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# REIMAGINING URBAN SPACES: BARCELONA AND METRO MANILA THROUGH THE PERSPECTIVES OF DLS-CSB ARCHITECTURE STUDENTS

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**ABSTRACT**

This research examined the influence of cultural immersion on the perceptions of urban public spaces among architecture students of De La Salle College of Saint Benilde, emphasizing contrasting experiences in Barcelona, Spain and Metro Manila, Philippines. Utilizing Kolb's Experiential Learning Theory and Deardorff's Intercultural Competence Model, a mixed-methods approach was employed, integrating quantitative and qualitative methods. To evaluate design-related characteristics such as accessibility, safety, greenery, and urban amenities, Repeated-measures ANOVA was used to measure statistically significant disparities in perceptions of Barcelona and Metro Manila across all urban space aspects, with Barcelona consistently receiving higher ratings. Spearman's correlation analysis revealed no significant correlations between the extent of these disparities and students' intercultural competency levels ($H_{02}$ accepted), nor between the differences and experiential learning levels ($H_{03}$ accepted). Qualitative findings showed that students appreciated Barcelona's human-scale planning, mobility, and inclusive public space design, while acknowledging cultural and legislative obstacles to immediate implementation in Metro Manila. Participants emphasized

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**November 2025**
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the context-specific adaptation of ideas such as pedestrian prioritization, inclusion, and cultural preservation, rather than advocating duplication. The study highlights the transformative yet context-dependent impact of global exposure on architectural thought and advocate for the integration of structured cross-cultural experiences into architectural education to promote inclusive and sustainable urban planning in line with international practices.

**Keywords:** *Urban design, architecture, public spaces, Barcelona, Metro Manila, cross-cultural learning.*

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**November 2025**
*Available online at https://www.instabrightgazette.com*

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## INTRODUCTION

City planning is influenced by culture, history, politics, and climate. Global cities are under pressure to enhance livability and sustainability, providing architecture students with worldwide exposure that expands their design perspective. Morley (2025) evaluated the varied international implementation of City Beautiful principles, giving emphasis in expansive boulevards, colossal civic centers, and Beaux-Arts aesthetics within different political and cultural contexts. Through case studies from Asia, Australia, and other regions, he demonstrated how American-influenced urban design persistently shaped cities globally, adjusting to local circumstances and governance frameworks (Morley, 2025).

Urban design is essential in creating inclusive, sustainable, and habitable communities, especially in crowded urban areas such as Metro Manila. This research corresponds with multiple Sustainable Development Goals (SDGs) of the 2030 Agenda, particularly SDG 11, Sustainable Cities and Communities, by investigating methods to enhance the safety, greenery, and accessibility of public spaces for varied demographics, including women, children, the elderly, and individuals with disabilities. The study conducts a comparative examination of urban spaces in Barcelona and Metro Manila to investigate the impact of planning techniques on accessibility, social inclusion, and public well-being. This research, also aligned with SDG 4, Quality Education, enhances architectural education by providing Filipino students with experiential learning and intercultural engagement opportunities (Szopińska-Mularz et al., 2025).

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

Rooted in Kolb's Experiential Learning Theory and Deardorff's Intercultural Competence Framework, it promotes reflective practice and global-local cognition in aspiring architects. The study also supports SDG 10 (United Nations, 2025), Reduced Inequalities by demonstrating how intentional urban design can enhance the social and geographic inclusion of vulnerable populations. Barcelona's successful urban models provide a significant reference for context-specific enhancements in Philippine cities, underscoring the transformative capacity of education, culture, and design in addressing sustainable development challenges.

Barcelona is recognized for its pedestrian-friendly design, heritage incorporation, and public space development, starkly contrasts with Metro Manila, where rapid urbanization frequently surpasses inclusive and sustainable planning methodologies. This study focuses on architecture students from the Philippines attending a summer architecture workshop at La Salle Barcelona. It aims to analyze how their firsthand experience of Barcelona's urban form influences their understanding of public space design in their home context. The study also seeks to identify what design elements, if any, they believe are adaptable to Philippine cities.

Barcelona's urban development is characterized by notable instances of spatial limitation and tactical change. Established as the Roman colony of Barcino in 15 BC, the city evolved within a dense, walled grid (Yoo & Lee, 2017). These walls were preserved for generations, particularly during the War of the Spanish Succession in 1714, when the Bourbon government upheld the fortifications as a method of political dominance. This confinement resulted in significant congestion and unclean conditions by the mid-19th century (Roberts,

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Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

2019). Roberts (2019) noted that in 1859, engineer Ildefons Cerdà introduced the Eixample plan, an innovative urban design distinguished by wide, orthogonal streets, chamfered corners, and equitable access to light and open spaces, marking a substantial shift from medieval layouts. This design laid the foundation for modern Barcelona, which underwent substantial transformation during the 1992 Summer Olympics through coastal redevelopment, infrastructure improvements, and the creation of public beaches. Current initiatives, including the superblock model, exemplify the city's persistent commitment to sustainable, human-centered urban development (Fernández Núñez et al., 2025).

Saloma and Akpedonu (2021) conducted a critical examination of the lasting impact of early twentieth-century urban master plans in Metro Manila, including Daniel Burnham's 1905 Manila Plan and the 1949 Quezon City Plan by Frost and Arellano. Despite being rooted in the principles of the City Beautiful and Garden City movements; these plans were only partially executed. The authors emphasized two significant green areas, Rizal Park and the University of the Philippines Academic Oval, as partial implementations of these visionary design frameworks. They further illustrated that, despite the enduring existence of parks established under initial master plans, these spaces failed to achieve their intended objective of promoting meaningful social integration across diverse socioeconomic groups. Consequently, these locations transformed into unintentional public facilities where diverse urban groups congregated informally to fulfill fundamental requirements for recreation, relaxation, and social engagement. The authors argued that these "accidental" green spaces fulfilled essential social functions and demonstrated how even incomplete planning concepts

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
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created lasting spatial legacies that improved urban well-being, highlighting the intricate relationship between planning aspirations, implementation deficiencies, and emerging public usage patterns (Saloma & Akpedonu, 2021).

Katsavounidou and Sousa (2024) contended that contemporary urban planning frequently disregarded the requirements of vulnerable populations, particularly children, in favor of adult-centric development. They emphasized that the COVID-19 pandemic exacerbated the marginalization of not only children but also other community members who benefited from accessible, human-scaled public environments, as a result of car-dominated settings, limited access to inclusive recreational spaces, and reduced exposure to nature. The authors underscored that inclusive urban design improved the quality of life for all by promoting the integration of unstructured green and gray spaces and the establishment of multigenerational public areas. These spaces fostered environmental awareness, mental and physical well-being, and social cohesion, thereby enhancing the resilience, equity, and livability of cities for a broader range of the population (Katsavounidou & Sousa, 2024).

Urban design is influenced by a multifaceted interaction of cultural, historical, political, and environmental elements, leading to varied planning results in cities worldwide. Given the rising demands for more livable and sustainable urban environments, international exposure is essential in shaping the perspectives of future architects. Barcelona exemplifies pedestrian-centric architecture, historical integration, and the construction of inclusive public spaces, whereas Metro Manila grapples with the repercussions of rapid urbanization and the incomplete implementation of initial urban master plans. Despite the aspirations of previous

INSTABRIGHT e-GAZETTE
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Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

frameworks in Manila, such as the Burnham and Frost-Arellano plans, to create socially integrative and green places, the inadequate execution led to the emergence of "accidental" public amenities rather than deliberate, and inclusive design (Lazarus et al., 2024).

This study seeks to examine the impact of the immersive experience of Filipino architecture students participating in the La Salle Barcelona summer architecture workshop on their comprehension of urban public spaces. It aims to analyze how exposure to Barcelona's urban design influences perceptions of analogous areas in Metro Manila, uncover transferable urban design features, and investigate the impact of cultural immersion on architectural ideals and planning perspectives.

**Hypothesis of the Study**

H01: There is no significant difference in the perceptions of architecture students from De La Salle-College of Saint Benilde regarding the availability, accessibility, safety, greenery, and overall quality of public spaces between Metro Manila and Barcelona.

H02: There is no significant relationship between the magnitude of difference in students' evaluations of public spaces in Metro Manila and Barcelona and their levels of intercultural competence.

H03: There is no significant relationship between the magnitude of difference in students' perceptions of urban spaces in Metro Manila and Barcelona and their levels of experiential learning.

**INSTABRIGHT e-GAZETTE**
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This study aims to analyze how Filipino architecture students assess and contrast the design and functionality of public spaces in Barcelona and Metro Manila. Identify urban design elements in Barcelona that are particularly applicable for adaptation in Metro Manila, and investigate the extent to which cultural immersion during their international workshop experience impacts their architectural principles and planning perspectives. This study further seeks to enhance architectural education and urban planning discourse by underscoring the significance of cross-cultural exposure in shaping future architects' approaches to inclusive and sustainable urban design.

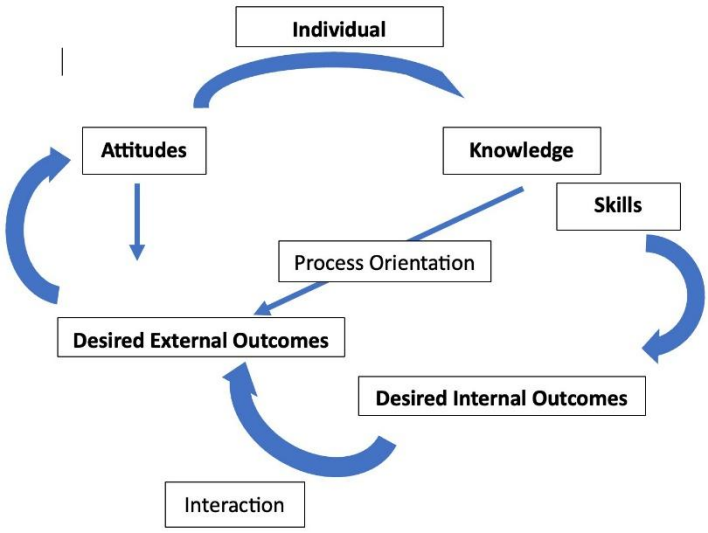



Figure 1. Intercultural Competence Theory (Deardorff, 2006).

Figure 1 illustrates Deardorff's Intercultural Competence Development, which outlines a systematic framework for the acquisition of skills necessary for effective and acceptable

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

engagement in cross-cultural relationships. The paradigm commences with intercultural awareness, in which individuals discern cultural differences and acknowledge that their perspectives are influenced by certain social and cultural situations. Through contemplation and experience, individuals progress toward intercultural comprehension, marked by empathy, receptiveness, and an appreciation for varied perspectives. The last phase, intercultural adaptation, signifies the capacity to adjust behavior and design decisions in culturally considerate manners (Deardorff, 2006). In this study, Filipino architecture students develop this capability during an international workshop by engaging with Barcelona's urban landscape, assimilating its design ideas, and critically evaluating their applicability to the Philippine context. This technique improves their architectural competencies and their understanding of inclusive, and human-centered urban design.

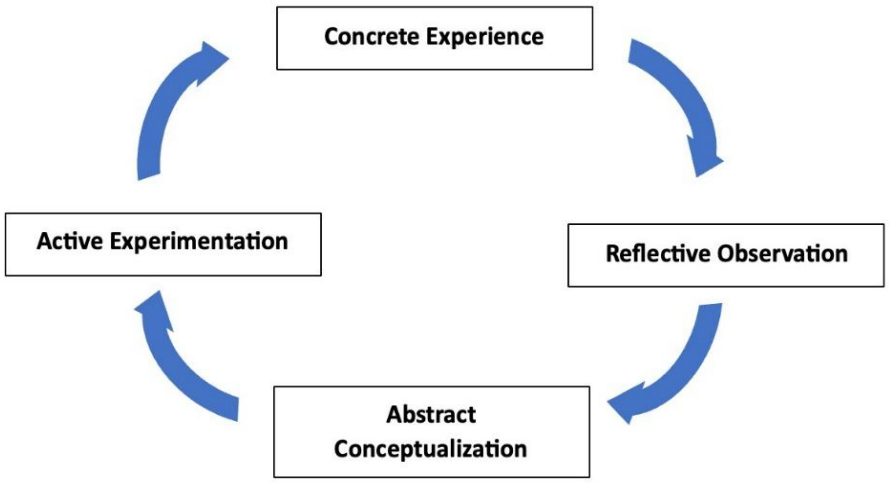
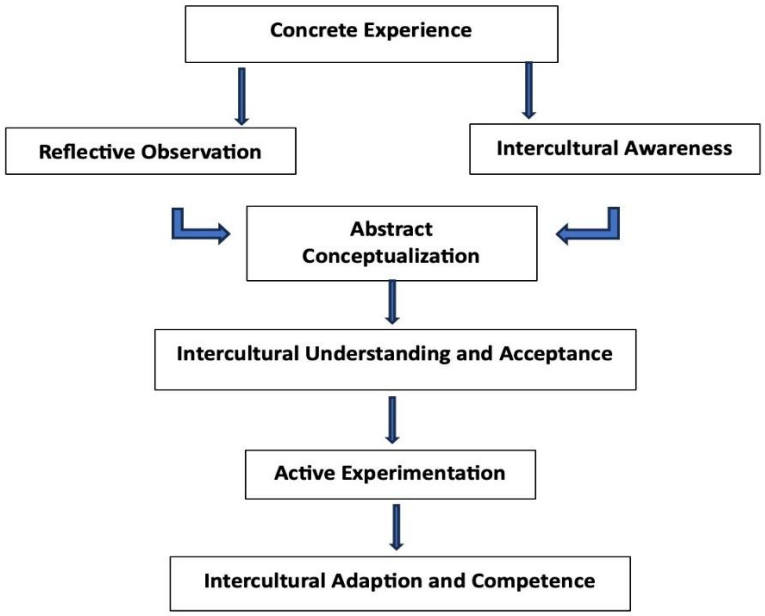



Figure 2. Kolb's Experiential Learning Theory (Raschick et al., 1998)

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

Figure 2 depicts Kolb's Experiential Learning Theory, a cyclical model that elucidates the process by which individuals gain knowledge through direct experience (Kolb, 1984). The approach commences with a Concrete Experience, wherein learners participate in real-world activities; in this study, Filipino architecture students immerse themselves in the urban environment of Barcelona. The subsequent level is Reflective Observation, wherein students record and examine their experiences. During the Abstract Conceptualization phase, learners integrate their discoveries into overarching insights, comparing the urban planning principles of Barcelona with those of Metro Manila. Ultimately, in Active Experimentation, students implement these insights by devising context-specific design solutions for cities in the Philippines. Kolb's model underscores that significant learning transpires through the ongoing interplay of experience, reflection, conceptualization, and application, rendering it especially pertinent for architecture education rooted in practical exposure (Raschick et al., 1998).



**INSTABRIGHT e-GAZETTE**
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**November 2025**
*Available online at https://www.instabrightgazette.com*

Figure 3. Conceptual Framework

This study integrates Kolb's Experiential Learning Theory (1984) with the Intercultural Competence Development Cycle (Deardorff, 2006). Collectively, these models offer a thorough framework for analyzing the influence of international urban exposure on the architectural perspectives and planning ideologies of Filipino students.

Kolb's Experiential Learning Theory (ELT) delineates learning as a cyclical process comprising four stages: (1) Concrete Experience, (2) Reflective Observation, (3) Abstract Conceptualization, and (4) Active Experimentation (Kolb, 1984). This study involves students' direct engagement with Barcelona's urban environment as concrete experience; reflective journals and photo essays serve as reflective observation; the comparison of urban design elements between Barcelona and Metro Manila enables abstract conceptualization; and the application of transferable design principles to the Philippine context illustrates active experimentation.

The Intercultural Competence Development Cycle delineates the advancement of learners from intercultural awareness to adaptation and application via exposure, reflection, and interpretation of cross-cultural environments. The cycle generally includes phases of awareness, understanding, acceptance, and adaptability. Students interacting with Barcelona's urban culture encounter new design principles and social customs, necessitating a critical reassessment of their planning assumptions and fostering an international sensitivity that shapes their architectural viewpoints.

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

The integration of these two paradigms highlights the transformative capacity of experiential and intercultural learning in architectural education. Furthermore, it illustrates how students gain information through experiential methods and how cultural immersion improves their capacity to apply global design concepts to local contexts with increased empathy, sustainability, and inclusivity.

## Literature Review

Intercultural competence denotes the capacity to communicate effectively, act suitably, and collaborate successfully with individuals from varied cultural origins. It includes understanding of cultural norms and values as well as the cultivation of attitudes such as openness, empathy, and adaptability. In a rapidly globalizing society, intercultural competency has emerged as an essential attribute across various fields, including education, business, urban planning, and design (Vaishnav, 2024). In the context of global competition, intercultural competence empowers individuals and organizations to navigate cultural complexities, establish inclusive environments, and make informed decisions (Mouboua et al., 2024). It improves the ability of architects and urban planners, to create spaces that are culturally respectful, socially inclusive, and internationally informed. Those who possess intercultural skills are more effectively positioned to lead international collaborations and contribute to sustainable, equitable development as nations and institutions compete for influence, innovation, and talent (Baptista, 2022).

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

In higher education, particularly in fields such as architecture, the development of intercultural competence through programs such as international workshops, study-abroad experiences, and global design studios not only equips students to adapt to diverse cultural environments but also to innovate within them (Nolan & Hickman, 2024). Additionally, intercultural competence is not merely a soft talent; it is a strategic capability that enables individuals to flourish in multicultural environments and organizations to compete effectively on a global scale (Mayuri Kailas & Bhatt, 2024).

Ahmed (2022) utilized Deardorff's (2011) model of intercultural competence (ICC) to investigate the impact of a specific intervention on university students' comprehension and acceptance of cultural diversity. The research employed qualitative approaches such as semi structured interviews, document analysis, and field notes to identify significant changes in students' intercultural attitudes and behaviors. Based on Deardorff's paradigm, the results indicated that following the intervention, students exhibited enhanced perspective-taking, increased involvement with cultural out-groups, and heightened interest regarding different cultures. The results indicate that the intervention successfully improved students' intercultural competence knowledge, values, and skills, consistent with Deardorff's focus on cultivating attitudes, comprehension, and behavioral adjustment. The research enhances both theoretical and practical understanding by demonstrating that the incorporation of intercultural competence in higher education effectively equips students for global citizenship and future work, especially amid globalization and cultural intricacy.

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

Attitudes are psychological constructs that embody an individual's emotions, convictions, and behavioral inclinations regarding particular individuals, objects, or circumstances. As stated by Cherry (2024), attitudes are formed by experience, social influence, and personal exposure, and they significantly influence human behavior. They generally consist of three elements: the cognitive (beliefs and concepts), the affective (emotions and sensations), and the behavioral (inclinations to act in a specific manner). Attitudes may be consciously recognized and expressed, functioning unconsciously while affecting behavior (Ajzen & Fishbein, 2000).

Attitudes may evolve over time due to persuasive communication, direct experience, or cognitive dissonance when preexisting beliefs are confronted. In intercultural environments, cultivating positive attributes such as openness, empathy, and respect is crucial for effective communication and collaboration across cultural barriers (Cherry, 2024).

Loewen & Sato (2017) stated that declarative knowledge, conscious awareness of language forms, norms, and vocabulary, is the primary focus of knowledge in instructed second language acquisition. This knowledge can be verbally articulated by learners ("knowing that"). Conversely, skills are associated with procedural knowledge, which denotes the capacity to execute language tasks such as decoding, hearing, and speaking. Without deliberate contemplation ("understanding how"). Eventually, these abilities become automatic and fluent as a result of repeated practice.

Knowledge pertains to the students' comprehension of urban planning concepts and design theories, whereas skills are indicative of their capacity to implement these concepts,

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

such as the development of human-centered public space proposals through practical exercises , conceptual planning and site observation. Knowledge provides a theoretical framework, while skill converts that knowledge into contextually appropriate, actionable design solutions. Both components are indispensable (Loewen & Sato, 2017). Further, Kassema (2019) argues that knowledge is a multifaceted construct that includes both tacit and explicit forms. Tacit knowledge, typically gained via personal experience and cultural engagement exists within an individual's cognitive and perceptual frameworks, rendering it challenging to express and convey.

Kassema (2019) asserts that skills denote the practical implementation of knowledge, encompassing the capacity to do activities efficiently in real-world contexts. Skills typically evolve via intentional practice and ongoing education, with general competencies such as communication and collaboration enhancing specialized abilities, including spatial analysis, design drafting, and observational skills. Within the perspective of intercultural competence, fundamental abilities encompass linguistic competency, active listening, problem-solving, and relational awareness. It is essential for traversing cross-cultural settings and analyzing varied urban surroundings. Architecture students exhibit the ability to analyze spatial environments, collaborate with local stakeholders, and innovatively adapt global design principles to context specific solutions.

Cogliati Dezza, Maher, and Sharot (2022) illustrate that individuals deliberately pursue new information by assessing its influence on internal desired outcomes, such as emotional wellbeing and cognitive certainty, as well as external wanted goals, like material benefits or

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

advantageous actions. The researchers discovered that individuals could precisely anticipate the impact of new information on their mood, diminish ambiguity, and enhance decision-making, utilizing these expectations to direct their information-seeking behavior (Cogliati Dezza et al., 2022). Furthermore, delineating outcomes facilitates efficient performance management and assessment. Establishing quantifiable objectives, recognizing significant metrics, and determining evaluation intervals enhance both formative (continuous enhancement) and summative (ultimate effect) assessments. This framework enhances transparency and trust among stakeholders while fortifying partnerships by aligning expectations and enabling evidence-based contracting (Define Desired Outcomes, 2025).

Concrete experience constitutes the initial phase of Kolb's learning cycle, highlighting active participation in authentic contexts. Morris's (2020) thorough study elucidates this phase as entailing active, contextually immersive engagement in genuine tasks, rather than mere passive observation. It involves engagement in difficult situations that need investigation into real issues located inside a particular period and context. Such activities are experiential and cooperative, anchoring learning in concrete environments. Architecture students examining Barcelona's public spaces acquire tangible experience through practical site visits and direct observations. This immersion serves as the foundation for reflective observation and the subsequent phases of the learning cycle (Morris, 2020).

Reflective observation constitutes the second phase of Kolb's experiential learning approach. It underscores the intentional analysis of experiences to build profound comprehension. Steele, Murphy, and Steele (2015) emphasize that this process, similar to

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

reflective functioning in psychotherapy that entails developing awareness of one's internal reactions and the environmental dynamics of the experience. Through meticulous observation of external interactions and their own emotional and cognitive responses, learners acquire insights that surpass surface perceptions. Architecture students examining Barcelona's public spaces may engage in an introspective process that entails documenting the influence of spatial configurations on social behaviors and their personal feeling of place. This reflective process allows students to develop more sophisticated design concepts and equip them for advanced theoretical exploration and actual implementation (Steele et al., 2015).

Abstract conceptualization constitutes the third phase in Kolb's experiential learning cycle, wherein learners synthesize reflections into generalized conceptions or theoretical frameworks. At this juncture, individuals transition from tangible experiences and thoughtful observations to the formulation of abstract concepts that can inform future conduct. It serves as the architectural blueprint in the learning process: learners synthesis and codify discoveries, transforming them into frameworks that may subsequently be actively evaluated (Adel, 2024).

Active experimentation represents the fourth and final phase of Kolb's experiential learning cycle, during which learners implement their newly acquired concepts and procedures in real-world contexts to evaluate their effectiveness and practical significance. This stage, as highlighted in the Simply Psychology review of Kolb's approach, converts abstract concepts into concrete actions, akin to the scientific method in which hypotheses are

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

empirically evaluated. Students formulate interventions, pursue solutions, or execute strategies, thereafter assessing the results of these actions (Abdulwahed & Nagy, 2013).

## METHODS

This study employs a mixed-methods approach to examine how Filipino architecture students perceive and assess urban public spaces in Barcelona relative to those in Metro Manila.

Mixed-methods research transcends the mere amalgamation of qualitative and quantitative elements or the conversion of qualitative data into numerical form. It necessitates a purposeful and methodical amalgamation of the two methodologies such as synchronizing experimental protocols with qualitative research or concurrently gathering interview data alongside quantitative evaluations to assess the consistency and convergence of findings across diverse data sources (Tubera, 2024).

Qualitative research is a scientific paradigm that emphasizes contextual depth in the analysis of social phenomena. Grounded in constructivist and interpretative paradigms, it aims to investigate the fundamental inquiries of "what," "why," "when," "where," "who," and "how" about human behaviors and interactions. This methodology employs approaches including open-ended surveys, comprehensive interviews, and participant observation to attain a deep comprehension of intricate experiences and social dynamics. Its intrinsic adaptability enables researchers to obtain varied viewpoints and interpretations (Lim, 2024).

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

Quantitative research underpins evidence-based decision-making, providing empirical accuracy that facilitates informed decisions across academia, industry, and government. Its significance resides in the capacity to produce quantifiable, objective insights from data. Nonetheless, the technological complexities of quantitative techniques can present considerable hurdles to researchers (Lim, 2024).

From the population of 54, respondents are 27 students from De La Salle College of Saint Benilde who attended the La Salle Barcelona summer program 2024 and 2025. The data collecting occurred in multiple phases to provide a thorough understanding of the participants' changing viewpoints. Before departure, students conducted a poll evaluating their expectations and current perspectives on urban planning. Throughout the course, participants kept reflective journals to record daily observations and insights regarding public spaces in Barcelona. Furthermore, they created photo essays accompanied with succinct subtitles to visually convey their spatial judgments. Subsequent to the event, a focus group discussion and a theme survey were executed to enhance the comprehension of their learning experiences and cultural immersion. The analysis of data entailed thematic coding of reflective diaries and focus group talks to discern reoccurring concepts and topics, while descriptive statistics were utilized on survey responses to furnish quantitative corroboration for the qualitative findings. This analytical framework facilitates a comprehensive and nuanced investigation of the students' architectural and planning viewpoints.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

**Participants of the Study, Population, Sample Size Determination, and Sample Size**

The respondents of this research were 27 Filipino architecture students from De La Salle College of Saint Benilde who participated in the La Salle Barcelona summer workshop. The selection of these participants was determined by their direct interaction with the urban environment of Barcelona during the academic program, which afforded them firsthand exposure to its public spaces, infrastructure, and urban design principles. Their perspectives provide valuable insights into comparative urban experiences, particularly in relation to similar environments in Metro Manila. The participants' immersion in a foreign urban context and their architectural education render them appropriate respondents for investigating cross-cultural interpretations of urban space and design functionality.

**Research Instrument**

The main research instrument employed in this study was a structured questionnaire modified from a previously validated tool intended to evaluate the quality of urban public spaces. The choice to utilize a pre-existing instrument was driven by time restrictions that precluded the development and validation of a novel tool. The chosen questionnaire comprises both closed and open-ended questions, facilitating the acquisition of quantitative and qualitative data pertinent to the study's aims. It encompasses essential elements including accessibility, functionality, safety, comfort, and social value of public spaces. The basic instrument has been previously validated in published research, but small modifications were implemented to tailor it for the comparative examination of public places in Barcelona and Metro Manila.

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

**Validation and Reliability Test of the Research Instrument:**

To validate the research instrument, the study employed a pre-existing, published questionnaire. This decision was made because time constraints hindered the capacity to do a comprehensive validation process. The chosen questionnaire had been previously utilized and peer-reviewed in relevant studies, thereby affirming its reliability for evaluating public space quality (Sawsan Shanableh et al., 2023).

A pilot test of the modified questionnaire was performed to assess its clarity, usefulness, and capacity to obtain pertinent data. Feedback from pilot participants resulted in modifications to item phrasing to diminish ambiguity and improve response accuracy. Alterations were implemented to the answer scale to enhance its clarity and contextual relevance. The adjustments enhanced the efficiency and efficacy of the final instrument for assessing participants' impressions of public space quality.

**Data Gathering Procedure**

In accordance with data privacy legislation, the participants were asked to sign the informed consent document. The responders have the autonomy to decide whether to disclose their names and other personal information. Participants were expected to reply to the study instrument truthfully and objectively (Tubera, 2024).

**Instruction to Participants**

Participants received a set of instructions to assist them in completing the questionnaire. The survey's major objective was to assess the quality of public spaces in their local context, aiming to gather insights into users' genuine needs and experiences to guide

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

community responsive enhancements. Participants were guaranteed that their responses would be anonymous and utilized solely for research reasons, with no personal identifiers associated with their answers. Eligibility conditions mandated that respondents be a minimum of 18 years old and consent to participate voluntarily. Participants were urged to respond to all items genuinely and comprehensively, as there were no correct or incorrect answers only truthful input was crucial for the study's validity. The questionnaire comprised both closed and open-ended questions; participants were directed to choose the choice that most accurately reflected their opinions for the former, while for the latter, they were encouraged to provide further comments or ideas (Mela et al., 2025).

**Data Analysis:**

The study addressed the research hypotheses using both quantitative and qualitative methodologies. A repeated-measures ANOVA was employed to evaluate student ratings of public areas in Metro Manila and Barcelona for the assessment of Hypothesis 1. A within subjects design was employed to investigate the disparities in architecture students' views of public places between Metro Manila and Barcelona. Participants assessed both cities on six criteria: availability, accessibility, daytime safety, nighttime safety, greenery, and overall quality. Since the identical cohort of students evaluated both places, a repeated-measures methodology was suitable. Prior to analysis, the assumptions necessary for parametric tests, such as normal distribution and sphericity, were evaluated. Due to the incomplete fulfillment of these assumptions, the Friedman test, a non-parametric substitute for repeated-measures ANOVA, was utilized.

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

The Friedman test is appropriate for ordinal or non-normally distributed data and facilitates the comparison of different related groups (Mircioiu & Atkinson, 2017). This strategy facilitated the identification of statistically significant disparities in students' judgments between the two cities across each dimension of public space.

Hypothesis 2 was tested using correlation analysis to investigate the relationship between the disparity in students' evaluations of public areas in Metro Manila and Barcelona, and their indicated levels of intercultural competence.

The difference scores were computed by deducting each student's Metro Manila ratings from their Barcelona ratings across essential dimensions (e.g., availability, quality, safety). These difference scores indicate the degree to which students recognized enhancements or disparities between the two metropolitan environments.

The scores were subsequently compared with students' self-reported intercultural competency utilizing a standardized measure or questionnaire. A positive association would suggest that students who observed greater disparities between the two cities also reported enhanced intercultural competency, indicating a heightened awareness and ability to assess urban surroundings across cultures. If the correlation is statistically significant, it substantiates the notion that exposure to a distinct metropolitan environment enhances intercultural understanding.

To evaluate Hypothesis 3, a correlation analysis was used to investigate the relationship between the disparities in students' impressions of public spaces in Metro Manila and Barcelona and their reported levels of experiential learning.

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

In accordance with Hypothesis 2, difference scores were computed by deducting the Metro Manila ratings from the Barcelona ratings for each characteristic of public space. These scores indicate the extent to which students saw changes or enhancements in factors such as accessibility, safety, and quality between the two cities. The perception difference scores were subsequently compared to students' replies on an experiential learning questionnaire that assessed introspection, conceptual understanding, and the application of insights derived from their urban observations.

A substantial positive connection would indicate that students who observed more pronounced contrasts between the two cities also participated in more profound learning, analyzing their experiences critically and relating them to their classroom knowledge. This would endorse the significance of experiential learning in enhancing students' comprehension and assessment of urban environments.

Considering the limited sample size of 27 participants, the application of basic descriptive methods is deemed adequate and suitable for this research. Moreno (2023) asserts that when confronted with limited data sets, utilizing basic statistical summaries can successfully communicate significant insights without resorting to more intricate inferential techniques. This method guarantees clarity while preserving the integrity of data analysis in small-scale research. The Spearman correlation coefficient (ρ) was utilized to analyze the relationship between major variables in the study. Spearman's ρ, being a non-parametric statistical method, does not necessitate a normal distribution of data, rendering it especially appropriate for small sample sizes and ordinal data. This metric evaluates the intensity and

INSTABRIGHT e-GAZETTE
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Volume VII, Issue II
November 2025
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direction of a monotonic relationship between two variables, indicating that as one variable grows, the other consistently tends to increase or decrease, albeit not always at a uniform rate (Leon, 1998).

This study employed Spearman's correlation to assess potential correlations between participants' views of public space quality (e.g., accessibility, safety, comfort) and their stated influence from cultural immersion. This method facilitates the detection of statistically significant associations that may elucidate the correlation between experiential learning through urban exposure and students' architectural and planning viewpoints. The application of Spearman's ρ ensures the analysis stays robust, notwithstanding the limited sample size and nonparametric characteristics of the data (de Winter et al., 2016).

All p-values were two-tailed, with statistical significance determined at $p < 0.05$. The analysis of data was performed using the Jamovi statistical program, an open-source platform based on the R statistical environment (Şahin & Aybek, 2019). Jamovi was selected for its user-friendly interface and accessibility, which are particularly beneficial for small-sample exploratory studies, despite its comparable functionality to SPSS (version 25.0).

## RESULTS

***H01: There is no significant difference in the perceptions of architecture students from De La Salle-College of Saint Benilde regarding the availability, accessibility, safety, greenery, and overall quality of public spaces between Metro Manila and Barcelona.*** ***Friedman***

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

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| $\chi^2$ | df | p |
|---|---|---|
| 208 | 11 | <.001 |

Pairwise Comparisons (Durbin-Conover)

| | | | | p |
|---|---|---|---|---|
| Statistic | | | | |
| Overall quality_MM | - | Overall quality_BCN | 11.918 | <.001 |
| Overall quality_MM | - | Accessibility_MM | 1.423 | 0.156 |
| Overall quality_MM | - | Accessibility_BCN | 13.555 | <.001 |
| Overall quality_MM | - | Dattime Safety_MM | 6.546 | <.001 |
| Overall quality_MM | - | Daytime Safety_BCN | 10.424 | <.001 |
| Overall quality_MM | - | Nighttine Safety_MM | 0.178 | 0.859 |
| Overall quality_MM | - | Nighttime Safety_BCN | 5.443 | <.001 |
| Overall quality_MM | - | Urban Equipment_MM | 0.142 | 0.887 |
| Overall quality_MM | - | Urban Equipment_BCN | 12.167 | <.001 |
| Overall quality_MM | - | Greenery_MM | 0.356 | 0.722 |
| Overall quality_MM | - | Greenery_BCN | 10.780 | <.001 |
| Overall quality_BCN | - | Accessibility_MM | 10.495 | <.001 |
| Overall quality_BCN | - | Accessibility_BCN | 1.637 | 0.103 |
| Overall quality_BCN | - | Dattime Safety_MM | 5.372 | <.001 |
| Overall quality_BCN | - | Daytime Safety_BCN | 1.494 | 0.136 |
| Overall quality_BCN | - | Nighttine Safety_MM | 12.096 | <.001 |

Pairwise Comparisons (Durbin-Conover)

| | | | | p |
|---|---|---|---|---|

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**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

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Statistic

| | | | | |
|---|---|---|---|---|
| Overall quality_BCN | - | Nighttime Safety_BCN | 6.475 | <.001 |
| Overall quality_BCN | - | Urban Equipment_MM | 11.776 | <.001 |
| Overall quality_BCN | - | Urban Equipment_BCN | 0.249 | 0.804 |
| Overall quality_BCN | - | Greenery_MM | 11.563 | <.001 |
| Overall quality_BCN | - | Greenery_BCN | 1.138 | 0.256 |
| Accessibility_MM | - | Accessibility_BCN | 12.132 | <.001 |
| Accessibility_MM | - | Dattime Safety_MM | 5.123 | <.001 |
| Accessibility_MM | - | Daytime Safety_BCN | 9.001 | <.001 |
| Accessibility_MM | - | Nighttine Safety_MM | 1.601 | 0.110 |
| Accessibility_MM | - | Nighttime Safety_BCN | 4.020 | <.001 |
| Accessibility_MM | - | Urban Equipment_MM | 1.281 | 0.201 |
| Accessibility_MM | - | Urban Equipment_BCN | 10.744 | <.001 |
| Accessibility_MM | - | Greenery_MM | 1.067 | 0.287 |
| Accessibility_MM | - | Greenery_BCN | 9.357 | <.001 |
| Accessibility_BCN | - | Dattime Safety_MM | 7.009 | <.001 |
| Accessibility_BCN | - | Daytime Safety_BCN | 3.131 | 0.002 |
| Accessibility_BCN | - | Nighttine Safety_MM | 13.733 | <.001 |

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**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

| | | | | |
|---|---|---|---|---|
| Accessibility_BCN | - | Nighttime Safety_BCN | 8.112 | <.001 |
| Accessibility_BCN | - | Urban Equipment_MM | 13.413 | <.001 |
| Accessibility_BCN | - | Urban Equipment_BCN | 1.388 | 0.166 |
| Accessibility_BCN | - | Greenery_MM | 13.199 | <.001 |
| Accessibility_BCN | - | Greenery_BCN | 2.775 | 0.006 |
| Dattime Safety_MM | - | Daytime Safety_BCN | 3.878 | <.001 |
| Dattime Safety_MM | - | Nighttine Safety_MM | 6.724 | <.001 |
| Dattime Safety_MM | - | Nighttime Safety_BCN | 1.103 | 0.271 |
| Dattime Safety_MM | - | Urban Equipment_MM | 6.404 | <.001 |
| Dattime Safety_MM | - | Urban Equipment_BCN | 5.621 | <.001 |
| Dattime Safety_MM | - | Greenery_MM | 6.190 | <.001 |
| Dattime Safety_MM | - | Greenery_BCN | 4.234 | <.001 |
| Daytime Safety_BCN | - | Nighttine Safety_MM | 10.602 | <.001 |
| Daytime Safety_BCN | - | Nighttime Safety_BCN | 4.981 | <.001 |

Pairwise Comparisons (Durbin-Conover)

| | | | Statistic | p |
|---|---|---|---|---|

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

| | | | |
|---|---|---|---|
| Daytime Safety_BCN | - Urban Equipment_MM | 10.282 | <.001 |
| Daytime Safety_BCN | - Urban Equipment_BCN | 1.743 | 0.082 |
| Daytime Safety_BCN | - Greenery_MM | 10.068 | <.001 |
| Daytime Safety_BCN | - Greenery_BCN | 0.356 | 0.722 |
| Nighttine Safety_MM | - Nighttime Safety_BCN | 5.621 | <.001 |
| Nighttine Safety_MM | - Urban Equipment_MM | 0.320 | 0.749 |
| Nighttine Safety_MM | - Urban Equipment_BCN | 12.345 | <.001 |
| Nighttine Safety_MM | - Greenery_MM | 0.534 | 0.594 |
| Nighttine Safety_MM | - Greenery_BCN | 10.958 | <.001 |
| Nighttime Safety_BCN | - Urban Equipment_MM | 5.301 | <.001 |
| Nighttime Safety_BCN | - Urban Equipment_BCN | 6.724 | <.001 |
| Nighttime Safety_BCN | - Greenery_MM | 5.088 | <.001 |
| Nighttime Safety_BCN | - Greenery_BCN | 5.337 | <.001 |
| Urban Equipment_MM | - Urban Equipment_BCN | 12.025 | <.001 |

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

| | | | | |
|---|---|---|---|---|
| Urban | Equipment_MM - | Greenery_MM | 0.213 | 0.831 |
| Urban | Equipment_MM - | Greenery_BCN | 10.638 | <.001 |
| Urban Equipment_BCN | - | Greenery_MM | 11.812 | <.001 |
| Urban Equipment_BCN | - | Greenery_BCN | 1.388 | 0.166 |
| Greenery_MM | - | Greenery_BCN | 10.424 | <.001 |

Table 1. Pairwise Comparisons (Durbin-Conover)

To assess differences in students' perceptions of public spaces across multiple criteria between Metro Manila and Barcelona, a Friedman test was conducted. This non-parametric test was selected due to violations of normality assumptions. The results revealed a statistically significant difference across the 12 variables assessed (availability, accessibility, safety, greenery, and overall quality in both cities), $\chi^2(11) = 208.00$, $p < .001$.

Pairwise comparisons employing the Durbin-Conover test with Bonferroni adjustment revealed that perceptions of Barcelona consistently outperformed those of Metro Manila across nearly all parameters. Significantly:

The overall quality of Barcelona (Mdn = 5.00) was rated significantly higher than that of Metro Manila (Mdn = 2.00), $p < .001$. In terms of accessibility, Barcelona (Mdn = 5.00) also obtained significantly higher ratings compared to Metro Manila (Mdn = 2.00), $p < .001$.

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

Daytime safety: Barcelona (Mdn = 4.00) was regarded as more secure than Metro Manila (Mdn = 3.00), p < .001. Nighttime safety: Barcelona (Mdn = 4.00) surpassed Metro Manila (Mdn = 2.00), p < .001. Urban equipment: Barcelona (Mdn = 5.00) was significantly rated higher than Metro Manila (Mdn = 2.00), p < .001. Greenery: Barcelona (Mdn = 4.00) also attained superior evaluations compared to Metro Manila (Mdn = 2.00), p < .001.

Comprehensive pairwise results demonstrated a persistent trend favoring public places in Barcelona across all assessed variables, corroborating Hypothesis 1.

| Dimension | Mean (MM) | Median (MM) | Mean (BCN) | Median (BCN) |
|---|---|---|---|---|
| Overall Quality | 2.04 | 2 | 4.59 | 5 |
| Accessibility | 2.26 | 2 | 4.85 | 5 |
| Daytime Safety | 3.30 | 3 | 4.26 | 4 |
| Nighttime Safety | 2.00 | 2 | 3.30 | 4 |
| Urban Equipment | 2.04 | 2 | 4.67 | 5 |
| Greenery | 2.11 | 2 | 4.37. | 4 |

Table 2. Descriptive Statistics of Student Ratings of Public Spaces in Metro Manila and Barcelona.

Descriptive statistics indicated uniformly elevated student evaluations for Barcelona in all categories. Median ratings in Barcelona varied from 4.00 to 5.00, whereas in Metro Manila, they ranged from 2.00 to 3.00 (refer to Table 1). The median assessment for overall quality

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

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was 5 for Barcelona and 2 for Metro Manila, while the median ratings for accessibility were also 5 and 2, respectively.

***H02: There is no significant relationship between the magnitude of difference in students' evaluations of public spaces in Metro Manila and Barcelona and their levels of intercultural competence.***

Correlation Matrix

| | | diff_Avail | diff_Quality | diff_Accessibility | diff_Daytime Safety | diff_NighttimeSafety | diff_UrbanEquipment | diff_Greenery |
|---|---|---|---|---|---|---|---|---|
| diff_Avail | Spearman's rho | — | | | | | | |
| | df | — | | | | | | |
| | p-value | — | | | | | | |
| | N | — | | | | | | |
| diff_Quality | Spearman's rho | 0.550 | — | | | | | |
| | df | 25 | — | | | | | |
| | p-value | 0.003 | — | | | | | |
| | N | 27 | — | | | | | |
| diff_Accessibility | Spearman's rho | 0.394 | 0.472 | — | | | | |
| | df | 25 | 25 | — | | | | |
| | p-value | 0.042 | 0.013 | — | | | | |
| | N | 27 | 27 | — | | | | |
| diff_Daytime Safety | Spearman's rho | 0.403 | 0.520 | 0.604 | — | | | |
| | df | 25 | 25 | 25 | — | | | |
| | p-value | 0.037 | 0.005 | <.001 | — | | | |
| | N | 27 | 27 | 27 | — | | | |
| diff_NighttimeSafety | Spearman's rho | 0.520 | 0.376 | 0.483 | 0.656 | — | | |
| | df | 25 | 25 | 25 | 25 | — | | |
| | p-value | 0.005 | 0.053 | 0.011 | <.001 | — | | |
| | N | 27 | 27 | 27 | 27 | — | | |
| diff_UrbanEquipment | Spearman's rho | 0.397 | 0.514 | 0.740 | 0.376 | 0.392 | — | |
| | df | 25 | 25 | 25 | 25 | 25 | — | |
| | p-value | 0.040 | 0.006 | <.001 | 0.053 | 0.043 | — | |
| | N | 27 | 27 | 27 | 27 | 27 | — | |
| diff_Greenery | Spearman's rho | 0.408 | 0.293 | 0.422 | 0.270 | 0.316 | 0.467 | — |
| | df | 25 | 25 | 25 | 25 | 25 | 25 | — |
| | p-value | 0.035 | 0.138 | 0.028 | 0.173 | 0.108 | 0.014 | — |
| | N | 27 | 27 | 27 | 27 | 27 | 27 | — |

Table 3. Correlation Matrix students' evaluations of public spaces in Metro Manila and Barcelona and their levels of intercultural competence.

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**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

The table shows pairwise Spearman's rho (ρ) correlations between the difference scores for availability, quality, accessibility, safety, urban equipment, and greenery. All p-values are two tailed, with n = 27.

A Spearman's rank-order correlation was conducted to examine the relationships between the differences in students' evaluations of public spaces in Metro Manila and Barcelona across various dimensions. The analysis revealed significant positive correlations between difference in availability and difference in quality, $rs(25) = 0.550$, $p = .003$; availability and accessibility, $rs(25) = 0.394$, $p = .042$; availability and daytime safety, $rs(25) = 0.403$, $p = .037$; availability and nighttime safety, $rs(25) = 0.520$, $p = .005$; availability and urban equipment, $rs(25) = 0.397$, $p = .040$; and availability and greenery, $rs(25) = 0.408$, $p = .035$. Other notable correlations were found between accessibility and urban equipment, $rs(25) = 0.740$, $p < .001$; daytime safety and nighttime safety, $rs(25) = 0.656$, $p < .001$; and accessibility and daytime safety, $rs(25) = 0.604$, $p < .001$. These findings suggest that students who perceived larger differences in one dimension tended to perceive larger differences in related dimensions, indicating interconnected perceptions across public space attributes.

There is no significant relationship between the magnitude of difference in students' evaluations of public spaces in Metro Manila and Barcelona and their levels of intercultural competence. Spearman's rank-order correlation was conducted to examine the association between difference scores in public space indicators (availability, quality, accessibility, safety,

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

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urban equipment, and greenery) and students' intercultural competence scores. The results indicated no statistically significant relationships ($p > 0.05$ for all). These findings suggest that variations in students' evaluations of the two cities' public spaces are not associated with their levels of intercultural competence. Therefore, $H_{02}$ is retained.

***H03 There is no significant relationship between the magnitude of difference in students' perceptions of urban spaces in Metro Manila and Barcelona and their levels of experiential learning.***

Correlation Matrix

| | | diff_Avail | diff_Quality | diff_Accessibility | diff_Daytime Safety | diff_NighttimeSafety | diff_UrbanEquipment | diff_Greenery | Evaluation of SW | Learned from experience CE | Reflection on differences RO | Connection of theories and planning AC (2) | Application of learning AE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| diff_Avail | Spearman's rho | — | | | | | | | | | | | |
| | df | — | | | | | | | | | | | |
| | p-value | — | | | | | | | | | | | |
| | N | — | | | | | | | | | | | |
| diff_Quality | Spearman's rho | 0.550 | — | | | | | | | | | | |
| | df | 25 | — | | | | | | | | | | |
| | p-value | 0.003 | — | | | | | | | | | | |
| | N | 27 | — | | | | | | | | | | |
| diff_Accessibility | Spearman's rho | 0.394 | 0.472 | — | | | | | | | | | |
| | df | 25 | 25 | — | | | | | | | | | |
| | p-value | 0.042 | 0.013 | — | | | | | | | | | |
| | N | 27 | 27 | — | | | | | | | | | |
| diff_Daytime Safety | Spearman's rho | 0.403 | 0.520 | 0.604 | — | | | | | | | | |
| | df | 25 | 25 | 25 | — | | | | | | | | |
| | p-value | 0.037 | 0.005 | <.001 | — | | | | | | | | |
| | N | 27 | 27 | 27 | — | | | | | | | | |
| diff_NighttimeSafety | Spearman's rho | 0.520 | 0.376 | 0.483 | 0.656 | — | | | | | | | |
| | df | 25 | 25 | 25 | 25 | — | | | | | | | |
| | p-value | 0.005 | 0.053 | 0.011 | <.001 | — | | | | | | | |
| | N | 27 | 27 | 27 | 27 | — | | | | | | | |
| diff_UrbanEquipment | Spearman's rho | 0.397 | 0.514 | 0.740 | 0.376 | 0.382 | — | | | | | | |
| | df | 25 | 25 | 25 | 25 | 25 | — | | | | | | |
| | p-value | 0.040 | 0.006 | <.001 | 0.053 | 0.043 | — | | | | | | |
| | N | 27 | 27 | 27 | 27 | 27 | — | | | | | | |
| diff_Greenery | Spearman's rho | 0.408 | 0.293 | 0.422 | 0.270 | 0.316 | 0.467 | — | | | | | |
| | df | 25 | 25 | 25 | 25 | 25 | 25 | — | | | | | |
| | p-value | 0.035 | 0.138 | 0.028 | 0.173 | 0.108 | 0.014 | — | | | | | |
| | N | 27 | 27 | 27 | 27 | 27 | 27 | — | | | | | |
| Evaluation of SW | Spearman's rho | 0.279 | 0.107 | −0.055 | −0.240 | 0.128 | 0.047 | 0.288 | — | | | | |
| | df | 25 | 25 | 25 | 25 | 25 | 25 | 25 | — | | | | |
| | p-value | 0.159 | 0.595 | 0.784 | 0.228 | 0.525 | 0.815 | 0.145 | — | | | | |
| | N | 27 | 27 | 27 | 27 | 27 | 27 | 27 | — | | | | |
| Learned from experience CE | Spearman's rho | −0.065 | 0.041 | −0.152 | 0.016 | −0.193 | −0.040 | −0.210 | 0.307 | — | | | |
| | df | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | — | | | |
| | p-value | 0.747 | 0.841 | 0.450 | 0.938 | 0.336 | 0.844 | 0.293 | 0.119 | — | | | |
| | N | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | — | | | |
| Reflection on differences RO | Spearman's rho | 0.054 | 0.081 | 0.292 | 0.208 | 0.244 | 0.277 | 0.116 | −0.115 | −0.069 | — | | |
| | df | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | — | | |
| | p-value | 0.789 | 0.688 | 0.139 | 0.298 | 0.221 | 0.162 | 0.563 | 0.567 | 0.731 | — | | |
| | N | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | — | | |
| Connection of theories and planning AC (2) | Spearman's rho | 0.022 | −0.119 | −0.266 | −0.094 | −0.272 | −0.185 | 0.078 | 0.317 | 0.000 | −0.139 | — | |
| | df | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | — | |
| | p-value | 0.915 | 0.554 | 0.180 | 0.642 | 0.170 | 0.356 | 0.700 | 0.107 | 1.000 | 0.490 | — | |
| | N | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | — | |
| Application of learning AE | Spearman's rho | 0.000 | 0.122 | 0.184 | 0.141 | 0.039 | 0.230 | 0.109 | 0.119 | −0.125 | 0.555 | 0.250 | — |
| | df | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | — |
| | p-value | 1.000 | 0.545 | 0.359 | 0.484 | 0.849 | 0.249 | 0.589 | 0.555 | 0.534 | 0.003 | 0.209 | — |
| | N | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | — |

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**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

Table 2. Correlation Matrix of students' perceptions of urban spaces in Metro Manila and Barcelona and their levels of experiential learning.

Hypothesis 3 ($H_{03}$): There is no significant relationship between the magnitude of difference in students' perceptions of urban spaces in Metro Manila and Barcelona and their levels of experiential learning.

Spearman's rank-order correlation was conducted to examine the association between difference scores in public space indicators and dimensions of experiential learning (Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation). The results indicated no statistically significant relationships ($p > 0.05$ for all). These findings suggest that variations in students' evaluations of the two cities' urban spaces are not associated with their experiential learning levels. Therefore, $H_{03}$ is retained.

Statistical studies indicated substantial disparities in architecture students' perceptions of public spaces between Metro Manila and Barcelona across all assessed variables, $\chi^2(11) = 208.00$, $p < .001$. Pairwise comparisons demonstrated that Barcelona consistently attained superior ratings compared to Metro Manila in overall quality, accessibility, daytime safety, nighttime safety, urban infrastructure, and greenery (all $p < .001$), with median scores varying from 4.00 to 5.00 for Barcelona and 2.00 to 3.00 for Metro Manila. The most significant disparities were in overall quality and accessibility, with Barcelona attaining a median score of 5.00, in contrast to Metro Manila's 2.00. Spearman's rank-order correlation analyses revealed no statistically significant relationships between the extent of these

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

perceptual differences and students' intercultural competence levels ($H_{02}$) or experiential learning across the dimensions of Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation ($H_{03}$), with all p values exceeding .05. The data indicate that although students regarded Barcelona's public spaces as significantly better than those in Metro Manila, these disparities were not linked to their intercultural ability or levels of experiential learning.

Spearman's rank-order correlation analyses were performed to investigate the associations between the disparity in students' assessments of public spaces in Metro Manila and Barcelona and their levels of intercultural competence ($H_{02}$) and experiential learning ($H_{03}$). For both hypotheses, difference scores for the public space indicators (availability, quality, accessibility, safety, urban equipment, and greenery) were calculated and associated with the corresponding competence or learning dimensions. The findings indicated no statistically significant correlations for intercultural competence or the experiential learning characteristics of Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation ($p > 0.05$ for all). The data indicate that discrepancies in students' assessments of public places across the two cities are unrelated to their intercultural competency or experiential learning, hence upholding both null hypotheses.

## DISCUSSION

The results demonstrate that immersive engagement with international urban environments can significantly affect architecture students' spatial perceptions. Barcelona's

INSTABRIGHT e-GAZETTE
ISSN: 2704-3010
Volume VII, Issue II
November 2025
*Available online at https://www.instabrightgazette.com*

human-centric planning, cohesive mobility systems, and focus on public space quality stimulated a critical examination of Metro Manila's spatial constraints. Students acknowledged the importance of culturally adapting ideas like pedestrian primacy, inclusivity, and historical preservation, rather than endorsing straight imitation, due to cultural and governmental limitations.

In Hypothesis 2, Spearman's correlation analysis indicated that perceived differences in one aspect of public space quality (e.g., availability) were often aligned with comparable discrepancies in other aspects, such as accessibility, safety, greenery, and urban amenities. This grouping indicates that students' comparison assessments were internally coherent. Nevertheless, no statistically significant correlations were found between these disparity scores and levels of intercultural ability, resulting in the retention of $H_{02}$. The extent of perceived disparities between the public places of Metro Manila and Barcelona did not align with the students' degrees of intercultural competence.

These findings must be regarded with caution owing to methodological limitations. The limited sample size (n = 27) constrains generalizability and statistical power, although the implementation of repeated-measures techniques to mitigate individual variability. The uniformity of the sample architecture students from one institution may influence viewpoints in manners that are not indicative of other fields or the broader community. Moreover, evaluations of Barcelona's urban environments were probably shaped by brief, structured academic excursions instead of prolonged, experiential engagements. Dependence on self-reported views also raises the potential for bias or selective memory.

**INSTABRIGHT e-GAZETTE**
**ISSN: 2704-3010**
**Volume VII, Issue II**
**November 2025**
*Available online at https://www.instabrightgazette.com*

**Conclusion and Recommendation**

Engagement with cross-cultural design provides significant insights for aspiring Filipino architects. In the context of globalization and the safeguarding of local identity in architectural education, initiatives like the La Salle Barcelona Architecture Workshop serve as catalysts for envisioning places such as Metro Manila from a more human-centered perspective.

This study demonstrated notable disparities in architecture students' opinions of public spaces between Metro Manila and Barcelona, with Barcelona consistently achieving superior evaluations across all criteria, especially in overall quality and accessibility. Nonetheless, despite these perceptual discrepancies, no substantial correlations were identified between the extent of these differences and students' levels of intercultural competence or experiential learning, resulting in the retention of both null hypotheses. The findings indicate that whereas foreign exposure may increase awareness of urban design inequities, this awareness does not necessarily lead to quantifiable enhancements in intercultural competence or experiential learning outcomes. Interpretation of these results necessitates caution due to the study's restricted, discipline specific population and dependence on self-reported, short-term perceptions of Barcelona. Subsequent study ought to encompass larger, more heterogeneous cohorts across several academic disciplines and institutions to enhance generalizability. Incorporating respondents with substantial experience in both places may yield more detailed and informed comparisons. To enhance the evaluation of intercultural competence and experience learning, future research may utilize mixed methodologies, combining quantitative

INSTABRIGHT e-GAZETTE
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Volume VII, Issue II
November 2025
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surveys with reflective diaries, focus group discussions, and interviews. Broadening the comparative framework to encompass more cities or urban contexts may enhance understanding of how architectural education cultivates both intercultural and spatial awareness.

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