaningful. Consumers express more loyalty to brands that do more than just provide them with a product or service and support the same values and beliefs they hold (Kumar, 2020). Consumers favor buying a brand if it supports a cause or purpose, and they refrain from buying if the brand behaves unethically (Shetty et al., 2019).

However, not all brands successfully do these due to disconnections between social issues, brand identity, and lack of consistency. Sourjo and Althuizen (2020) concluded that in studies involving unknown and well-known brands, attitudes towards the brand decreased significantly among consumers who disagreed with a brand's stand. In contrast, there was no significant effect among consumers who supported the stand. When brands match activist messaging, purpose, and values with pro-social corporate practice, they engage in authentic brand activism (Vredenburg et al., 2020). Activist brands often engage in controversies to redefine which opinions and ideas are acceptable to express publicly (Sibai et al., 2021).

Brand Activism in the Philippines

Brand activism is not a new phenomenon in the Philippines. Many companies, especially multinationals, have adopted brand activism in their advertising strategies. This advertising strategy enables brands to build a deeper relationship with consumers by raising awareness of the issues that are important to them (Champlin et al., 2019). Therefore, the existence of multinational companies in the Philippines that use this kind of advertising strategy led to the emergence of woke advertising in the country (Goh, 2016).

Ligo Sardines, one of the leading canned sardines brands in the Philippines, became viral during the first months of the COVID-19 pandemic due to its several Facebook posts criticizing the lack of government actions in preventing the negative effects of the pandemic. All of Ligo Sardines' graphic advertisements on Facebook related to socio-political issues became viral, but the brand received mixed reactions. Many noted the progressive nature of the posts and praised the brand for taking a stand on socio-political matters (Get Real Philippines, 2020).

In 2013, Pantene displayed a video of men and women having similar behaviors but were labeled differently, revealing a double standard. For the first time in its brand history, Pantene did not emphasize its products but instead highlighted a critical issue that helped women to shine (Tulshyan, 2013).

Moreover, during the 2022 Presidential Elections campaign, several brands swiftly expressed their stands on Isko Moreno's call for Leni Robredo's withdrawal from the Presidential race. Durex PH, Victoria Court, BPI, Standard Insurance, Cha Tuk Chak,

C2 Green Tea

Universal Robina Corporation launched C2 Green Tea in the Philippine market in 2004 as the first ready-to-drink (RTD) tea (URC, 2019). Since then, Filipinos have developed a liking for tea drinks and love C2's refreshing flavors. And more than just refreshment for the hot days, C2 is loaded with all the benefits that green tea leaves or camellia sinensis offer; C2 promises a genuine and authentic tea experience (Business Mirror, 2018).

The selection of C2 Green Tea as a subject for this study goes beyond its market position. Being the first in the RTD Tea category and successfully challenging soda brands in crucial consumption moments is a feat only a few brands can pull through.

Lucky Me!

Introduced in 1989, Lucky Me! has become a household brand that almost every Filipino family enjoys. Filipinos' love for the brand evolved as Lucky Me! has always been empathetic and responsive to its valued consumers through continuous product innovations (Monde Nissin, 2018).

In 2020, Kantar Worldpanel reported in its 2020 Asia Brand Footprint study that Lucky Me! Has, for the fifth consecutive year, dominated the fast-moving consumer goods (FMCG) brand category in the Philippines, as it was bought by nearly all Philippine households (97%) in 2019, or more than 35 times in 2020 (Inquirer.net, 2020).

Lucky Me! has become a subject of public and government scrutiny after several countries banned some of its variants due to chemical contamination. Monde Nissin Corporation has issued a statement claiming its iconic Lucky Me! is safe for consumption. The Food and Drug Administration (FDA) later issued a similar report that effectively closed the Lucky Me! controversy. However, the argument contributed to the 15% decline in Monde Nissin's net income in the first half of 2022, alongside rising costs of raw materials (ABS-CBN News, 2022).

Significance of the Study

In the current era, it is essential and urgent to have a profound and evidence-based comprehension of the influence of being engaged in social issues, social movements, and advocacies on Facebook to brand success regarding image, preference, and purchase propensity. Understanding this relationship on a deeper level will offer vital insights into the nature and extent of relationships consumers have with the brands they adore, despise, and admire. These insights will assist marketing professionals in navigating and crafting their respective marketing strategies for their brands while remaining relevant and purposeful. In addition to marketers, this study will also benefit psychologists and market researchers in further understanding the human mind, especially consumer behavior, and decision-making. Moreover, this study aims to serve as a basis for brands to utilize in devising their online marketing strategies, particularly those that are thought-provoking and subject to social media scrutiny and division.

Methodology

This research aims to examine the effect of brand activism on the brand image and purchase intention of C2 Green Tea and Lucky Me! Instant Pancit Canton. To achieve this objective, the researcher conducted an online survey using a structured questionnaire. The questionnaire consisted of questions that directly asked respondents about their perception of brand activism and whether brand activism influences their perception of the brands included in the survey in terms of brand image, purchase intention, the likelihood of shifting, degree of recommendation, future purchase, and degree of interest.

The researcher employed purposive (non-probability) sampling to obtain respondents to answer the online survey. Tongco (2007) described purposive sampling as a non-probability sampling technique most effective when studying a specific domain with knowledgeable respondents. Purposive sampling can also be used with both qualitative and quantitative research methods. The inherent bias of the method contributes to its efficiency, and the technique remains robust even when tested against random probability sampling. Given that this research is primarily dedicated to qualified respondents willing to answer the online survey, the researcher utilized a purposive method of getting respondents.

A total of 135 qualified respondents participated in the 10-minute online survey through Google Forms. The online survey lasted one week, from May 7, 2022, to May 14, 2022.

Results

Figure 1.
Degree of Importance of Brand Activism on Facebook

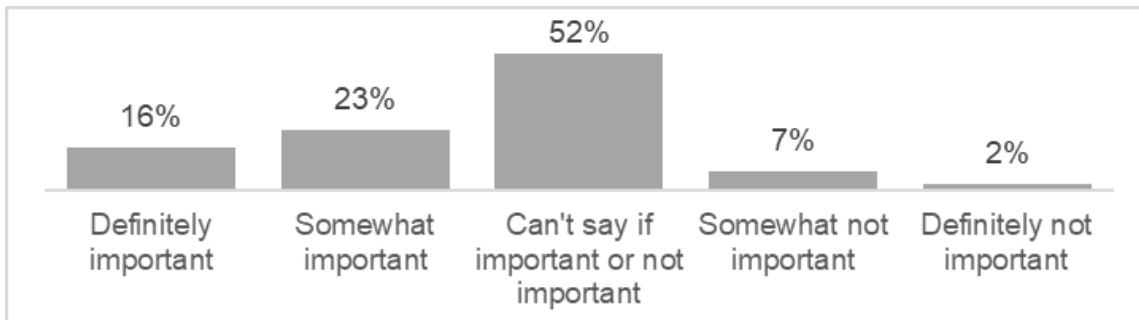


Figure 1 shows the degree of importance of brand activism on Facebook among respondents. 4 out of 10 (39%) of the respondents agree that being involved in social causes and advocacies is essential. 5 out of 10 (52%) are indifferent about considering brand activism as important or not. Meanwhile, only 1 out of 10 (9%) consider involvement in social causes and advocacies unimportant.

Figure 2.
Effect of Brand Activism on Facebook on the Brand Image of C2 Green Tea and Lucky Me! Instant Pancit Canton

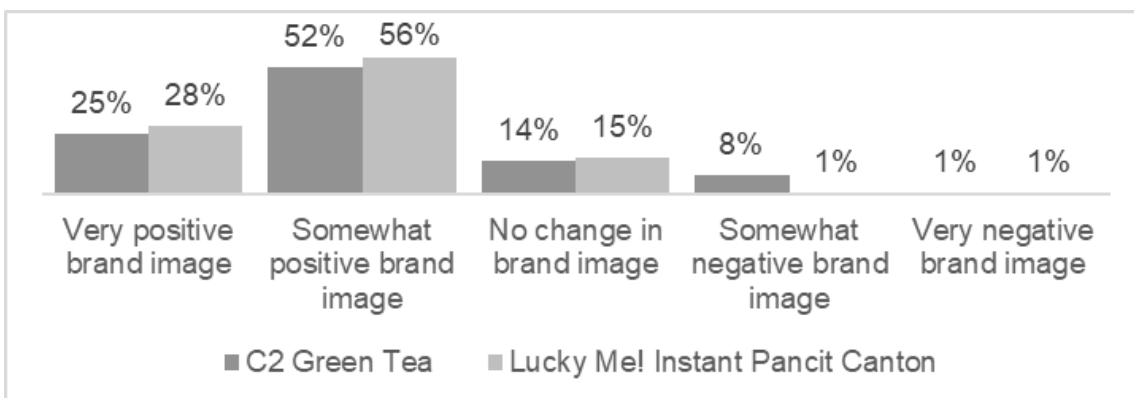


Figure 2 displays the effects of brand activism on Facebook on the brand image of C2 Green Tea and Lucky Me! Instant Pancit Canton. Regardless of brand, a significant majority or 8 out of 10 respondents (77% C2, 84% LM) adjudged that involvement in social causes and advocacies positively impacts the brand image of C2 Green Tea and Lucky Me!

Figure 3.
Effect of Brand Activism on Facebook to Purchase Intent of C2 Green Tea and Lucky Me! Instant Pancit Canton

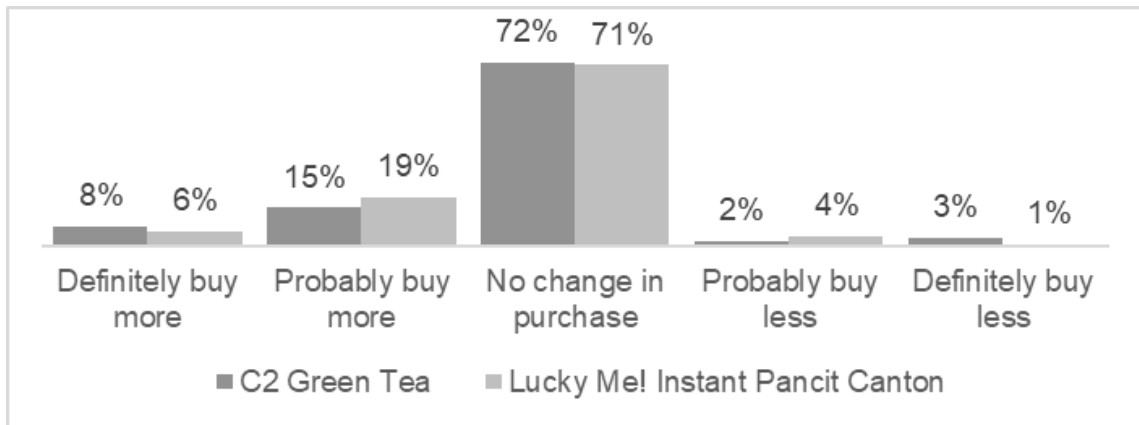


Figure 3 shows the effects of brand activism on Facebook on the purchase intent of C2 Green Tea and Lucky Me! Instant Pancit Canton. Regardless of brand, 7 out of 10 respondents (72% C2, 71% LM) stated that involvement in social causes and advocacies does not impact their purchase intent of C2 Green Tea and Lucky Me! Only 2 out of 10 respondents (23% C2, 25% LM) claimed they would buy more of these brands.

Figure 4.
Effect of Brand Activism on Facebook to Likelihood to Shift from C2 Green Tea and Lucky Me! Instant Pancit Canton to other brands

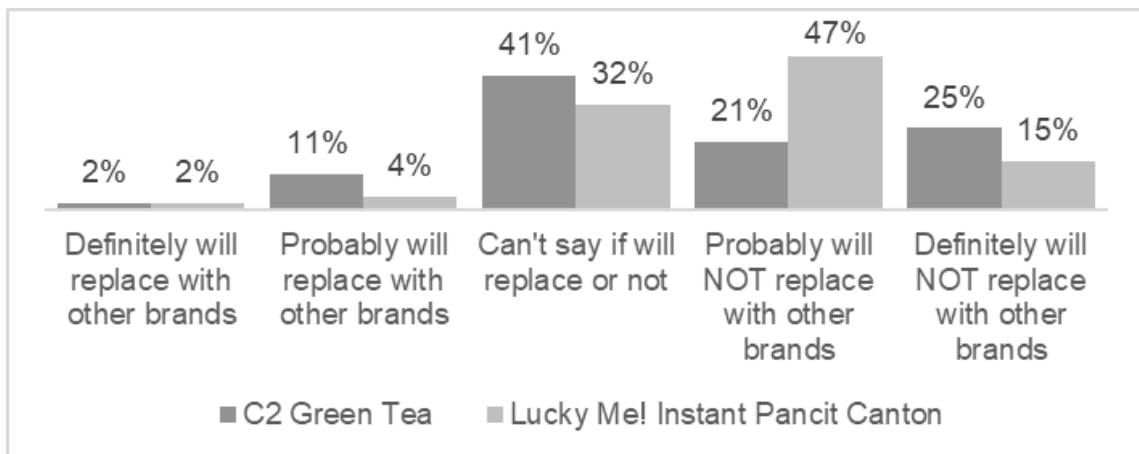


Figure 4 shows the effects of brand activism on Facebook on the likelihood of shifting from C2 Green Tea and Lucky Me! Instant Pancit Canton to other brands. More respondents are not keen on replacing C2 Green Tea and Lucky Me! Instant Pancit Canton (46% C2, 62% LM). Meanwhile, 3 to 4 out of 10 respondents (41% C2, 32% LM) are unsure if they will replace C2 Green Tea and Lucky Me! Instant Pancit Canton with other brands. Only 1 out of 10 respondents (13% C2, 6% LM) are keen on replacing C2 Green Tea and Lucky Me! Instant Pancit Canton.

Figure 5

Effect of Brand Activism on Facebook to Purchase Intent in the Next 6 Months of C2 Green Tea and Lucky Me! Instant Pancit Canton

Figure 5 illustrates the effects of brand activism on Facebook on respondents' purchase intent of C2 Green Tea and Lucky Me! Instant Pancit Canton in the next six months. Regardless of brand, 5 to 6 out of 10 respondents (57% C2, 54% LM) claimed their purchase propensity towards the brands would not change in the next six months, even if the brands are involved in social causes and advocacies. Only 3 out of 10 respondents (29% C2, 34% LM) claimed they would buy more of these brands in the next six months.

Figure 6

Effect of Brand Activism on Facebook to Degree of Interest Towards C2 Green Tea and Lucky Me! Instant Pancit Canton

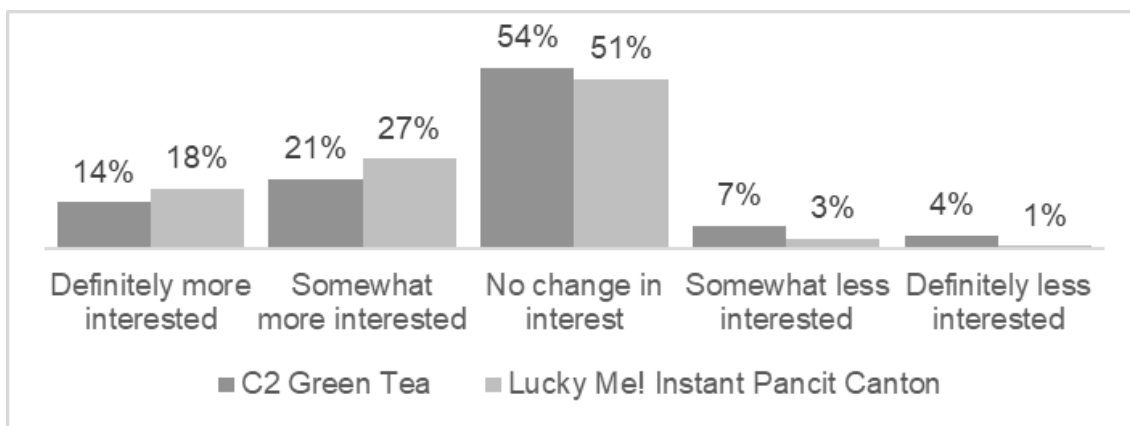


Figure 6 displays the effects of brand activism on Facebook on respondents' degree of interest in C2 Green Tea and Lucky Me! Instant Pancit Canton. Regardless of brand, 5 out of 10 respondents (54% C2, 51% LM) claimed that being involved in social causes and advocacies has no impact on their degree of interest in C2 Green Tea and Luck Me! Meanwhile, more respondents (45%) said they would become more interested in Lucky Me! Instant Pancit Canton became involved in brand activism. On the other hand, around 3 out of 10 respondents (34) claimed that they would become more interested in C2 Green Tea if they became involved in brand activism.

Figure 7

Effect of Brand Activism on Facebook to Degree of Recommendation Towards C2 Green Tea and Lucky Me! Instant Pancit Canton

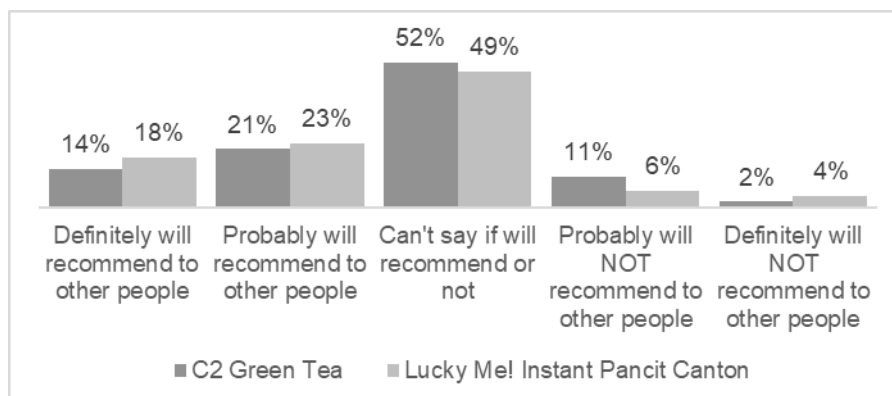


Figure 7 shows the effects of brand activism on Facebook to the degree of recommendation for C2 Green Tea and Lucky Me! Instant Pancit Canton. Regardless of brand, 5 out of 10 respondents (52% C2, 49% LM) adjudged that being involved in social causes and advocacies has no impact on their degree of recommendation on C2 Green Tea and Luck Me! Meanwhile, 4 out of 10 (35% C2, 41% LM) stated they would recommend C2 Green Tea and Lucky Me! Instant Pancit Canton with other people if these brands became involved in brand activism on Facebook.

Table 2

Pearson Product Moment Correlation Between Variables and Importance of Brand Activism on Facebook to C2 Green Tea

Variables	Pearson correlation coefficient (r)	Degree of Correlation to Importance of Brand Activism
Brand Image	0.79	Strong positive
Purchase Intent	0.13	Weak positive
Likelihood to Shift	- 0.19	Weak negative
Degree of Recommendation	0.46	Moderate positive
Purchase Propensity in the Next 6 Months	0.08	Weak positive
Degree of Interest	0.66	Strong positive

Table 2 shows the Pearson product-moment correlation coefficients (Pearson r) between the variables and the importance of brand activism for C2 Green Tea. Based on the Pearson r values, only Brand Image and Degree of Interest have a strong positive correlation with the importance of brand activism for C2 Green Tea. This means that the degree of importance of brand activism on Facebook follows a positive relationship with the brand image of C2 Green Tea.

Table 3

Pearson Product Moment Correlation Between Variables and Importance of Brand Activism for Lucky Me! Instant Pancit Canton

Variables	Pearson correlation coefficient (r)	Degree of Correlation to Importance of Brand Activism
Brand Image	0.82	Strong positive
Purchase Intent	0.17	Weak positive
Likelihood to Shift	-0.14	Weak negative
Degree of Recommendation	0.42	Moderate positive
Purchase Propensity in the Next 6 Months	0.14	Weak positive
Degree of Interest	0.72	Strong positive

Table 3 shows the Pearson product-moment correlation coefficients (Pearson r) between the variables and the importance of brand activism for Lucky Me! Pancit Canton. Based on the Pearson r values, only Brand Image and Degree of Interest have a strong positive correlation with the importance of brand activism for Lucky Me! Instant Pancit Canton. This means that the degree of importance of brand activism on

Facebook follows a positive relationship with the brand image of Lucky Me! Instant Pancit Canton.

Discussion, Conclusion, and Recommendations

Discussion of Results

Based on the data table generated on the degree of importance of brand activism on Facebook, it is clear that a massive chunk of the population deems brand activism as necessary. However, more Filipinos are indifferent as to whether they find brand activism on Facebook as important or not. This lukewarm view of brand activism can be attributed to the market stance of the brands included in the study, which are all market leaders in their respective categories in the Philippines. Consumers usually favor market leaders due to their long-standing reputation and brand equities, which activates the default positive image of market leaders.

From the data tables generated for each variable (e.g., brand image, purchase intent, likelihood to shift, purchase intent in the next six months, degree of interest, degree of recommendation), responses for C2 Green Tea and Lucky Me! Pancit Canton does not significantly differ, which radiates their respective market positions as market leaders in the RTD Tea and Instant Noodles categories, respectively.

Pearson product-moment correlation analysis concluded that only brand image and degree of interest strongly correlate with brand activism. The positive correlation between brand image and degree of interest in brand activism on Facebook can be attributed to Filipinos' emotional attachment to brands. However, this emotional attachment does not automatically translate to purchase or consumption. Unlike the insignificant variables, brand image and degree of interest do not entail an actual change in purchase and consumption patterns (i.e., buying more or less, replacing brands).

Conclusion

This paper analyzes the correlation of brand activism on Facebook to the respective brand image and purchase intent of C2 Green Tea and Lucky Me! Instant Pancit Canton. The impact of brand activism was measured to the dimensions of brand image and purchase intent, particularly brand image, purchase intent, likelihood to shift, recommendation, and purchase intent in the next six months.

Based on Pearson Product-Moment Correlation Analysis, brand image and degree of interest are the independent variables that strongly correlate with the importance of brand activism on Facebook (dependent variable). Other independent variables have weak to moderate correlations to the dependent variable.

The researcher recommends that further research and a literature review should be

conducted to compare the impact of brand activism between market leaders and non-market leaders and between essential and non-essential products. Market leaders are brands that have the highest market share or sales revenue in a given market, while non-market leaders are brands that have lower or no significant market share or sales revenue in the same market. Essential products are goods or services that are necessary for the survival or well-being of consumers, while non-essential products are goods or services that are not vital for the survival or well-being of consumers but may enhance their quality of life. Comparing the impact of brand activism between these categories of products and brands can add another layer of depth to the discussion of brand activism in the local context, as it can reveal how different types of consumers respond to different types of brand messages and actions on social, environmental, or political issues.

The researcher also encourages identifying and considering other factors that might affect brand activism, such as consumer demographics, psychographics, values, attitudes, beliefs, motivations, emotions, etc. These factors can help explain why consumers may support or oppose certain brands based on their alignment or misalignment with their views and values on relevant issues.

The researcher also recommends that future researchers consider applying other statistical techniques to develop more holistic and actionable conclusions.

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DIGITAL TECHNOLOGY INTEGRATION AND PRACTICES IN THE TEACHING OF ENGLISH AS A SECONDARY LANGUAGE (ESL) AMIDST COVID-19 PANDEMIC: THE CHINESE CONTEXT

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ABSTRACT

The study reviews the practices and integration of digital technology (DT) in the teaching and learning of English as a Second Language (ESL) in China by ESL teachers. The review examines the forms of the various types of digital technology that are utilized in the classroom, the role that digital technology plays in the instruction of English as a second language (ESL), the potential advantages of utilizing DTs in ESL education, and the challenges that prevent the integration of DTs in ESL education. It was determined, based on qualitative analyses of the reviewed literature, that DT was highly utilized, that schools provided support and venues to strongly encourage the use of supplementary educational platforms, that digital-based technologies have had both positive and negative effects on student learning, and that digital-based technologies have affected teachers' instructional pedagogy. Furthermore, it was determined that schools provided support and venues to strongly encourage the use of supplementary educational platforms during the pandemic. Although technological constraints associated with digital technologies were revealed, the COVID-19 pandemic increased the adoption of digital-based technology in ESL classroom.

Keywords: *Digital technology, English as a Secondary Language, Chinese education, pedagogy, COVID-19.*

INTRODUCTION

Technology has historically influenced human growth and education. E-learning, a significant form of digital technology, is the process of educating and training students using computer access to online resources, e-textbooks, and electronic courseware (Cross, 2004). According to Cross (2004) and Hubackova (2015), the Computer-Based Training (CBT) system conference in Los Angeles, California in 1999 was the first time e-learning was presented. Since its inception, CBT has been widely implemented around the globe. According to conference reports, the most effective kind of training is a combination of conventional learning and e-learning approaches (Bitner & Bitner, 2002). E-learning, mobile learning, and other kinds of digital technology have become indispensable to learning, training, and professional development in both organizations and institutions. E-learning entered China (Tong, 2014) in 2001. Beginning in 2002, several Chinese financial institutions and telecommunications businesses, such as the Business Bank of China, China Mobile, and China Telecom, had already used e-learning (Tong, 2014). Many rural elementary and middle schools implemented eLearning in 2003 with the help of the Chinese government (Chen, Chen, & Wang, 2009). E-learning has steadily proved its advantages in terms of labor, time, and human resources (Yusuf & Al-Banawi, 2013) in this rapid development process.

Several key factors are associated with the idea of e-learning. First, eLearning emphasizes online education. Second, it stresses the integration of any information-based technology with learning. Thirdly, it emphasizes the integration of digital material and online resources. All three parts emphasize digital technology and the process of designing and directing education using new digital tools. The fast growth of web-based interactive multimedia technologies and information and communication technology presents new prospects for the improvement of education (Md Ali & Richardson, 2012). Mobile learning, or m-learning, refers to long-distance learning using mobile devices such as mobile phones and personal digital assistants. Its most notable characteristic is that it enables students to study whenever and wherever (Hockly, 2013).

All parts of society are entering the information age, which is heavily dependent on computer science and the use of multi-media to disseminate information (Hamidi, Meshkat, Rezaee, & Jafari, 2011) due to the rising use of the internet and information technology. Information technology has permeated every facet of everyday life, employment, and education. It also plays an expanding role in education due to the numerous benefits it provides. Computer-based technology may improve students' cognitive growth and self-assurance; it can also motivate students and facilitate their study by giving several information access points (Tamim et al., 2011).

The development of information and communication technology has also had a significant influence on the study of foreign languages (Jauregi & Banados, 2008). For example, technology is extensively employed as a tool to help English language learners' vocabulary acquisition. The usage of flashcards on the computer to assist students acquire new vocabulary has been described by Nakata (2011). Using technology for language learning, such as video/audio devices and translation software, may make instruction more appealing and boost student involvement. As a result, information technology has been continually developed and implemented in the field of education with far-reaching effects. Especially in education, digital technology has

substantially turned a new page. One may say that the enormous benefits of digital technology are driving an education reform (Shoffner, 2010).

In tandem with the fast growth of science and technology, a substantial number of Chinese students are utilizing social media and technologies to study a second language, particularly English. Traditional classroom teaching and learning approaches have been increasingly displaced by online learning and remote education. These advancements might encourage the creation of more apps and technical products. Because of its ease, technology-supported language learning has grown increasingly popular.

Traditional language instruction in China caused many language students to struggle with speaking and listening. In China, English teaching techniques have traditionally emphasized reading comprehension while disregarding the development of speaking and listening abilities in big classes. Due to the enormous number of students enrolled in English classes, it is challenging for each student to talk during class. While there is a tremendous demand among Chinese students to study English, the large number of students in classrooms, lack of interactive teaching techniques, and lack of native English language teachers make it difficult for Chinese students to successfully learn English (Wright & Zheng, 2018).

The period of the COVID-19 pandemic has witnessed an extraordinary global use of digital technology in all industries. Indeed, higher education has been one of the most significantly affected institutions. Considering that practically all classes and educational activities are migrating online (either voluntarily or involuntarily), a conversation concerning the nature and role of educational technology seems unavoidable and essential. How can professionals in higher education use digital technology to improve learning and instruction during and beyond this unique period? Moreover, even before the pandemic, with the emergence of ever-increasing use of new technologies in education settings, how digital technology has transformed teaching and learning has been a matter of interest to several practitioners and academics. To contextualize this wide issue, it is noteworthy that there is impetus toward the use of new technologies, particularly Information and Communications Technology (ICT), in English as a Second Language (ESL) lessons in China. This movement appears to be primarily motivated by a desire to modify the conventional memorization-based methodology that was frequently employed in second language programs in China (Li & Walsh, 2010).

Consequently, the purpose of this review is to explore how digital technology was incorporated to enhance relevance and motivation, thereby enhancing ESL learning and instruction. This research will center on the all-encompassing term "digital technology." Numerous words are used to characterize the use of new technology to educational practice. The literature contains several references to e-learning, digital technology, and information and communication technology. Typically, these names refer to a certain technology or mode. I am interested in a larger scope of technology advances utilized in ESL training for this project. These methods may be as basic as PowerPoint or as complex as smartphone applications. In summary, I intend to investigate how, why, and what outcomes occur when Chinese ESL teachers attempt to employ the growing technology, they have access to in teaching a topic that has historically been presented in a highly regulated fashion. Regardless of their varying levels of technology, they all use some form of cyber-connected technology. In other words, each member is seeking

to incorporate digital technology into their practice in some capacity. This endeavor to utilize digital technology is the center of the investigation.

With the urgency of assisting Chinese students in acquiring English proficiency and the need for research that investigates the nature of digital technology use in language learning, the purpose of this review is to investigate the current application of modern information technologies in English teaching and learning in Chinese education. This review's results may contribute to a better understanding of what teachers know and understand about digital technology use and the technologies they perceive as most beneficial.

LITERATURE REVIEW

Digital Technology Use in Education: A Historical Background

According to the assertions of Davidson and Tomic (1994), the emergence of digital technology has sparked innovation and caused a reassessment of the traditional approaches to the teaching and learning of languages. It is interesting to note that some academics even go so far as to say that the new technology may serve as a type of cure for the difficulties that are associated with ESL instruction, including a lack of relevance and motivation (Nunan, 1989; Cohen, 1993). Irrelevance and a lack of enthusiasm among students are issues that are present in most of the traditional English language instruction in China. The actualization of the promise of digital technology is not, however, a foregone conclusion; rather, it is heavily dependent on the manner in which people utilize technology (Cabanatan, 2003), as well as the social-cultural contexts in which they do so.

The 1960s were the beginning of the use of technology to support classroom instruction. The United States of America was the first nation in the world to conduct research and practices in the field of computer-aided instruction (CAI) (CAI). Research on computer-aided instruction (CAI) was initiated at Stanford University as early as 1963, and in 1996, thanks to collaborative efforts with IBM Company, the IBM1500 teaching system was successfully produced. The IBM1500 teaching system has been utilized as an adjunct instructional approach for a wide variety of classes, including those devoted to the study of foreign languages. Since then, a great number of nations have been hard at work throughout the course of the previous years developing instructional technologies.

A significant amount of study has also been conducted about the efficacy of teaching methods that are aided by technological means. Chun and Plass (1996) discovered that children can grasp unknown words with graphic and audio picture more effectively and more quickly than words without the assistance of multimedia. Mathews (1997) investigated how the use of interactive disks in the classroom affected students' reading abilities. She made the observation that the students who were directed by CD-ROM had a tendency to repeat the entire material of the book more thoroughly than the students who were just guided by the text itself.

In light of the multifaceted setting in which this investigation is situated, the following discussion will begin with an analysis of the general application of digital technology in Chinese education particularly in the teaching and learning of ESL, followed by a

consideration of the opportunities and obstacles presented by the use of technology in Chinese classrooms during the pandemic. In the last part of the review, we will take a look at the research that has been conducted explicitly on the application of digital technology to English language teaching and learning in Chinese primary, secondary, and tertiary schools.

Digital technology in Chinese Education

There are a great number of studies being conducted in the home country of China that are centered on the utilization of technology in the classroom. The use of multimedia in the classroom has been shown to improve students' learning outcomes, cultivate their interests in foreign cultures, and even break down students' fear of the English language. This was discovered by He (2015) through the implementation of multimedia in the classroom during the teaching of English nations' cultures. The findings imply that it is vital to use multimedia while teaching English since virtually all the senior students said that their interest in English was made to increase when it was incorporated in instruction.

Multimedia Technology

Given what has been said above, it should come as no surprise that digital and multimedia technologies play a vital role in the Chinese educational system. The term "multimedia technology" refers to the comprehensive processing and management of the various types of media information, including but not limited to text, figures, numbers, pictures and images, flash, video, and sound, in order to provide computer users with the ability to access real-time information in an interactive manner (Wroblewski, 2013). The effectiveness of learning is significantly improved when multimedia is employed in such a manner as to make the most of a comprehensive range of communication options. Consequently, a high level of organization and presentation is required for any educational design that incorporates multimedia. In addition, there are other sorts of multimedia approaches, each of which has a unique set of benefits and drawbacks.

Text

Students are presented with textual content of instructional material rather frequently when they are taught through multimedia. Most of the time, this is done with the help of a computer, which allows the user to access PowerPoint presentations or material from the internet. It is typical practice to use this approach when trying to provide students the option to study at their own speed. In addition, several pieces of educational software provide students comments and feedback, in addition to providing direction depending on the requirements of the specific student. Text users do not require any specialized training to access the instructional information provided by this kind of multimedia, which is one of its many advantages. Students can read the book several times, which increases their chances of developing a deeper comprehension of its meaning. If students have access to a text-browser, the amount of time that may be

spent reading a text does not have to be restricted in any way.

Pictures and Images

Learners of all different types utilize a variety of instructional strategies and routines. Some people are excellent at learning from reading text, while others prefer to observe, identify, and find the substance of the learning materials with the assistance of pictures and images. Some people are good at learning from reading text, while others prefer to read text. The use of pictures and other forms of non-textual information, like as diagrams and graphs, may be an effective means of conveying conceptual knowledge to students in a manner that is more straightforward and tangible than would be possible with text alone. The utilization of pictures and images provides learners with a variety of learning approaches, and these ways are particularly useful for learners with a visual learning style. In addition to this, the use of pictures and images is an effective way to transform abstract material into tangible content. In addition to their functional use, pictures may be utilized for their aesthetic value to improve the user interface of the computer and to highlight the learning environment.

Video Clips and Sound

The learners' sense of visual learning can be stimulated thanks to the dynamic nature of video clips. The use of sound in education can make learning more engaging and objective by providing a more direct experience. It is possible to increase students' interest in studying by incorporating audio and video into classroom instruction. The processing of sound and video has made it possible, thanks to the development of multimedia technology, to combine the visual and audio information of a television-style presentation with the interactive functions of a computer, making it possible to create integrated teaching material consisting of sound recordings, videos, and still images. Utilizing multimedia in such a way provides a number of benefits, including a diverse selection of information, the ability to connect with other forms of media, integration, digitized information, and real-time updates (Chen, 2005). Therefore, the utilization of video clips and sound can be of assistance in the accomplishment of interactive work as opposed to the unidirectional or bilateral transmission features of instructional modalities.

Distance Learning (E-Learning)

Distance learning is a type of institutionalized system of teaching and learning that is designed for delivery across geographic distant using cyber and/or web-based technology. It is also known as e-learning, which is another name for distance learning. Those who are unable to participate in the more conventional forms of education can nevertheless benefit from the teaching and learning possibilities provided through distance learning. Learners have a broader variety of alternatives and possibilities at their disposal when they participate in remote education since it is more adaptable in terms of both time and geography and can practically reach any location. There is more than one kind of learning that may be done at a distance. In the past, the major method

for remote learning consisted of correspondence study, which was completed through the use of the mail. In later years, methods for distant learning such as education via television and broadcast teaching became popular. E-learning, in its many guises, has largely supplanted the formerly prevalent types of distant education in recent years. E-learning, in its most common form, refers to the delivery of electronic courses in the form of online or pre-packaged courses to students who are located in remote areas. In point of fact, e-learning, in all of its many guises, is currently the form of remote education that is most widely used (Bernath, 2009). While there are many positive aspects to studying at a distance, there are also some negative aspects. For instance, using educational resources to educate huge numbers of individuals spread out across wide locations is possible with distance learning; yet, this type of education might also lack meaningful connection between the teacher and the student.

According to He (2013) and Chen (2009), information imparting teaching and cooperative teaching are the two primary modes of instruction that may be distinguished within the context of internet-based distant education. A top-down technique, in which teaching is sent down from the teacher to the pupil, is characteristic of the information-transfer mode known as information imparting mode. The majority of the education is delivered in a linear fashion and, in this respect, is comparable to that which is delivered in a conventional classroom setting. In most cases, teaching and information-giving are both carried out in one of two ways. The education can take place in either a synchronous or an asynchronous fashion. Synchronous teaching is the more traditional method. The first term is shorthand for "real-time teaching," which is an approach to education that is analogous to the standard classroom setting. Through the utilization of real-time video and audio, the interaction that takes place between the teacher and the students may be accomplished. This particular method of instructing calls for a network speed that is rather high, in addition to a camera and a microphone, amongst other associated pieces of apparatus. Asynchronous training requires the creation of educational content by the teachers, which is then stored on a web server. After that, students have access to these instructional resources over the internet. Additionally, students and teachers are able to communicate with one another via e-mail, a learning management system, or even chat software. This allows for two-way communication.

The capacity of the students to engage with one another and communicate with one another after having studied the same curricular topics is referred to as the cooperative teaching pattern. Students participate in the learning process by acting out a variety of roles in this manner of education. These roles include the roles of the competitor, coworkers, classmates, problem-solvers, and guides (He, 2013). The provision of adequate and efficient ways for students to meaningfully engage in cooperative learning activities is a difficulty for the implementation of cooperative learning in remote education, which is one of the challenges.

Cell Phone Technology

People's day-to-day lives have been profoundly impacted by the proliferation of different types of mobile phones, particularly smartphones. In addition, the

development of modern communication technologies, including the advancement of technology for cell phones, has opened up new avenues for students' educational pursuits. Students' access to various learning chances, including as those provided by Wechat, QQ, e-mail, homework assistant, learning treasure, pocket teacher, and happy learning, has been significantly altered (Wu & Marek, 2009).

Xu and Dai (2013) conducted study on several instructional methods using Wechat, which is an interactive platform that helps students preview, revise, and practice the English language. Unfortunately, the authors indicate that there is insufficient information to draw any conclusions regarding adult learners' perceptions of Wechat as an efficient means to learn English. This is unfortunate since the authors were hoping to draw inferences about adult learners' attitudes about Wechat. Wu and Marek (2009) utilized Wechat to assist in their study toward obtaining their CET certification. To be more specific, the goal of their study was to investigate whether or not using Wechat may help students in China pass the CET exam. According to the findings of their research, WeChat is a useful tool for educational purposes. However, the authors stress out that the English material on Wechat has to be brief, and the English vocabulary needs to be both practical and appropriate enough for students who do not yet have a systematic vocabulary.

Guo (2014) contends, in line with the findings of other studies, that mobile devices such as cell phones have the potential to be an efficient instructional medium. According to the findings of Guo's research on the use of mobile technology to the teaching of English, it is imperative that the quality of follow-up services be assured and prepared fairly in order to provide the students with the appropriate pedagogical assistance. In this sense, the technology included in cell phones may be a helpful tool for anyone learning Chinese.

Opportunities and Challenges of Digital technology in Chinese Education

Fan and Antle (2020) examined how the use of an augmented reality (AR) program may help students in rural China improve their English language skills. By virtually immersing Chinese students in specialized educational settings, augmented reality technology can help students improve their understanding of the English language's complex set of rules. Students are able to legitimately learn language norms while also having exciting experiences in this type of virtual reality area, which enhances their learning. Students may ask questions and communicate with one another in this type of place.

Klimova (2018) further claims that mobile phones and the applications available for smartphones can help Chinese students learn English. The findings of her research indicate that mobile phones and various applications can have a good impact on those who are learning English. The growth of students' vocabularies and even their levels of interest in studying have improved as a direct result of their increased competency. Gangaianmaran and Pasupathi (2017) also examined the usage of several mobile applications for English instruction. According to these writers, mobile applications (which include platforms for laptop computers, iPods, iPads, and smartphones) provide teachers with handy avenues for English education that are not restricted by time or place.

After reviewing the pertinent literature, it is clear that DT has significantly contributed to the advancement of second language acquisition, not only in the United States but also in other countries (Thorne & Payne, 2005; Zhao, 2003). In a review of the many approaches and studies pertaining to the integration of digital technology into the instruction of foreign languages, Warschauer and Healey (1998) It may be argued that developing digital-based technologies, when utilized appropriately, can considerably help both learning and teaching by producing a more engaging learning environment, motivating learners, and providing genuine language input obtained from real-life events. Notwithstanding this, Cabanatan (2003) advises that the good potential of digital technology does not necessarily guarantee positive results, and that the reality of increased learning is dependent on how successfully each individual teacher employs technology in his or her particular classroom. Similarly, Bitner and Bitner (2002), argued that the efficiency of the incorporation of digital technologies will primarily depend on the skill sets and mentalities of the teachers.

On this note, one may reach the conclusion that the implementation of educational technology and the manner in which it influences the process of learning is a complicated matter that requires more investigation into a variety of unique contexts. Some academics conducting research on the application of technology in language instruction in China acknowledge the complexities of the topic and concentrate their attention on certain contexts. On the other hand, the vast majority of educational researchers are focused on secondary or elementary education. For instance, Li and Walsh (2010) conducted a large-scale study on the use of ICT with 450 secondary school English teachers in Beijing, China. They found that although the majority of schools provide a satisfactory learning environment with computers, the use of digital technology is primarily limited to PowerPoint presentations. This was discovered after the researchers found that although most schools offer a satisfactory learning environment with computers, the use of digital technology is limited to PowerPoint presentations. They identified a number of problems, such as a shortage of time on the side of teachers and an absence of sufficient professional assistance and training, as having a negative impact on the efficiency of digital technology. Similarly, Zhong and Shen (2002), after looking at two different ESL classrooms in China that used multimedia, the researchers came to the conclusion that "the traditional Chinese notion of teaching" and teacher-centered pedagogy need to be rethought in order to make room for "a learner-centered multimedia language classroom to emerge". In point of fact, the studies that have been conducted to this point on Chinese secondary ESL classrooms show that the efficacy of education is in no way innate, but rather is contingent on a wide variety of intricate social and cultural factors, each of which is likely to vary depending on the environment in which it is delivered.

Digital Technology and English Language Learning in China

A significant amount of investigation has been spurred by the widespread use in China of a wide variety of digital technologies as teaching tools for the English language. Additionally, it has shown facts and conclusions that are contradictory. In this part, some of the research that has been conducted on this subject is presented, and a variety of the findings are discussed.

Bond (2000) states that people who teach English in China suffer a significant amount of challenges. The anxiety that many students feel when striving to improve their English language skills is not the least of these problems. Bond asserts that when instructional direction is offered to fifty percent of Chinese students, they refuse to follow it, mostly as a result of their reluctance to engage in English study. Sandholtz, Ringstaff, and Dwyer (2000) reported that using digital technology in the classroom to teach English as a Second Language is a double-edged sword. Students frequently enjoy themselves because of the newness of the technology, but they continue to be resistant and anxious about the educational process. Chen, H. (2005) discovered that a lack of abilities in the English language, which causes students highly self-conscious and trepid, is a significant factor in a student's unwillingness to learn English despite the student's strong desire to do so.

Zhang (2022) addresses a number of challenges that are associated with the implementation of digital technology in the teaching of English in secondary schools. According to him, the application of digital technology is typically restricted to the use of PowerPoint (PPT) presentations. In addition, there is a widespread misconception that making use of PowerPoint presentations in the classroom constitutes the use of digital technology. Zhang conducted an investigation into how and when the use of digital technology may be beneficial to the teaching of English by combining a study of teaching practices with a theoretical analysis of teaching methods. First, he examined the use of multimedia in education by looking at it from the perspective of the constructionist theory, the audio-visual theory, the learning style theory, and the multiple intelligences theory. After that, he contemplated the style of use of digital technology in classrooms in relation to the following four components: reading, writing, listening, and speaking. In particular, Zhang, (2022) carried out a study at an important school with the participation of sixty-five kids serving as research participants. The purpose of this study was to evaluate whether or not the use of digital technology in English classrooms is successful in piquing the interest of students in their own education and improving the quality of their knowledge retention. The findings indicate that teachers can make efficient use of a variety of forms of multimedia by utilizing digital technology. These forms of multimedia include music, e-text, video, PowerPoint presentations, and screenshots of films and news broadcasts. In point of fact, ninety percent of the students stated that the use of digital technology assisted them in significantly improving their English language abilities. Students were able to study English more effectively after class by using digital technology, in addition to the technology that supported their English learning while they were in class.

There has been an increase in the number of innovative ideas concerning language learning and teaching in Chinese colleges as a result of the broad implementation of English teaching changes brought about by digital technology. As a consequence of this, it is thought that students in China may gradually become awakened to their own autonomy and ownership in the learning process (Bond, 2000).

However, there are significant obstacles along the way to overcome with this approach. Zhang (2022) investigated the ways in which computer-based technology can be used to improve English education. The findings of the study showed that despite the fact that Chinese college professors have a significant amount of enthusiasm for integrating the use of the internet into their lessons, they do not provide

their students with sufficient guidance and assistance. Unfortunately, students lacked confidence in their ability to make effective use of the web-based tools that were made available to them for English language study. The majority of the participants, despite the fact that they utilized the internet to further their education, felt that their use of the internet had no useful function. This attitude was primarily owing to insufficient aid and guidance from their professors. The findings showed that despite the fact that the students had a strong desire to combine their study of the English language with the usage of the internet, they did not have a clear understanding of how to make the most of the numerous resources that are accessible via the internet.

An intriguing finding from this investigation was that Chen. K. (2010) students were asked to complete a study that investigated how learning English via the internet may be utilized to assist students in recognizing acceptable emotional reactions. Central to this study were such issues as: How might emotional events be integrated in the web-based English learning process? In the context of web-based training, what types of typical emotional issues may be modeled? How can students make the most of these psychological aspects to improve their English language proficiency when using the web? In the study, there were a total of forty Chinese literature majors. The findings showed that when students were given internet-based multimedia teaching materials, in particular when they were given audio-visual videos and other related materials, they were much more likely to actively participate and correctly interpret appropriate emotional responses. This was especially true when the students were given the audio-visual videos and other related materials. On the other hand, when they were only shown the text, they did not demonstrate any genuine emotional responses; in fact, the majority of them had "no sentiments," and some of them were even bored.

Ji (2014) investigated how the use of digital technology, namely an internet-based strategy, may be of assistance in the process of instructing students in English. Her inquiry revealed that the students who participated in the study had positive attitudes on the usage of internet-based learning. On the other hand, the findings shed light on a number of significant subtleties and consequences. The students claimed that they had a high amount of control in their own learning pace; yet, they were unclear about the success of the learning tactics that they were using. It is noteworthy that the majority of the students exhibited only average levels of enthusiasm and a lack of initiative to participate in English-learning activities based on the internet. They demonstrated a low level of self-confidence regarding their capacity to learn English and a great dependence on the guidance of their English teachers. The fact that autonomous learning capacity was shown to have a strong correlation with motivation within the classroom suggests that conventional teaching approaches are still prevalent in China. As a result, now that learning environments in China are being revamped, Chinese teachers have to think about altering their responsibilities and cultivating learning practices that enhance the intrinsic learning motivation of students in order to obtain improved learning results.

Zhang. X. (2009) utilized social interaction theory to investigate how training utilizing online resources may modernize conventional methods of teaching English in China. According to social interaction theory, the most productive approach to learn English is to engage in conversation with native speakers. The study contrasted the process of learning college English through the more conventional methods with the process of

learning with the use of internet-assisted multimedia and the task-based approach. In the second method, the students were assisted in developing their capacity for independent thought, and the instructional activity provided them with opportunity to practice a variety of interpersonal skills through the use of group projects. The use of multimedia in the classroom did not mean that the teachers were passive participants in the learning process. Instead, their job required them to take on responsibilities such as assisting, organizing, progressing, and mentoring others. She came to the conclusion that the task-based method could be successfully implemented in an environment that utilized the multimedia online teaching technique. Students were given the opportunity to participate in a variety of authentic communication contexts that were interactive, controlled, imitative, and active thanks to this method. The kids' learning was significantly increased as a result of this strategy, and it also helped to increase the students' enthusiasm in studying English.

Li & Walsh, (2010) examined the positive effects that using digital technology may have on undergraduate English classes. He separated the benefits into two categories: those that are beneficial to the teacher and those that are beneficial to the students. The use of digital technology allows teachers to boost their productivity while simultaneously reducing the amount of time spent on instruction. For example, in the conventional method of instructing, a significant portion of class time is dedicated to writing on the chalkboard. The utilization of multimedia tools, on the other hand, frees up more time for the delivery of the content of the course itself. In addition, the use of digital technology helps to emphasize important and challenging teaching topics, which enables teachers to more effectively elucidate confusing subject matter. The use of digital technology may help students learn a foreign language more quickly and thoroughly, which is beneficial to both parties. Students are able to work more quickly through the content and improve their language understanding thanks to the accessibility of digital technology, which comes with well-organized course material. Additionally, the students' enthusiasm in studying English is increased as a result of this. The students' cognitive grasp of the language improves, and the teachers are able to take advantage of the digital technology to make the lessons more exciting and appealing to the students.

Furthermore, in accordance with Li & Walsh, (2010), if implemented correctly and with sufficient structure, digital technology has the potential to foster a more collaborative connection between teachers and their students. In other words, teachers and students are able to exchange digital materials, practical experiences, and scientific accomplishments over the internet. In this way, teaching with computer-based technology can change the traditional relationship between teachers and students and further establish a more equal relationship in learning. Such a relationship offers each other the chance to learn together and learn from each other. In a traditional teaching pattern, teachers are at the center of the instruction dynamic. However, the inclusion of digital technology encourages greater participation of students and they are invited to create a more authentic English language environment. The application of digital technology can help improve students' listening and speaking abilities with a wide variety of multimedia aids. Such a varied approach lets students get involved in an English language environment in a more immersed fashion and becomes part of their daily lives. Ultimately, this teaching pattern is more student-centered and under this

situation students have greater opportunities to express themselves in English.

Students' Preference of Digital Technology in ESL Learning

Li (2021) explored how the students reception of Digital technology in ESL learning. Students in China prefer some form of digitally based technology that enables a more open-ended and unrestricted approach to learning, according to observations made of classes taught by teachers in China when the epidemic was going on. The widespread use of mobile communication and network technologies in people's day-to-day lives has had a significant influence on the educational expectations that Chinese teachers have for their students. Within this framework, students' approaches to learning English have grown more differentiated and specific.

Teachers of English as a second language held the belief that each student had unique requirements, as well as distinct judgments and expectations of her as a teacher. When compared to their activity in Rain Classroom, ESL students' participation in contributing comments to the bulletin was significantly higher. They believe that the attitudes that students have about the platform are conveyed to the rest of the class, which is a benefit. On the other hand, the increased emotional impact does not automatically result in beneficial learning consequences. Students will occasionally simply chitchat through the bulletin comments, as mentioned by ESL teachers (and confirmed by the teacher during the class observation), which was seen. As a result of its stringent surveillance and reporting of each student's activities, Ding Ding is disliked by a significant number of students. Zoom is the platform that most ESL teachers like to use while conducting group class meetings. For instance, students participate in a variety of activities, such as discussions and presentations on ancient Chinese rituals, during their class time devoted to listening and speaking skills. There are a lot of groups, and a uniform virtual avatar has been given to each one of them. Students can record themselves presenting the facts they have acquired in their own "rooms" while using the Zoom software. The reading and writing components of General English are often taught in Rain Classroom by ESL teachers. There is an element of challenge involved in this activity due to the fact that it consists of a group lecture and covers more complex aspects of grammar. Because of this, she expects students to submit feedback in a timely manner. As a result, the bulletin screen that is made available in the Rain class is both efficient and practical. Teachers of English as a second language draw the conclusion, after reflecting on the learning dynamics of their students, that various teaching activities usually demand different digital technologies. They are of the opinion that the current teaching platform that is required by the school is not adequate for the distribution of information to groups; nonetheless, they feel that it is highly handy for the display of information to groups. In addition, ESL teachers believe that the Rain Classroom platform is neither suitable for the sharing of group material, nor is it practical for the delivery of group presentations (Li, 2021).

Auxiliary learning platforms, like as iClass and Rain Classroom, are excellent options for students who have a strong level of self-discipline and prefer independent study. The influence that these various teaching platforms have, according to ESL teachers, varies from student to student. In the end, there are some students who enjoy using these platforms, and such digitally-based technologies have beneficial consequences;

on the other hand, there are some students who do not like using these platforms, and the influence of these platforms is, at best, quite little. When these factors are considered, the influence that digital technology has on students studying English as a second language in China differs depending on the student's individual preferences and preferred method of education. However, in their opinion, the vast majority of students desire and anticipate that teachers will make use of some form of digital technology (Li, 2021)..

Digital Technology Advantages Versus Traditional Teaching Methods

A study by Tsegay et al., 2022 investigate the experiences of Chinese university teachers during the COVID-19 pandemic. The authors place a particular emphasis on the teaching and learning methods that were utilized, as well as the benefits and difficulties that were encountered as a result of the process. ESL teachers are of the opinion that students are able to demonstrate greater initiative and independence when they participate in digital and computer-assisted education. Students are provided with the opportunity to individually master challenging content. The time spent studying is not restricted to the forty-five minutes that are allotted for classroom instruction. Because of this, the student's own initiative has the opportunity to be fully used and further developed. Students who already have a comprehensive knowledge of the subject matter can progress their level of comprehension at their own rate, which may be significantly faster than that of their classmates. On the other hand, students who have a lower level of understanding of the content can increase their knowledge via repeated practice with the assistance of other platforms, such as Rain Classroom, which does not discriminate against them while using iClass computers. In addition, traditional teaching methods have a number of drawbacks that can be mitigated by the use of computer-assisted training. In particular, teachers of English as a second language said that the usage of some form of digital technology inspires better levels of originality and creativity in classroom activities. This shifts away from centralized teaching toward personalized instruction, which has the extra benefit of providing flexibility and convenience in addition to a potentially more engaging educational experience for students.

Digital Technology for Enhancing Instruction

The research conducted by Xiong et al., (2021) focuses on China's timely advancement in online education and its launch of university MOOCs internationally during the height of the worsening COVID-19 pandemic in early 2020. More specifically, the study investigates the country's preparedness, its implementation, and its impact on the pandemic. The usage of a variety of digital-based technology, according to ESL teachers, has helped to strengthen her education and has made it more effective. ESL teachers used a variety of concrete examples to back up their claim in order to prove their point. Language learning software is increasingly being recommended by ESL teachers in order to assist students in developing a higher level of competency. In addition, a significant number of students have poor listening skills, which makes it difficult for them to achieve the outcomes that are expected of them. The teachers of

students learning English as a second language (ESL) have found that using language software helps them improve their listening abilities as well. Students learning English as a second language (ESL) are often encouraged by their teachers to change the language setting on their mobile devices to English. Teachers of English as a second language (ESL) have also reported that VOA (Voice of America) Special English is excellent and useful, and that it assists students in enhancing their grasp of spoken English and English grammar. For students who are interested in dubbing film clips, ESL teachers often propose using dubbing software as an innovative way to the process. Students who have difficulty pronouncing words will benefit from this as well. Some students have expressed interest in reading periodicals written in a foreign language. Reading software is something that ESL teachers recommend for students like them. In addition, teachers of English as a second language appreciate Xunfei English since it provides intuitively sound exercise and includes sentence follow-up reading. It is also a learning community that provides the teacher with the opportunity to form a class group.

The Bai Ci Zhan app does a good job of teaching one's vocabulary. It's interesting to note that ESL teachers often advise their students to download the Webster's Dictionary app since it's the least "technical" and, as a result, the easiest to use. In their experience, despite the fact that many of the applets are well publicized and provide a great deal of nifty features, the English-English dictionary is still the one that students use the majority of the time. ESL teachers are of the opinion that the implementation of technologies based on digital platforms is essential to the enhancement of the instructional process and have presented various examples. The first method is known as situational teaching, and it is a method in which the teacher portrays a scene, generates dynamic PPT slides, and employs the artistic appeal of music to augment the scene in order to deliver a more lively presentation. The Apple computers used by ESL teachers are equipped with a feature that enables screen navigation through the use of a mobile device. As a result, there is no longer a requirement to remain in the same location at all times, and contact with the students may take place more fluidly. The second aspect is to the participatory teaching approach, which is simply an interactive teaching application that provides students with the opportunity to learn and recall through an engaging process. The third approach is one that emphasizes learning via dialogue. Students are given the opportunity to engage in discussions with their teachers that are analogous to brainstorming about their grasp of grammatical concepts. Many ESL teachers feel that the Mini Program included in Rain Classroom is a significant contributor to the overall enhancement of the instructional process. They have gained an enthusiasm for the Mini Program that Rain Classroom offers. The use of Rain classroom helps students strengthen their independent learning skills and inventive consciousness, as well as the deployment of intelligent teaching tools, which assists in the cultivation of team spirit among students. ESL teachers also like the capabilities offered by Rain's tutoring platform, such as the classroom check-in feature, mostly due to the time-consuming nature of ensuring that all students are present in class. The attendance may be easily tallied with the use of this function, which checks people in (Xiong et al., 2021).

However, Rain Classroom does not come without its share of drawbacks. For instance, if a student arrives to class late or submits a bullet screen indicating that he or

she does not grasp a certain topic, the teacher is obligated to go over the material again. This cycle takes a significant amount of time. Because of this, the overall progression of the course may be relatively sluggish if the teacher uses Rain Classroom. ESL teachers utilize several supplementary teaching classroom approaches outside of the classroom in addition to the methods used in the classroom setting. For instance, extracurricular schoolwork is frequently delegated to be completed in a QQ group or a We-chat group. Students are required to punch a time clock in order to be controlled, which motivates them to improve their level of self-discipline. This plays a function in the process of mutual monitoring as well as the promotion of each other. Students at the institution can participate in the massive open online course (MOOC) to learn independently and at their own pace using video communication and discourse courseware. The previewing process for students can be sped up with the aid of these services. Students that take pleasure in independent study will find this to be an excellent resource. On the platform for the MOOC course, there is learning data feedback; thus, the teacher may examine the feedback data in the background to better comprehend the students' educational development (Xiong et al., 2021).

Digital Technology Impact on Students ESL learning

Recent research conducted by Jiang et al., (2022) investigates the factors that impact university students' adoption of e-learning platforms and their level of satisfaction with such platforms at the present moment in China. Teachers of English as a Second Language (ESL) believe that the digital technologies, and especially online classrooms, are extremely conducive to improved educational possibilities for their students. The majority of ESL teachers mentioned that some of their students dislike learning in the classroom setting. However, the development of intelligent teaching techniques, such as those that are usually included in digital-based technologies, increases the students' interest in learning and makes it more enjoyable for them to do so. However, they caution that students' use of some digitally-based gadgets may also push them to become more slothful. Students' access to online classroom learning has resulted in a shift in the way that teachers engage in interactive instruction with their students. Students enrolled in online programs have the ability to modify their learning experience in accordance with their own circumstances.

Students may also break the restrictions of time and location, locate resources on their own, freely pick the classes that interest them, optimize the sharing of knowledge resources, promote the fairness of education, and improve the quality of instruction through the use of online education. It was discussed among ESL teachers that, in their opinion, accelerating the transition from traditional education to self-education and education that continues throughout one's life is beneficial to the development of a society that encourages limitless and unbounded access to knowledge. The setting of an online classroom improves the overall quality of information processing for both the teachers and the students enrolled in such classes. It gives teachers the opportunity to continually improve their online teaching skills and to vary the conventional method of passing on information. However, ESL teachers were of the opinion that online education might hinder a teacher's capacity to monitor students who have poor self-control and are readily influenced by their surroundings. The use of electronic devices

for extended periods of time can lead to visual tiredness as well as myopia, which reduces one's ability to study effectively (Jiang et al., 2022)

Concurrently, after spending years in classrooms devoted to test preparation, many students may have the misconception that their teachers are the most influential people in the classroom and that their opinions carry the most weight. They depend on teachers to organize learning assignments and the substance of what they are learning. From a purely personal standpoint, June views digital technology as either a carrier or a tool. In point of fact, ESL teachers believe that the teacher is the one who eventually plays the most significant part in the learning process. The subject matter knowledge, skill, and approach to instruction of the teacher will forever remain the single most significant aspect in educational settings. People have a propensity to place an excessive amount of significance on the role that digitally based technology plays in the educational process, according to ESL teachers. According to them, the educator will always be the most important and decisive component of a successful educational experience (Jiang et al., 2022) .

Problems with Digital-based Technologies in ESL Education

The research carried out by Zou et al (2021) shed light on the challenges that are associated with the implementation of digitally-based technology in ESL education. This study intends to draw implications for the growth of online college English education by determining the preparation levels of students and teachers for the shift to online learning and investigating the challenges they faced in this particular setting. When working with digital technology, it is impossible to avoid encountering issues of a technical nature as well as other kinds of challenges. Many teachers are of the opinion that the majority of challenges may be traced back to an excessively technical and mechanical implementation of computer-assisted education. Additionally, the process of waiting for updates or navigating patches to already-installed computer software may be laborious and even challenging. The learning process is frequently hampered as a result of these technical issues, which may be a cause of irritation for both the teachers and the students. The teachers of English as a second language (ESL) claim that their expertise on how to use computer-assisted teaching systems is inadequate, and as a result, those programs frequently produce errors. The platforms in and of themselves are not improper; nonetheless, having adequate understanding of how to utilize them is essential to making good use of them. Teachers of English as a second language (ESL) have also mentioned that the computer-assisted instruction platforms employed in their institution require constant upgrades. Even if the materials may be uploaded without much difficulty, the progression of the class will be hindered if the software platform has any hiccups.

Teachers of English as a second language (ESL) have found another, less well-known impediment to the efficient use of digitally-based instructional equipment. Teachers sometimes have a tendency to place an excessive amount of reliance on the many different technologies that offer appealing looking features, which can lead them to get complacent in their own obligations to properly educate. To be more specific, teachers may deliver instruction in a mechanistic manner in line with the courseware, which may result in passivity between teachers and students. ESL teachers have also

recognized that there are built-in challenges that result from the abilities and/or reluctance of students to use digital-based technologies, most notably the auxiliary educational platforms used at her school. This realization was made in light of the fact that there are built-in challenges that result from students' inability to use digital-based technologies. There are some students who resist using these platforms because they believe they are too stressful for them. Additionally, some students have found methods to manipulate the systems in order to achieve their goals. For instance, some students will sign in to Rain Classroom, but they will leave before the end of the lesson. In addition, it is not uncommon for students to make use of the private chat feature and spend the entirety of the class time conversing with their peers rather than paying attention to the topic at hand or the teacher (Zou et al., 2021).

Challenges Associated with Students on Digital Technology use for ESL learning

In a recent study conducted by Gao and Zhang (2020), the researchers found that teachers had clear cognitions regarding the features, advantages, and constraints of online EFL teaching. Additionally, the researchers discovered that teachers acquired information and communication technology (ICT) literacy by understanding students' learning needs, online teaching practice, and the necessity of integrating traditional classroom teaching methods into online delivery. During the epidemic, ESL teachers discovered that many students just do not enjoy the digital-based instructional approaches and prefer more conventional means of teaching and learning. These findings came as a surprise to the ESL teachers. There is a possibility that some students have not had much experience or exposure to the technology that is involved with computer-based training, and as a result, they may find it strange or even scary. This is especially true in the situation of learning at a distance online, when there may be less opportunities for human assistance. Some students do not have the knowledge and comprehension required to make good use of digital technology, which puts them at a disadvantage in comparison to their classmates who are more knowledgeable about cyberspace. For instance, some students hail from or now reside in hilly regions that are geographically isolated and feature subpar internet connections. Online courses provide a potential obstacle for them as a result. It's possible that the surroundings will have an effect on the students, too. For instance, if the connection within the family is strained, the dynamics of the situation will have an effect on their attitude toward learning when they are at home. In addition, some students could believe that online instruction is useful, but they would still like to benefit from the social relationships that come with attending school in person. These students believe that the learning environment is preferable to online learning because it provides them with the opportunity to engage in face-to-face dialogue with both their professors and their peers.

Barriers to More Effective Use of Digital-Based Instruction

The research conducted by Liang (2021) investigates university instructors' perspectives of and practices with technology, in addition to the difficulties associated with the adoption of technology. The majority of teachers of English as a second language (ESL) have confessed that they are not very skilled in the use of the numerous

computer-based platforms that are accessible to teachers. Because of this, ESL teachers make good use of their downtime by going to the gym and working on their skill sets. For instance, while using PowerPoint, ESL teachers frequently are unable to make full use of all of the features available to them. When students take part in teaching contests, they are usually required to seek guidance from their colleagues and acquaintances on how to utilize slides and incorporate them into their presentation. The Academic Affairs Office collaborates with the school's trade union to host an annual teaching competition in order to encourage teachers to continue their education and grow in their careers. The objective of the competition is to boost professional capability by actively exploring effective teaching techniques, actively engaging teachers in the process of curriculum reform, and forcefully including teachers in the process. In addition, ESL teachers reported that teaching with technology was not something that especially appealed to them. They place a greater emphasis on the planning of instructional activities and place a great deal of importance on the selection of instructional material.

The use of technology in classrooms has unquestionably had a significant effect. The teacher is required to become proficient in the use of technology, yet doing so is a time-consuming endeavor. The use of technology does not liberate human beings but, on the contrary, causes individuals to become more exhausted and frequently overburdened with labor. As an illustration, in the past, lecturers would deliver their lessons using paper notebooks, pencils, and books. They now have to prepare a large number of complicated pieces and features, all of which take a significant amount of time. They doubt that technology has had its full influence despite the fact that it has played a part.

The COVID-19 Pandemic and Digital Technology Utilization in ESL Learning

The research conducted by Li et al., (2021) was a two-fold study that initially investigated the relationship between the variables including students' academic years, genders, and academic faculties/disciplines, and their lexical proficiency. Afterwards, the researchers evaluated the effectiveness of a WeChat-assisted lexical learning (WALL) program in facilitating learning outcomes of English language vocabulary. The epidemic caused by COVID-19 has had a significant effect on the instructional strategies utilized by ESL teachers according to the study. They were first coerced into accepting new instructional technology, and the epidemic has turned them from being receptive to most digitally based technologies into an active participant in the adoption of approaches based on those technologies. When it came to participating in online training, this was especially the case. Initially, ESL teachers were opposed to making use of internet resources and techniques, but after some time had passed, they came to realize that there are certain advantages to using them. As a consequence of this, individuals have developed a greater level of comfort with online training and are maintaining their engagement with the technology. For example, even when students are now again enrolled in classes, ESL teachers still utilize messaging apps like QQ and WeChat to discuss topics with their classes. ESL teachers have adopted a new mindset in which they feel that using QQ or Wechat to generate classroom discussion is far more beneficial than having talks in person with students.

Because of the constraints imposed by the epidemic, all of the exams were completed online. For instance, the school's postgraduate re-examinations are extremely rigorous and need the use of several cameras to watch students while they take online tests. The usage of cameras was beneficial, but they were not a failsafe method. There are still methods that can be used to cheat, if certain applicants persist on doing so. In addition, there are a few significant downsides associated with taking examinations online. During the postgraduate reexamination, for instance, when the teacher reads a sentence and then asks the student to translate it, the student may not be able to hear clearly due to technical issues or because of faulty internet connections. This may occur when the teacher reads the sentence to the student and then asks the student to translate the sentence. These factors undoubtedly have an impact on the response. Teachers of English as a second language took involved in the process of retesting students and came to recognize how the online examinations can generate unfair conditions. Some applicants could be given a question that is pretty easy, and they might be able to swiftly understand the crucial information as the teacher was reading it. On the other hand, if a pupil was given a challenging question, the individual was required to pay extra close attention while listening and use extreme caution. The outcome will be badly impacted even if there is just a trace of background noise or an interruption. Therefore, the particular environmental and technological circumstances might have a significant influence on the outcomes of the tests (Li et al., 2021).

Adjusting to New Instructional Methods and their Technical Difficulties

The research conducted by Pan (2021) highlights the connections between the teaching design of oral English featuring "DingTalk + WeChat Group + FiF," which was proposed following a mining of "ideological and political elements," and the sophomore oral English course offered by the School of Foreign Studies at Guangzhou University. Traditional education consisted mostly on lecturing and reading aloud to students, with the goal of transferring as much information as possible to the young minds. Instruction in modern times encompasses a great deal more than just this. Teachers are no longer the exclusive source of knowledge for students because there is such a vast variety of materials at the students' disposal. Because of this, teachers have been needed to become familiar with new teaching strategies and to develop strategies for addressing any resulting technological challenges. The circumstances have the potential to be quite stressful. The amount of available information on the internet is nearly overwhelming. Finding the necessary resources might be a challenging task. It became difficult to select materials that were appropriate and relevant to the situation. If you have the means at your disposal, choose the appropriate platform is an absolute must. In addition to audio and video conferencing services like Ding Talk, Tencent Meeting, and Tencent Courses, there are also online education options like Rain Classroom. The live broadcast of the Rain Classroom, which is unfortunately quite choppy, should be avoided. On TikTok, there are teachers that teach a variety of foreign languages. Although July makes very little use of TikTok, the click-through rate is extremely strong. For educational purposes, TikTok is not a particularly serious site to use. Students are being

diverted from the intended academic material by an excessive number of films that are not linked to the topic at hand.

School Administrator's Support in Digital Technology Integration for ESL Teaching and Learning during the COVID-19 Pandemic

Zhu and Liu (2020) showed how the COVID-19 pandemic affected the landscape of education in China and how schools and colleges investigated long-term goals in education as a result of the pandemic's impact. The academic institution offered a first-rate and accommodating setting for both classroom instruction and scientific investigation. There are professors' laboratories, language laboratories, a room for simultaneous interpretation, a multimedia language laboratory, a digital language laboratory, a multi-function audio-visual room, multimedia network classrooms, and an electronic lesson preparation room among the resources that are available to its faculty. It has been determined that iClass should be utilized almost exclusively. After-class performance data, real-time engagement, the ability to flip the classroom, and after-class review are just some of the features that make iClass a favorite among teachers. In addition, the iWrite platform, which was developed by the Foreign Language Teaching and Research Press, was readily available to users at no cost throughout the COVID-19 epidemic. Nevertheless, the majority of the teachers in one department utilizes the website pigai.org. This resource is being utilized by a significant number of colleges all throughout China, and it is being read by a sizable number of people. In addition to these tools, some teachers also use WeChat groups to distribute teaching materials and information to their students.

Many teachers in China have disclosed and expressly mentioned that the school wants teachers to utilize the auxiliary educational platform iClass for the purposes of easy data integration. This is the case despite the fact that teachers in China employ a wide variety of digital technologies. Their classroom instruction places a significant emphasis on the use of this supplementary educational platform. According to what was found, the vast majority of teachers use pigai.org as their primary platform, despite the fact that the school does not mandate that they do so. Despite this, the lecturers mentioned that it is something that everybody knows. The hearing and speaking course for teachers is the one that features the most extensive integration with digital instructional technology. According to the teachers, it is hard for all teachers to embrace one platform because of the variety of teaching techniques, home network environments, and classes that are taught. As a consequence of this, the majority of teachers make use of a wide variety of technological tools. The majority of teachers in China have experimented with new technologies such as Zoom, Tencent Classroom, Bilibili Live, and QQ Live, and their personal preference is to learn more about these options. Teachers rely on Zoom for group lectures, and they consider the platform indispensable for leading activities involving several participants. Even though the school does not have any required regulations that must be followed by teachers, the school does ask that each teacher submit their teaching methods and identify alternate options. The school guarantees that teachers are able to perform their teaching responsibilities by gaining a knowledge of how teachers conduct their lessons. This includes keeping records of classroom assignments that are delivered and collected.

When it comes time for the final exam in the Academic Communication Writing course, the teachers will employ a centralized platform such as pigai.org as their testing environment. A significant number of lecturers make use of iClass, which was developed with features including sharing courseware and hosting forums for comments and inquiries. According to the report, teachers, along with practically all of their fellow coworkers, utilized the iClass platform during the outbreak. Unfortunately, in the case of extra-large courseware, the uploading speed of some course films is rather sluggish. This is especially true for videos that are larger than several hundred megabytes. The capacity of iClass to immediately import data pertaining to students for the purpose of viewing by teachers is one of its most useful features. More than that, the platform gives students access to all of the available classes. It might be a tedious process to organize the background data using iClass. It reduces the amount of time that may be spent connecting with kids. Because of challenges such as these, the institution actively promotes the utilization of an innovative educational platform called as Rain Classroom. This software makes it much simpler for teachers to categorize and manage student data. The vast majority of professors at the university utilize Rain Classroom, and they believe that the features of Rain Classroom are better in line with the requirements really being met by the institution.

CONCLUSION

The academic institution offered a superb and comfortable atmosphere for scientific research and instructional purposes. The faculty have access to a variety of resources, such as professors' laboratories, language laboratories, a room for simultaneous interpretation, a multimedia language laboratory, a digital language laboratory, a multi-function audio-visual room, classrooms equipped with multimedia networks, and an electronic lesson preparation room. It has been determined that the utilization of iClass is of great preference. The after-class performance data, real-time engagement, ability to flip the classroom, and after-class review that iClass delivers are just a few of the reasons why so many teachers appreciate using the platform. Additionally, during the COVID-19 epidemic, users were not charged to access the iWrite platform that was established by the Foreign Language Teaching and Research Press. Pigai.org is used by the majority of the professors in one particular division. This resource is being utilized by quite a few colleges and institutions all around China, making up a sizeable portion of the audience. In addition to these services, some teachers also use WeChat groups to communicate with students and provide instructional materials.

Many teachers in China have disclosed and expressly mentioned based on the reviewed literature that the school wants teachers to utilize the auxiliary educational platform iClass for the purpose of easy data integration. This is the case despite the fact that teachers in China employ a wide spectrum of digital technologies. This supplementary instructional platform is a primary focal point in their classroom instruction experience. It was found that the majority of teachers use pigai.org as their primary platform, despite the fact that using it is not mandated by the school. However, the teachers said that it is something that is known by everyone. The hearing and

speaking course for teachers is the one that integrates with digital-based instructional technology the most closely. According to the teachers, it is hard for every teacher to use a single platform because of the wide variety of teaching techniques, home network environments, and programs that are offered. As a result of this, the majority of teachers make use of a wide variety of technological tools. The majority of teachers in China have personal preferences for experimenting with new technologies such as Zoom, Tencent Classroom, Bilibili Live, and QQ Live, all of which they have used at some point. Teachers rely on Zoom for group lectures, and many consider the software an absolute need for leading group activities. The school does not impose any required regulations on teachers, but it does ask that each teacher submit their teaching methods and identify alternate ways of doing things. The school guarantees that teachers are able to accomplish all of their teaching responsibilities by first gaining a knowledge of how teachers conduct their lessons. This involves maintaining records of classroom assignments that are delivered and collected. When it comes time for the professors to administer the final exam for the Academic Communication Writing course, they employ a centralized platform such as pigai.org. Many teachers now utilize iClass, which was developed with features including the ability to transmit courseware and host forums for inquiries and debates. According to the report, teachers, along with practically all of their fellow coworkers, utilized the iClass platform throughout the outbreak. Unfortunatously, the uploading speed of some course videos can be rather sluggish, particularly those with a size more than several hundred gigabytes. The potential of iClass to immediately import data pertaining to students, which can then be seen by teachers, is a time-saving feature. Additionally, students get access to all of the courses through the platform. The process of organizing the history data on iClass might be arduous. It cuts down on the amount of time spent dealing with kids. Because of challenges such as these, the school strongly recommends using a cutting-edge online instructional environment called Rain Classroom. The ability to filter and organize data is provided to teachers by this platform more readily. The vast majority of professors at the university utilize Rain Classroom, and they believe that its features are better in line with the requirements really being met by the institution as a whole.

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FACTORS AFFECTING HOTEL CHOICE OF FILIPINO TOURISTS FROM TRAVEL AND TOURS PHILIPPINES

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ABSTRACT

This research investigates the factors influencing Filipino tourists' hotel choices, specifically focusing on both tangible and non- tangible aspects. Employing a quantitative research approach, the study utilizes a descriptive survey method, employing a carefully crafted questionnaire for data collection. The demographic profile of respondents reveals a predominant presence of females, individuals aged 18 -25, and those with college education, shedding light on the characteristics of the target population. Notably, respondents exhibit a preference for 5- star hotels, with a substantial portion budgeting less than 3,000 PHP per night. The study unveils the significance of non-tangible factors, such as positive past experiences, in influencing hotel choices, while tangible factors, particularly the cleanliness of hotel bathrooms, also play a crucial role. Statistical analyses indicate significant differences in non-tangible factors based on age and education, emphasizing the nuanced impact of these elements on decision-making. In summary, this research provides valuable insights into the nuanced preferences of Filipino tourists, contributing to the understanding of factors influencing hotel choices. The findings underscore the importance of considering both tangible and non-tangible aspects in catering to the diverse preferences within this demographic.

Keywords: *Hotel Choice; Filipino Tourists; Travel and Tours*

Introduction

Tourism contributes several benefits for the expansion and growth of the economy. It generates work opportunities, enhances economic growth, facilitates the advancement of regional facilities, and can help in the preservation of earth, historical significance, and culture, as well as the decrease in impoverishment and economic disparity (Tourism, 2023). The tourism and hospitality sector is accompanied by newer complexities of providing an adequate if not exceptional experience for customers as guests have become more demanding and empowered. Customer service predominates the industry, and the overall satisfaction of guests significantly impacts the success of lodging establishments. The tourism sector, particularly hotel-based hospitality, has been viewed as the primary factor behind the dominance and progression of the national economies' service sector in both established and emerging countries. The hospitality industry is considered a worldwide industry that plays a crucial role in the lives of numerous individuals, known for its splendid surroundings, landscapes, and beaches, is a popular vacation destination for both domestic and international tourists. The warm and welcoming nature of the Filipino people adds to the allure of the country, enriching the local communities through the promotion of cuisine, heritage, and handicrafts. Given the abundance of attractions in the Philippines, the hotel sector has expanded to meet the demand, with specialized establishments showcasing tourist destinations. However, most well-known hotels are concentrated in Metro Manila, as it serves as the primary entry point for international visitors (Philippines Tourism & Hotel Market size & Share Analysis - Industry Research Report - Growth Trends, 2023). Digital advertising and the use of technology in the tourism sector have become significant in the online travel community. Acknowledging the involvement of community members and their direct engagement is crucial for ensuring the smooth functioning of the online travel community. Travel organizations have made it simpler for tourist to access information, connect with others, build relationships, and communicate with like-minded individuals. The hospitality sector encompasses a wide range of services, including event organization, amusement parks, accommodation, and food and beverage service (Philippine Tourism, 2023). The study conducted important research on the Philippine hospitality and tourism business sectors, evaluating market dynamics, segment-specific trends, assessment, and noteworthy developments. The market is segmented based on types of travel, including leisure travel, corporate travel, eco-travel, historical travel, adventure travel, function travel, cruise travel, and medical-related travel. Different types of tourist, such as international tourist, millennials, businesses, and families, and various tourist destinations (domestic and international), along with booking methods (phone booking, in-person booking, and online booking), have their own preferences when it comes to choosing a hotel. This study intends to investigate the precise aspects that influence tourists' decisions in selecting a hotel (Philippines Tourism & Hotel Market size & Share Analysis - Industry Research Report - Growth Trends, 2023).

Methodology

This study employs a quantitative research approach, specifically utilizing a descriptive research design with a survey method. The focus is on understanding the influences on the decision-making process of online tourists when choosing a hotel. The researchers aim to identify both tangible and non-tangible factors affecting respondents' decisions and distinguish between these variables based on demographic profiles. The study involves Filipino tourists from Travel and Tours Philippines, totaling 4,600 people, selected through simple random sampling. The research objectives include determining demographic profiles, non-tangible and tangible factors affecting hotel choices, and assessing the significant differences between these factors based on respondent profiles. The research instrument is a carefully crafted questionnaire, chosen for its effectiveness, ease of administration, and ability to collect data from a substantial number of participants. The study aims to enhance the understanding of factors influencing hotel choices among Filipino tourists and provide recommendations for local hotels based on the findings.

Results and Discussions

In this chapter, researchers studied factors influencing hotel choices among Travel and Tours Philippines travelers. They collected and analyzed data, sharing their findings and interpretations, aiming to provide useful insights for the tourism and hospitality industry. The chapter explores drivers behind hotel selection, explains data collection methods, and analyzes both tangible and intangible factors affecting decisions. The insights aim to give readers a practical understanding of key elements influencing decision-making. The researchers also suggest how these findings can enhance strategies and offerings in the tourism and hospitality industry, better meeting the needs and preferences of Travel and Tours Philippines tourists, ultimately contributing to the industry's growth and success.

1. Demographic Profile of the respondents

To understand travelers' preferences and behaviors, we need to examine their demographics, which are statistics that describe populations. Demographic analysis studies populations based on factors like age, race, and sex. Demographic data includes information on employment, education, income, marriage rates, and more. This data, such as age, gender, marital status, education, hotel budget, hotel type preference, and length of stay, significantly influences hotel choices. Analyzing these demographics gives a snapshot of respondents' characteristics and helps reveal trends in hotel decision-making, such as generational patterns, differences in priorities based on gender and marital status, and the impact of education. This information guides the tourism and hospitality industry in better serving their diverse customers.

Table 1
Demographic Profile of the respondents

Age	Frequency	%
18 - 25 years old	229	64.5
26 - 45 years old	109	30.7
46 - above	17	4.8
Total	355	100
Gender		
Male	175	49.3
Female	179	50.4
Prefer not to say	1	0.3
Total	355	100
Civil Status		
Married	72	20.3
Single	283	79.7
Total	355	100
Educational Attainment		
1-Elementary	6	1.7
2-High School	20	5.6
3-College	298	83.9
4-Post Graduate	31	8.7
Total	355	100
Budget Allocation for Hotel Accommodation		
Less than 3,000 PHP per night	167	47
4,000-6,000 PHP per night	132	37.2
More than 6,000 PHP per night	56	15.8
Total	355	100
Type of Hotel		
3-star	81	22.8
4-star	136	38.3
5-star	138	38.9
Average days of stay in a hotel		
2 days	135	38
3-5 days	171	48.2
5-7 days	28	7.9
7 or more days	21	5.9
Total	355	100

Table 1 provides an overview of the demographic profile and preferences of 355 survey respondents. The majority (64.5%) falls within the 18-25 age range, with the following age groups being 26-45 (30.7%) and 46 and above (4.8%). Notably, Gen Z places a high priority on exceptional customer service, particularly in the context of hotel booking.

Gender distribution is almost equal, with 49.3% male and 50.4% female respondents. A noteworthy 2022 study underscores the significant influence of women (80%) in hotel decisions. Marital status indicates 20.3% married and 79.7% single respondents, while the majority (83.9%) are college-educated.

Budget-wise, 47.0% allocate less than 3,000 PHP per night, underscoring the importance of value-driven choices. Preferences for hotel type vary, with 3-star (22.8%), 4-star (38.3%), and 5-star (38.9%) accommodations being popular. The average stay duration is 3-5 days for 48.2% of respondents.

In conclusion, the data underscores crucial insights for the hospitality industry. These include the necessity of tailoring services to meet the preferences of Gen Z, recognizing the influential role of women in decision-making, understanding the prevalence of solo travelers, and acknowledging the value-conscious nature of guests. Adapting services according to these findings can significantly enhance the overall guest experience and improve the industry's ability to cater to diverse customer needs.

2. Non-tangible factors affecting decision of the respondents in booking a hotel.

Non-tangible or ethereal factors cannot be touched physically but are frequently perceived or even felt through emotions. The variables that cannot be touched by humans are referred to as intangibles. Non-tangible factors that affect the decision of the respondents in booking hotels are factors that cannot be offered physically but can be offered via quality services and psychological manner. Examples of this are the customer perspective, recommendations, and communication within the managements and its potential customers.

Victor Anandkumar (2021) studied the four elements—value for money, hospitable climate, the guest-host connection, and the surrounding area—that influence travelers' decisions to pick alternative lodging. The Suvachart Research Paper (2019) also conducted an exploratory factor analysis and identified the five factors. It has been suggested to choose alternative hoteliers because the tourist population itself is a driving force in the Gilbert and Terrata (2021) report, which is unique to marketing activities. Previous studies found that influences that delight in rural life and landscape, as an alternative to a hotel or an escape from a larger hotel, visit the locals, and find enjoyment in local history during their choice of alternative lodging, have an impact on tourists.

Accommodations are a vital, intangible role, according to earlier research on rural lodges by Ng, David, and Dagger (2021). According to Litvin, Goldsmith, and Pan (2019) and Khan (2019), the visitor's motivation is psychological and mental, and the

visitor's choice with regard to the amenities that he or she has been provided with is documented. It is important to first comprehend people's wants in order to comprehend how they select a hotel. Security and safety, according to this survey, are the most important considerations when choosing a hotel or resort. However, it should be emphasized that the research was conducted in Thailand, where tourism had been severely affected in recent years by outside causes like the 2004 tsunami. The study also looked at other factors, such as staff service quality, location, and room and facility quality. It concluded that these factors were not very important in helping customers choose a hotel, but that their absence or failure did contribute to customer discontent.

In a comparable manner, Gundersen et al. (2020) recommended that hotel managers strive for "good enough" quality in the less important parts of the establishment. According to their research, the concrete and intangible aspects of three departments—reception, housekeeping, and food and beverage—are responsible for business travelers' total happiness. The visible components of the Housekeeping division and the ethereal parts of Reception, in particular, appeared to have the greatest impact. However, they noted that the hotel should offer a high-quality experience in order to meet the visitors' overall happiness.

Table 2

Non-tangible factors affecting the decision of the respondents in booking a hotel.

Non-tangible factors affecting the decision of the respondents in terms of booking a hotel.	Mean	SD	Interpretation
1. The recommendations of friends and family members influence my hotel choice.	3.56	0.70	Very important
2. The opinions and experiences shared by other tourists influence my hotel choice.	3.61	0.57	Very important
3. The desire to interact and socialize with other tourists influence my hotel choice.	3.21	0.88	Important
4. The purpose of my trip (business, leisure, etc.) influence my hotel choice.	3.66	0.58	Very important
5. The size and composition of my travel group (solo, couple, family, etc.) influence my hotel choice.	3.62	0.59	Very important
6. Previous positive experiences with the hotel influence my hotel choice.	3.71	0.53	Very important
7. Services offered in a hotel such as (tour guide services, doctor on call, courier services) is an 3 factor for me.	3.46	0.72	Very important
8. The hotel's online presence and social media engagement (facebook, instagram, tiktok, etc.) impact my choice.	3.51	0.63	Very important
9. The hotel offers unique or personalized experiences.	3.49	0.62	Very important

10. The hotel's flexibility and cancellation policies affect my decision.	3.55	0.64	Very important
11. The hotel's affiliation with a particular lifestyle or cultural brand impacts my perception and choice.	3.27	0.81	Very important
12. The hotel values its guests' privacy and confidentiality impacts my choice when choosing a hotel.	3.70	0.59	Very important
13. The hotel's accessibility of the website and online booking process affects my hotel choice. (e.g., availability of dates, pre-arrival information, notifications).	3.59	0.67	Very important
14. My personal beliefs and values impact my decision to stay at a particular hotel.	3.25	0.87	Important
15. The hotel's commitment to sustainability, environmental practices, and social responsibility influenced my decision.	3.61	0.62	Very important
Overall mean	3.52		Very important

Legend:

Weighted Mean	Verbal Interpretation	Interval Observed
4	Very Important	4.00-3.00
3	Important	2.99-2.00
2	Less Important	1.99-1.00
1	Not Important	1.00-0.99

Table 2 shows the indicators under the Non-tangible factors affecting decisions of the respondents in terms of booking a hotel. Overall resulting mean of non-tangible factors is 3.52 implying that it is *very important* for them. Among the 15 attributes, 13 of them are rated as *very important* while remaining two are rated as *important*. Highest mean is 3.71 which is about "Previous positive experiences with the hotel influence my hotel choice" which proves a study conducted by Sutton & Barto, (2018) Direct learning, also known as direct experience, has been extensively discussed in relation to reinforcement learning, and it allows a person to effectively share and influence the opinions of others. Then followed by mean of 3.70 which is about "The hotel values its guests' privacy and confidentiality impacts my choice when choosing a hotel." On the other hand, least resulting mean is 3.21 which is about "The desire to interact and socialize with other tourists influence my hotel choice" followed by mean of 3.25 which is about "My personal beliefs and values impact my decision to stay at a particular hotel." According to Schiffman, Kanuk & Hansen (2018) Travelers, whether international or local, have distinct preferences when choosing hotels. External factors, notably culture, significantly influence their decision-making process. Culture encompasses ingrained ideas, beliefs, and traditions shaping consumer behavior within a society.

In conclusion, the findings presented in Table 2 shed light on the paramount importance of non- tangible factors in the decision-making process of hotel booking for our respondents. With an impressive overall mean of 3.52, it is evident that these factors carry substantial weight in their choices. Notably, 13 out of the 15 attributes were rated as very important, underscoring the significance of elements such as positive prior experiences and the assurance of privacy. Conversely, while the desire for social interaction and personal beliefs hold importance, they reflect a relatively lower mean. As we delve into the realms of consumer behavior, it is crucial to acknowledge the profound influence of culture, as demonstrated by Schiffman, Kanuk & Hansen (2018), in shaping the preferences of travelers, both locally and internationally. This comprehensive understanding of non-tangible factors paves the way for more informed decision- making in the hospitality industry.

3. Tangible factors affecting decision of the respondents in booking a hotel

Factors that can be touched, that are perceivable by touch, and that are material or significant are considered tangible. Rather than fictitious or idealistic, real or real. The term "tangible factors" refers to elements that people can touch and feel. Example of tangible include interior designs. Capital includes things like structures, equipment, raw materials, etc.

Table 3

Tangible factors affecting decision of the respondents in booking a hotel

Tangible factors affecting decision of the respondents in terms of booking a hotel	Mean	SD	Interpretation
1. The restaurant and bars offer ample and comfortable seating arrangements.	3.55	0.57	Very important
2. The availability of desired amenities (e.g., pool, gym, spa)	3.59	0.62	Very important
3. The location of the hotel (proximity to attractions, transportation) is an 3factor for me.	3.69	0.58	Very important
4. Special promotions or discounts influence my decision to book a hotel.	3.60	0.63	Very important
5. Advertising and marketing efforts impact my decision.	3.49	0.62	Very important
6. The availability of parking facilities is a consideration when booking a hotel.	3.66	0.58	Very important
7. The availability of in-room technology, such as high-speed Internet access, smart TVs, or charging stations, affect my decision.	3.69	0.52	Very important
8. A hotel's cleanliness reflects its overall quality and service.	3.77	0.48	Very important
9. The hotel has visible security personnel or surveillance systems in place.	3.74	0.51	Very important

10. When booking a hotel is to nearby attractions or amenities, proximity to public transportation, and easy access to major roads and highways.	3.70	0.54	Very important
11. Variety and quality of dining options offered by the hotel.	3.58	0.60	Very important
12. The interior design, decor, and atmosphere, of a hotel is a consideration when booking a hotel.	3.50	0.67	Very important
13. The hotel's historical architectural style is an important factor for me.	3.21	0.89	Important
14. The beds, pillows, and beddings maintain a standard of cleanliness and comfort.	3.80	0.48	Very important
15. The hotel's bathrooms provide a clean and comfortable environment.	3.81	0.50	Very important
Overall mean	3.62		Very important

Legend:

Weighted Mean	Verbal Interpretation	Interval Observed
4	Very Important	4.00-3.00
3	Important	2.99-2.00
2	Less Important	1.99-1.00
1	Not Important	1.00-0.99

Table 3 shows the indicators under the Tangible factors affecting decisions of the respondents in terms of booking a hotel. Overall resulting mean of tangible factors is 3.62 implying that it is *very important* for them. Among the 15 attributes, 14 of them are rated as *very important* while remaining one is rated as *important*. Highest mean is 3.81 which is about “The hotel's bathrooms provide a clean and comfortable environment” followed by mean of 3.80 which is about “The beds, pillows, and beddings maintain a standard of cleanliness and comfort.” Although the major conclusions of the existing studies are difficult to reconcile, a thorough review of the literature suggests the following common hotel selection criteria: accessibility, cleanliness, convenient check-in/out, hotel class, exterior, lobby, scale, reputation, reviews, hygiene, employee attributes like friendliness, appearance, and professionalism, and room features like the bed, the room size, the view, and the amenities. As mentioned by Kim et al., (2019). On the other hand, least resulting mean is 3.21 which is about “The hotel's historical architectural style is a 3 factor for me” Kim et al. (2020) studied the effect of hotel architecture on consumer desire for an environmentally friendly hotel. According to the survey, travelers are more likely to choose an environmentally friendly hotel when the options are presented in a way that emphasizes the environmental benefits. Followed by mean of 3.49 which is about “Advertising and marketing efforts impact my decision”, based on the study by Brioso, J. & Borbon, N. M. they had found that the most significant factor influencing digital marketing in hotel promotion is usefulness, as it had the highest mean value. This suggests that respondents are primarily interested in hotel-related advertisements that they perceive as helpful for selecting and using lodgings.

In conclusion, Table 3 has shed light on the tangible factors influencing respondents' decisions when booking a hotel, revealing an overall mean score of 3.62, signifying their utmost importance. Notably, 14 out of the 15 attributes were deemed very important, with "The hotel's bathrooms provide a clean and comfortable environment" and "The beds, pillows, and beddings maintain a standard of cleanliness and comfort" leading the way. As we navigate the multifaceted landscape of hotel selection criteria, common themes emerge from the literature: accessibility, cleanliness, check-in/out convenience, hotel class, exterior, lobby, scale, reputation, reviews, hygiene, and employee attributes, among others, play pivotal roles. Kim et al. (2019) underscored the value of environmental considerations, while Briosio and Borbon (2020) found usefulness to be paramount in digital marketing. This collective insight highlights the importance of tailored and informative advertising in shaping our lodging choices.

4. Test of significant difference on Non tangible factors when grouped according to profile

A t-test is an inferential statistic used to assess if there is a significant difference between the means of two groups and their relationship. T-tests are employed when data sets, such as the one obtained from tossing a coin 100 times, have unknown variances and follow a normal distribution.

Table 4

Test of significant difference on Non tangible factors when grouped according to profile

Test of significant difference on Non tangible factors when grouped according to profile	Mean	SD	p value	Decision	Conclusion
Age					
18 - 25 years old	3.57	0.43	0.0001	Reject null	Significant
26 - 45 years old	3.39	0.36			
46 - above	3.64	0.27			
Gender					
Male	3.52	0.44	0.794	Accept null	Not significant
Female	3.52	0.39			
Prefer not to say	3.8	-			
Civil Status					
Married	3.44	0.39	0.075	Accept null	Not significant
Single	3.54	0.42			
Education					
1-Elementary	3.17	0.71	0.005	Reject null	Significant
2-High School	3.47	0.45			
3-College	3.55	0.41			
4-Post graduate	3.33	0.31			

Budget Allocation for hotel accommodation					
Less than 3,000 PHP per night	3.51	0.46	0.871	Accept null	Not significant
4,000-6,000 PHP per night	3.53	0.37			
More than 6,000 PHP per night	3.54	0.37			
Type of hotel					
3-star	3.56	0.38	0.509	Accept null	Not significant
4-star	3.52	0.47			
5-star	3.49	0.38			
Average days of stay in a hotel					
2 days	3.5	0.43	0.651	Accept null	Not significant
3-5 days	3.54	0.39			
5-7 days	3.46	0.49			
7 or more days	3.58	0.41			

The table 4 conveys the Test of significant difference on Non tangible factors when grouped according to profile. Resulting p value exceeding level of significance of 0.05 denotes that no significant difference on the mean importance on non-tangible when grouped according to gender ($p=.794$), civil status ($p=.075$), budget allocation ($p=.871$), type of hotel ($p=.509$) and average days of stay in a hotel ($p=.651$). On the other hand, significant on age ($p=.0001$) where age 26 to 45 years old has significantly lower mean importance on non-tangible factors. Significant difference also exists on education, where Elementary has significantly lower mean, as well as postgraduates has lower mean of 3.33.

Based on Booyens (2022), Individuals possessing lower levels of formal education may harbor distinct anticipations and views regarding intangible factors of their hotel encounters, as opposed to individuals with more advanced educational backgrounds. Additionally, the table mentions that postgraduates have a lower mean of 3.33 in relation to non-tangible factors. This implies that even individuals with postgraduate education levels tend to rate non-tangible factors lower than other education groups, although this difference might not be as significant as with those with elementary education. It is mentioned in the study of Booyens (2022), Most of hotels lies in their ability to tailor their services and offerings to meet the expectations and preferences of guests with various educational backgrounds. It suggests that education can be a significant factor in shaping how guests assess the non-tangible elements of their stay, and hotels may need to consider this when designing their services and marketing strategies to cater to a diverse clientele and enhance their overall guest satisfaction

In conclusion, the findings from Table 4 provide valuable insights into the significance of various demographic factors in shaping perceptions of non-tangible aspects in the context of hotel experiences. While gender, civil status, budget allocation, type of hotel, and average days of stay show no statistically significant differences in mean importance ratings, age and education emerged as key determinants. Notably, the younger age group (26 to 45 years old) attributed significantly lower importance to non-tangible factors, while the disparity in educational backgrounds, with elementary and postgraduate groups rating these factors lower, highlights the nuanced nature of guest expectations. As we draw from the insights of

Booyens (2022), it is evident that hotels should tailor their services and marketing strategies to meet the diverse expectations of guests, considering the influence of education as a pivotal factor in enhancing overall guest satisfaction.

5. Test of significant difference on Tangible factors when grouped according to profile

In order to determine whether there is a significant difference between two samples, the Student's t- test examines their mean and standard deviation. When conducting an experiment, a t-test may be used to determine whether differences between the control and each experimental group are due to the manipulated variable or are merely coincidental.

Table 5

Test of significant difference on Tangible factors when grouped according to profile

Test of significant difference on Tangible factors when grouped according to profile	Mean	SD	P value	Decision	Conclusion
Age					
18 - 25 years old	3.63	0.42	0.982	Accept null	Not significant
26 - 45 years old	3.62	0.27			
46 - above	3.63	0.28			
Gender					
Male	3.63	0.41	0.575	Accept null	Not significant
Female	3.62	0.34			
Prefer not to say	4.00	-			
Civil Status					
Married	3.59	0.34	0.433	Accept null	Not significant
Single	3.63	0.38			
Education					
1-Elementary	3.21	0.68	0.022	Reject null	Significant
2-High School	3.59	0.34			
3-College	3.64	0.37			
4-Post graduate	3.55	0.28			
Budget Allocation for hotel accommodation					
Less than 3,000 PHP per night	3.61	0.4	0.629	Accept null	Not significant
4,000-6,000 PHP per night	3.65	0.34			
More than 6,000 PHP per night	3.62	0.38			
Type of hotel					
3-star	3.6	0.39	0.812	Accept null	Not significant
4-star	3.63	0.42			
5-star	3.63	0.31			

Average days of stay in a hotel					
2 days	3.59	0.4	0.160	Accept null	Not significant
3-5 days	3.67	0.32			
5-7 days	3.56	0.43			
7 or more days	3.54	0.5			

Table 5 conveys the Test of significant difference on Tangible factors when grouped according to profile. Resulting p value exceeding level of significance of 0.05 denotes that no significant difference on the mean importance tangible when grouped according to gender ($p=.575$), civil status ($p=.433$), budget allocation ($p=.629$), type of hotel ($p=.812$), average days of stay in a hotel ($p=.160$) and age ($p=.982$). On the other hand, significant on education ($p=.022$) where Elementary has significantly lower mean importance for tangible factors.

Individuals with less formal education might have different expectations or perceptions of non- tangible aspects of their hotel experience compared to those with higher education levels. (Booyens, 2022) It suggests that people with lower levels of formal education may have different expectations or views regarding intangible aspects of their hotel experience compared to those who have received higher levels of education. In other words, a person's educational background can influence how they perceive and value elements of a hotel stay that are not easily quantifiable, such as service quality or ambiance. This insight highlights the potential influence of education on customer expectations in the hospitality industry.

In conclusion, the results from Table 5 reveal that there is no significant difference in the mean importance of tangible factors when grouped according to various demographic and profile characteristics, including gender, civil status, budget allocation, type of hotel, average days of stay in a hotel, and age, as all respective p-values exceeded the level of significance of 0.05. However, a notable exception is found in the realm of education, where individuals with elementary education exhibit a significantly lower mean importance for tangible factors, as indicated by a p-value of 0.022. This intriguing finding underscores the notion, supported by Booyens (2022), that an individual's level of formal education can shape their expectations and perceptions of the intangible elements of their hotel experience. Thus, it underscores the importance of considering the impact of educational background on customer expectations within the hospitality industry.

Conclusion

The study draws several conclusions from its research findings. Firstly, in terms of the demographic profile of respondents, the study identifies them as primarily young, single females with a college-level education, stable income, and a preference for 5-star hotels during stays lasting 3-5 days. Secondly, non- tangible factors significantly influence respondents' hotel choices, with participants valuing previous positive experiences as the most influential attribute within this category. Thirdly, tangible factors also play a crucial role, with clean and comfortable bathrooms identified as the most important aspect for respondents when deciding on a hotel. The study further

explores significant differences in non-tangible factors based on age and education level, highlighting that the 26 to 45 age group valued these factors less, and respondents with elementary education attributed less importance. Lastly, the examination of tangible factors revealed no significant differences based on gender, civil status, budget allocation, type of hotel, average days of stay, and age, except for education level, where those with an elementary education assigned lower importance to tangible factors.

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The Influence of Cruise Vlogs on Tourist Expectations and Travel Intention of Young Local Tourists in Metro Manila

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ABSTRACT

As the vlogging trend continues to evolve, cruise vlogs emerged with the increasing popularity of cruise travel. Grounded by the S-O-R Model by Albert Mehrabian and James Russell, this research delved into the influence of cruise vlog exposure on tourist expectations and travel intentions. Employing a quantitative research design, the study examined data from a total of 307 individuals who had engaged with cruise vlogs, utilizing structured surveys and statistical analyses to discern patterns. The findings unequivocally demonstrate a substantial and noteworthy correlation between exposure to cruise vlogs and subsequent alterations in both tourist expectations and travel intentions. This connection bears practical significance for the tourism sector, offering insights applicable to industry practitioners, content creators, and marketers. The study underscores the pivotal role of digital media, specifically cruise vlogs, in shaping consumer behaviors related to travel. These results go beyond theoretical implications, providing tangible and practical considerations for those navigating the evolving landscape of the travel industry.

Keywords: *Cruise Vlogs, Tourist Expectation, Travel Intention, Young Local Tourists, Lyceum of the Philippines University-Manila*

Introduction

Tourism is a crucial global industry that significantly contributes to economies, providing job opportunities and cultural preservation. It encompasses various forms, such as inbound, outbound, business, and leisure tourism. Innovative marketing approaches, including influencer marketing through travel vlogs, are employed to showcase destinations. Travel vlogging, popularized in 2016, utilizes platforms like YouTube to share immersive travel experiences, influencing viewers with information on food, accommodations, and activities. In the Philippines, this trend has grown, driven by the country's historical beauty and content creators seeking monetary incentives. Travel vlogs serve as a convenient source for travel research, impacting tourist expectations and intentions. Tourist Expectation, shaped before travel through exposure to information, and Travel Intention, the desire to travel, influence destination choices. Travel vlogs play a crucial role in providing convenient access to a wide range of information, affecting these perceptions. Despite their influence, the precise effects on prospective tourists' behavior remain undefined, prompting the study to explore this cause-and-effect relationship. The tourism industry, one of the fastest-growing globally, has a wide scope encompassing cultural, business, health, educational, activity, and scenic tourism. Access to information, facilitated by technology, is essential for travel, with travel vlogs emerging as a primary source. They serve as reliable platforms for content creators to showcase destinations and for the tourism industry to promote them. Travel vlogs, featuring various aspects of a destination, allow viewers to critique, interpret, and gain insights into what to expect. They have become an essential medium for marketing in the tourism industry. Travel expectations and intentions vary based on the content of travel vlogs, influencing the decision-making process of prospective tourists. Expectations, anticipating outcomes based on past experiences and marketing messages, play a crucial role in tourism. Revisit intentions are influenced by satisfaction, needs fulfillment, and destination popularity. Travel expectations follow the sequence of "AIDA" – Attention, Interest, Desire, and Action. Meanwhile, travel intentions are stronger when travelers have professional knowledge of the destination and the means to secure resources.

In the digital era, the study aims to investigate how watching travel vlogs influences both tourist expectations and intentions. Online media, especially social platforms, plays a vital role in creating and publishing destination images, exciting and influencing travelers in their decision-making processes.

Methodology

The study utilized a quantitative approach, specifically adopting a descriptive survey method to comprehensively explore the travel expectations and intentions of a specific demographic—young local tourists in Metro Manila. The research is particularly focused on individuals aged 20 to 40 who express an interest in cruising and are likely to follow cruise vloggers. The selection of the sample size, consisting of 307 respondents, is done through quota purposive sampling, indicating a targeted and deliberate approach to include individuals who fit the specified criteria. This method ensures that the sample is representative of the population of interest. The research instrument, comprising survey questionnaires on travel intentions and expectations, is developed meticulously to capture relevant and accurate data. The involvement of a tourism expert and a statistician in the validation process enhances the reliability and validity of the instrument, ensuring that it effectively measures the intended constructs. Pre-testing, involving twenty random individuals, serves as a crucial step in refining the survey instruments. This process helps the researchers understand how respondents interpret and respond to the questions, allowing for adjustments to improve clarity and relevance. The data gathering process is facilitated through Google Forms, providing a convenient and secure platform for distributing the questionnaires. The choice of an online survey method enhances accessibility and efficiency. Moreover, the researchers prioritize respondent privacy by assuring confidentiality and emphasizing the survey as an opportunity for self-reflection rather than a test of abilities. The overall research design, sampling technique, instrument development, and data collection procedures are systematically planned and executed to uphold the validity and reliability of the study. The incorporation of various validation steps, pre-testing, and measures to ensure participant privacy underscores the meticulousness of the research methodology.

Results and Discussions

The survey conducted among predominantly young local tourists yields valuable insights into the profound impact of cruise vlogs on their travel behaviors and prefer-

ences. The demographic profile of respondents reveals a well-balanced distribution in terms of gender, with a notable concentration in the 18-22 age range and diverse monthly income levels. This demographic diversity provides a comprehensive understanding of the preferences and behaviors of the surveyed population. The study places particular emphasis on the significant role of cruise vlogs in the lives of young local tourists, highlighting their high exposure to this form of online content as a crucial source of both information and entertainment.

Motivations for engaging with cruise vlogs are found to be diverse, spanning from a desire for travel inspiration to the practical acquisition of advice and the enjoyment of entertainment. This spectrum of motivations underscores the multifaceted appeal of cruise vlogs among the surveyed demographic. Notably, the research brings to light the very high expectations young local tourists have for cruise travel, encompassing factors such as safety, variety, quality, and value for money. These elevated expectations underscore the significance of meeting or exceeding these standards for the satisfaction of this particular group of travelers.

Furthermore, the study identifies various influential factors that play a role in shaping travel intentions, revealing the comprehensive nature of decision-making in the context of cruise travel. Importantly, there is a strong and positive intention to travel on a cruise ship among respondents, with exposure to cruise vlogs correlating significantly with both tourist expectations and travel intention. Demographically, age and monthly income emerge as significant factors influencing these variables, highlighting the differential impact of cruise vlogs within distinct demographic groups. In contrast, gender does not play a significant role in shaping these travel-related perceptions and intentions.

In conclusion, the findings underscore the substantial influence of cruise vlogs on the travel decisions of young local tourists. The multifaceted role of cruise vlogs, from shaping expectations to influencing travel intentions, highlights the evolving landscape of digital content in the travel industry. The study's insights provide valuable considerations for content creators, businesses, and destinations aiming to engage effectively with this demographic and cater to their unique preferences and expectations in the realm of cruise travel.

Table 1
Demographic Profile

Characteristics	Frequency	Percent
Gender		
Male	137	44.6
Female	164	53.4
Prefer not to say	6	2.0
Age		
18-22	152	49.5
23-27	80	26.1
28-31	45	14.7
Total	307	100.0
Monthly Income		
Php10,000-25000	60	19.5
Php25000-50000	69	22.5
Php50000-75000	44	14.3
Php75000-100000	14	4.6
Above Php100000	7	2.3

Note: n=307

Table 1 outlines the demographic characteristics of 307 survey respondents, revealing insights into their gender distribution, age groups, and monthly income levels. The majority (53.4%) are female, aligning with studies on women's preference for travel and lifestyle content. Notably, 2.0% chose not to disclose their gender. In terms of age, 49.5% fall in the 18-22 group, consistent with the trend of younger individuals consuming online video content. The 23-27 age group comprises 26.1%, and the 28-31 age

group makes up 14.7%. Regarding monthly income, 42% earn between PHP 10,000 and PHP 50,000, reflecting the appeal of vlogs to potentially less affluent viewers. Additionally, 2.3% reported incomes above PHP 100,000, highlighting audience diversity. These demographic insights form a crucial foundation for interpreting future research results and discussions within the study.

Table 2
Level of Exposure to Cruise Vlogs

Statement	Weighted Mean	Standard Deviation	Qualitative Interpretation
Watch Cruise Vlogs on social media (e.g. YouTube, Facebook, TikTok)	3.27	0.79	High
Encounter and Watch Cruise Vlogs on social media even without searching for it	3.13	0.82	High
Watch Cruise Vlogs before Choosing a Destination	3.22	0.82	High
Watch Cruise Vlogs about a certain Cruise I want to be in	3.30	0.76	High
Grand Weighted Mean	3.23	0.69	High

Legend: 1.00-1.49 Very Low; 1.50-2.49 Low; 2.50-3.49 High; 3.50-4.00 Very High

Table 2 presents four indicators measuring the level of exposure to cruise vlogs among 307 respondents, all qualitatively interpreted as "High." The weighted mean, at 3.23, reflects a generally elevated engagement with cruise vlogs across different scenarios among Young Local Tourists. This suggests that cruise vlogs hold substantial significance as a source of both information and entertainment in their lives. Specifically, the scenario "Watch Cruise Vlogs before Choosing a Destination" indicates that cruise vlogs play a role in decision-making, supported by research on the impact of user-generated content on travel decisions. Additionally, the scenario "Watch Cruise Vlogs about a certain Cruise I want to be in" reveals a specific interest in cruise-related content, aligning with studies emphasizing the importance of seeking specific information when planning a cruise. In conclusion, the data underscores the high level of interest and engagement of Young Local Tourists with cruise vlogs, implying a substantial influence on their travel decisions and preferences.

Table 3
Reasons for Watching Cruise Vlogs

Statement	Weighted Mean	Standard Deviation	Qualitative Interpretation
To gain travel inspiration and motivation.	3.57	0.57	Extremely a Reason
To virtually explore different tourist destinations.	3.53	0.60	Extremely a Reason
To learn about different cultures and tradition.	3.60	0.56	Extremely a Reason
To acquire useful recommendations and practical travel advice.	3.53	0.61	Extremely a Reason
To take pleasure in reliving the adventures of others.	3.46	0.63	Extremely a Reason
To relate and connect to a community of travel enthusiasts.	3.43	0.65	Extremely a Reason

To learn about new and unique destinations.	3.59	0.62	<i>Extremely a Reason</i>
To learn about local cuisines and new restaurants.	3.52	0.62	<i>Extremely a Reason</i>
To stay updated on latest travel trends.	3.44	0.68	<i>Extremely a Reason</i>
To be entertained and relax.	3.54	0.65	<i>Extremely a Reason</i>
Grand Weighted Mean	3.52	0.51	<i>Extremely a Reason</i>

Legend: 1.00-1.49 Not at all a reason; 1.50-2.49 Somewhat a reason; 2.50-3.49 Reason; 3.50-4.00Extremely a reason

Table 3 outlines ten indicators related to the reasons Young Local Tourists watch cruise vlogs, all qualitatively interpreted as "Extremely a Reason." The grand weighted mean of 3.52 highlights the diverse motivations driving engagement with cruise vlogs among this demographic. The data reveals strong motivations, ranging from seeking travel inspiration and virtually exploring destinations to acquiring practical advice and enjoying entertainment. The consistency of responses, indicated by low standard deviations, suggests these reasons are important to a broad range of Young Local Tourists. The study emphasizes the significant impact of online videos, aligning with the concept of aspirational travel, where individuals use online content to fuel their desire for future trips. Motivations also extend to cultural enrichment, community connection, and entertainment, reflecting the multifaceted role of cruise vlogs in the lives of Young Local Tourists. Understanding these motivations has implications for content creators and the travel industry, enabling the creation of engaging and relevant travel content.

Table 4

Level of Tourist Expectations

Statement	Weighted Mean	Standard Deviation	Qualitative Interpretation
Well-crafted Itinerary	3.54	0.66	<i>Very High</i>
Variety of Dining Options	3.53	0.62	<i>Very High</i>
Variety of Onboard Entertainments	3.52	0.63	<i>Very High</i>
Ensured Safety and Security	3.62	0.63	<i>Very High</i>
Service Quality of Staff	3.64	0.61	<i>Very High</i>
Value for Money	3.58	0.60	<i>Very High</i>
Quality of Accommodation	3.61	0.61	<i>Very High</i>
Functionality of Facilities and Amenities	3.56	0.64	<i>Very High</i>
Overall Experience	3.64	0.59	<i>Very High</i>
Grand Weighted Mean	3.58	0.53	<i>Very High</i>

Legend: 1.00-1.49 Very Low; 1.50-2.49 Low; 2.50-3.49 High; 3.50-4.00 Very High

Table 4 presents nine indicators under the variable of Tourist Expectations, all qualitatively interpreted as "Very High." The grand weighted mean of 3.58 indicates that tourists have exceptionally high expectations, emphasizing the need for a comprehensive and fulfilling travel experience that includes safety, variety, quality, and value for money. This aligns with trends in the travel industry, emphasizing the importance of meeting and exceeding tourist expectations to ensure a positive experience. Tourists exhibit a broad set of expectations, extending beyond core elements like safety and accommodation to encompass dining options, entertainment, and facility functionality. The expectation for "Value for Money" underscores the discerning nature of tourists, seeking both quality and affordability. Meeting these high expectations poses a significant challenge for the tourism industry, requiring a holistic approach to hospitality and service quality. The research emphasizes the critical role of managing and exceeding these expectations to maintain competitiveness and ensure customer satisfaction and loyalty in the tourism sector.

Table 5

Factors that Affect Travel Intention

Statement	Weighted Mean	Standard Deviation	Qualitative Interpretation
Well-crafted Itinerary	3.54	0.64	<i>Very Important</i>
Variety of Dining Options	3.57	0.66	<i>Very Important</i>
Variety of Onboard Entertainments	3.58	0.59	<i>Very Important</i>
Ensured Safety and Security	3.68	0.60	<i>Very Important</i>
Service Quality of Staff	3.64	0.60	<i>Very Important</i>
Value for Money	3.63	0.61	<i>Very Important</i>
Quality of Accommodation	3.64	0.59	<i>Very Important</i>
Functionality of Facilities and Amenities	3.62	0.59	<i>Very Important</i>
Overall Experience	3.68	0.58	<i>Very Important</i>
Reviews of the Influencer	3.57	0.60	<i>Very Important</i>
Grand Weighted Mean	3.62	0.51	<i>Very Important</i>

Legend: 1.00-1.49 Not at all important; 1.50-2.49 Somewhat unimportant; 2.50-3.49 Somewhat important; 3.50-4.00 Very important

Table 8 outlines ten indicators under the variable of Factors Affecting Travel Intention, all qualitatively interpreted as "Very Important." The grand weighted mean, averaging the weighted mean scores across all factors, is reported as 3.62 with a standard deviation of 0.51, reinforcing the substantial importance of these factors. This underscores the collective significance of considerations such as itinerary planning, dining options, safety measures, service quality, and overall experiential aspects in shaping individuals' travel intentions. The high grand weighted mean indicates the consistent perception among respondents that these factors are crucial elements influencing their decision to travel. This finding aligns with prior research, including studies by Chua et al. (2019) and Jonas et al. (2011), which emphasize the role of cruise experience attributes as predictors of cognitive, affective, and behavioral responses in vacationers. While past studies often emphasized security threats, this research indicates a broader scope that includes health-related concerns. In summary, the data underscores the importance of these factors in travel decision-making, emphasizing the need to meet and manage these expectations for customer satisfaction and loyalty in the competitive tourism industry.'

Table 6

Travel Invention

Intention on traveling in a cruise ship	Frequency	Percent
It is very unlikely that I will have an intention to travel.	0	0
It is likely that I will have an intention to travel.	3	1.0
It is likely that I will have an intention to travel.	112	36.5
It is very likely that I will have an intention to travel.	192	62.5
Total	307	100.0

Table 6 depicts respondents' levels of intention to travel onboard a cruise ship after watching a cruise vlog, categorized from "very unlikely" to "very likely." Notably, 62.5% of participants expressed a "very likely" intention, indicating strong enthusiasm for cruise adventures. Additionally, 36.5% stated it is "likely," demonstrating openness to the idea. The data collectively suggests a positive inclination toward cruise ship travel, aligning with Jones's (2011) findings on individuals choosing cruise holidays based on recommendations and accommodation quality. The majority's intention reflects the popularity and continued attraction of cruise vacations, showcasing consumer confidence in this mode of travel. The cruise industry's growth, innovation, and efforts in safety and comfort contribute to this positive outlook. Overall, the data underscores a strong interest and willingness among respondents to include cruise travel in their future plans, aligning with the thriving cruise industry and its evolving trends.

Table 7
Significant Difference of Tourist Expectation and Travel Intention based on Demographics.

Grouping Variable	Main Variable	p-value	Interpretation	Decision
Age	Tourist Expectations	.000	Significant Difference	Accept the
	Travel Intention	.000	Significant Difference	Accept the Hypothesis
Sex	Tourist Expectations	.358	No Significant Difference	Reject the Hypothesis
	Travel Intention	.823	No Significant Difference	Reject the Hypothesis
Monthly	Tourist Expectations	.000	Significant Difference	Accept the
	Travel Intention	.000	Significant Difference	Accept the Hypothesis

Rule:

- If the p-value is less than or equal to α ($p \leq \alpha$), it is considered statistically significant. In this case, you reject the null hypothesis.
- If the p-value is greater than α ($p > \alpha$), it is not considered statistically significant. In this case, you fail to reject the null hypothesis.

Table 7 presents statistical test results examining the impact of grouping variables, namely Age, Sex, and Monthly Income, on key variables related to cruise vlog engagement and travel intentions. The analysis reveals that age significantly influences individuals' responses across all main variables, indicating notable variations in perceptions and behaviors among different age groups. In contrast, gender does not show a significant difference in how individuals respond to cruise vlogs or their reasons for engagement. However, when considering Tourist Expectations, Factors Affecting Travel Intention, and Intention to Travel on a Cruise Ship, no significant difference is observed between genders. Monthly income emerges as a significant influencer, with distinct variations based on income levels across all main variables. The findings align with previous studies suggesting that age and income play crucial roles in shaping individuals' satisfaction, commitment, and tourism consumption patterns. Overall, these insights underscore the importance of demographic factors in understanding and catering to the diverse preferences and expectations of individuals in the context of cruise vlog engagement and travel-related decisions.

Table 8
Significant Influence of Level of Exposure to Cruise VLogs to Tourist Expectations

Indicators	Acceptable Value	Computed Value	Remarks
Pearson Correlation	Greater than 0.3	.552	Moderate Positive Correlation
Model Summary Sig. F Change	Less than .05	.000	Significant Model
ANOVA (Slope equal to Zero)	Less than .05	.000	Slope of the line is not equal to zero
Constant	---	2.22	The equation is $y = .422x + 2.22$
Predictor Variable Coefficient	---	.422	
Predictor Variable Sig	Less than .05	.000	Level of Exposure is a Significant Predictor of Level of Expectation

This table presents significant findings on the relationship between the predictor variable, "Level of Exposure," and the outcome variable, "Tourist Expectation." The computed Pearson Correlation of .552 indicates a moderate positive correlation, suggesting that as exposure to specific variables related to travel content increases, so does the intention to travel. The Model Summary Significance level, with a p-value of 0.000, underscores the robustness of the likely linear regression model, indicating that the level of exposure to travel vlogs significantly explains the variance in tourist expectations. The ANOVA result with a p-value of 0.000 reinforces the model's significance, aligning with research that highlights the substantial impact of online travel content on tourists' pre-travel expectations. The regression equation, $y = 0.422x_1 + 2.22$, reveals that for every unit increase in exposure, tourist expectations are expected to increase by 0.422 units. The predictor variable's significance (p-value < 0.05) emphasizes that the level of exposure is a substantial predictor of tourist expectations, reflecting the persuasive role of travel vlogs in shaping travelers' pre-trip perceptions. The data underscores the increasing influence of digital content, such as travel vlogs, on shaping travel-related expectations, with implications for destinations and tourism businesses in creating high-quality and engaging content to positively impact visitors' expectations. However, the caution is advised for travelers to consider the credibility of content sources, as authenticity and reliability can vary.

Table 9
Significant Influence of Level of Exposure with Cruise Vlogs to Travel Intention

Indicators	Acceptable Value	Computed Value	Remarks
Pearson Correlation	Greater than 0.3	.419	Moderate Positive Correlation
Model Summary Sig. F Change	Less than .05	.000	Significant Model
ANOVA (Slope equal to Zero)	Less than .05	.000	Slope of the line is not equal to zero
Constant	---	2.625	The equation is $y = .307x_1 + 2.625$
Predictor Variable Coefficient	---	.307	
Predictor Variable	Less than .05	.000	Level of Exposure is a Significant Predictor of Travel Intention

The analysis of the relationship between the predictor variable, "Level of Exposure," and the outcome variable, "Travel Intention," reveals several significant findings. The regression equation, $y = 0.307x_1 + 2.625$, demonstrates that the level of exposure is a substantial predictor of travel intention, with a statistically significant coefficient of 0.307. This indicates that as the Level of Exposure to Cruise VLogs increases, there is a corresponding rise in travel intention. The moderate positive correlation observed is well-explained by the model, emphasizing the statistical significance of this relationship. The data underscores that exposure to cruise vlogs significantly influences both tourist expectations and travel intention, aligning with existing research on the impact of online content, particularly travel vlogs, on travel decisions. Travel vlogs are recognized for providing valuable information and inspiration, shaping travelers' expectations and intentions. For destinations and travel-related businesses, the findings suggest the strategic importance of collaborating with travel vloggers and content creators to influence potential travelers positively. However, it is crucial for travelers to exercise caution, considering the credibility of content sources, as not all travel vlogs are equally trustworthy. In summary, the data highlights the substantial influence of exposure to travel vlogs on tourist expectations and travel intention, emphasizing the evolving role of digital content in shaping perceptions and decisions within the travel industry.

Conclusion

The survey results offer a detailed perspective on the engagement of young local tourists with cruise vlogs, shedding light on the intricate dynamics that influence their travel preferences. The demographic analysis reveals a varied but predominantly youthful audience, showcasing a balanced gender distribution and diverse income levels. A notable aspect is the pivotal role played by cruise vlogs in shaping perceptions and interests, evident through the substantial level of exposure and the multifaceted reasons for engagement. Beyond mere entertainment, respondents cited motivations ranging from seeking travel inspiration to gaining practical insights and cultural knowledge. The study delves deep into the discerning expectations of young local tourists for cruise travel, emphasizing safety, variety, quality, and value for money across various facets of the travel experience. Furthermore, it underscores the significant impact of demographic factors, particularly age and monthly income, on both tourist expectations and travel intentions. A standout revelation is the robust intention among respondents to embark on cruise adventures, with exposure to cruise vlogs correlating positively with heightened travel desire and elevated expectations. In essence, the research paints a comprehensive picture of how cruise vlogs intricately shape the travel decisions and preferences of young local tourists, revealing the profound influence of these digital narratives on contemporary travel behavior.

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The Influence of Online Review on AirBnb Booking Intentions of Local Tourist in National Capital Region

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ABSTRACT

The global tourism industry, intricately linked with lodging, relies on pivotal online reviews to influence travelers' choices. This study examines the impact of online reviews on the booking decisions of young adults age 19-23 in the Philippines, focusing on Airbnb accommodations in the National Capital Region. It explores the complex relationship between online reviews and decision-making, emphasizing review quantity, quality, and sentiments. Young adults' booking intentions on Airbnb, influenced by subjective standards, diverse lodging options, attitudes, and financial advantages, were surveyed. Findings highlight the indispensable role of online reviews in shaping decisions, urging hosts and marketers to tailor strategies for enhanced online reputation

Keywords: *Tourism, Accommodation, Online Review, Airbnb, Booking Intentions*

Introduction

The tourism industry is an economic sector which includes individuals traveling for recreation, business, or any other reason. One of the biggest industries in the world is tourism and has a considerable economic impact on many nations. It is also a broad industry that includes a number of other industries or sectors, such as the hotel and transportation sectors. It is crucial to be aware that moves to different locations are influenced by a range of travel incentives, including business and leisure. (Mah, R. 2021).

Tourism industry is closely tied to the accommodation sector, as tourists require places to stay while they are away from home. When visiting new places, people want to stay somewhere, catch up on unwind and sleep which is why the hotel and lodging sectors are crucial to the tourism and hospitality industries. In fact, a visitor is only regarded as a tourist if their visit lasts more than 24 hours and they use some sort of overnight housing. This area is divided into many different subcategories, including the hotel industry, camping, hostels, and cruises. Reviews are an important aspect of the tourism industry, particularly when it comes to accommodation. Travelers often rely on the experiences of previous guests to make informed decisions about where to stay, and accommodations with positive reviews are more likely to attract new guests. Reviews can be left on a variety of platforms, including online booking websites, social media platforms, and review websites such as Airbnb. They typically include a rating system, with guests assigning a numerical score and often providing a written review of their experience.

It also plays a big part in the success of Airbnb, a worldwide online marketplace that links guests with local hosts who provide distinctive and cheap lodgings. Recent years have seen a rise in interest in the tourism sector about the effect of online reviews on traveler booking intentions. With the rise of online travel agencies and review websites, such as Airbnb, consumers have access to a wealth of information about hotels, restaurants, attractions, and other tourism products before making a booking decision. It also plays a big part in the success of Airbnb, a worldwide online marketplace that links guests with local hosts who provide distinctive and cheap lodgings. One of the most essential sources of information for travelers is social media. Peer opinions, particularly those gathered through internet travel reviews, are extremely powerful in the tourist choice-making procedure. Online trip reviews are less likely to be influenced by advertising for destinations and hence more trustworthy. Tourists' perceptions of locations and companies alter as they read internet travel evaluations and so receive knowledge. It is so critical to understand why internet travel evaluations have such a strong influence on place reputation. Online reviews have a big impact on how your tourism business develops. They could help you with lead creation, revenue growth, brand development, and self-education regarding business expansion and improvement strategies. They certainly are a valuable resource for your business, and their significance is only growing. On the well-known online rental service Airbnb, users can offer short-term rentals of their houses, apartments, or other sorts of properties to tourists. The type of accommodation available on Airbnb can vary widely, from private rooms in a shared house or apartment to entire homes or villas. Some Airbnb listings are also more unique or unconventional, such as treehouses, yurts, and even houseboats.

Today, Airbnb, the world's top marketplace for listing, discovering, and booking distinctive lodgings, announced the start of targeted operations in the Philippines as part of its ongoing development into Southeast Asia. In the Philippines, where the company experienced over 400% growth year over year in 2012, interacting with its quickly expanding community will be a priority for Airbnb. The co-founder and chief technology officer of Airbnb, Nathan Blecharczyk, stated that "Airbnb is about creating unique, memorable experiences, and we're seeing a huge increase in demand in the Philippines and across Asia." We think it will be a significant market for us as we grow because Travelers from the Philippines are increasingly going abroad, and Manila is a growing tourist destination. (Aquino JL, 2019). Online reviews are thought to be playing a bigger role in digital marketing and sales. Customers, both existing and prospective, are continually deciding whether to purchase a product, work with a business, go to a location, or eat at a restaurant based on internet evaluations. When it comes to the decision-making of potential clients, they are quite important. Which can later on make or break a business or company. These reviews can also have an impact on which certain aspects should a business improve their products and services which can convert as their strengths.

Millennials' intent to book on Airbnb is influenced by subjective standards, the demand for different lodgings and variation, attitude, and financial advantages, according to a research based on online surveys of millennials in the Philippines. You

must be at least 18 years old to make a reservation or host a space on Airbnb. The reservation process involves a booking inquiry screen with options to pre-approve, special offer, or decline. Hosts are urged to respond to guests within 24 hours to maintain a 90% response rate for Super host status. A study suggests that receiving positive ratings can significantly boost Airbnb bookings. The platform's review system allows users to share feedback with hosts and fellow users, promoting trust and aiding in booking choices. Reviews play a vital role in improving the overall visitor experience and increasing the likelihood of bookings. When online evaluations fail to point out visitors' negative experiences, it may lead to a lack of trust between hosts and guests (Amaro, 2019).

Specifically, the study aims to:

1. To know the demographic profile of the respondents in terms of age, gender, familiar with socialmedia, education attainment and monthly income.
2. To know the level of exposure of local tourist
3. To describe the booking intention of local tourist
4. To know the influence of online review and booking intention
5. To know if there is significance in the level of exposure in booking intention of local tourist whenthey are grouped according to their profile

Materials and Methods

This study used a descriptive quantitative research design, a quantitative method to measure the gathered data from the respondents. With the use of statistical treatment such as percentage & frequency, weighted mean, and analysis of variant (ANOVA), the researchers will effectively compare the gathered data. Furthermore, the researchers will utilize a descriptive research design and shall present, elaborate, and characterize the data that will reinforce the study. Hence, the researchers will use Google Forms or Microsoft Online form as their instrument for data gathering.

Three components made up the research instrument for this study: a letter to the respondents, a profile of the respondents, and a survey questionnaire. The following questions were presented to respondents in the respondent profile section: age, sex, education attainment, familiar with social media, monthly income. The researcher used a (5) five-point Likert scale in addition to the survey questions to compute the answers and assess the degree of unanimity. The Likert scale is a widely used measuring method in which participants rank statements or questions according to how strongly they agree or disagree with them on a numerical scale. Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree are the five levels of agreement on a scale of one to five, with five being the highest and one being the lowest.

The survey questionnaires was distributed virtually in the first semester of A.Y. 2023-2024 at selected who had firsthand experience with the Airbnb service. Before including the respondents in this study, the researchers asked their consent regarding their personal information. They were informed of the study's objectives and purpose, and the privacy of all submitted personal data and responses were be guaranteed. Respondents were given an online survey questionnaire to fill out and was given adequate time to do so. The researchers were virtually present to answer respondents' questions about some items that require clarification. The researchers immediately retrieved the completed survey questionnaires.

Results and Discussions

This composed of the results and discussions based on the survey conducted among the respondents. The presentation of the results and discussion is anchored to the statement of the problem and objectives of the study.

This indicates the demographic profile of the respondents in terms of Gender, Age, Educational Attainment, Monthly Income, and Social Media Platforms.

Table 1
Demographic Profile of the Respondents

Age		Frequen- cy	Per- cent
19-23		325	84%
24-33		42	11%
34-43		15	4%
44-53		3	1%
Sex		Frequen- cy	Per- cent
Female		193	50.1%
Male		102	25.9%
Educational Attainment		Frequen- cy	Per- cent
College Graduate		130	34%
College Level		234	61%
High School Graduate		13	3%
Post Graduate		8	2%
Monthly Income		Frequen- cy	Per- cent
Above 50,500 - 100,000		46	12%
Below Php 30,500		237	62%
Php 30,500 - Php 45,500		77	20%
Php 45,500 - 50,500		25	6%
Social Media Platforms		Total	Per- cent
Facebook		289	67%
Youtube		156	36%
Instagram		135	31%
LinkedIn		44	10%
Reddit		3	1%
Tiktok		23	5%
Airbnb		65	15%
Booking.com		2	0.5%
Expedia.com		2	0.5%
App/Website itself		2	0.5%
Yelp		9	2%
Twitter		3	1%

Table 1 shows In terms of age in the study population. The table shows that most of the respondents of the study are ages 19-23 who gathered the total frequency number of 325 with a percentage of 84.0. Respondents who are age's 24-33 gathered a total

frequency of 42 with a percentage of 11.0. Respondents who are ages 34-43 gathered a total frequency of 15 with a percentage of 4.0. Respondents who are ages 44- 53 gathered a total frequency of 3 with a percentage of 1.0. According to Volo & Kralj, A. (2019). This study examines the travel behavior of Generation Z, which includes individuals within the 19-23 age range, providing insights into the preferences and choices of young travelers. The fact that the 19-23 age group constitutes the majority suggests that the findings of this survey are more representative of the preferences and behaviors of younger individuals. In the study of Smith and Johnson's (2021) the research posits that older age groups, specifically individuals aged 34-53, demonstrate a heightened proclivity towards online reviews in shaping their decisions related to accommodation bookings. The study diverges from the prevalent trend observed in current literature, suggesting that the impact of online reviews is not confined to younger demographics.

In terms of the gender of the study population, the table shows that the respondents of the study are female, who gathered the total frequency number of 193 with a percentage of 50.1, while male respondents received the frequency number of 192 with a percentage of 49.9. According to the study of Mandelbaum, J. (2019). The study highlights how males and females may have distinct travel preferences and behaviors. The gender balance in the survey indicates that the findings can be considered representative of both female and male perspectives on the influence of online reviews on Airbnb booking intentions. This balanced gender representation is positive as it reduces the risk of gender bias in the survey results.

In terms of the educational attainment of the study population. The table shows that most of the respondents of the study attained the College level which gathered a total frequency number of 234 and a percentage of 61.0. Respondents who attained College Graduate received a total frequency number of 130 and a percentage of 34.0. Respondents who attained High School Graduate received a total frequency number of 13 and a percentage of 3.0. Respondents who attained Post Graduate received a received the lowest frequency number of 8 and a percentage of 2.0. In accordance to the study of Jackson, K. (2019). The article discusses the social benefits of educational attainment, which can be tied to travel preferences and intentions. The survey results indicate that the "College Level" category is the most common level of educational attainment among respondents, accounting for 61% of the total. This predominance can be attributed to the fact that this category likely encompasses a significant number of respondents who are in the age range of 19-23. The age group of 19-23 is typically associated with individuals who are either pursuing a college education or have recently entered college. These individuals are at a stage in life where they are often in the process of acquiring higher education qualifications. As a result, it is not surprising that a large proportion of respondents in this age group fall under the "College Level" category. According to Garcia and Rodriguez (2022) the notion that individuals with a college-level education dominate online travel decisions. Their research suggests a more diverse pattern, with no specific educational category significantly influencing online booking preferences. In their cross-generational analysis, they argue that factors beyond educational attainment, such as income, lifestyle, and digital literacy, play a more crucial role in shaping online travel behavior.

In terms of the income of the study population. The table presents that most of the respondents of the study earn Below Php 30,500 who gathered the total frequency number of 237 with a percentage of 62.0. Respondents who earn Php 30,500 - Php 45,500 received a total frequency number of 77 and a percentage of

20.0. Respondents who earn Above 50,500 - 100,000 received a total frequency number of 46 and a percentage of 12.0. Respondents who earn Php 45,500 - 50,500 received the lowest frequency number of 25 with a percentage of 6.0. According to N. Cuy & E. Salinas (2019). In the Philippines, many college students come from families with an average monthly income of less than 30,000 pesos (\$536). The prevalence of respondents with "Below Php 30,500" monthly income can be attributed, at least in part, to the younger age and educational status of the survey participants, particularly those in the "College Level" category. These factors can significantly impact their financial situation and influence their reliance on online reviews when making booking decisions. In the study of Santos and Cruz (2023) challenge the idea that income disparities significantly impact online booking behavior. Their research advocates for an age-agnostic perspective, arguing that income levels alone do not determine the reliance on online reviews for booking decisions. The study suggests a more nuanced relationship, asserting that factors such as digital literacy, travel preferences, and online booking experience contribute to individuals' choices, irrespective of their income brackets.

In terms of the social media usage of the study population. The table shows that

most of the respondents of the study rely on seeking reviews on Facebook who gathered the total number of 289 with a percentage of 67.0. Respondents rely on seeking reviews on Youtube gathered a total of 156 with a percentage of 36.0. Respondents rely on seeking reviews on Instagram gathered a total of 135 with a percentage of 31.0. Respondents rely on seeking reviews on Airbnb gathered a total of 65 with a percentage of 15.0. Respondents rely on seeking reviews on LinkedIn gathered a total of 44 with a percentage of 10.0. Respondents rely on seeking reviews on Tiktok gathered a total of 23 with a percentage of 7.05. Respondents rely on seeking reviews on Yelp gathered a total of 9 with a percentage of 2.0. Respondents rely on seeking reviews on Reddit and Twitter gathered a total of 3 with a percentage of 1.0. Respondents rely on seeking reviews on Booking.com, Expedia.com, and App/Website itself gathered a lowest total of 2 with a percentage of 0.05. The high usage of Facebook suggests that it remains a dominant social media platform for a wide range of social interactions. The survey results show that Facebook is the most commonly used social media platform, with 67% of respondents indicating their usage. This dominant presence of Facebook can be attributed to its historical popularity among young individuals. In the study of Hernandez and Gomez (2023), Kim and Chen (2022) challenge the notion that Facebook remains the dominant platform for seeking online reviews. Their research suggests a diversification in social media usage patterns, with individuals increasingly relying on a variety of platforms beyond Facebook. The study argues that the popularity of platforms like Instagram, TikTok, and YouTube has surged, indicating a shift away from the historical dominance of Facebook in the realm of online review seeking. Kim and Chen's study emphasizes the importance of recognizing the evolving landscape of social media usage and its impact on online review-seeking behavior. While acknowledging the historical significance of Facebook, they argue for a more nuanced understanding that incorporates the growing influence of other platforms in shaping consumer opinions and decisions.

Indicators	Weighted Mean	Verbal Interpretation
1. I often read online reviews before choosing a tourist destination.	4.081	High Exposure
2. Online reviews strongly influence my decision to book a particular hotel or resort.	3.984	High Exposure
3. I usually check multiple review platforms (e.g., TripAdvisor, Yelp, Google Reviews) before making travel decisions.	3.889	High Exposure
4. I read reviews of local restaurants and attractions when I arrive at a new destination.	3.869	High Exposure
5. I consider online reviews more reliable than recommendations from friends or family.	3.638	High Exposure
6. If a place has no online reviews, I am hesitant to visit it.	3.859	High Exposure
7. I have postponed or canceled a trip based on negative online reviews.	3.546	High Exposure
8. Online reviews influence my choice of activities during my trips (e.g., guided tours, excursions).	3.945	High Exposure
9. I trust online reviews even if I don't know the person who wrote them.	3.735	High Exposure
10. User-submitted photos in online reviews are important to me when deciding on a tourist destination.	3.935	High Exposure
Level of Exposure on Online Review Weighted Mean	3.848	High Exposure

Table 2

Level of Exposure on Online Review

Table 2 shows the indicators under Level of Exposure on Online Review. Moreover, all items received a verbal interpretation of *High Exposure* and a weighted mean of 3.848. The table above shows that the item 1 was the most agreed item followed by items 2,8,10,3,4,6 while items 9,5,7 received were the least agreed item. Item 1 has a weighted mean of 4.081. In accordance to the study of Litvin, S. W., Goldsmith, R. E., & Pan, B. Tourists often read online reviews before selecting a tourist destination also, Item 3 has a weighted mean of 3.889 and received a verbal interpretation of *High Exposure*. In the study tourists seek a comprehensive understanding of the destination by aggregating information from various sources (2019). Item 2 with a weighted mean of 3.984 has a verbal interpretation of *High Exposure*, proves the study of Sparks, B. A., & Browning, V. (2020). Online reviews strongly influence the tourists' decisions when booking a specific hotel or resort, underlining the persuasive power of reviews in the decision-making process. Item 8 with a weighted mean of 3.945 has a verbal interpretation of *High Exposure*, proves the study of Xiang, Z., et. al. Tourists consider online reviews as a valuable source of information to plan and select activities that align with their preferences and expectations and Item 10 with a weighted mean of 3.935 has a verbal interpretation of *High Exposure*. User-generated photos provide visual insights into the destination, enhancing the credibility and informativeness of the reviews (2019). According to the study of Chang and Wang (2022) present a comparative analysis of exposure to online reviews across demographic groups. Their research challenges the uniform interpretation of High Exposure across all items, arguing that exposure levels may vary significantly among different demographic segments. The study suggests that what may be considered High Exposure for one demographic group might not hold true for another. As such, they emphasize the need for a more nuanced understanding of exposure to online reviews that considers diverse perspectives and experiences. Chang and Wang study prompts a reevaluation of the generalization that all items receiving a weighted mean of High Exposure. Their findings underscore the importance of accounting for demographic variations in interpreting exposure levels, offering a more context-sensitive perspective on the impact of online reviews on different consumer groups.

Table 3

Indicators	Weighted Mean	Verbal Interpretation
1. Online reviews play a significant role in my decision-making process when booking accommodations on Airbnb.	4.021	Influential
2. I trust the information provided in online reviews about accommodations on Airbnb.	3.772	Influential
3. Airbnb online reviews influence my decisions on selecting the accommodation.	3.924	Influential
4. I rely on online reviews to gain insights into the experiences of other travelers on Airbnb.	3.862	Influential
5. The overall rating and feedback from online reviews greatly impact my booking decisions on Airbnb.	3.959	Influential
6. I feel more confident in booking accommodations on Airbnb when there are positive online reviews.	3.965	Influential
7. Online reviews help me evaluate the reliability and credibility of accommodations listed on Airbnb.	3.954	Influential
8. I often consider the specific details and descriptions provided in online reviews before making a booking on Airbnb.	3.933	Influential

9. Negative online reviews discourage me from booking accommodations on Airbnb.	3.809	Influential
10. The absence or lack of online reviews for a particular accommodation on Airbnb makes me hesitant to book it.	3.901	Influential
Influence of Online Review on Airbnb Booking Intention Mean	3.910	Influential

Booking Intention

Table 3 has nine (10) indicators under the variable of Booking Intentions. The top five (5) most agreed items were items 2, 5, 3, 6, and 1 while the least agreed items were items 9, 4, 8, 10 and 7. All items received a verbal interpretation of *High Intention* and a weighted mean of 3.897. Item 2 has a weighted mean of 3.942 has a verbal interpretation of *High Intention*, The strong emphasis local tourists place on good services and amenities proves the study by Kim and Ma (2019). Their study underlines that the quality of services and available amenities significantly affects guest satisfaction and their likelihood to return. Item 5 has a weighted mean of 3.935 has a verbal interpretation of *High Intention*, which proves a study conducted by Wang and Chen (2019) has highlighted the importance of visual appeal in attracting guests. Item 3 has a weighted mean of 3.942 has a verbal interpretation of *High Intention*, The importance attached to accessibility is consistent with findings from Based on the same study, who stressed the role of a convenient location in attracting guests. This indicates that accommodations situated in accessible areas may have an advantage in the local market, especially when combined with positive online reviews and services. Item 4 has a weighted mean of 3.972 has a verbal interpretation of *High Intention*, The inclination of local tourists to view positive feedback before making bookings underscores the influence of online reviews on accommodation choices. This is supported by the extensive body of research, including a study by Ye et al. (2019), which highlights the substantial impact of online reviews on consumers' trust and decision-making. Rodriguez and Fernandez (2023), Chen and Liu (2022) present a cross-cultural analysis that challenges the uniform interpretation of High Intention across all items related to booking intentions. Their research suggests that cultural differences play a significant role in shaping traveler preferences and intentions. The study argues that what may be considered High Intention in one cultural context may not necessarily hold true in another. Chen and Liu's study calls for a reevaluation of the generalization that all items, regardless of cultural context, uniformly represent High Intention. Their findings underscore the importance of considering cross-cultural variations in interpreting booking intentions, providing a more nuanced understanding of the factors influencing traveler preferences across different cultural backgrounds

Table 4

Indicators	Weighted Mean	Verbal Interpretation
1. Online reviews play a significant role in my decision-making process when booking accommodations on Airbnb.	4.021	Influential
2. I trust the information provided in online reviews about accommodations on Airbnb.	3.772	Influential
3. Airbnb online reviews influence my decisions on selecting the accommodation.	3.924	Influential
4. I rely on online reviews to gain insights into the experiences of other travelers on Airbnb.	3.862	Influential
5. The overall rating and feedback from online reviews greatly impact my booking decisions on Airbnb.	3.959	Influential

6.	I feel more confident in booking accommodations on Airbnb when there are positive online reviews.	3.965	Influential
7.	Online reviews help me evaluate the reliability and credibility of accommodations listed on Airbnb.	3.954	Influential
8.	I often consider the specific details and descriptions provided in online reviews before making a booking on Airbnb.	3.933	Influential
9.	Negative online reviews discourage me from booking accommodations on Airbnb.	3.809	Influential
10.	The absence or lack of online reviews for a particular accommodation on Airbnb makes me hesitant to book it.	3.901	Influential
Influence of Online Review on Airbnb Booking			
Intention Mean		3.910	Influential

Influence of Online Review on Airbnb Booking Intention

Table 4 outlines the indicators under Influence of Online Review on Airbnb Booking Intention. Table 4 shows that the study population has a total mean of 3.910 with the verbal interpretation of *Influential*. Items 1 received the highest weighted mean of 4.021 and a verbal interpretation of *Influential*, followed by items 6, 5, 7 and 8 while the least agreed items were items 3, 10, 4, 9 and 2. Item 1 has the high importance assigned to online reviews aligns with proves a study conducted Wang and Huan (2021), online reviews significantly impact travelers' booking decisions, making them a key factor in the decision-making process. Items 6 received a weighted mean of 3.954 and a verbal interpretation of *Influential*, Positivity bias, as studied by Mudambi and Schuff (2019), suggests that travelers tend to feel more confident when positive online reviews are present. Items 5 received a weighted mean of 3.959 and a verbal interpretation of *Influential*. According to Duan et al. (2020) highlights the significance of overall ratings and feedback from online reviews in influencing consumer choices, which aligns with this survey indicator. Items 2 received a weighted mean of 3.772 and a verbal interpretation of *Influential*, proves the study by Kim et al. (2019) emphasizes the importance of trust in online reviews when evaluating the credibility of information about accommodations. Lopez and Garcia (2023) & Wang and Kim (2022) present a meta-analysis of cross- industry studies that challenges the influence of online reviews. Wang and Kim's meta-analysis prompts a reevaluation of the generalization that the high importance assigned to online reviews, as demonstrated in Lopez and Garcia's study, universally applies across industries. Their findings underscore the need for industry-specific investigations to capture the nuances of consumer perceptions and decision-making dynamics in online reviews

Table 5

Variable	p-value	Verbal Interpretation	Decision
Age		<i>No Significant Difference</i>	<i>Reject the null hypotheses</i>
Level of Exposure	.064	<i>Significant Difference</i>	<i>Accept the null hypotheses</i>
Booking Intention	.004		
Sex	.046	<i>Significant Difference</i>	<i>Accept the null hypotheses</i>
Level of Exposure	.004	<i>Significant Difference</i>	<i>Accept the null hypotheses</i>
Booking Intention			
Educational Attainment	.860	<i>No Significant Difference</i>	<i>Reject the null hypotheses</i>
Level of Exposure	.270	<i>Significant Difference</i>	<i>Reject the null hypotheses</i>
Booking Intention			
Monthly Income	.885	<i>No Significant Difference</i>	<i>Reject the null hypotheses</i>
Level of Exposure	.521	<i>Significant Difference</i>	<i>Reject the null hypotheses</i>
Booking Intention			

Assessment of respondents on the level of exposure and booking intention

In Table 5 conveys the significant difference on the level of exposure and booking intention of tourists when they are grouped according to their profile. The four different variables displayed different results in relation to Level of Exposure. The p-value for Age is 0.064, indicating that there is no statistically significant difference in the level of exposure based on age. In other words, age does not appear to be a significant factor affecting the level of exposure to online reviews regarding Airbnb booking intentions. The null hypothesis is rejected. The p-value for Sex is 0.046, suggesting a statistically significant difference in the level of exposure based on Sex. This means that gender is a significant factor influencing the level of exposure to online reviews related to Airbnb booking intentions. The null hypothesis is accepted. The p-value for Educational Attainment is 0.860, indicating no statistically significant difference in the level of exposure based on educational attainment. Educational attainment does not appear to be a significant factor affecting the level of exposure to online reviews regarding Airbnb booking intentions. The null hypothesis is rejected. The p-value for Monthly Income is 0.885, suggesting no statistically significant difference in the level of exposure based on monthly income. Monthly income does not appear to be a significant factor affecting the level of exposure to online reviews regarding Airbnb booking intentions. The null hypothesis is rejected. The statistical analysis indicates that gender Sex is a significant factor influencing the level of exposure to online reviews related to Airbnb booking intentions. On the other hand, age, educational attainment, and monthly income do not significantly impact the level of exposure in this study. However, according to the study by L. N. Mendoza (2022) that there may be a significant difference in the booking intentions of local tourists when they are grouped according to their profile. However, further research is needed to determine the specific differences in booking intention among different demographic groups of local tourists in terms of sex or gender.

In relation to Booking Intentions. The p-value for Age is 0.004, indicating a statistically significant difference in booking intentions based on age. The "Accept" decision means that the null hypothesis is accepted. Age appears to be a significant factor influencing booking intentions. The p-value for Sex is 0.004, also indicating a statistically significant difference in booking intentions based on Sex. The "Accept" decision means that the null hypothesis is accepted. In this study, gender is a significant factor influencing booking intentions. The p-value for Educational Attainment is 0.270, no statistically significant difference in booking intentions based on educational attainment. The "Reject" decision means that the null hypothesis is rejected. Educational attainment does not appear to be a significant factor influencing booking intentions. The p-value for Monthly Income is 0.521, indicating no statistically significant difference in booking intentions based on monthly income. The "Reject" decision means that the null hypothesis is rejected. In this study, monthly income does not significantly influence booking intentions. The statistical analysis suggests that Age and Sex are significant factors that influence booking intentions in the study. On the other hand, educational attainment and monthly income do not appear to be significant factors affecting booking intentions. However, according to Brown and White (2019) the study analyzes how men and women differ in their online travel-related activities, including information search and the actual booking of travel services. The study reveals differences in the types of travel services booked by men and women.

This could encompass variations in accommodation choices, destination preferences, or the timing of bookings.

Conclusion

The study focuses on a population primarily aged 19-23, with a balanced gender distribution and a dominant educational background at the college level. Most respondents earn below Php 30,500 monthly, and Facebook is the main platform for seeking reviews. The research explores the influence of online reviews on Airbnb booking intentions within this young and socially connected demographic. The findings reveal a high exposure to online reviews and nuanced insights into the factors influencing respondents, with gender being a significant variable. Preferences for comprehensive destination understanding, the impact on booking decisions, and the value of user-generated photos are highlighted. Overall, booking intentions are high, with variations based on age and gender, emphasizing factors like service quality, amenities, visual appeal, accessibility, and the impact of online reviews on accommodation choices. The study underscores the perceived high influence of online reviews in shaping Airbnb booking decisions. Positive reviews, overall ratings, and the establishment of trust are crucial factors in driving booking intentions. The research identifies significant differences in exposure and booking intentions based on

demographic profiles, with age and gender playing influential roles. The study aligns with existing research on factors influencing guest satisfaction and decision-making processes, emphasizing the need for further exploration of gender differences among local tourists

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ACTION RESEARCH ON DETERMINING THE EFFECTIVENESS OF DISTRIBUTION OF LAPTOP AND POCKET WI-FI IN QUEZON CITY UNIVERSITY IN RESPONSE TO THE NEW NORMAL

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ABSTRACT

As the global community grapples with the far-reaching impacts of the COVID-19 pandemic, this research explores the effectiveness of the distance learning response undertaken by Quezon City University (QCU) in collaboration with the Quezon City (QC) Government. The study aims to evaluate the distribution of laptops and pocket Wi-Fi devices as critical components of QCU's strategy to adapt to the new normal in education. Amidst the challenges posed by the pandemic, QCU successfully procured 8,000 laptops and provided monthly internet allowances, demonstrating its commitment to facilitating remote learning. However, the study reveals that the distribution faced obstacles, resulting in 4,358 laptops reaching students by March 2021. Survey data collected from 5,893 QCU students sheds light on the reasons behind the low turnout, with 2,814 students opting not to borrow laptops. Notably, the study identifies various challenges faced by students in the transition to online learning, including unstable internet connections, lack of conducive study environments, and distractions from social media. The findings indicate that while the majority of students benefitted positively from the provided laptops, challenges persist. Respondents expressed a desire to return to face-to-face learning, emphasizing the importance of stable internet connectivity. To address these concerns, the QC Government allocated 5,225 pocket Wi-Fi units to ensure continuous interactions among students and teachers. Recommendations include comprehensive research and planning, a gradual transition to blended learning, additional equipment provisioning, and ongoing orientation and training programs. The study serves as a foundation for future research and aids in evaluating the efficacy of local government responses to the evolving needs of the education sector during the pandemic.

Keywords: *distance learning, Quezon City University, COVID-19 Pandemic, laptop distribution, higher education*

INTRODUCTION

The pandemic caused by the Coronavirus (COVID-19) has moved beyond the borders of individual nations. Every person, regardless of their ethnicity, degree of education, money, or gender, has been impacted by it. This, however, has not been the case with its effects, which have been felt by those who are most vulnerable.

Not even education is an exception. The catastrophe that was brought on by COVID-19 has significantly impacted practically every aspect of society, including the educational system. The COVID-19 outbreak that has been sweeping the world has shook the educational system around the world, but at the same time, it has given both chances and problems for institutions of higher learning (Toquero, C.M. 2020). The vast majority of educational institutions across the globe have decided to temporarily halt in-person instruction and transition to a model of delivery that is based on remote learning. There is little doubt that the coronavirus caused new vulnerabilities to become apparent in educational systems all across the world. (Zhang et al., 2020) Says that for society to be ready to meet unpredictability in the future, it needs education systems that are both adaptable and robust. At the same time as governments took precautions to prevent the virus from spreading further and to guarantee the continuity of the educational process, universities all over the world used online learning technologies.

It has been difficult to adapt to the sudden shift in the educational landscape that has occurred in the Philippines as a result of the pandemic. The nation's educational institutions were subjected to a lockdown in March 2020, which resulted in the closure of all campuses. As an alternative, they were required to make the transition from traditional learning techniques to online learning and digital tools, which are collectively referred to as "e-learning." During June in the year 2020, the Department of Health of the Philippines documented a total of over 30,000 positive cases across the nation (PDH, 2020). According to ABS-CBN News in the year 2020, the nation was rated twenty-first in the globe in terms of the number of deaths and cases of the coronavirus in October of that same year. Many people, including students, teachers, administrators, and other stakeholders, have been put under stress as a result of this public emergency (Tria, 2020). Because of this, there was a significant shift in the educational system, which resulted in the development of online learning, which is a method of instruction that is carried out virtually on digital platforms.

The leaders of educational institutions decided to implement the new standard in education as a response to these circumstances. To proactively respond to the disruption that the pandemic has brought about, higher education institutions (HEIs) in the country and around the world are required to take action. Campuses in a very large number of countries have been shut down because it is necessary to maintain social distancing in order to prevent the virus from spreading further. The mode of online learning has been adopted by a significant number of educational institutions. At the same time that the COVID-19 issue was unfolding, the Philippine Commission on Higher Education (CHED) was making preparations for the new standard in tertiary education, which will be implemented during the Academic Year 2020-2021. The adoption of flexible learning is one of the suggestions that the CHED has made for higher education institutions such as state universities and colleges as well as other HEIs (Baccay, 2020). Although, according to CHED, flexible learning may not necessarily mean that

instruction will be delivered entirely online (San Juan, 2020), online education is an unavoidable option that can help alleviate congestion in classrooms during periods of physical or social distancing protocol and contribute to the reduction of COVID-19 transmission in schools when schools begin to open their campuses and resume classes. To begin the implementation of their rules governing instruction and the opening of classes, several colleges have decided to begin doing so in August 2020. However, developing countries like the Philippines have regions that do not have a reliable or even existent internet connection, which poses a great and major challenge to full online instruction. Although it is possible to argue that a completely online mode of instruction is feasible (Cahapay, 2020), and even though Filipinos are among the top users of the internet worldwide (Oducado, 2019), this is not the case.

This pandemic issue has brought to light several deficiencies and inequalities that exist within our educational institutions. These include a lack of access to broadband internet and computers or laptops, which are essential for online education, as well as the support environments that are necessary for learning, and even a mismatch between resources and the requirements of the students. Concern was expressed among a big number of educators and pupils as a result of this sudden shift toward online instruction. This is due to the fact that a significant portion of the population has problematic internet access and a restricted number of electronic devices (Pastor, 2020). A significant number of governments are exerting significant efforts to guarantee the availability of opportunities for continuing education and to enhance their capability for excellent education, particularly for populations that are not as fortunate.

Quezon City (QC), being the largest and most populous city in the country, houses nine universities and 81 colleges including several specialized training centers and a large number of elementary and secondary schools. Numerous programs to expand educational access are also being implemented in the city. However, many young people are still unable to attend school due to their economic, social, and geographical limitations. Most people often cite the dire need for employment to financially support their families as the main reason why they chose not to go to school. It was because of this problem that the Quezon City Polytechnic (QCP) was established on March 1, 1994, by City Ordinance No. SP 171, under the name Quezon City Skills Training Center. The purpose of this establishment was to assist individuals, particularly those who are unable to attend formal education, in acquiring the skills that are necessary for employability and competitiveness. Following its elevation to the level of a university in the year 2001, the institution was rechristened as Quezon City Polytechnic University. Ordinance No. SP-2812, series of 2019, which changed its University Charter, renamed it once more as the Quezon City University (QCU) in July of 2019. This change made it eligible to be a beneficiary of Republic Act 10931, which is commonly known as the law that prohibits tuition fees.

Because of the rapidly growing number of COVID-19 cases in Quezon City, as well as the risks and concerns regarding the local transmission of COVID-19, the second term of the academic year (AY) 2019-2020, which runs from January to May 2020, was abruptly halted at the QCU around March. As a consequence of this, it was recommended that all program degree classes be moved to an online format until the term's conclusion. The University has decided to introduce online classes until the first semester of the academic year 2020-2021 (which will run from August to December 2020). This decision

was made due to the anticipated growth in the number of cases. Students are confronted with the issue of rapidly adjusting to the new standard in higher education settings as a result of the fast transition to full online instruction. As a contingency plan, the university decided to switch to online instruction to ensure that the courses that are currently being provided will continue to be taught and to allow students to finish their education.

Despite the challenges of COVID-19 and to provide quality education through distance learning, the city government has allocated over P124 million from its special education fund for the Academic Year 2020-2021 to procure laptops and other equipment for teachers and students (Galvez, 2020).

As the sole local government-funded university in Quezon City, the Quezon City University (QCU) took proactive measures to facilitate remote learning for its students. At the commencement of classes on August 5, 2020, QCU successfully procured 8,000 high-quality laptops. Additionally, the university committed to providing monthly internet allowances and pocket Wi-Fi to all enrolled students. QCU, with campuses in San Bartolome, San Francisco, and Batasan, projected a total enrollment of approximately 9,431 college students in the first semester and 8,765 in the second semester of the Academic Year 2020-2021.

The budget allocated for this initiative covered essential components such as a learning management system for virtual learning, internet connectivity for both students and faculty, computer software for all degree programs, online reference materials, and the development of an academic management system for online enrollment processing. Despite the challenges associated with the procurement process, including those induced by the COVID-19 pandemic, the university successfully delivered and distributed the laptops and other equipment for virtual learning in November 2020. As of March 2021, 4,358 laptop units had been distributed to QCU students.

QCU, with the support of the Quezon City Education Affairs Unit (EAU), remains committed to addressing students' needs for distance learning amid the pandemic. The EAU, mandated by Executive Order No. 6, Series of 2019, acts as the City Mayor's arm in implementing education policies, plans, programs, projects, and services to ensure the delivery of quality education at all levels. The QC Basic Educational Plan program of the EAU has proven valuable in adapting to the challenges posed by the COVID-19 pandemic. In addition to the laptops, the university procured approximately 9,750 pocket Wi-Fi units for both students and teachers, initiating their distribution at the Batasan Campus on May 4, 2021.

In light of these developments, the researchers conducted a study to assess the effectiveness of the laptop and pocket Wi-Fi distribution in QCU as a response to the new normal. The study utilized a survey organized by the EAU in May 2021, administered through online Google forms, and targeted at enrolled students during the academic semester AY 2020-2021.

The study will focus on Determining the Effectiveness of Distribution of Laptops and Pocket Wi-Fi in Quezon City University in Response to the New Normal.

Specifically, the research study sought to find answers to the following questions:

1. What are the reasons why only a few students of QCU borrowed the laptops?
2. What are the challenges of distance learning to the students of QCU?
3. What is the preferred learning modality of the students in QCU?

METHODOLOGY

The study utilized quantitative data obtained from a survey on distance learning for Quezon City University (QCU) students conducted by the Quezon City Education Affairs Unit in 2021. The survey, administered through Google Forms, was specifically designed to address the research questions at hand. The researchers employed the same platform to analyze the survey results.

Structured into six sections, the survey covered: 1. Cover letter and basic information of respondents; 2. Laptop unit provision for QCU students; 3. Reasons for not availing laptop units; 4. Laptop benefits and advantages; 5. Distance learning advantages and mode of preference. Respondents who availed of the "Laptop Usufruct Program" answered questions in the second part, while those who did not were directed to express their reasons for non-participation. For those who availed, the survey used a Likert scale to gauge the benefits and advantages of the laptop units. The subsequent section focused on the acquired benefits, again utilizing the Likert scale.

The survey delved into how students cope with distance learning and their preferred learning modalities, including options like face-to-face classes, pure online classes, a combination of online and face-to-face, distance learning using textbooks and modules, a combination of online classes and printed modules, a combination of online and modular, combination of face-to-face and modular, or combination of face-to-face and online distance learning.

The research objectives encompass evaluating the efficacy of the laptop and pocket Wi-Fi distribution at QCU in response to distance learning in the new normal. Additionally, the study seeks to understand the reasons behind students not availing of the laptop usufruct program, challenges encountered in distance learning, and the preferred learning modality among the student population.

The respondents consist of enrolled students from all colleges and year levels during the Academic Year 2020-2021 Second Semester. A total of 8,765 students from various programs such as BS Entrepreneurship, BS Information Technology, BS Industrial Engineering, BS Electronics Engineering, and BS Accountancy were invited to participate through random sampling. This approach aimed to ensure representation from the entire student population, allowing for a comprehensive understanding of the study's scope and facilitating informed planning and budgeting for the upcoming school year.

RESULTS AND DISCUSSION

Quezon City University (QCU) is one of the local universities in Metro Manila that implemented E-Learning Classroom in response to the directives of the Commission of Higher Education (CHED) amidst this pandemic. The Local Government of Quezon City specifically its Education Affairs Unit supported the QCU students and allocated a sufficient budget to procure laptops and pocket wifi to be utilized during their online classes. However, the result of the laptop distribution inventory report at least before the first semester ends was short of the total number of students expected to borrow laptops and pocket wifi. There were 4,358 borrowed laptops out of 8,000 purchased

laptops intended for students' use. In this, a Distance Learning Survey for QCU students was facilitated to gather the possible reasons for the low turnout of distributions and how the distributed laptops address the need of the students to adapt to the new normal.

Out of 8,765 enrolled students in the 2nd Semester AY 2020-2021, 5,893 students responded to the survey, equivalent to 67% of the population of QCU students.

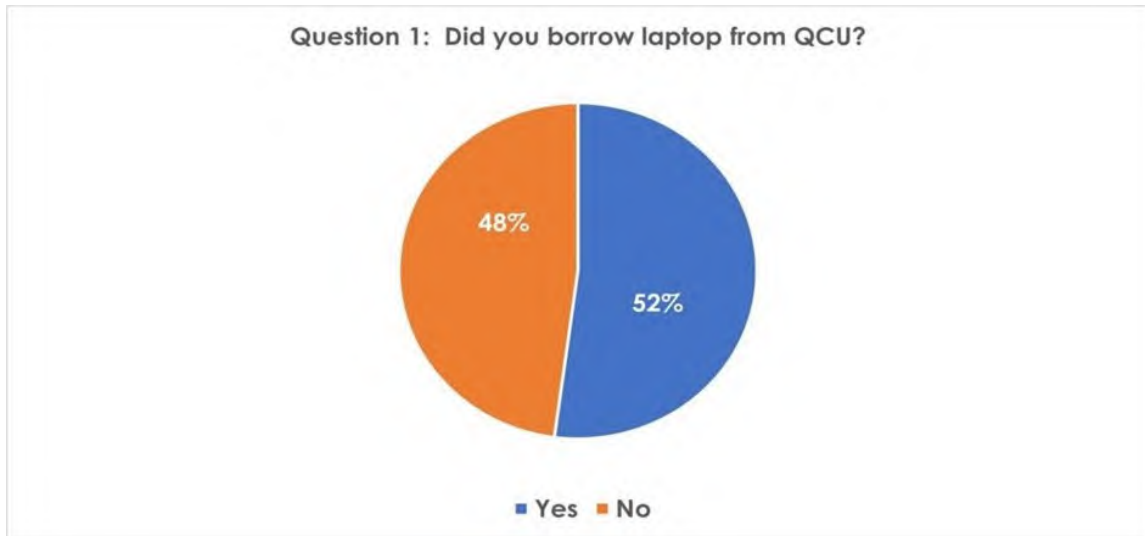


Figure 1. Percentage of students who borrowed and did not borrow laptops

Of the 5,876 respondents, when asked if they availed of the Laptop Usufruct Program, 3,062 have borrowed laptops for their e-learning while there were 2,814 who opted not to borrow.

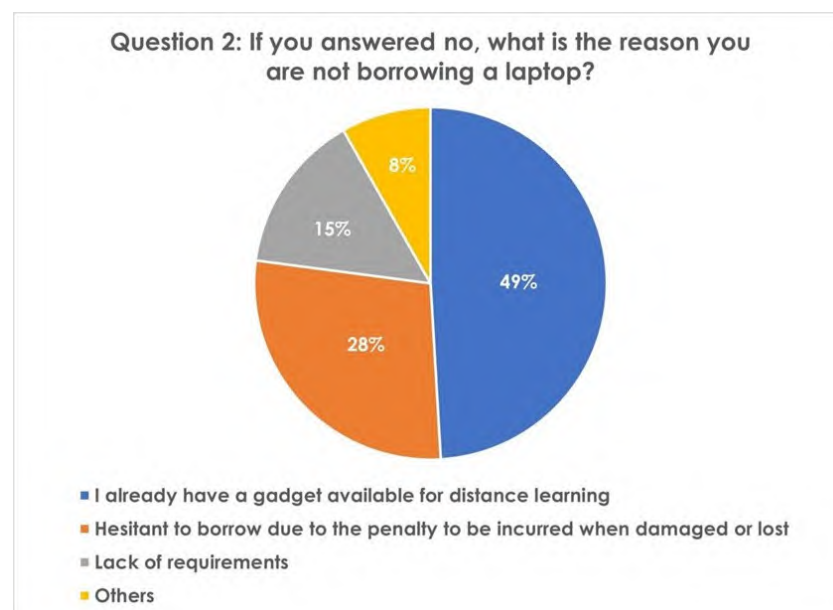


Figure 2. Percentage of the reasons why students did not borrow a laptop

Among the 2,814 respondents shown in Figure 2, 1,381 students possess readily available gadgets for online classes and have chosen not to borrow. Some have altruistically offered their slots to peers facing challenges in acquiring study devices. Conversely, 788 students harbor reservations about borrowing due to stipulations outlined in the agreement form. Concerns include potential financial responsibilities for damaged or lost laptops, impacting their eligibility for clearances necessary to receive school credentials for progression to the next academic year and participation in graduation ceremonies. Additionally, 413 students encountered difficulties in meeting the requirements outlined in the necessary documents. The remaining respondents cited financial constraints preventing them from covering printing and notary expenses for the required documentation. Some have relocated to other cities or provinces, driven by a perceived safety advantage amid the surge of virus transmission within the city.

Laptop usage according to the students

Table 1.
Students' Responses on the Usage of the Lend Laptops

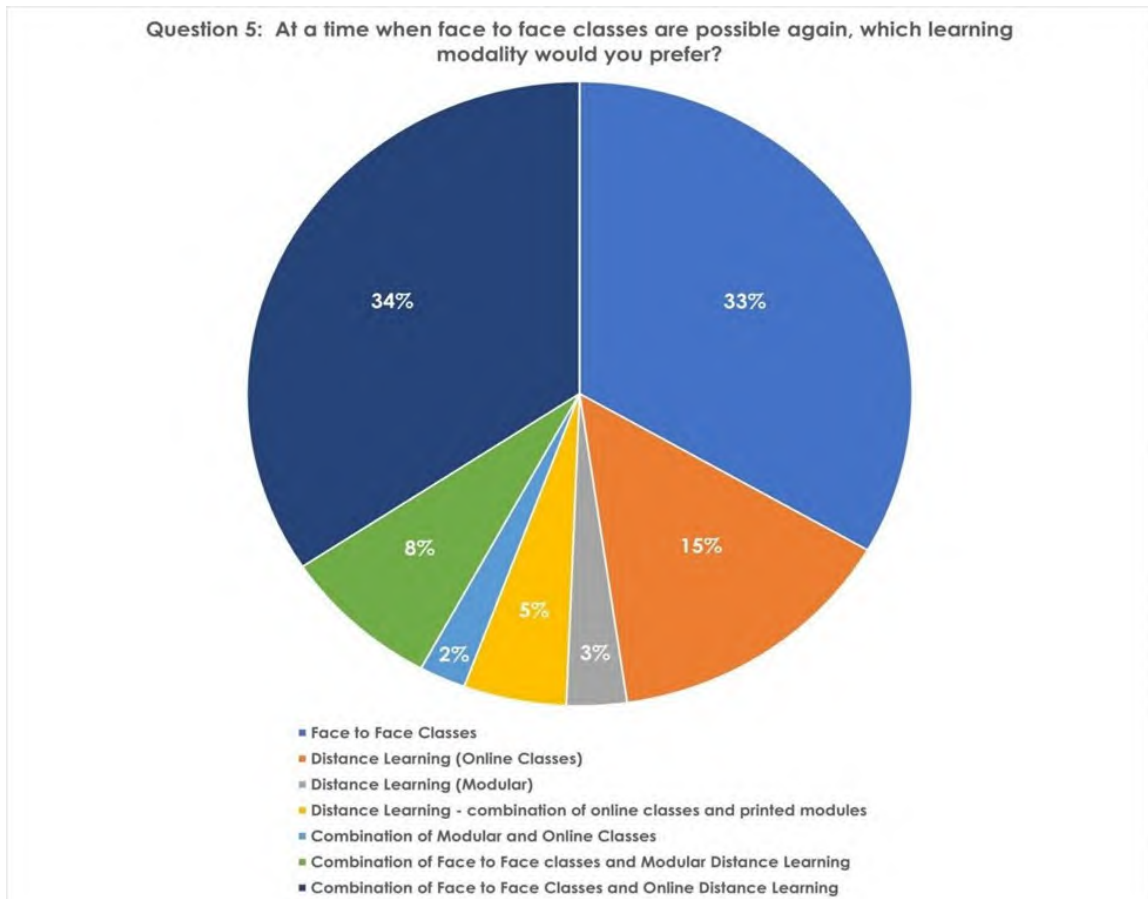
Students Response	Frequency
Online classes	3,221
School activities, homework, research, program design	3,142
Educational Videos	2,300
Digital Modules	2,250
Consultation with the teachers	1,826
Others: Browsing Facebook, YouTube, Personal Conferencing	117

Out of 3,850 responses, most of the students mentioned that the laptops borrowed were used generally for educational purposes. It is good to know that the main purpose of lending a laptop to the QCU students was served. The University and QC Local Government fully understand the great impact and the struggle of the students from the abrupt change from face-to-face to online learning and due to students' family financial resources to provide themselves with the necessary equipment for the online class. Thus, lending a laptop was the urgent solution to support the students for this immediate transition.

Challenges encountered during E-learning

Coping with an unstable internet connection emerged as the most frequently mentioned challenge in response to this question. Some respondents also indicated that they lack a conducive study area due to surrounding noise, especially when compared to a traditional classroom setting. Other challenges included balancing household duties with study commitments, the distraction of easy access to social media platforms like Facebook, YouTube, movies, and games, as well as the necessity of self-study for recorded lessons provided by teachers.

In full support of the E-learning endeavors of QCU students, the QC Government allocated a total of 5,225 pocket wifi units. This initiative aims to alleviate concerns about sustaining prepaid load costs and to enhance connectivity, ensuring continuous interactions with classmates and teachers. Despite challenges in the delivery process, such as typical procurement procedures and high demand from providers, the distribution of pocket wifi units is scheduled to be completed by the end of May 2021.



The preferred learning modality among 5,877 students was a combination of face-to-face with online distance learning (2,018), followed closely by face-to-face (1,960), and then distance learning - online class (844). Other modalities, constituting 18% of the responses, included a combination of face-to-face and modular (456), a combination of modular and online classes (294), modular distance learning (172), and a combination of modular and online distance learning (133).

Regarding the responses to Question 4, one of the challenges mentioned by students was the condition of the study area, with many believing that a regular classroom provides a more conducive environment for studying. Given that many QCU courses involve laboratory subjects best taught in an actual classroom setting, the abrupt transition from face-to-face to virtual classes posed difficulties. However, the survey indicates that QCU students are increasingly appreciating online classes, especially with the provision of laptops and free internet connections, which significantly aids their studies while ensuring their safety at home. Consequently, the University may consider integrating hands-on activities, lectures, and E-learning to ensure that students

are equipped with the necessary knowledge and skills to become employable graduates.

CONCLUSION

This research aimed to determine the effectiveness of the laptop and pocket Wi-Fi distribution as the response of the Quezon City (QC) Government through the QC Education Affairs Unit (EAU) and Quezon City University (QCU) to distance learning amid the pandemic.

Based on the findings of this study it can be concluded that, given the time constraints, lack of proper planning and forecasting, and despite the low turnout of distribution, the said project/ program of the institution can address the educational needs of the majority of the students of QCU and ease, if not, efface their concerns and apprehensions with adapting to distance learning.

The results indicate that the majority of the students were positively affected by the provision of laptops for they were able to use them for online classes, answering modules, research, watching educational videos, consultation with professors, and the like. On the other hand, students who opted not to borrow laptops indicated reasons of already having personal laptops, reluctance to borrow due to accountability, difficulty in complying with the requirements, and other personal reasons such as lack of financial resources to process the necessary documents, and relocation to other cities and/or provinces.

Based on the study, the students also expressed their eagerness to return to face-to-face learning as one of the major challenges of the students with distance learning is the unstable and poor internet connection while others expressed that their environment and other external factors such as noise and balancing of both household duties and studies also affect their learning. The local government addressed this through the provision of pocket Wi-Fi.

The following recommendations may assist and support the further development of the response of the local government to the sudden shift in learning modalities:

- Proper research, planning, and assessment of the readiness and needs of the institution, faculty, and students to cope with this time of pandemic.
- Gradual transition to Blended Learning of face-to-face and distance/modular learning to ensure the delivery of quality education.
- Provision of added manpower and equipment such as additional laptops and upgrade to appropriate pocket wifi/ data package/plans. This may also include the installation of other virtual learning equipment in classrooms in preparation for blended/ face-to-face learning.
- Offer ongoing/ regular orientation and training to students and faculty to help overcome obstacles to distance learning.

While further exploration should be done, this study provides basis and background information that may serve and benefit future research and analysis of the effects of distance learning amidst the pandemic. Moreover, this may support, evaluate, and establish the effectiveness of the response and proactive efforts of the local government to the sudden shift to online instruction; to guide them in enhancing and

developing their programs, practices, systems, and undertakings to serve and provide better solutions to the ever-changing needs in the academe and education sector.

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