



Tourism Management Toeic Scores Assessment from 2017 to 2020

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ABSTRACT

TOEIC, or the Test of English for International Communication, provided by Hopkins International Partners, Inc., has been utilized by an aeronautical institution in the Philippines to evaluate and enhance students' proficiency in listening and reading. This research examined TOEIC performance from 2017 to 2020, specifically among BS Tourism Management (BSTM) students. The focus was placed on determining the students' areas of strength and weakness, analyzing their entry and exit scores, and identifying trends in the improvement or decline in their descriptive ratings in the Listening and Reading sections of the test.

This study followed a Quantitative research approach and employed Archival Research as its methodology. This involved collecting and analyzing existing data—specifically, the TOEIC scores of BSTM students—sourced from institutional records. The research made use of historical entry and exit results from both the Listening and Reading parts of the TOEIC test.

Findings revealed that the Listening test consistently emerged as the strong point for BSTM students, while the Reading test appeared to be their most challenging area. The most significant percentage change in scores was recorded in the Reading test, under the General Professional Proficiency category, in 2020. The highest increase year-over-year was found in the Listening entry scores from 2017 to 2018, whereas the steepest decline occurred in the Reading entry scores during the same period. As a result, it is recommended that the institution adopt modernized practices and updated assessment tools to better prepare students for future TOEIC administrations.

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INTRODUCTION

English is not the native language of most Filipinos, and many Filipino students often exhibit hesitancy when speaking in English due to fear of making mistakes, nervousness, or embarrassment. A common observation is their difficulty in understanding spoken or written instructions, especially when these are presented in English. Because of these challenges, schools and institutions across the country are exploring various strategies to enhance students' proficiency in the language. One such initiative is the use of the TOEIC, or the Test of English for International Communication.

The TOEIC is a globally recognized assessment of Business English skills, with approximately 70% of companies worldwide using TOEIC scores in their recruitment and evaluation processes. In Asia, it stands out as the most trusted English proficiency test in countries like Vietnam, Thailand, Japan, and the Philippines. In the Philippine academic landscape, institutions such as the University of the Philippines, Far Eastern University, and Mapúa University have incorporated TOEIC into their programs.

TOEIC is often used by employers to determine applicants' English language skills. Achieving a satisfactory score often requires thorough preparation, where digital tools and platforms play a significant role (Setiawan et al., 2023). Japanese TOEIC data further supports the importance of using score outcomes to validate the test's relevance (Hsieh, 2023). In Vietnam, Tran and Nguyen (2023) emphasized that test-takers actively employ strategies—especially memory and compensation techniques—when tackling the reading sections, more so than metacognitive or affective methods. In China, Cheng et al. (2023) focused on listening proficiency, analyzing the connection between the comprehension of individual spoken words and phrases and overall listening ability in a second language. Findings indicated that TOEIC scores are effective indicators of comprehension skills. Similarly, in Japan, Hamada and Yanagawa (2023) explored how aural and written vocabularies relate to listening comprehension through TOEIC results, concluding that both types of vocabulary are related but function differently. Meanwhile, in Hidayatullah Batam, Indonesia, Purwaningsih et al. (2023) used TOEIC reading tests to study how students' reading attitudes influence their reading comprehension.

A comparative study titled “Comparing an Online to an On-Site Study Abroad Program” (2023) examined the impact of pre- and post-TOEIC results on students' experiences in both online and in-person programs. Likewise, research by Safitri et al. (2023) emphasized the importance of English-language test preparation using digital and interactive platforms. At Phranakhon Rajabhat University (Khamkaew & Trussat, 2023), most students participate in English tutorials outside the classroom to prepare for standardized exams like TOEIC. These sessions help improve not just test-taking strategies but also core skills like speaking, listening, reading, writing, vocabulary acquisition, grammar knowledge, and speed reading.

This study investigates the TOEIC performance of Bachelor of Science in Tourism Management students from 2017 to 2020 in an aeronautical school in the Philippines. The aim is to analyze the trends in students' entry and exit scores to identify strengths to preserve and weaknesses that require intervention. These insights will guide the school in refining its curriculum to better support student learning outcomes.

Background of the Study

In 2014, an aeronautical institution in the Philippines began collaborating with Hopkins International Partners, Inc. through its Languages Department to officially implement the TOEIC across its academic programs. This institution became a pioneer in integrating TOEIC into its curriculum. First-year students take the course Speech Laboratory 300 (SPLB 300) during the first semester, which includes TOEIC orientation, a series of practice tests, and EDUSOFT exercises—digital drills resembling TOEIC formats, introduced in 2017—to help students prepare for the TOEIC 1 exam. TOEIC 1, a foundational language test that measures reading and listening skills, is administered in late November. Students must achieve a minimum score of 675 to be deemed proficient.



During the second semester, students enroll in Speech Laboratory 400 (SPLB 400), a more advanced subject designed to address areas needing improvement following TOEIC 1. This includes specialized reading exercises using Moodle materials from Hopkins, offering a deeper and more focused approach than SPLB 300.

For third-year students, TOEIC 2 is the final or exit-level assessment, conducted during the first week of May in the second semester. This version evaluates the same core competencies—reading and listening—but with a higher benchmark: a passing score of 785. Students who score below 605 are given a second chance to retake the exam. Passing TOEIC 2 is a prerequisite for completing English 400 (ENGL 400), which is part of the senior year curriculum.

From 2014 to 2022, the institution has celebrated 42 students achieving perfect TOEIC scores, the majority of whom—23 students—come from the flagship BS Aeronautical Engineering program. Meanwhile, the BS Tourism Management program has yet to reach a similar milestone.

Statement of the Problem

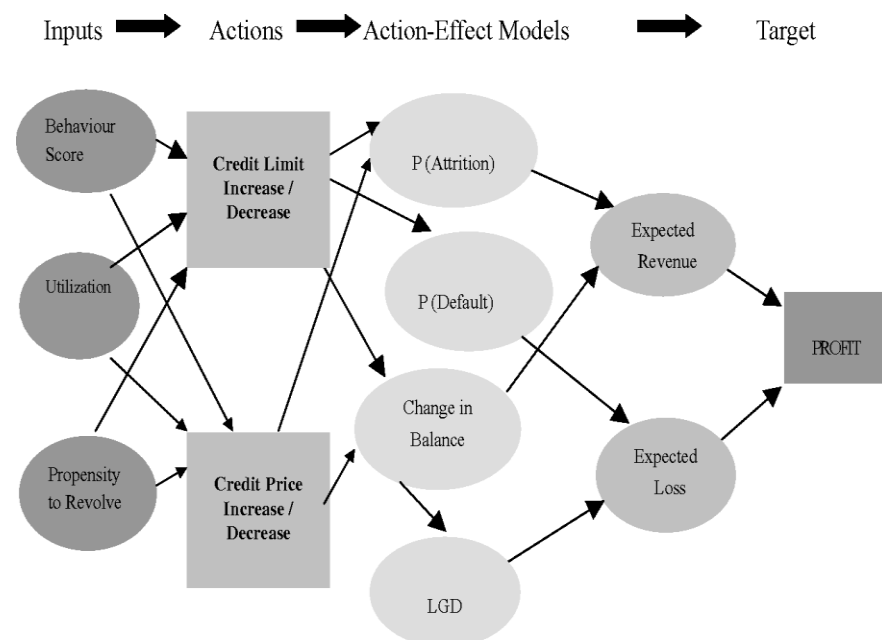
This research focuses on evaluating the TOEIC performance of Bachelor of Science in Tourism Management students at a Philippine aeronautical institution, specifically from 2017 to 2020.

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

1. Which TOEIC skill emerged as the strongest area for BS Tourism Management students between the years 2017 and 2020?
2. Which TOEIC skill appeared to be the most challenging or weakest for BS Tourism Management students during the period from 2017 to 2020?
3. How did BS Tourism Management students perform in their entry and exit TOEIC scores each year for both reading and listening, based on the following proficiency levels:
 - a. Advanced Professional Proficiency
 - b. General Professional Proficiency
 - c. Advanced Working Proficiency
 - d. Basic Working Proficiency
 - e. Intermediate
 - f. Elementary
 - g. Novice?
4. Was there a notable trend in the descriptive performance ratings for reading and listening skills—either an improvement or a decline—among BS Tourism Management students from 2017 to 2020?

Theoretical Framework

Fig. 1: Influence Diagram showing Action-effect Models



In the study titled “Modeling the Combined Effects of Credit Limit Management and Pricing Actions on Profitability of Credit Card Operations” (Dey, 2010), a diagram is presented illustrating four (4) key components: a. Input; b. Action; c. Action-Effect Model; and d. Target.

According to the illustration, the Input section includes variables such as Behavioral Scores, Utilization Rates, and the Propensity to Revolve, which serve as the basis for determining potential strategies. Under Action, examples like modifying the credit limit or adjusting credit pricing are outlined, with outcomes that may vary in impact. The Action-Effect Model represents the trial-and-error processes used to test these strategies to reach desired outcomes. Finally, the Target component reflects the ultimate objective, which is shaped by the interaction of various effects and results in goals that are both feasible and sustainable.

Conceptual Framework

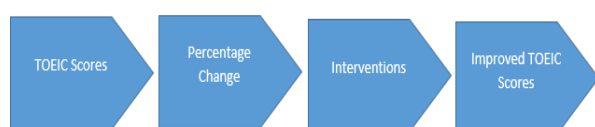


Fig. 2: TOEIC Action-Effect Model

The structure of the diagram aligns with the Influence Diagram concept, which highlights the use of Action-Effect Models. In the context of this study, the TOEIC scores serve as the Input, forming the foundation of the investigation. For the Action element, the Percentage Change is utilized to reflect fluctuations—either an increase or a decrease—in the TOEIC results of students from an aeronautical school in the Philippines. The Interventions implemented by the institution comprise the Action-Effect Model, with the ultimate Target being enhanced TOEIC performance, especially in the area of Reading proficiency.

METHODOLOGY

Research Design

This research adopts a Quantitative approach. The method applied is Archival Research, which involves exa-



mining pre-existing records and identifying recurring trends or patterns within the data. This form of research relies on gathering relevant information and supporting evidence from archived materials, such as documents, historical records, or statistical data like test scores.

In this study, the researcher utilized available TOEIC entry and exit scores—specifically in the Listening and Reading sections—of students enrolled in the BS Tourism Management program at an aeronautical institution in the Philippines, covering the years 2017 to 2020.

Respondents

Frequency and Percentage of BS Tourism Management TOEIC takers from 2017-2022

Year	Frequency	Percentage
2017	74	29.60%
2018	66	26.40%
2019	62	24.80%
2020	48	19.20%
Total	250	100.00%

Table 1: Frequency and Percentage of BS Tourism Management TOEIC takers from 2017-2022

Based on the compiled data, a total of seventy-four (74) or 29.60% of BS Tourism Management (BSTM) students took the TOEIC in 2017, marking the highest participation within the four-year period. The data reflects a year-on-year decline in the number of test-takers: from seventy-four (74) in 2017 to sixty-six (66) in 2018, sixty-two (62) in 2019, and the lowest being forty-eight (48) in 2020. For the purpose of this research, the cumulative number of students included in the analysis is 250.

Instrumentation

The primary data source for this study comprises TOEIC scores provided by Hopkins International Partners, Inc., specifically the results of BS Tourism Management students from an aeronautical school in the Philippines. The TOEIC is composed of two main components:

Listening

Reading

Student performance was classified according to the following descriptive proficiency levels:

960–990 – Advanced Professional Proficiency

905–955 – General Professional Proficiency

785–900 – Advanced Working Proficiency

605–780 – Basic Working Proficiency

405–600 – Intermediate

255–400 – Elementary

10–250 – Novice

Statistical Treatment of Data

Although the study is quantitative in nature, the data was analyzed using frequency, percentage, and percentage change derived from archival records—specifically the TOEIC scores between 2017 and 2020.

The frequency and percentage methods were used to determine the annual number of BS Tourism Management students who took the TOEIC, helping identify the year with the highest and lowest participation.

To track score trends over the years, percentage change was applied to measure the increase or decrease in test results. The formula used involves dividing the score difference by the original score and multiplying the result by 100 to express the change as a percentage.

RESULTS AND ANALYSIS

The strength and weakness of the BS Tourism Management students from 2017 to 2020

Year	Entry Listening	Exit Listening	Entry Reading	Exit Reading
2017	Advanced Working Proficiency - 22	Advanced Working Proficiency - 22	Intermediate - 19	Intermediate - 19
2018	Advanced Professional Proficiency - 26	Advanced Professional Proficiency - 36	Advanced Working Proficiency - 26	General Professional Proficiency - 26
2019	Advanced Professional Proficiency - 35	Advanced Professional Proficiency - 37	General Professional Proficiency - 23	General Professional Proficiency - 23
2020	Advanced Professional Proficiency - 16	Advanced Professional Proficiency - 25	Basic Working Proficiency - 17	Advanced Working Proficiency - 19

Table 2: The strength and weakness of the BS Tourism Management students from 2017 to 2020

The left portion of the table presents a comparison of the entry and exit scores in the Listening section of the TOEIC taken by BS Tourism Management students from 2017 to 2020, while the right portion outlines the Reading scores within the same period. It is clear across all academic years that Listening has consistently been the stronger area for these students. In contrast, Reading has remained a consistent area of difficulty. The most notable contrast is observed in 2017, when 22 out of 74 test-takers achieved a rating of Advanced Working Proficiency in Listening, while 19 out of 74 scored only at the Intermediate level in Reading.

The performance of the BS Tourism Management students in their entry scores and exit scores per year taken for reading and listening

		Listening			Reading		
		Entry	Exit		Entry	Exit	
Year	Descriptive Ratings	f	f	Dif	f	f	Dif
2017	Advanced Professional Proficiency	20	20	0.00%	5	5	0.00%
	General Professional Proficiency	21	21	0.00%	16	16	0.00%
	Advanced	22	22	0.00%	10	10	0.00%

	Working Proficiency						
	Basic Working Proficiency	9	9	0.00%	13	13	0.00%
	Intermediate	1	1	0.00%	19	19	0.00%
	Elementary	1	1	0.00%	10	10	0.00%
	Novice	0	0		1	1	0.00%
Total		74	74	29.6	74	74	
2018	Advanced Professional Proficiency	26	36	3.85%	0	6	
	General Professional Proficiency	15	18	2.00%	17	26	5.29%
	Advanced Working Proficiency	18	10	-4.44%	26	22	-1.54%
	Basic Working Proficiency	4	2	-5.00%	12	7	-4.17%
	Intermediate	3	0	-10.00%	5	2	-6.00%
	Elementary	0	0		6	3	-5.00%
	Novice	0	0		0	0	
Total		66	66	26.4	66	66	
2019	Advanced Professional Proficiency	35	37	0.57%	8	7	-1.25%
	General Professional Proficiency	19	19	0.00%	23	23	0.00%
	Advanced Working Proficiency	7	6	-1.43%	18	19	0.56%
	Basic Working Proficiency	1	0	-10.00%	8	8	0.00%
	Intermediate	0	0		5	5	0.00%
	Elementary	0	0		0	0	
	Novice	0	0		0	0	
Total		62	62	24.8	62	62	
2020	Advanced Professional Proficiency	16	25	5.63%	4	2	-5.00%
	General Professional	15	6	-6.00%	7	17	14.29%

	Proficiency						
	Advanced Working Proficiency	13	15	1.54%	8	19	13.75%
	Basic Working Proficiency	3	2	-3.33%	17	6	-6.47%
	Intermediate	1	0	-10.00%	10	3	-7.00%
	Elementary	0	0		2	1	-5.00%
	Novice	0	0		0	0	
Total		48	48	19.2	48	48	
Total TM		250	250	100	250	250	

Table 3: The performance of the BS Tourism Management students in their entry scores and exit scores per year taken for reading and listening

The table illustrates the percentage changes between entry and exit scores in both Listening and Reading from 2017 to 2020 for BS Tourism Management students. No notable changes were recorded for 2017. However, the most significant increases occurred in 2020, with a 5.63% improvement in the Advanced Professional Proficiency level for Listening, and a 14.29% rise in the General Professional Proficiency level for Reading. Interestingly, some decreases in lower proficiency levels are considered favorable, as they indicate a reduction in students with low ratings, suggesting progress. The most notable decline was -10.00%, seen in both the Intermediate and Basic Working Proficiency categories.

Increase or decrease in the descriptive ratings of the BS Tourism Management students for reading and listening from 2017 to 2020

	ENTRY LISTENING						
Year	APP	GPP	AWP	BWP	I	E	N
2017	27.03%	28.38%	29.73%	12.16%	1.35%	1.35%	0.00%
2018	3.00%	-2.86%	-1.82%	-5.56%	20.00%	-10.00%	
2019	3.46%	2.67%	-6.11%	-7.50%	-10.00%		
2020	-5.43%	-2.11%	8.57%	20.00%			
	EXIT LISTENING						
Year	APP	GPP	AWP	BWP	I	E	N
2017	27.03%	28.38%	29.73%	12.16%	1.35%	1.35%	0.00%
2018	8.00%	-1.43%	-5.45%	-7.78%	-10.00%	-10.00%	
2019	0.28%	0.56%	-4.00%	-10.00%			
2020	-3.24%	-6.84%	15.00%				
	ENTRY READING						

Year	APP	GPP	AWP	BWP	I	E	N
2017	6.76%	21.62%	13.51%	17.57%	25.68%	13.51%	1.35%
2018	-10.00%	0.63%	16%	-0.77%	-7.37%	-4.00%	-10.00%
2019		3.53%	-3.08%	-3.33%	0.00%	-10.00%	
2020	-5.00%	-6.96%	-5.56%	11.25%	10.00%		
EXIT READING							
Year	APP	GPP	AWP	BWP	I	E	N
2017	6.76%	21.62%	13.51%	17.57%	25.68%	13.51%	1.35%
2018	2.00%	6.25%	12.00%	-4.62%	-8.95%	-7.00%	-10.00%
2019	1.67%	-1.15%	-1.36%	1.43%	15.00%	-10.00%	
2020	-7.14%	-2.61%	0.00%	-2.50%	-4.00%		

Table 4: Increase or decrease in the descriptive ratings of the BS Tourism Management students for reading and listening from 2017 to 2020

Analyzing the data using percentage change reveals fluctuations in performance among BS Tourism Management TOEIC takers between 2017 and 2020. Declines in higher proficiency levels—such as Advanced Professional, General Professional, and Advanced Working Proficiency—are considered negative outcomes, suggesting a lack of improvement. The sharpest drop was recorded between 2017 and 2018 in the Reading test, where Advanced Professional Proficiency fell by -10.00%.

Conversely, increases in lower proficiency levels—including Basic Working, Intermediate, Elementary, and Novice—are also seen as undesirable since they reflect underperformance. The most significant rise was a 20.00% increase in the Intermediate category for the Listening test between 2017 and 2018.

The most promising development was a 16.00% increase in the Advanced Working Proficiency rating for the Reading section from 2017 to 2018.

DISCUSSION

CONCLUSIONS

Based on the results, the following conclusions were drawn:

1. From 2017 to 2020, BS Tourism Management students consistently performed better in the Listening component of the TOEIC.
2. Throughout the same period, the Reading component remained their weakest area.
3. The most substantial percentage change in scores was observed in Reading, particularly in the General Professional Proficiency rating for the year 2020.
4. The highest yearly percentage increase was recorded in the Listening entry scores between 2017 and 2018, while the most significant decline occurred in the Reading entry scores during the same timeframe.

RECOMMENDATIONS

From these conclusions, the following recommendations are proposed:

1. BS Tourism Management students are encouraged to take the TOEIC Listening and Reading tests seriously, understanding that their performance not only affects their grades in SPLB 300 and SPLB 400 but also prepares them for future employment opportunities.
2. Hopkins International Partners, Inc. should continue its collaboration with academic institutions like the aeronautical school in the Philippines. Ongoing assessments of their TOEIC tools and methods, particularly for Listening and Reading, are recommended to ensure relevance and effectiveness.
3. The Languages Department of the aeronautical school, while already implementing interventions, is urged to develop more innovative and updated strategies to enhance student skills in both areas. These could include modern training tools aimed at increasing focus and sustained engagement with listening and reading materials.
4. The school's Research and Development Center can utilize this study to evaluate TOEIC performance trends not only within the BS Tourism Management program but also across other academic departments.

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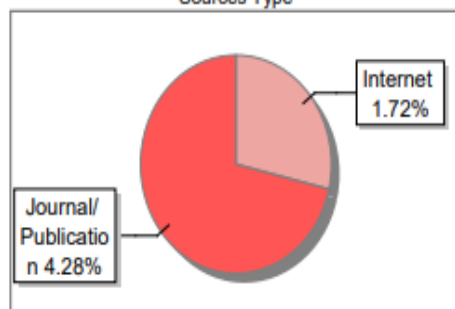
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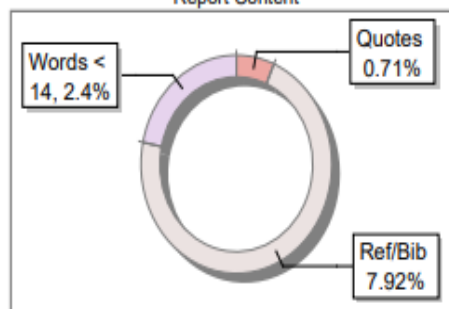
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