



# Instructional Materials in Teaching Quality Services Management In Hospitality and Tourism Industry

Marmie R. Poquiz  
Pangasinan State University  
marymae\_rosario@yahoo.com

**Abstract** - Instructional Materials (IM) has a significant role in education for quality services in management and tourism industry. This is due to the improvement of educational and instructional material systems as primary to countries' global preparation for instructional-based teaching.

Instructional-based teaching materials are of utmost importance both for teachers, students and to the higher education institution wherein it provides the core objective in delivering instruction which is the lifeblood of the academic programs. The utilization and frequent practice of the instructional-based teaching materials for quality services management of each teacher manifests impressive competence in producing skilled individuals.

This study aimed to develop instructional materials in Quality Services Management in Hospitality and Tourism Industry in Region 1. The study made use of the descriptive development approach. Based on the findings there are no available instructional materials in quality services management in hospitality and tourism industry. The evaluators find the urgency of instructional material very urgent (WM=3.00). The evaluators find the content, format (AWM=4.00), illustrations (AWM=3.96), design and layout (AWM=4.00), paper and binding (AWM=3.88), size and weight (4.00) and the presentation and organization are very satisfactory (AWM=3.95). Overall, the accuracy and up-to-datedness of information of the manual has no errors. (AWM=4.00).

Therefore, the researcher highly recommends the use of instructional manual and the schools must invest instructional materials to be used in the teaching of quality services management in hospitality and tourism industry.

**Keywords:** *Quality Service, Hospitality, Tourism Industry, Instructional Material*

## INTRODUCTION

Instructional Materials Development (IMD) has a significant role in education for quality services in management and tourism industry. This is due to the increase and improvement of educational and instructional material systems as primary to countries' global preparation for instructional-based teaching (Kozma, 2015).

The utilization of instructional-based teaching has evidently been observed in educational programs, quality services management and tourism industries like in the

Philippines and United States. The growth of globalization and technologies has continuously influenced the teacher preparation programs with various effects for educational practices and policies and tourism services management in public sectors.

Relevantly, the importance of instructional manual in the teaching of quality Service management in hospitality and tourism management is highly competitive, fast changing and vital. Therefore, only exceptional professionals prosper in this field. To be the best in tourism and hospitality management, one must



engage in any of the best universities and colleges practicing instructional based teaching materials for Hospitality and Tourism management (Ylagan et al., 2014).

The purpose of instructional based teaching materials in achieving the quality standard is to make every student or graduate responsible and competitive enough in the industry, and having them involved in the different National Certificate Assessment given by the Technical Education and Skills Development Authority (TESDA) from which they can use in their future occupations.

Hence, hospitality education is one of the trending programs in college and highlighting instructional-based teaching materials for quality services management makes it more comprehensive and globally competent course in tourism industry. Now, Tourism Industry has been a big industry which offers numerous jobs to choose from (Laguador & Alcantara, 2013).

Significantly, instructional-based learning is an individual process from which the professor can be the source of every student quality service management skills. The outcome of every education is extended to which student, professor or university has achieved their standard educational goals and instructional-based learning offered. The impact of this is whether the learning process or academic performance is done with an output. Evidently, instructional manuals are of great consideration in teaching quality services management to produce fully equipped and competent individuals in the field of tourism industry (Bay, An & Laguador, 2014).

Instructional-based teaching materials are of utmost importance to the higher education institution wherein it provides the core objective in delivering instruction which is the lifeblood of the academic quality management services for tourism programs. The utilization and frequent practice of the instructional-based teaching materials for quality services management of each teacher manifests impressive competence in producing skilled individuals (Laguador, De Castro & Portugal, 2014).

Furthermore, because of the instructional material advancement in education and quality

services, tourism management as stipulated in the United States educational curriculum, travel and tourism industry nowadays is hailed one of the world's largest industries with a global economic contribution, this is very evident with over 7.6 trillion economic growth in 2016. This numerical value can validate that through the advancement of instructional based education, learning individuals are profoundly skilled in quality services management. A number of countries, such as France and United States are consistently popular in tourism quality management because most of their staff is a by-product of instructional based learning education (David Bartle, January 2015).

Instructional materials are just a secondary option for teachers in the central role they play in classroom instruction. Well-researched, standards-based instructional materials are an essential key to successful teaching and learning. Unfortunately, at a time when federal and state governments are demanding higher standards and greater accountability in our schools, far too many students are not given the instructional materials they need to succeed. Students have no real opportunity to learn and to meet their states' academic standards when they lack access to quality, up-to-date instructional materials.

Spending on K-12 instructional materials amount to just *1 percent* of the public education dollars (Source: AAP). The problem is not a new one. In 1983, *A Nation at Risk*, the seminal U.S. education report of the late 20th century, was blunt in its assessment of the situation: "Expenditures for textbooks and other instructional materials have declined by 50 percent over the past 17 years. While some recommend a level of spending on texts of between 5 and 10 percent of the operating costs of schools, the budgets for basal texts and related materials have been dropping. ..." While many things have changed since the release of *A Nation at Risk*, one thing has not: funding for instructional materials remains at deplorably low levels.

Spending on instructional materials lags behind many other U.S. industries. For example: U.S. Pet Care and Pet Products: \$58.51 Billion



(2014 est.); U.S. Toys: \$22.09 Billion (2013); U.S., Video, Mobile and Social Media Games and Gaming Consoles: \$21.53 Billion (2013); U.S. K-12 Instructional Materials: \$8 billion (American Pet Products Association, Toy Industry Association, Entertainment Software Association and Association of American Publishers PreK-12 Learning Group).

In sum, students do not have the opportunity to learn when they do not have access to current instructional materials. To remedy this situation, Academic Achievement Program (AAP) recommends that every student in every class must be provided current, standards-based instructional materials in each of the core academic areas which are reading/language arts, mathematics, science, and history/social studies; instructional materials must reflect current state academic standards and they should be replaced on a regular basis, or when states make significant changes to their academic standards; states need to quickly increase their investments for instructional materials in order to provide all students with the opportunity to learn and to help them meet state and federal educational mandates; and State and district report cards should provide information on adequacy and availability of instructional materials.

Inequalities in the region exist not only between rural - urban areas and public – private education institutions or among provinces within the countries. There are also genders and socio-economic conditions that result in disparities in the delivery of quality learning opportunities, especially if we talk about access to Information and Communication Technologies (ICT).

In Indonesia, for example, educational disparities can be seen across geographical areas, urban and rural, between western and eastern part of Indonesia and among groups of people with varying income and gender. (Muhaimin, 2001)

The rate of female enrollment in upper secondary education schools in Vietnam, for example, is much lower than that of male enrollments. Ethnic minority school girls are the most disadvantaged in upper secondary education.

Only 4 % (37,689) out of the total number of disabled children are in both special

and integrated education (Information Management Centre, MOET).

In Malaysia, gaps in achievement are a main focus of programs undertaken by the MOE. The programs such as in English, Science, Mathematics and ICT all emphasize the need to bridge gaps between urban and rural children.

The following factors contribute to inequality of education and learning opportunity: a) lack of available school building and classroom with all required facilities; b) shortage of teachers, especially in remote areas (which is one of the reasons in countries like Thailand and Indonesia why there are multi-grade teachers where one teacher teaches more than one grade in a primary school); c) uneven spread of population, which also creates serious disparities in educational opportunity; especially in a big country like Indonesia; d) lack of good textbooks and other learning materials; e) Geographical location; f) students and parents' low appreciation towards education; g) level of socio-economic conditions of the family; and h) Lack of budget for building more schools, classrooms and, learning facilities.

Likewise, in the Philippines, prior to the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the “Higher Education Act of 1994”, in pursuance of outcomes-based quality assurance system and instructional based learning in teaching quality services management as advocated under CMO No. 46, series of 2012 and the virtue of Commission en Banc Resolution No. 231-2017 dated March 28, 2018 for Bachelor of Science in Tourism Management and Hospitality Management with the end view of keeping pace with the demands of local and global travel, produce skilled professionals capable of meeting the needs of the industries, public service and civil society as a huge boost on educational and economic development.

Hence, the development of instructional-based teaching materials plays a major role in quality service management, education and excellence in service delivery. In fact, excellent customer service is essentially important in all businesses when they apply their learning about instructional based skills. Quality defined from six different



perspectives: transcendent, product, value, user, and manufacturing and, consumer. It also refers to the goodness of a product. However, the totality of features and characteristics of a product or service that bears on its ability to satisfy given needs. Quality is not achieved by doing different things. It is achieved by doing things differently (James R. Evans et. al, 5<sup>th</sup> edition 2016).

On achieving excellence in service delivery through teaching, there is a need to focus on instructional manual used and quality service by exceeding clientele's expectations, continuing quality innovation and improvement. This means that every quality education on service management should make it mandatory to keep clientele's well pleased for one to progress and succeed. This can be done through appropriate training and empowerment of instructional-based teaching materials. Also, there is a need to seek for best global practices through benchmarking and continue upgrading accreditation level through quality assurance and strategic plans such as the International Standard Organization (ISO) and eco-labels for quality management (Wang Ping, April 2011).

In addition, the pursuit of service quality management requires new employability skills from graduates that enable them to cope with the changing circumstances of the tourism business world. Universities are therefore encouraged to embed the key skills in their curricula, yet there is often a considerable gap between what educational institutions offer and what is needed and required by the industry (i.e., There is a need to create a hub and interface between the industry and the institutions of higher education) but with instructional-based teaching materials one can attempt to actually create an interface and increase the opportunities for graduates to maintain or obtain employment to look at diverse skills and competencies that enhance employability of graduates (Wang et al. March 26, 2019).

Significantly, there is a current abundance of knowledge-base to inform us that in school teachers' competencies in using instructional based teaching materials conform the critical role in student learning and achievement. Research reveals how teachers

instruct and these interactions with their students is the cornerstone around which to build effective schools. A summary of the available studies accumulated over the past 40 years on a key education driver, teacher competencies on instructional manual offers practical strategies, practices, and rules to guide teachers in ways to improve instruction that improves students' performance and the quality of the work experience. Four groupings of these competencies can help organize and simplify for teachers what they need to master to maximize their performance: classroom management, instructional delivery, formative assessment, and personal competencies. These four categories also provide the essential core around which decision makers can construct teacher preparation, teacher hiring, teacher development, and teacher and school evaluations. (Wing Institute 2018).

The travel and tourism industry is one of the world's largest industries with a global economic contribution (direct, indirect and induced) of over 7.6 trillion U.S. dollars in 2016. The direct economic impact of the industry, including accommodation, transportation, entertainment and attractions, was approximately 2.3 trillion U.S. dollars that year. Several countries, such as France and the United States, are consistently popular in tourism destinations. Other less well-known countries are quickly emerging in order to reap the economic benefits of the industry (David Bartle, January 2015).

Likewise, in the Philippines, the hospitality and tourism industry is one of the leading revenue-generating industries that contribute largely to the economic sustainability of our country. As tourists put in a lot of money in their travel plans, the government generates income in a variety of ways. Tour businesses and individuals involved in the sector also earn much. They, in turn, put the money back to the further growth of the industry. Besides, income is also generated using various services like hotels, restaurants, monuments and other places of tourist interest.

The influx of tourists coming to Region I requires improvement in quality service management. Quality services management in the



hospitality and tourism include delivery of products and services to meet customers' expectations according to standards. Delivering quality products and services is one of the greatest challenges of the hospitality managers in the near future as it created job opportunities and with the increasing number of tourism sectors brought by the increase of international arrival and global hospitality markets (Andrea Barbu, October 2012).

Likewise, in developing quality service management, excellence in service delivery plays a major role. In fact, excellent customer service is essentially important in all businesses. Quality defined from six different perspectives: transcendent, product, value, user, manufacturing, and consumer. It is also referred to the goodness of a product. However, the totality of features and characteristics of a product or service that bears on its ability to satisfy given needs. Quality is not achieved by doing different things. It is achieved by doing things differently (James R. Evans et. al, 5<sup>th</sup> edition 2016).

On achieving excellence in service delivery, there is a need to focus on quality service by exceeding customer expectations, continuing quality innovation and improvement. This means that every business should make it mandatory to keep customers well pleased for the business to progress and succeed.

In addition, the pursuit of service quality management requires new employability skills from graduates that enable them to cope with the changing circumstances of the tourism business world. Universities are therefore encouraged to embed the key skills in their curricula, yet there is often a considerable gap between what educational institutions offer and what is needed and required by the industry (i.e., There is a need to create a hub and interface between the industry and the institutions of higher education). One must actually attempt to create this interface and increase the opportunities for graduates to maintain or obtain employment to look at diverse skills and competencies that enhance employability of graduates (Wang et al. March 26, 2019).

Moreover, the core composition of this study is about the instructional manual on teaching quality management services for hospitality and tourism industry. Since the researcher specializes in this field, she opted to conduct the study that addresses the development of instructional based materials in teaching quality management services for hospitality tourism in Region 1. The goal is to be able to know the proficient instructional manual, especially anchored for hospitality and tourism industry, which offers great job and career opportunities for everyone who wants to get involved in the world of hospitality and tourism.

### **Statement of the Problem**

This study aimed to develop and evaluate instructional manual in the teaching of Quality Services Management in Hospitality and Tourism Industry.

Specifically, it sought to answer the following sub- problems:

1. What is the availability and the degree of need of instructional materials in the teaching of Quality Services Management in Hospitality and Tourism Industry?
2. What instructional material can be proposed in the teaching of Quality Services Management in Hospitality and Tourism Industry?
3. What is the evaluation of the experts on the manual on the teaching of Quality Services Management in Hospitality and Tourism Industry in terms of:
  - a. Content;
  - b. Format;
  - c. Presentation and Organization; and
  - d. Accuracy and Up-to-Datedness of Information?

### **Scope and Limitation**

The study was delimited to three state universities and one college in Region 1 namely: Mariano Marcos State University in Ilocos Norte, Don Mariano Marcos Memorial State University in La Union, Pangasinan State University (San





Carlos City and Lingayen Campus) and Ilocos Sur Polytechnic College.

The study focused on the development of instructional manual on the teaching of Quality Services Management as responded by the professors from the said schools in Region 1 under Hospitality and Tourism Department. The respondents rated the output in terms of Content; Format; Presentation and Organization; and Accuracy and Up-to-Datedness of Information. This study was conducted during the Academic Year 2018-2019.

### RELATED LITERATURE

Learning and teaching are the concern of trained teachers in the academe. Though learning is a complex process, it can, however, be defined as a change in disposition, a relatively permanent change in behavior over time and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand etc. Learning can be reinforced with instructional manual of different variety because they stimulate, motivate and as well as arrest learners' attention for a while during the instruction process. Instructional manual are learning aids and devices through which teaching and learning are done in schools which is very evident in the teaching of Quality Services Management in Hospitality and Tourism Industry (Adeyanju, 2011).

According to Akamobi, (2011) instructional manual are those materials used in the classroom or workshops for instruction or demonstration purposed by students and teachers. Chauha (2010) saw them as actual equipment used as "hands on" process by learners in order to develop the degree of skills sought by the course of requirement. Examples of instructional manual include visual aids, audio aids, audio-visual aids, real object and many others. The visual aids in the form of wall charts illustrated pictorial materials, textbooks etc. Thus audio instructional manual refer to those that make use of the sense of hearing only like the radio, audio tape recorder etc. An audio visual instructional material is

therefore a combination of devices which appeals to the sense of both hearing and seeing such as television, motion pictures and computers. Definitions of instructional manual (Bello, 2012).

Moreover, instruction manual to be used should be carefully selected by the teachers to develop an effective and equipped learning strategy and be able to produce skilled professionals in the field of quality services management especially in the hospitality and tourism industry Brunner, (2010).

Indeed, the primary task of teaching is to facilitate effective learning and understanding of the content materials (Shoji, 2012). Instructional manual which appeal to all learners' understanding of the quality services management should be of utmost priority in the development of managerial skills.

The common standards will only have a chance of raising student achievement if they are implemented with high-quality materials, but there is currently no basis to measure the quality of materials. This sobering assessment by Matthew Chingos and Russ Whitehurst (2012) Instructional manual both directly and indirectly influence student learning. School leaders, and teachers are all in need of useful information to help them sort through the myriad instructional manual available to them, particularly in this time of preparation to implement fully the standards. According to Chingos and Whitehurst, "standards are a very leaky bucket, with the effect on instructional interactions in the classroom being little more than drips and drabs of the content standards adopted at the state level. Instructional manual are likely to mediate the degree to which content standards influence classroom instruction. Collection of the information could provide valuable resources for universities and teachers, in making informed decisions about purchasing and using the best available instructional manual to improve student learning.

In the Philippines, the significance of instructional materials lead up to the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994." This RA is in pursuance to outcomes-



based quality assurance system and instructional based learning in teaching quality services management as advocated under CMO No. 46, series of 2012 and the virtue of Commission en banc Resolution No. 231-2017 dated March 28, 2018 for Bachelor of Science in Tourism Management and Hospitality Management with the end view of keeping pace with the demands of local and global travel, produce skilled professionals capable of meeting the needs of the industries, public service and civil society as a huge boost on educational and economical development. Hence, the development of instructional based teaching materials plays a major role in quality service management, education and excellence in service delivery.

Prior to the local studies on instructional techniques in the teaching of quality services management, according to the study of Narciso I. Ambrosio, Jr., (2016), a research writer and a teacher III at Science Dapdap High School, Bamban, Tarlac, Division of Tarlac Province, entitled "*Instructional Manual Making the Teaching and Learning Process Easy, More Meaningful and Understandable*" instructional manual have been defined by various local authors. Metillo (2010), viewed them as didactic material things which are supposed to make learning and teaching possible. According to Nicolas (2010), instructional manual are materials or tools locally made or imported that could make a tremendous enhancement of lesson impact is intelligently used. Arollado (2010), referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional manual are also described as a concrete or physical object which provide sound, visual, or both to the sense organs during teaching (as cited in Legasto, 2014). Santiago (2010), defined instructional manual as ways and means of making the teaching and learning process easy, more meaningful and understandable. In a similar definition, Abad (2011), explained that instructional manuals are designed to promote and encourage effective teaching and learning experiences. Instructional manuals are, therefore, site tools for teachers at all levels of education for effective instructional

delivery and promotion of learner's academic achievement.

Instructional manuals are in various classes, such as audio or aural, visual or audiovisual. Thus, audio instructional manual refers to those devices that make use of the sense of hearing only, like radio and audio tape recording. Visual instructional manual on the other hand, are those devices appeal to the sense of both hearing and seeing such as television, motion picture, and the computer (Padilla, 2016). In addition, the instructional teaching materials make the teaching and learning easier because it captures the attention of the learners, Facilitates the understanding of abstract concept, Save time by limiting the use of wordy explanation, it provides the learner with an opportunity to manipulate objects in the environment (Amor, 2015).

## METHODOLOGY

### Research Design

This study employed the descriptive-developmental method of research. According to Fox (2007) descriptive type of research is a design focused on the present condition and is geared towards finding new truth to generate more knowledge and understanding of the subject which seeks to determine changes over time. It is descriptive because the researcher tried to describe the existing condition of instructional manual used in the teaching of Quality Services Management in Hospitality and Tourism Industry. This study is also developmental because the researcher developed a proposed instructional manual in the teaching Quality Services Management in Hospitality and Tourism Industry. As defined by Calmorin (2015), developmental research is the systematic study of developing and evaluating instructional material, process and products that must meet certain set of criteria.



## **Respondents of the Study**

The respondents of the study included the four state universities and colleges in Region 1 namely Mariano Marcos State University in Ilocos Norte, Don Mariano Marcos Memorial State University in La Union, Pangasinan State University of Northern Philippines and Ilocos Sur Polytechnic State College in Ilocos Sur. These schools were chosen because the researcher believed that they strategically represent the prevailing condition/status on the instructional manual in the universities and colleges in entire Region I. Figure 3 shows the map showing the locale of the study.

## **RESULTS AND DISCUSSION**

This study determined the availability and degree of need of instructional materials in the in the teaching of quality services management in hospitality and tourism industry; instructional material that can be proposed in the teaching of quality services management in hospitality and tourism industry; evaluation of the experts on the manual in the teaching of quality services management in hospitality and tourism industry; and the final form of the manual.

An evaluation sheet was adopted and was distributed to different evaluators. The data gathered were tabulated and analyzed using statistical treatment and the following statistical tool were used in the treatment of responses and data analysis: frequency and percentage were used to determine the availability, degree of need, instructional material needed in the teaching of quality services management in hospitality and tourism industry; and average weighted mean was utilized in the evaluation of the manual.

There are no available instructional materials in quality services management in hospitality and tourism industry available in the hospitality & tourism office (12, 100%); no available instructional materials in quality services management in hospitality and tourism industry available in the library (12, 100%); and no available instructional materials in quality services management in hospitality and tourism industry available in the bookstores (12, 100%).

In general there are no available instructional materials in quality services management in hospitality and tourism industry.

The evaluators find a need (12, 100%) for instructional materials in quality services management in hospitality and tourism industry.

The evaluators find the urgency of instructional material very urgent (WM=3.00).

The evaluators rated the need of a manual as an instructional material in the teaching of quality services management in hospitality and tourism industry while only 3 of them (16.7) find the need of a module in the teaching of quality services management in hospitality and tourism industry.

The evaluators rated very satisfactory that content is suitable to the student's level of development (WM=4.00); the material contributes to the achievement of specific objectives of the subject area and level for which it is intended (WM=4.00); and the material enhances the development of desirable values and traits (WM=4.00). In general the evaluators find the content of the manual very satisfactory.

The evaluators scored the format in terms of print as very satisfactory in size of letters is appropriate to the intended user (WM=4.00); spaces between letters and words facilitate reading (WM=4.00); font is easy to read (WM=4.00); and printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration) (WM=4.00). In general, the format is very satisfactory (AWM=4.00).

The evaluators rated the illustrations as simple and easily recognizable (WM=4.00); clarify and supplement the text (WM=4.00); properly labeled or captioned (if applicable) (WM=4.00); attractive and appealing (WM=4.00); and culturally relevant (WM=4.00) very satisfactory. Overall, the illustrations are very satisfactory (AWM=3.96).

In terms of design and layout as attractive and pleasing to look at (WM=4.00); simple (i.e., does not distract the attention of the reader) (WM=4.00); adequate illustration in relation to text (WM=4.00); and harmonious blending of elements (e.g., illustrations and text), the





evaluators find it very satisfactory. In general, the design and layout are very satisfactory (AWM=4.00).

In terms of paper and binding, the evaluators scored the paper used contributes to easy reading (WM=4.00) very satisfactory. In general, paper and binding are very satisfactory (AWM+3.88).

In terms of size and weight resource, the evaluators find the manual very satisfactory to easy to handle (WM=4.00); and relatively light (WM=4.00). In general the size and weight are very satisfactory (4.00).

The presentation and organization engaging, interesting, and understandable (WM=4.00); logical and smooth flow of ideas (WM=4.00); vocabulary level is adapted to target reader's likely experience and level of understanding (WM=4.00); and sentences and paragraph structures are varied and interesting to the target reader (WM=4.00) very satisfactory. Generally, the presentation and organization are very satisfactory (AWM=3.95).

There are no conceptual errors (WM=4.00); factual errors (WM=4.00); grammatical errors (WM=4.00); computational errors (WM=4.00); obsolete information (WM=4.00); and typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.) (WM=4.00). Overall, the accuracy and up-to-datedness of information of the manual has no errors. (AWM=4.00).

### **CONCLUSIONS**

Based on the thorough review and analyses, the following are therefore concluded:

1. There are no available instructional materials in quality services management in hospitality and tourism industry.
2. The need of a manual as an instructional material in the teaching of quality services management in hospitality and tourism industry.
3. The content, format, illustrations, design and layout, paper and binding, size and weight resource, presentation and

organization are very satisfactory. The manual has no errors.

### **RECOMMENDATIONS**

In the light of the conclusions, the following recommendations are hereby advanced:

1. The use of the manual in the teaching of quality services management in hospitality and tourism industry.
2. The schools to encourage teachers to develop other instructional materials to be used.
3. The schools to invest instructional materials to be used in the teaching of quality services management in hospitality and tourism industry.

### **REFERENCE**

- Adeyanju (2011), *Building Teachers Capacity for Success: A Collaborative Approach for School Learners*, New Thoughts Publication, Quezon City.
- Akamobi (2011) *Teach, Reflect, And Learn: Building your Capacity for Success in the Classroom*, Memoria Press, Louisville, United States.
- Bello (2012) *Retaining New Teachers: How do I Support and Develop Novice Teachers*, Abiva Publishing House, Inc., Quezon City.
- Bernaldez, Sheila A et. al. (2014) *Basic Culinary for Commercial Cooking*, Mindshapers Co. Inc., Manila.
- Bruner (2010) *Using Understanding by Design in the Culturally and Linguistically Diverse Classroom*, New Thoughts Publication, Quezon City.
- Bay Ann and Laguardor (2014) *Teachers Wanted; Attracting and Retaining Good Teachers*, ArtPostAsia. Inc. Philippines.
- Brymer (2002) *International Tourism*, Mindshapers Co. Inc., Manila
- Chingos and Russ Whitehurst (2012) *Upgrade your Curriculum: Practical Ways to Transform Units and Engage Students*, Phoenix Publishing House, Inc. Quezon Avenue.



- David Bartle 2015 The Success Factors for Literacy Invention, C & E Publishing, Inc. Manila.
- Evans, James R et.al. (2016) How to Use Standards in the Classrooms, UP Press, Manila.
- James R. Evans et. al, (2016), Food and Catering Management, Liberty Commodities Corp., Makati City.
- Kozma (2015) Design Thinking for School Leaders: Five Roles and Mindsets that Ignite Positive Change, Phoenix Publishing House, Inc. Quezon Avenue.
- Lago, Elpedia M. (2010) Front Office System and procedures, Mindshapers Co, Inc. Manila.
- Laguador and Alacantara (2013) Complex text Decoded; How to Design Lessons and Strategies That Target Authentic Texts.
- Salamanca, Ma. Dolores N. (2016) Tour Guiding Services, JFS Publishing Services, Pasay City.
- Salamat, Laarni S. (2016) Housekeeping, the Phoenix Publishing House Inc., St. Andrew Publishing House, Bulacan.
- Prabha Ramseook-Munhurrun (2016) of the Mauritius University of Technology in his study *“Teaching Service quality through Instructional Techniques”*
- According to Asma Asrar Qureshi (2016) of International Islamic University, Islamabad, Pakistan on her study on *“Impact of Quality of Service Delivery in Hospitality, Tourism and Business Education”*
- According to Tanzania Education Network/ Mtandao WA Elimu Tanzania (TEN/MET) (2013) study on *“Measures of Effective Teaching”*
- Narciso I. Ambrosio, Jr., (2016), a research writer and a teacher III at Science Dapdap High School, Bamban, Tarlac, Division of Tarlac Province, entitled *“Instructional Manual Making the Teaching and Learning Process Easy, More Meaningful and Understandable”*
- Mildred Padilla (2013), a research entitled *“Ensuring Knowledge in Instructional Techniques”*
- Gemino Abad (2013) on the study of *“Cultivating Mindfulness in the Classroom”*