



STUDENTS' COMMUNICATION SKILLS AND EMOTIONAL INTELLIGENCE TO DEVELOP THE IMPLEMENTATION OF HOTEL SUPERVISION MANAGEMENT: MEDIATION ROLE OF DIGITAL LITERACY

By

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Abstract

Effective implementation of hotel supervision management is crucial for students in tourism and hospitality management programs to meet the operational demands of modern hotels. This study aims to explore the effects of Communication Skills and Emotional Intelligence on the Implementation of Hotel Supervision Management, with a focus on the mediating role of Digital Literacy. A quantitative approach was used, employing a survey questionnaire administered to 150 students who had completed apprenticeships or practical training in hotel management. Data were analyzed using descriptive statistics and structural equation modeling (SEM) with Partial Least Squares (PLS). The findings reveal that both Communication Skills and Emotional Intelligence significantly influence hotel supervision management implementation, with Digital Literacy serving as a key mediator. The study introduces novel insights into the integration of digital competencies in supervisory roles, providing practical implications for enhancing training programs in hospitality education.

Keywords: Communication Skills, Digital Literacy, Emotional Intelligence, Hotel Supervision Management, Tourism And Hospitality

INTRODUCTION

The dynamic and ever-evolving sector of the hospitality industry thrives on its ability to deliver exceptional guest experiences, and adequate supervision management is at the heart of this success (Ziyae et al., 2021). In the context of hotel operations, supervision management encompasses the coordination of various departments, staff supervision, quality control, and guest satisfaction (Roberson, 2021). As the industry evolves with increasing guest expectations and technological advancements, the role of supervisors becomes ever more crucial (Ervina et al., 2021), emphasizing the need for continuous learning and adaptation.

Understanding and mastering the principles of hotel supervision management is essential for students in tourism and hospitality management programs (Ferrerias-Garcia et al.,

2019). These students, who often engage in internships and apprenticeships as part of their training, must be equipped with the knowledge and skills necessary to oversee hotel operations efficiently (Sitorus & Silalahi, 2023). This preparation impacts their immediate performance during internships and shapes their future careers in the industry.

Despite the critical nature of supervision management, there is a significant gap in how well students grasp and implement these principles during their apprenticeships. Many students struggle to master the hotel supervision management process, facing challenges such as staff coordination, problem-solving, and integrating technological tools into daily operations. This gap in understanding can lead to suboptimal performance, affecting both the students' learning outcomes and the operational effectiveness of the hotels where



they train. This research underscores the urgent need for improved training and support in these areas, offering a clear path for enhancing the intention and performance of future hospitality professionals (Giousmpasoglou & Marinakou, 2021).

Many tourism and hospitality management students must be more prepared for the practical challenges of hotel supervision management despite the comprehensive theoretical foundation provided in academic settings. Limited practical experience is a significant issue; students often need more exposure to the complexities of real-world hotel operations, resulting in a gap between what is learned in the classroom and what is required in the field (Pusiran et al., 2020). Additionally, inadequate training on digital tools worsens this problem. Many educational programs must fully integrate digital literacy with traditional management skills, leaving students ill-equipped to use technology effectively in their supervisory roles (Mekinc et al., 2023). This technological gap can hinder their ability to streamline operations, analyze data, and enhance guest experiences (Das, 2023).

Furthermore, there is a notable variance in students' communication skills and emotional intelligence levels (Raeissi et al., 2023). These variations affect their ability to communicate effectively with staff and manage emotional dynamics within a team, critical aspects of successful supervision. Consequently, this disparity in soft skills can impact their overall effectiveness in supervising hotel operations, leading to consistent performance and learning outcomes during their apprenticeships. Addressing these root causes is essential for bridging the gap between theoretical knowledge and practical competence in hotel supervision management.

Addressing this gap is vital for several reasons. Improving their understanding and implementation of supervision management can enhance students' competence and readiness for future managerial roles in the

hospitality industry. Adequate student supervision can contribute positively to the hotels where they are placed, leading to better operational efficiency and guest satisfaction. Insights from this research can inform the development of more effective educational programs that integrate practical supervision skills with digital literacy, thus guiding curriculum development.

This research aims to explore how students' communication skills and emotional intelligence impact their ability to implement hotel supervision management effectively, explicitly focusing on the mediating role of digital literacy. In the research model, communication skills enhance digital literacy by facilitating the effective use of digital tools, promoting collaboration, and aiding in problem-solving. Emotional intelligence supports digital literacy through adaptive learning, enhancing the user experience, and fostering collaboration. Digital literacy, in turn, enhances the implementation of hotel supervision management by streamlining operations, improving data-driven decision-making, and facilitating adaptation to technological changes. Therefore, digital literacy is a crucial mediator in translating communication skills and emotional intelligence into effective hotel supervision management practices. By examining these relationships, the study seeks to provide a comprehensive understanding of the competencies required for effective supervision and offer actionable recommendations for both educational institutions and the hospitality industry.

The study addresses the following questions: (1) How do communication skills and emotional intelligence influence students' digital literacy in the context of hotel supervision management; (2) What is the direct impact of communication skills, emotional intelligence, and digital literacy on students' implementation of hotel supervision management; and (3) How does digital literacy



mediate the relationship between communication skills, emotional intelligence, and the implementation of hotel supervision management.

LITERATURE REVIEW

Communication Skills

Communication skills encompass the abilities and techniques used to effectively convey, receive, and interpret messages between individuals or groups. These skills involve various components, including verbal, non-verbal, and written communication, and are essential for facilitating understanding, building relationships, and managing interactions in various contexts (Guffey & Loewy, 2019). Communication skills are a cornerstone of effective hospitality management. They enable hotel professionals to interact successfully with guests, colleagues, and other stakeholders, ensuring that operations run smoothly, guests are satisfied, and the hotel maintains a positive reputation (Lawson et al., 2019). As the hospitality industry continues to evolve with technological advancements and changing guest expectations, strong communication skills become even more critical for delivering exceptional service and achieving operational excellence.

Communication skills are the competencies that enable individuals to convey information clearly and effectively, listen actively, and engage in meaningful dialogue (van der Vleuten et al., 2019). These skills include speaking, listening, writing, and nonverbal communication (such as body language and facial expressions), and they are fundamental for effective interaction in both personal and professional settings. In this study, communication skills can be reflected by several indicators: Verbal Communication, Non-Verbal Communication, Listening Skills, Written Communication, and Interpersonal Communication (Guffey & Loewy, 2019; Lawson et al., 2019; van der Vleuten et al., 2019).

From the model, communication skills significantly enhance digital literacy and, consequently, the effectiveness of hotel supervision management (Bharwani & Talib, 2017). Effective communication facilitates learning and using digital tools by enabling the transparent exchange of technical knowledge and collaborative problem-solving. For instance, students who communicate well can more easily understand and share information about hotel management software, leading to better integration of digital solutions in supervisory tasks (Busulwa et al., 2022). In hotel supervision management, this proficiency translates to improved coordination of operations, as clear instructions and feedback can be seamlessly conveyed through digital channels, enhancing overall operational efficiency, guest satisfaction, and team dynamics. Therefore, strong communication skills are crucial for maximizing the benefits of digital tools in managing hotel operations and delivering superior service.

Emotional Intelligence

Emotional intelligence (EI) refers to the ability to recognize, understand, manage, and influence one's own emotions and the emotions of others. In the workplace, it encompasses a range of skills, including emotional awareness, empathy, self-regulation, and interpersonal skills (Boyatzis, 2018). It is essential for building relationships, managing stress, and navigating complex social environments, making it a critical competency in modern organizational settings.

Emotional intelligence is highly relevant in the workplace for several reasons. Firstly, it enhances communication and collaboration by allowing individuals to understand and manage their own emotions and respond empathetically to colleagues. This enhancement fosters a supportive and cohesive team environment, improving teamwork and conflict resolution. Secondly, emotionally intelligent employees are better at managing stress and adapting to change, crucial in high-



pressure and dynamic work environments such as hospitality. They can maintain composure, make balanced decisions, and provide effective leadership during crises. Lastly, EI contributes to customer satisfaction in service industries (Bucich & Maccann, 2019). Employees with high EI can understand and respond to customers' emotional needs, leading to more personalized and positive interactions, which is particularly important in the hospitality industry, where guest experience is paramount.

Emotional intelligence positively influences digital literacy by enhancing the ability to learn and adapt to new digital tools (Stojanovic, 2018). Emotionally intelligent individuals can manage the frustration and stress often accompanying learning new technologies, maintaining a positive attitude and resilience. They are also more likely to seek help and collaborate with others when encountering difficulties with digital tools, which facilitates a quicker and more thorough mastery of these technologies. Their empathy and interpersonal skills also enable them to understand user needs and design more user-friendly digital interfaces and solutions.

In hotel supervision management, emotional intelligence plays a crucial role in effective leadership and team management. Supervisors with high EI can create a positive work environment by understanding and addressing the emotional needs of their staff, which enhances motivation and reduces turnover. They can also constructively navigate complex interpersonal dynamics and resolve conflicts, ensuring smooth operations. Furthermore, EI allows supervisors to provide better guest services by anticipating and responding to guests' emotional states and preferences, leading to higher satisfaction and loyalty. When integrated with digital literacy, emotionally intelligent supervisors can leverage digital tools to streamline operations, improve communication, and enhance overall management effectiveness. In this study, emotional intelligence can be reflected by five

indicators: self-awareness, self-regulation, motivation, empathy, and social skills (Bucich & Maccann, 2019; Lievens & Chan, 2017; Marneros et al., 2021; Stojanovic, 2018; Sutarni et al., 2021).

Digital Literacy

In today's technology-driven hospitality industry, digital literacy is increasingly vital. Modern hotel management relies heavily on digital tools for various functions, including reservations, guest communication, staff coordination, and data analysis. Proficient use of digital technologies can streamline operations, enhance efficiency, and improve the overall guest experience. For instance, digital literacy enables hotel managers to implement advanced booking systems, manage online reviews, and analyze guest preferences through data analytics, leading to more informed decision-making and personalized services. As hotels increasingly adopt technologies such as mobile check-ins, virtual concierge services, and automated management systems, the demand for digitally literate professionals who can operate and integrate these tools effectively is becoming crucial for maintaining competitiveness and operational excellence (Yulia & Irina, 2023).

Digital literacy complements communication skills by enabling more effective and efficient interaction through digital channels (Indaryanto et al., 2023). For example, strong communication skills facilitate the clear and persuasive writing of emails, reports, and social media posts. At the same time, digital literacy allows individuals to choose the right platforms and tools for these communications. The synergy between these skills enhances the ability to engage with guests and colleagues across various digital mediums, ensuring clear, accurate, and timely information exchange, which is essential for effective hotel management.

Digital literacy also intersects with emotional intelligence by enhancing the use of digital tools in managing emotional and



interpersonal dynamics. Emotionally intelligent individuals can leverage digital platforms to maintain positive relationships, provide support, and manage conflicts effectively. For example, a manager using digital feedback tools can interpret emotional cues from online reviews or staff communications, applying empathy and social skills to address issues constructively. This integration enables a more holistic approach to hotel management, where digital tools are used for operational efficiency and fostering a supportive and responsive work environment. In this research model, the indicators to measure digital literacy are Technical Proficiency, Information Management, Digital Communication, Online Collaboration, and Security Awareness (Adeyinka-Ojo et al., 2020; Caldevilla-Domínguez et al., 2021; Indaryanto et al., 2023; Yulia & Irina, 2023).

Hotel Supervision Management

Hotel supervision management involves overseeing the day-to-day operations of a hotel to ensure smooth functioning, high-quality service, and guest satisfaction (Marneros et al., 2021). It encompasses coordinating staff, managing resources, enforcing standards, and addressing operational issues. Supervisors are responsible for aligning team efforts with the hotel's goals, maintaining high service standards, and ensuring compliance with policies and procedures. Adequate supervision integrates various aspects of hotel management, including front desk operations, housekeeping, food and beverage services, and maintenance, to create a seamless and enjoyable guest experience.

Effective supervision in a hotel setting is crucial for maintaining operational excellence and achieving strategic goals. Supervisors bridge the gap between management and frontline staff, translating organizational objectives into actionable plans and ensuring their execution. They play a vital role in problem-solving, team building, and performance evaluation, creating a positive

work environment that drives employee engagement and guest satisfaction. Adequate supervision also involves adapting to changes, managing crises, and implementing new technologies or procedures to enhance operational efficiency. In the research model, the indicators to measure the implementation of Hotel Supervision Management are Staff Performance, Guest Satisfaction, Operational Efficiency, Quality Assurance, and Use of Technology (Al-Sabi et al., 2023; Marneros et al., 2021; Özdemir et al., 2019; Papademetriou et al., 2023).

Strong communication skills are essential for supervisors to convey expectations, provide feedback, and foster collaboration among staff. Clear and effective communication ensures that team members understand their roles, responsibilities, and the hotel's standards, leading to more efficient and cohesive operations (Espellita & Maravilla Jr, 2019). It also facilitates positive guest interactions, contributing to a superior guest experience. Besides that, emotional intelligence enables supervisors to manage their emotions and those of their team members effectively. This competence helps resolve conflicts, motivate staff, and maintain a positive work environment. Supervisors with high EI can empathize with guests and staff, addressing their concerns with sensitivity and creating a supportive atmosphere that enhances performance and satisfaction (Vasilagkos et al., 2021). Moreover, digital literacy allows supervisors to leverage technology for operational management, such as hotel management systems for reservations, staff scheduling, and guest communication. Proficiency in digital tools enhances efficiency, accuracy, and data-driven decision-making. Supervisors who are digitally literate can streamline processes, reduce errors, and improve overall operational efficiency, making them more effective in their roles (Shrestha, 2018).

Research Framework and Hypotheses Development

The research framework investigates the relationship between students' communication skills (X1) and emotional intelligence (X2) and their ability to effectively implement hotel supervision management (Y), with digital literacy (X3) acting as a mediating variable. The framework is structured to show how the independent variables (communication skills and emotional intelligence) influence the mediating variable (digital literacy), which in turn affects the dependent variable (implementation of hotel supervision management). The mediation analysis examines whether digital literacy serves as a pathway through which communication skills and emotional intelligence impact the effectiveness of hotel supervision management. The visual diagram of the framework can be depicted in Figure 1.

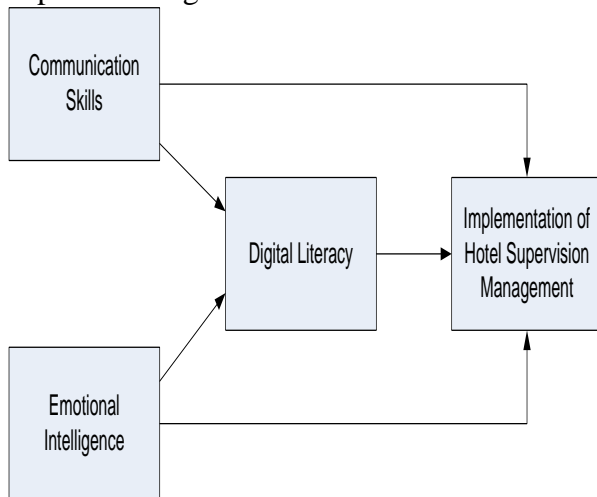


Figure 1. Research Framework

The research framework can be the guideline to develop several hypotheses (direct effects and mediating effects).

1. Direct Effects:

- **H1:** Communication skills (X1) positively influence digital literacy (X3).
- **H2:** Emotional intelligence (X2) positively influences digital literacy (X3).

- **H3:** Communication skills (X1) positively influence the implementation of hotel supervision management (Y).
- **H4:** Emotional intelligence (X2) positively influences the implementation of hotel supervision management (Y).
- **H5:** Digital literacy (X3) positively influences the implementation of hotel supervision management (Y).

2. Mediating Effects:

- **H6:** Digital literacy (X3) mediates the relationship between communication skills (X1) and the implementation of hotel supervision management (Y).
- **H7:** Digital literacy (X3) mediates the relationship between emotional intelligence (X2) and the implementation of hotel supervision management (Y).

RESEARCH METHODS

This study adopts a quantitative research approach, focusing on collecting and analyzing numerical data to understand the relationships between communication skills, emotional intelligence, digital literacy, and the implementation of hotel supervision management. A structured questionnaire serves as the primary data collection tool, enabling a systematic and objective assessment of the variables. The questionnaire is designed to measure the four fundamental constructs: communication skills, emotional intelligence, digital literacy, and the implementation of hotel supervision management. It utilizes a 5-point interval scale with four categories: deficient, low, high, and extremely high. This scaling ensures a clear differentiation between levels of the constructs being measured, as outlined in Table 1



Table 1. Measurement of Variables

Variables	Indicators
Communication Skills (X1) (Guffey & Loewy, 2019; Lawson et al., 2019; van der Vleuten et al., 2019)	X11. Verbal Communication
	X12. Non-Verbal Communication
	X13. Listening Skills
	X14. Written Communication
	X15. Interpersonal Communication
Emotional Intelligence (X2) (Bucich & Maccann, 2019; Lievens & Chan, 2017; Marneros et al., 2021; Stojanovic, 2018; Sutarni et al., 2021)	X21. Self-awareness
	X22. Self-regulation
	X23. Motivation
	X24. Empathy
	X25. Social Skills
Digital Literacy (X3) (Adeyinka-Ojo et al., 2020; Caldevilla-Domínguez et al., 2021; Indaryanto et al., 2023; Yulia & Irina, 2023).	X31. Technical Proficiency
	X32. Information Management
	X33. Digital Communication
	X34. Online Collaboration
	X35. Security Awareness
Implementation of Hotel Supervision Management (Y) (Al-Sabi et al., 2023; Marneros et al., 2021; Özdemir et al., 2019; Papademetriou et al., 2023)	Y1. Staff Performance
	Y2. Guest Satisfaction
	Y3. Operational Efficiency
	Y4. Quality Assurance
	Y5. Use of Technology

Validity testing was performed using the Pearson correlation formula to ensure the accuracy and relevance of the questionnaire items. The internal consistency of the questionnaire was assessed using Cronbach's Alpha formula, which measures the instrument's reliability. A purposive sampling technique was used to select students from tourism and hospitality programs at Bandung Tourism Academy (136 students) and Bandung Tourism College (110 students) who had undergone apprenticeship or practical training in hotel management. The sample was taken from the population, so 150 respondents participated in filling out the questionnaire.

The collected dataset is coded and analyzed using both descriptive and inferential methods to examine the relationships among variables. Descriptive statistics such as mean,

median, standard deviation, and categorization are employed to summarize and characterize the dataset, providing an insightful overview of the key measures and features related to the variables under study. Additionally, inferential statistical techniques, specifically structural equation modeling (SEM) using Partial Least Square (PLS), are utilized to investigate the associations, dependencies, and predictive relationships among the variables. To analyze the data, this study employs Partial Least Squares (PLS). Similar to covariance-based SEM, the evaluation of the SEM-PLS model is divided into two main components: (1) Evaluation of the outer model (measurement model), which includes the value of outer loading (considered valid if outer loading > 0.5, ideally > 0.7), average variance extracted (AVE) (valid if > 0.5), and composite reliability (CR) (valid if > 0.7); and (2) Evaluation of the inner model (structural model), including latent variable correlations (valid if $\rho > 0.5$), path coefficients (significant if ρ is valid), R-square (R^2), which indicates the variance of the endogenous construct explained by exogenous constructs, and the f-square (f^2) value. The f^2 value measures the strength of the predictor variable (X) in explaining the endogenous variable (Y), with values of 0.02, 0.15, and 0.35 indicating weak, moderate, and substantial effects, respectively. Figure 2 illustrates the proposed Structural Equation Model using SmartPLS.

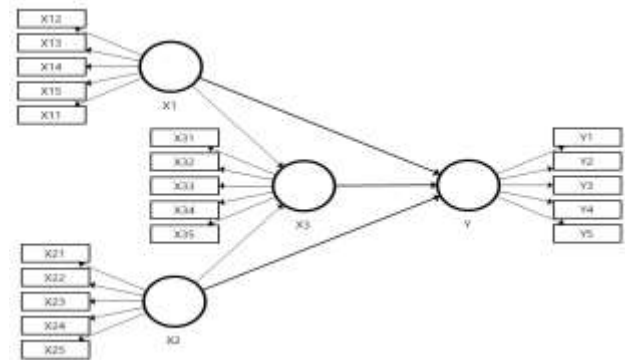


Figure 1. Proposed Structural Equation Model

Source: Author (2024)

RESULTS AND DISCUSSION

Results

In this section, the results of descriptive analysis calculations for each variable and indicator are presented, based on the mean value, standard deviation (SD), percentage and category, as explained in Table 2.

Table 2. Statistical Descriptions of Variables and Indicators

Variables	Mean	SD	%	Category
X1-CS	3.925	0.517	73.1	High
X2-EI	3.899	0.514	72.5	High
X3-DL	3.944	0.509	73.6	High
Y-HSM	3.923	0.518	73.1	High

Indicators	Mean	SD	%	Category
CS1	3.967	0.542	74.2	High
CS2	3.882	0.531	72.1	High
CS3	3.987	0.493	74.7	High
CS4	3.844	0.512	71.1	High
CS5	3.947	0.501	73.7	High

EI1	3.936	0.515	73.4	High
EI2	3.869	0.488	71.7	High
EI3	3.871	0.519	71.8	High
EI4	3.893	0.519	72.3	High
EI5	3.924	0.530	73.1	High

DL1	3.931	0.483	73.3	High
DL2	3.904	0.514	72.6	High
DL3	3.951	0.509	73.8	High
DL4	4.002	0.526	75.1	Very High
DL5	3.933	0.514	73.3	High

HSM1	3.931	0.529	73.3	High
HSM2	3.969	0.536	74.2	High
HSM3	3.936	0.505	73.4	High
HSM4	3.858	0.498	71.4	High
HSM5	3.920	0.523	73.0	High

Source: Primary Data (2024)

Table 2 presents the statistical descriptions of the study variables and their indicators, showing high levels across the board. The mean values for communication

skills (X1-CS), emotional intelligence (X2-EI), digital literacy (X3-DL), and hotel supervision management implementation (Y-HSM) are 3.925, 3.899, 3.944, and 3.923 respectively. These mean values indicate that students generally exhibit high levels in each variable. The standard deviations (SD) are relatively low, ranging from 0.509 to 0.518, suggesting a moderate spread of responses around the mean, implying consistency in the completing the questionnaires across respondents. The percentages further affirm these findings, with all variables scoring between 72.5% and 73.6%, categorized as 'High'. This consistency in high scores reflects that students are generally well-prepared in terms of communication skills, emotional intelligence, digital literacy, and their ability to implement hotel supervision management effectively. All of these perspectives are supported by each indicator.

To test the hypotheses and evaluate the model, the authors employed a structural equation model using the Partial Least Square (PLS) method. The PLS approach was used to explore both the measurement model (outer model) and the structural model (inner model). The outer model evaluation included assessing the outer loading values (valid if > 0.5, ideally > 0.7), average variance extracted (AVE) (valid if > 0.5), and composite reliability (CR) (valid if > 0.7) to ensure the reliability and validity of the indicators. The inner model evaluation involved analyzing latent variable correlations (valid if $\rho > 0.5$), path coefficients (significant if ρ is valid), R-square (R^2) to indicate the variance explained by the model, and f-square (f^2) values to assess the strength of predictor variables. Table 3 exhibit the output of outer loadings of each indicator.

Table 3. Measurement Model (Outer Model)

Outer Path	Original	Bootstrap	SD	t-stat	p-value
X11 <- X1	0.887	0.887	0.016	54.235	0.000
X12 <- X1	0.878	0.877	0.017	52.757	0.000
X13 <- X1	0.894	0.893	0.016	54.551	0.000
X14 <- X1	0.843	0.843	0.026	32.520	0.000



X15 <- X1	0.866	0.867	0.019	46.098	0.000
X21 <- X2	0.858	0.857	0.021	41.306	0.000
X22 <- X2	0.849	0.848	0.022	39.293	0.000
X23 <- X2	0.859	0.859	0.023	36.587	0.000
X24 <- X2	0.885	0.885	0.018	48.523	0.000
X25 <- X2	0.836	0.837	0.024	35.002	0.000
X31 <- X3	0.824	0.825	0.020	40.442	0.000
X32 <- X3	0.874	0.872	0.019	47.051	0.000
X33 <- X3	0.860	0.859	0.019	46.225	0.000
X34 <- X3	0.838	0.839	0.021	40.500	0.000
X35 <- X3	0.863	0.863	0.021	40.249	0.000
Y1 <- Y	0.837	0.837	0.024	35.378	0.000
Y2 <- Y	0.902	0.902	0.013	71.911	0.000
Y3 <- Y	0.840	0.839	0.024	34.958	0.000
Y4 <- Y	0.831	0.831	0.026	31.689	0.000
Y5 <- Y	0.894	0.893	0.014	62.926	0.000

Source: SmartPLS Output (2024)

The outer paths shown in Table 3 reveal strong and statistically significant relationships between the latent constructs (X1-CS, X2-EI, X3-DL, and Y-HSM) and their respective indicators. All outer loadings exceed 0.7, and the t-statistics are substantial, with p-values of 0.000, indicating that the observed variables are appropriate measures of their latent constructs within the model. For construct validity and reliability, Table 4 presents the values of Cronbach's Alpha (CA), Composite Reliability (CR), and Average Variance Extracted (AVE), confirming the robustness of these measures.

Table 4. Construct Validity and Reliability

Construct	CA	CR	AVE
X1-CS	0,922	0,942	0,763
X2-EI	0,910	0,933	0,735
X3-DL	0,906	0,930	0,726
Y-HSM	0,913	0,935	0,742

Source: SmartPLS Output (2024)

The outputs in Table 4 demonstrate excellent construct validity and reliability for all measured constructs. The Cronbach's Alpha (CA) values for communication skills (X1-CS), emotional intelligence (X2-EI), digital literacy (X3-DL), and hotel supervision management implementation (Y-HSM) are 0.922, 0.910, 0.906, and 0.913, respectively, indicating high internal consistency. Composite Reliability

(CR) values range from 0.930 to 0.942, exceeding the recommended threshold of 0.7, confirming the reliability of the constructs. Additionally, the Average Variance Extracted (AVE) values, ranging from 0.726 to 0.763, surpass the acceptable minimum of 0.5, demonstrating strong convergent validity. These results affirm that the constructs are reliably and validly measured, providing a robust basis for further analysis.

Table 5. Estimation of R-Squared (R²) and f-Squared (f²)

Model	R Squared	R Squared Adjusted
X3-DL	0.795	0.792
Y-HSM	0.864	0.861

Path	f-Squared	Effect
X1->X3	0.188	Moderate
X2->X3	0.392	Substantial
X1->Y	0.098	Weak
X2->Y	0.115	Weak
X3->Y	0.303	Moderate

Table 5 indicates the R-squared (R²) and f-squared (f²) values for the model's constructs, showing the explanatory power and effect sizes of the paths. The R² values of 0.795 for digital literacy (X3-DL) and 0.864 for hotel supervision management (Y-HSM) suggest that the model explains 79.5% and 86.4% of the variance in these constructs, respectively. The f² values reveal the effect sizes: X1-CS to X3-DL (0.188) has a moderate effect, X2-EI to X3-DL (0.392) a substantial effect, while X1-CS to Y-HSM (0.098) and X2-EI to Y-HSM (0.115) show weak effects. X3-DL to Y-HSM (0.303) indicates a moderate effect, highlighting the significant impact of digital literacy on hotel supervision management.

To test the hypotheses, the bootstrapping method was used. Table 6 summarizes the output of hypotheses testing.

Table 6. Path Coefficients and Hypotheses Testing

Path	Original	Bootstrap	SD	t-stat	p-values
X1 -> X3	0.378	0.378	0.104	3.653	0.000
X2 -> X3	0.546	0.549	0.095	5.720	0.000
X1 -> Y	0.243	0.252	0.090	2.690	0.007
X2 -> Y	0.284	0.284	0.093	3.058	0.002
X3 -> Y	0.448	0.440	0.106	4.231	0.000
X1 -> X3 -> Y	0.169	0.163	0.053	3.217	0.001
X2 -> X3 -> Y	0.245	0.244	0.082	2.969	0.003

Table 6 presents the path coefficients and hypotheses testing results, demonstrating that all hypotheses are accepted. The paths from communication skills (X1) and emotional intelligence (X2) to digital literacy (X3) show significant positive effects, with coefficients of 0.378 and 0.546, and t-statistics of 3.653 and 5.720, both with p-values of 0.000. These results support the hypotheses that communication skills and emotional intelligence positively influence digital literacy. Similarly, the direct paths from X1 and X2 to hotel supervision management (Y) are significant, with coefficients of 0.243 ($t = 2.690$, $p = 0.007$) and 0.284 ($t = 3.058$, $p = 0.002$), respectively. Furthermore, the path from X3 to Y, with a coefficient of 0.448 ($t = 4.231$, $p = 0.000$), indicates that digital literacy significantly affects hotel supervision management. The indirect effects of X1 and X2 on Y through X3 are also significant, with coefficients of 0.169 ($t = 3.217$, $p = 0.001$) and 0.245 ($t = 2.969$, $p = 0.003$), confirming that digital literacy mediates the relationships between communication skills, emotional intelligence, and hotel supervision management. Thus, all proposed hypotheses are accepted, validating the model's structure and the mediating role of digital literacy.

Discussion

The importance of mastering Hotel Supervision Management for apprentices cannot be overstated, as it is crucial for the holistic development of future hospitality professionals. The findings of this study reveal

a dichotomy in the competencies of students: while they exhibit strong behavior in Guest Satisfaction and the Use of Technology, their performance in Quality Assurance and Staff Performance remains deficient. This gap underscores the need for a more balanced and comprehensive training approach (Hussien & La Lopa, 2018).

Drawing on established theories in hospitality management and education, such as Kolb's Experiential Learning Theory, it is evident that practical, hands-on experience is essential for reinforcing theoretical knowledge and developing a wide range of supervisory skills (Morris, 2020). Theories like Total Quality Management (TQM) emphasize that maintaining high standards in Quality Assurance is integral to consistent service delivery and operational excellence (Al-Ababneh, 2021). This framework suggests that deficiencies in this area could result from a lack of exposure to real-world quality control practices during apprenticeship programs.

Furthermore, Bandura's Social Learning Theory highlights the importance of observational learning, suggesting that students need more opportunities to observe and engage with seasoned professionals who exemplify high standards in staff performance and quality management (Le & Hancer, 2021). Enhancing apprenticeship programs with targeted modules on Quality Assurance and Staff Performance, coupled with mentorship and real-life problem-solving scenarios, can bridge these gaps. This holistic approach will equip students not only with the technological and customer service skills they already excel at but also with the critical supervisory capabilities needed to manage hotel operations effectively. Integrating these aspects into training curricula will create more well-rounded and competent hospitality professionals (Alexakis & Jiang, 2019).

Digital literacy plays a pivotal role in equipping students for effective hotel supervision management, as it encompasses the



essential skills needed to supervise and leverage technology in modern hospitality settings. This study highlights that while students exhibit strong capabilities in Information Management and Security Awareness, their Technical Proficiency and Digital Communication skills require further enhancement.

From a theoretical standpoint, these findings align with the concept of Digital Competence frameworks, such as the DigComp model by the European Commission, which categorizes digital skills into five key areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving (Poce, 2019). Students' proficiency in managing information and understanding security protocols suggests that they have a solid foundation in these areas. However, their lower performance in Technical Proficiency and Digital Communication indicates a gap in the practical application of digital tools and effective communication through digital channels.

Constructivist Learning Theory supports the notion that hands-on, practical experiences are crucial for developing technical skills. This theory posits that learning occurs most effectively when students actively engage in problem-solving and real-world tasks (Chuang, 2021). Therefore, students may benefit from more interactive and applied learning opportunities that enhance their technical skills, such as training on specific hotel management software, troubleshooting digital tools, and using technology to streamline hotel operations. Similarly, Media Richness Theory suggests that different communication media vary in their capacity to effectively convey information (Tseng & Wei, 2020). The effective use of digital communication tools is critical in hotel supervision management for clear and timely interaction with staff, guests, and stakeholders. To improve in this aspect, students should be exposed to various digital communication platforms and practice conveying information in diverse formats, such

as emails, instant messaging, and virtual meetings.

To address these gaps, incorporating comprehensive digital literacy training into the curriculum, including practical workshops and simulations focused on technical skills and digital communication, will better prepare students for the multifaceted challenges of hotel supervision management. Such targeted training will ensure that students not only understand the theoretical aspects of digital tools but also apply them effectively in their supervisory roles.

Effective communication is a cornerstone of successful hotel supervision management. This study reveals that while students exhibit strong Verbal Communication and Listening Skills, their Written Communication and Interpersonal Communication skills are less developed. This imbalance highlights a critical area for improvement, given that comprehensive communication skills are essential for managing diverse scenarios in the hospitality industry.

Verbal Communication and Listening Skills are often emphasized in hospitality training due to the interactive nature of guest services and daily operations (van der Vleuten et al., 2019). These skills are frequently practiced through role-playing, live interactions with guests, and immediate feedback scenarios, which contribute to the students' proficiency in these areas. Verbal Communication allows students to articulate ideas clearly and confidently, while Listening Skills enable them to respond effectively to guest inquiries and staff concerns, fostering a supportive and responsive environment (Espellita & Maravilla Jr, 2019).

However, Written Communication and Interpersonal Communication are equally vital, though they may receive less focus in practical training settings. Written Communication involves the ability to convey information clearly and professionally in various forms,



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such as emails, reports, and digital documentation (Caldevilla-Domínguez et al., 2021). The lower skill levels in this area could be attributed to the limited emphasis on written assignments in practical training, where verbal interactions are more frequent. Improving written communication can be achieved by integrating more writing exercises into the curriculum, such as drafting guest correspondence, preparing reports, and creating standard operating procedures.

Interpersonal Communication encompasses the nuanced ability to build relationships, manage conflicts, and collaborate effectively with a diverse team. The lower performance in this area might stem from a lack of structured opportunities to develop these skills in real-world contexts. Theories like Emotional Intelligence (EI) and Social Learning Theory emphasize the importance of empathy, social awareness, and learning through observation and modeling of effective interpersonal behaviors (Chuang, 2021; Le & Hancer, 2021). To enhance these skills, students should be provided with experiential learning opportunities that involve team-building activities, conflict resolution workshops, and scenarios requiring collaborative problem-solving.

Feedback and practical exercises should also focus on developing empathy and cultural sensitivity, which are crucial in a multicultural hospitality environment. Incorporating training modules that simulate challenging interpersonal scenarios, along with reflective practices to understand the impact of communication styles, can further improve students' capabilities. By addressing these aspects, students can become more well-rounded communicators, capable of implementing the complexities of written and interpersonal interactions essential for effective hotel supervision management.

Emotional intelligence (EI) is a critical skill in hotel supervision management, enabling leaders to effectively navigate interpersonal

dynamics and maintain a positive work environment. This study finds that students exhibit strong Empathy and Motivation but struggle with Self-regulation and Social Skills. Addressing these disparities is essential for developing well-rounded supervisors who can manage both their own emotions and those of others. Empathy and Motivation are foundational elements of EI, often emphasized in hospitality training due to their direct impact on guest satisfaction and team morale. Empathy allows students to understand and respond to the needs and emotions of guests and colleagues, fostering a supportive atmosphere (Vasilagkos et al., 2021). Motivation drives students to achieve personal and organizational goals, aligning their efforts with the hotel's objectives. These traits are typically nurtured through customer service training and goal-oriented activities that highlight the importance of understanding and motivating others.

However, Self-regulation and Social Skills are equally crucial but often less developed due to their complex nature and the limited focus in traditional training programs. Self-regulation involves managing one's emotions, stress, and impulses, crucial for maintaining professionalism in high-pressure situations. The lower skill levels in this area could be due to a lack of targeted training on emotional control and stress management techniques. Enhancing self-regulation can be achieved by integrating mindfulness practices, stress management workshops, and training on coping strategies into the curriculum.

Social Skills, which include effective communication, conflict resolution, and relationship-building, are essential for managing team dynamics and fostering collaboration (Bharwani & Talib, 2017). The deficiency in this area might result from insufficient real-life practice in navigating social interactions and resolving conflicts within a team context. To improve social skills, students should be provided with experiential learning opportunities, such as team-based



projects, role-playing scenarios, and leadership exercises that simulate real-world social interactions.

The findings of this study underscore the significant impact of communication skills and emotional intelligence on the implementation of hotel supervision management among apprentice students, with digital literacy serving as a key mediating factor. This relationship is grounded in several established theories that illuminate how these variables interact to enhance supervisory effectiveness in a modern hotel setting.

Communication Skills are fundamental in hotel supervision management as they enable supervisors to articulate expectations clearly, provide constructive feedback, and facilitate efficient team coordination. Theories such as Transactional Model of Communication emphasize the continuous exchange of information and feedback, essential for effective management. High levels of verbal and listening skills observed in students suggest they can engage effectively with staff and guests, which is crucial for daily operations and maintaining service quality (Raeissi et al., 2023). However, the lower proficiency in written and interpersonal communication highlights a need for more comprehensive training that includes diverse communication modalities, reflecting Media Richness Theory which posits that different media are needed for effectively conveying complex information and managing ambiguity in supervisory roles.

Emotional Intelligence (EI) plays a pivotal role by enabling supervisors to navigate interpersonal dynamics, manage stress, and foster a positive working environment. Goleman's Emotional Intelligence Framework outlines key components such as self-regulation and social skills, which are vital for addressing conflicts and motivating staff (Bucich & Maccann, 2019). The strong empathy and motivation among students indicate their ability to understand and inspire their teams. However, the observed gaps in self-regulation and social

skills suggest a need for targeted training to enhance their ability to manage personal emotions and engage effectively in social interactions, as posited by Bandura's Social Learning Theory which emphasizes learning through observation and practice in social contexts.

Digital Literacy acts as a crucial mediator by integrating traditional management skills with modern technological capabilities, essential for efficient hotel operations. Digital Competence Frameworks highlight that proficient use of digital tools enhances communication, data management, and decision-making processes (Indaryanto et al., 2023). The significant influence of communication skills and emotional intelligence on digital literacy underscores that students who excel in these areas are better equipped to leverage technology for supervisory tasks, such as managing digital communications, overseeing online reservations, and utilizing management software effectively.

In short, the integration of communication skills, emotional intelligence, and digital literacy creates a synergistic effect that significantly enhances the implementation of hotel supervision management. Apprenticeship programs can prepare students to meet the multifaceted demands of modern hospitality supervision by fostering these competencies. The programs ensure the students to be well-equipped to control both interpersonal and technological challenges in their roles.

CONCLUSION

This study concludes that both communication skills and emotional intelligence significantly enhance the implementation of hotel supervision management among apprentice students, with digital literacy playing a critical mediating role. The findings indicate that students who excel in verbal communication and listening skills, as



well as demonstrate strong empathy and motivation, are more adept at utilizing digital tools and technologies essential for modern hotel management. However, there are notable gaps in students' written communication, interpersonal communication, self-regulation, and social skills, which require targeted development to fully leverage their potential in supervisory roles.

Digital literacy emerged as a vital competency, bridging the gap between traditional supervisory skills and the technological demands of contemporary hotel management. Effective information management and security awareness highlight students' capability to handle digital aspects, yet their technical proficiency and digital communication need further enhancement to optimize their overall effectiveness. The integration of these skills into a cohesive training program is imperative for developing well-rounded hospitality professionals. By focusing on comprehensive development in communication, emotional intelligence, and digital literacy, educational institutions can better prepare students for the complexities of hotel supervision management, ultimately contributing to higher operational efficiency and improved guest satisfaction in the hospitality industry. This holistic approach will ensure that future supervisors are equipped to handle both the human and technological aspects of hotel management proficiently.

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