

Cultural Diversity and Institutional Support on the Academic Performance of Hospitality Management Students

¹Diane M. Basol, ²Merly M. Alimajen , ³Reynaldo S. Llamo, Jr. , ⁴Renato B. Dela Cruz 

^{1,2,3,4}Sultan Kudarat State University – Tacurong Campus

¹DianeBaso@sksu.edu.ph, ²merlyalimajen@sksu.edu.ph, ³reynaldollamo042882@gmail.com,

⁴Renatodelacruz@sksu.edu.ph

Article Details:

Received: 9 March 2026

Revised: 28 March 2026

Accepted: 3 April 2026

Published: 11 April 2026

Corresponding Email:

DianeBaso@sksu.edu.ph

Recommended Citation:

Basol, D. M., Alimajen, M. M., Llamo, Jr., R. S., Dela Cruz, R. B. (2026). Cultural Diversity and Institutional Support on the Academic Performance of Hospitality Management Students. *The International Review of Multidisciplinary Research*. 1 (4), 126-130. <https://doi.org/10.5281/zenodo.19508493>

Index Terms:

cultural diversity, cultural background, cross-cultural communication, cultural values and beliefs, institutional support, responsive curricula, faculty cultural competency, mentorship programs, campus climate, academic performance, class participation, critical thinking, problem-solving, study habits.

Abstract. This study had investigated the complex relationship between cultural diversity and institutional support and their collective influence on the academic performance of hospitality management students. The main objective of the research was to determine the levels of these variables and evaluate the extent of their impact on student success, specifically the study aimed to provide insights for educators to develop culturally sensitive teaching techniques and more inclusive learning environments. Therefore the researcher utilized a descriptive quantitative correlational research design to systematically characterize the variables and investigate the extent of their correlation. The study was conducted at the Sultan Kudarat State University (SKSU) – Tacurong Campus, a significant regional educational hub. The respondents consisted of a random sample of 120 Hospitality Management students of 1st and 2nd year levels. Data collection was carried out using a standardized survey questionnaire that measured Cultural Diversity through components like cross-cultural communication and cultural values, Institutional Support through factors such as faculty competency and campus climate, and Academic Performance via class participation and study habits. The results revealed that positive perceptions were universally high across all examined factors, Pearson's correlation analysis yielded a coefficient of 0.699, indicating a strong, positive, and statistically significant relationship between Cultural Diversity and Academic Performance. Furthermore, the study concluded that a supportive and culturally diverse environment is a critical driver of academic success. Recommendations include strengthening institutional support through mandatory faculty cultural competency training and further integrating cross-cultural communication principles into the hospitality management curriculum to maximize student outcomes.

Introduction

Research has increasingly focused on establishing rules and procedures that promote fairness, respect for individual differences, and a sense of belonging within organizations (Nishii & Leroy, 2022). However, inadequate institutional support can intensify challenges faced by students, leading to lower academic performance (Garcia & Rodriguez, 2022). Cultural differences also influence students' learning experiences; for instance, learners from collectivist cultures may struggle to adapt to individualistic learning environments (Lee & Kim, 2020). To address these issues, Diversity, Equity, and Inclusion (DEI) initiatives were developed to reduce discrimination and barriers for underrepresented groups and to enhance outcomes such as retention and innovation (Yang, Luu, & Qian, 2022). Despite its growing importance as a strategic function within organizations, existing literature still lacks comprehensive theoretical frameworks that clearly explain the complex effects of diversity on organizational outcomes (Im et al., 2023).

In the context of hospitality education, cultural diversity is particularly significant because the industry relies heavily on cultural interaction and exchange. Students from high-context cultures may find it difficult to adjust to the direct communication styles often used in Western-style classrooms (Kim & Park, 2018), and the absence of culturally inclusive teaching practices can lead to feelings of exclusion and lower academic engagement (Nguyen & Tavares, 2020). Institutional support mechanisms such as peer mentoring programs have been shown to improve international students' academic

adjustment (Jones & Wilson, 2023), while faculty training in cultural competency can help create more supportive and inclusive learning environments (Brown & Patel, 2019). Building on these ideas, the present study examines how cultural diversity and institutional support interact and influence the academic performance of hospitality management students, with the goal of identifying effective support systems and promoting inclusive and equitable learning environments (Manoharan, Gross, & Sardeshmukh, 2021).

Methodology

The research employed a descriptive quantitative correlational research design to examine the relationship among the variables. The study was conducted at Sultan Kudarat State University (SKSU) – Tacurong Campus, which serves as the research locale. The respondents consisted of Hospitality Management students, selected to represent different cultural backgrounds and academic experiences. A simple random sampling method was utilized to ensure that every student had an equal chance of being selected, resulting in a sample of 120 respondents. Data were collected using a structured survey questionnaire, which measured cultural diversity, institutional support, and academic performance through several indicators such as cultural background, cross-cultural communication, faculty competency, mentorship programs, and study habits.

The data gathering process involved securing permission from university officials, validating the questionnaire with experts, and conducting a pilot test to ensure reliability. After distributing and collecting the questionnaires, the responses were organized and analyzed using appropriate statistical tools. The study utilized mean and standard deviation to determine the level of cultural diversity, institutional support, and academic performance among students. In addition, Pearson’s correlation coefficient (r) was used to examine the relationship between cultural diversity, institutional support, and academic performance. These statistical treatments allowed the researcher to interpret the data systematically and determine how the variables influence students’ academic outcomes

Results and Discussion

Indicator	Mean	Description	Interpretation
Cultural background	3.59	High	Sometimes Diverse
Cross-cultural communication	3.97	High	Sometimes Diverse
Cultural value and Beliefs	3.96	High	Sometimes Diverse
Grand mean	3.84	High	Sometimes Diverse

Table 1. Level of Cultural Diversity on Hospitality Management Students in term of its indicators.

Table 1 presents that the highest mean score of 3.97, described as "High" with an interpretation of "Sometimes performed," was given to the factor cross-cultural communication. This suggests that students feel most capable and engaged in the active process of communicating across different cultures. closely following, the factor cultural value and beliefs received a mean score of 3.96, also described as "High" and interpreted as "Sometimes diverse." This indicates that the students' fundamental attitudes, enjoyment, and acceptance of different cultures are strong and well-aligned with the demands of the hospitality industry. The factor cultural diversity received the lowest mean score of 3.59, described as "High" and interpreted as "Sometimes diverse" While still a high and positive rating, this lower score suggests that the direct experience or perception of cultural differences is slightly less pronounced compared to their communication skills and underlying values. Overall, the consistent high means across all three factors, culminating in the Grand Mean of 3.84, strongly suggests that the hospitality management students have a high and well-developed level of cultural competence

Indicators	Mean	Description	Interpretation
Class participation	4.21	Very high	Always performed
Critical thinking	3.96	High	Sometimes performed
Problem solving	3.75	High	Sometimes performed
Study habit	4.11	High	Sometimes performed
Grand mean	4.01	High	Sometimes performed

Table 2. Level of Academic Performance of Hospitality Management Students in term of its indicator.

Table 2 presents that the highest mean of 4.21, with a description of "Very high" and interpretation of "always performed," was given to Class participation. This suggests that students feel most active and engaged in the classroom setting, contributing frequently and effectively to discussions. Following this, Study habit received a strong mean score of 4.11, described as "High" and interpreted as "Sometimes performed." This indicates that students believe they possess effective and responsible habits essential for academic success. Critical thinking received the next highest mean score of 3.96, also

described as "High" and interpreted as "Sometimes performed," suggesting students are confident in their ability to analyze, evaluate, and apply information relevant to hotel management operations. The lowest mean score of 3.75, described as "High" and interpreted as "Sometimes performed," was for problem solving. While still high, this lower score suggests that the students' self-efficacy in problem-solving and navigating academic responsibility, as measured by the items in that section, is the least strong component of their overall academic performance. Overall, the grand mean of 4.01 indicates that the students generally maintain a high level of academic performance, driven primarily by strong classroom engagement and study habits.

Item	Mean	Description level	Interpretation
Responsive curricula	4.04	High	Sometimes supported
Faculty cultural competency	4.00	High	Sometimes supported
Mentorship program	3.86	High	Sometimes supported
Campus climate	4.11	High	Sometimes supported
Grand mean	4.00	High	Sometimes supported

Table 3. The Level of Institutional Support of Hospitality Management Students in terms of its indicator

Table 3 presents that the highest mean of 4.11, described as "High" and interpreted as "Sometimes supported," was given to campus Climate. This suggests that students feel the most positive support from the general atmosphere, encouragement, and peer interaction within the program. This is followed by responsive curricula, which received a mean score of 4.04, described as "High" and interpreted as "Sometimes supported ." This indicates strong student satisfaction with the relevance, interdisciplinary nature, and creative opportunities provided by the course content. The factor Faculty cultural competency is next with a mean score of 4.00, also described as "High" and interpreted as "Sometimes supported ," confirming that students perceive the faculty as effective in meeting diverse learning needs and providing clear expectations. The lowest mean score of 3.86, described as "High" and interpreted as "Sometimes supported ," was for mentorship program. While still highly positive, this lower score suggests that the formal or informal support structures for mentorship, tutoring, and external engagement are perceived as the least strong aspect of the overall institutional support package. Overall, the consistent high means across all factors, culminating in the Grand Mean of 4.00, confirms that the hospitality management students feel the institution provides a high and effective level of support.

	N	Mean	SD	r	p-value	Interpretation
Cultural Diversity	120	3.83	.56	.699	.000	Significant Correlation
Academic Performance	120	4.00	.50			

$\alpha=.05$ level of Significance

Table 4. Significant Relationship between Cultural Diversity and Academic Performance

Table 4 reveals a Significant Correlation between Cultural Diversity and Academic Performance among hospitality management students. With a sample size of 120, the data shows that Cultural Diversity has a mean score of 3.83 and Academic Performance has a mean score of 4.00. The computed Pearson correlation coefficient, 0.699, indicates a strong, positive linear relationship between the two variables. This strong relationship is statistically significant, as the p-value 0.000 which is less than the significance level of 0.05, leading to the rejection of the null hypothesis. This positive, highly significant finding suggests that as the level of cultural diversity experienced by the students increases, their academic performance tends to increase as well, demonstrating that the presence and effective management of cultural differences are strongly associated with higher academic achievement in the hospitality management program.

	N	Mean	SD	r	p-value	Interpretation
Institutional Support	120	4.02	.57	.705	.000	Significant Correlation
Academic Performance	120	4.07	.50			

$\alpha=.05$ level of Significance

Table 5. Significant Relationship between Institutional Support and Academic Performance.

Table 5 reveals a High Significant Correlation between Institutional Support and Academic Performance among hospitality management students. With 120 participants, the data shows that Institutional Support received a mean score of 4.02 and

Academic Performance received a mean score of 4.07. The computed Pearson correlation coefficient, 0.705 indicates a strong, positive linear relationship between the two variables, suggesting that as the quality and effectiveness of institutional support increases, students' academic performance also tends to increase. This strong relationship is statistically significant, as the p-value of 0.000 is well below the significance level of 0.05, confirming that Institutional Support plays a vital and substantial role in influencing the academic success of hospitality management students.

Change statistics									
model	R	R square	Adjusted R Square	Std. Error of the estimate	R square change	F change	df1	df2	Sig.F change
1	.756 ^a	.572	.564	.335153	.572	78.057	2	117	.000

Table 6. Significant Relationship between The Cultural Diversity, Institutional Support And Academic Performance

a. Predictors: (Constant), institutional support , CULTURAL DIVERSITY

Table 6 presents the linear regression analysis examined the significance relationship between the cultural diversity, institutional support and academic performance, the results of R² value of 0.572 indicates the predictors provide a significant impact to assess the Cultural Diversity and Institutional Support on the Academic Performance of Hospitality Management Students. Furthermore, the p-value .000 is lower at .05 level of significance.

Conclusion and Recommendations

The findings of the study reveal that cultural diversity and institutional support significantly influence the academic performance of Hospitality Management students. The results indicated that students perceived both cultural diversity and institutional support at a high level, suggesting that the university provides a learning environment that encourages interaction among students from different cultural backgrounds while also offering supportive academic resources. Furthermore, the statistical analysis showed a strong and significant positive relationship between cultural diversity and academic performance ($r = 0.699$), as well as a significant regression result ($R^2 = 0.572$). This implies that a culturally diverse environment combined with strong institutional support systems contributes greatly to improving students' engagement, learning experiences, and overall academic success in the hospitality management program. The results of the study highlight the importance of strengthening institutional programs that promote cultural awareness and inclusive learning environments. Universities and educators in hospitality management programs should continue to enhance faculty cultural competency training, mentorship programs, and culturally responsive curricula to support students from diverse backgrounds. These initiatives can improve students' communication skills, critical thinking, and collaborative learning, which are essential competencies in the hospitality industry. Moreover, educational institutions may use these findings as a basis for developing policies and support systems that foster diversity, inclusivity, and academic excellence, ultimately preparing students to work effectively in multicultural hospitality and tourism environments.

Acknowledgement

The authors would like to thank the colleagues and institutions who provided guidance, feedback, and support throughout the conduct of this research and the preparation of this manuscript. Any remaining errors or omissions are the sole responsibility of the authors.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

References

- Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A., & Persson, T. (2020). Strategies for teaching students to think critically: A meta-analysis. *Review of Educational Research, 85*(2), 275-314.
- Alcantara, M., Dela Cruz, J., & Santos, R. (2022). Integrating Cultural Diversity in Hospitality Education: Implications for Student Performance. *Philippine Journal of Hospitality and Tourism Education, 12*(2), 45-60.
- Almeida, F., & Ferreira, M. (2023). Cultural Diversity and Institutional Support: Impacts on Academic Performance in Hospitality Education. *International Journal of Educational Management, 37*(2), 175-190. <https://doi.org/10.1108/IJEM-07-2022-0204>
- Almeida, F., & Ferreira, M. (2023). Cultural Diversity and Institutional Support: Impacts on Academic Performance in Hospitality Education. *International Journal of Educational Management, 37*(2), 175-192. <https://doi.org/10.1108/IJEM-07-2022-0204>
- Almeida, F., & Ferreira, M. (2023). Mentorship Programs and Academic Performance: A Study of Hospitality Management Students in Culturally Diverse Contexts. *Journal of Hospitality and Tourism Education, 35*(2), 85-100. <https://doi.org/10.1080/10963758.2022.2094123>
- Almeida, F., & Ferreira, M. (2023). The Impact of Responsive Curricula on Academic Performance in Hospitality Education: A Focus on Cultural Diversity. *Journal of Hospitality and Tourism Education, 35*(1), 45-60. <https://doi.org/10.1080/10963758.2022.2094123>
- Almeida, F., & Ferreira, M. (2024). The Role of Campus Climate in Academic Performance: Insights from Culturally Diverse Hospitality Management Students. *International Journal of Educational Management, 38*(2), 175-192. <https://doi.org/10.1108/IJEM-07-2023-0304>
- Baker, C., & Siryk, B. (2020). Campus Climate and Student Engagement in Hospitality Education: Implications for Academic Success. *International Journal of Hospitality Management, 87*, 102-110. <https://doi.org/10.1016/j.ijhm.2019.102110>
- Baker, C., & Siryk, B. (2020). The relationship between campus climate and student engagement in Hospitality Management programs. *Journal of Hospitality and Tourism Education, 32*(2), 101-112.
- Baker, S., & Siryk, B. (2020). Institutional Support and Student Engagement: Key Factors for Academic Success in Hospitality Management. *International Journal of Hospitality Management, 88*, 102-110. <https://doi.org/10.1016/j.ijhm.2020.102110>
- Bautista, L., & Lim, E. (2023). Bridging Cultural Gaps: The Role of Institutional Support in Hospitality Education. *Journal of Hospitality and Tourism Education, 35*(1), 67-80.
- Bennett, N., & Kottasz, R. (2018). Responsive Curricula in Hospitality Education: Enhancing Student Engagement and Performance. *International Journal of Hospitality Management, 72*, 136-144. <https://doi.org/10.1016/j.ijhm.2017.09.003>
- Biggs, J., & Tang, C. (2018). *Teaching for quality learning at university*. McGraw-Hill education.
- Brewer, M. B. (1991). The social psychology of intergroup relations. In M. B. Brewer & D. L. Brown (Eds.), **Intergroup relations** (pp. 3-34). Sage.
- Brown, K., & Patel, R. (2019). "Faculty Cultural Competency and Student Success in Hospitality Programs." *Hospitality & Society, 9*(1), 55-70.
- Chao, G. T., & Moon, H. (2018). Mentorship Programs and Academic Success: The Role of Mentorship in Culturally Diverse Hospitality Management Education. *Journal of Hospitality and Tourism Education, 30*(4), 203-218. <https://doi.org/10.1080/10963758.2018.1471186>
- Chao, G. T., & Moon, H. (2018). Mentorship programs and academic success of culturally diverse students in Hospitality Management. *International Journal of Hospitality Management, 72*, 112-120.
- Chen, C. C., & Chiu, S. F. (2020). Cultural Beliefs and Academic
- Chen, G. M., & Starosta, W. J. (2019). Communication Competence in Cross- Cultural Contexts: Implications for Academic Achievement. *International Journal of Intercultural Relations, 73*, 120-130. <https://doi.org/10.1016/j.ijintrel.2019.05.003>
- City of Tacurong. (2023). tacurong city receives GAD seal for upholding gender equality. Retrieved from City of Tacurong official facebook page.
- City of Tacurong. (n.d.). *City of Goodwill Profile Page*. Retrieved from tacurong.gov.ph: [City of Goodwill Profile Page | - City of Tacurong, tacurong.gov.ph](https://www.tacurong.gov.ph/city-of-goodwill-profile-page)

Appendices

No appendices are attached to this study.