
Pedagogical Practices of Hospitality Management Faculty Members



Martino Miguel M. Salcedo

Lyceum of the Philippines University, Manila, Philippines

ABSTRACT: This research aimed to find out how the Hospitality Management Faculty Members of Lyceum of the Philippines University and University of Santo Tomas are perceived by their students in terms of knowledge, skills, attitudes and teaching strategies and if there is a significant difference among the students' perception regarding, knowledge, skills, attitudes and teaching strategies when grouped according to age and sex. This research used the descriptive method and the data gathered was subjected to statistical treatment making use of weighted mean and Mann Whitney U Test. Majority of the respondents' age were 20 and above, most were female (71.30%). The respondents showed strong agreement that the faculty members are knowledgeable (4.54) which translates as strongly agree. The respondents showed agreement that the faculty members demonstrate execution of complicated skills (4.42), demonstrate attitudes (4.39) that are important in the hospitality industry and teaching strategies (4.42) utilized are varied. When grouped by age, the exhibition of knowledge has a p-value of 0.0164 which rejects the null hypothesis. Its interpretation is that there is a difference between age groups 17-19 and 20 and above. Conversely, Skills (p-value 0.2036), Attitudes (p-value 0.9452) and Teaching Strategies (p-value 0.183) failed to reject the null hypothesis and therefore not significant when grouped according to age. When grouped according to sex, knowledge (p-value 0.4404), skills (p-value 0.8517), attitudes (p-value of 0.9483) and teaching strategies (p-value of 0.7022), all four fail to reject the null hypothesis. This suggests that there is no significant difference when grouped into sex.

KEYWORDS: Attitudes, Knowledge, Pedagogical Practices, Skills, Teaching Strategies.

I. INTRODUCTION

The teaching profession has continued to be an inspiring and worthwhile career more than employment for salary and wages as compared to other professions around the world. It is least to be chosen among number of college students to enroll in many universities, as it was underscored by Bilbao, Corpuz, Llagas, Salandanan, (2015) that a careful choice must be done before finally choosing this career for its mental, physical, spiritual and financial impact.

Despite these realities, there are other professions that end up in the academe, specifically, in Higher Education Institutions (HEI's) and State Universities and Colleges (SUCs), where the sharing and transfer of knowledge and expertise of specific skills to students have taken precedence. Same goes in the Hospitality Management program.

The end goal of the CHED, memorandum Order #62 series of 2017 is for the Hospitality Management program to keep pace with the demands of the local and global travel, tourism and hospitality sector that is on a globally competitive scale. This will require students to be equipped with competencies needed to execute operational tasks and management functions in areas such as food production, accommodation, food and beverage services and other emerging sectors important to this program.

Hence, the demand rises for a pool of experts in the field of hospitality management to teach the knowledge, skills, attitude, coupled with appropriate teaching strategies necessary for understanding the pedagogies of the program.

Ko (2012) mentions that students respond well to teachers who have professional backgrounds and competencies, exhibit knowledge, skills in their fields of expertise and are knowledgeable in different fields as well.

Education in hospitality management differs from education in other undergraduate courses due to the enhanced skills and service-oriented nature of the hospitality industry (Garcia, Hertzman, Mandabach, 2020). Thus, hospitality management educators are encouraged to adopt new methods to enhance teaching especially for this generation (Wong, Pang, Wong, 2012)

Innovative educators and learning designers have utilized and combined emerging technologies such as computer games, virtual worlds, etc. to design learning environments that are realistic, authentic, engaging and enjoyable (Wong, et al 2012). Even face-to-face activities was stressed by Jacobsen (2011). that it can be used to support online educational activities based on the

Pedagogical Practices of Hospitality Management Faculty Members

subject for better learning engagement Shared information about teachers' knowledge, skills, attitudes and teaching strategies can increase attention to what the HEI's and SUC's hospitality management faculty members preferred teaching style which may therefore may help the future of Hospitality Management education towards the implementation of improved and effective teaching strategies, learning models and methods (Deale, O'Halloran, Jacques, Garger, 2013)

This research also aims to aid Master's in Business Education candidates who teach under the Hospitality Management program to enhance their knowledge to better address the needs of HEI's and SUC's to utilize specific teaching strategies that are effective to this course.

Employment in the tourism and hospitality industry in the Philippines was pegged at 5.4 million in 2018, 1.8% higher than 5.3 million in the previous year, PSA reported. Share of employment in tourism industries to total employment in the country was recorded at 13.0% last year (Cigal, 2019). It reinforces the need in utilizing teaching strategies effective to Hospitality Management which is supported by Liasidou (2016) that the incorporation of various methods of teaching enhances the learning experience, in this case, its application to the HM course which may make their students more enthusiastic in their involvement. The learning styles of the students should always be considered by educators to better understand them and appropriately address their needs. In doing so will enable them to be more proactive, adaptive and have an overall better learning experience. Bhinder (2019) states that the curriculum content can be developed in such way that it can be enriched with various methods of learning and teaching which may have the potential to help Master in Business Education educators who teach under Hospitality Management program.

This is under the premise that the researcher dealt pedagogical practices of hospitality management faculty members from the selected private universities in the country as assessed by the students

OBJECTIVES OF THE STUDY

This research aimed to find out what are the pedagogical practices of Hospitality Management faculty members as assessed by their students. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of: Age and Sex
2. How do the respondents assess the faculty pedagogical practices in terms of: Knowledge, Skills, Attitudes and Teaching Strategies and
3. Is there a significant difference on the faculty exhibition of teacher's assessed pedagogical practices when the respondents are grouped into age and sex?

II. LITERATURE REVIEW

Knowledge of Hospitality Management Teachers

This century, the Generation Z and their educators require faculty members to understand the kind of learners they are to face. It is understood that 21'st century learners provide potential that have never been seen before. CHED now require teachers and faculty members to provide output pertaining to research extension, seminars, etc. Teachers must also use a variety of teaching strategies that make the

Instructional content relevant and meaningful to today's students. This paradigm occurs since today's learners are drastically different from before.

The students of today are now known as "Generation Z" Born from 1996 to present while most of the current educators are called "Digital Immigrants born from 1980 to 1995 (Wei, et al 2019). To the natives, technology has completely shaped and changed them on how they receive and disperse information, even the way they eat, play, learn, shop and interact with their environment are affected. Educators that will shape the minds of the youth today are tasked to steer them in the right path so they may discover their full potential and help them find their place in the world. It is then their responsibility to also understand what is current to the students and the technologies that affect them. However, for some, this is not quite so easy. Regardless, the immigrants will eventually have to learn the ways of the natives or face obsolescence. (Prensky, 2011)

Hospitality Management instructors may not be familiar with the current educational technology which in turn would hamper their creativity in designing a successful instructional material or course. Cooperation with blended learning specialists who have expertise with the design and teaching aspects could help in delivering effective, easy-to-use and welcoming educational technologies, delivery mechanisms and instructional approaches. (Wong, et al 2012) Guest speakers may even participate in online class discussions to impart with students, up-to-date industry standard knowledge and insights that are globally competitive.

Pedagogical aspects of designing hospitality management curriculum and teaching it in HEI's and SUC's, face an ever existing challenge of how to open up dialogue with teaching tourism and hospitality, and how to apply different non-traditional methods of teaching the students the applied and theoretical aspects. It is made more difficult with the engagement of students

Pedagogical Practices of Hospitality Management Faculty Members

with different backgrounds, races and learning styles. It is often perceived that there is no room for theory or personal reflection in a curriculum crowded with specialist and applied management knowledge (Fullagar, et al, 2012)

Computer courses and new technology were not given priority in teaching Hospitality Management subjects before. However, today's competencies related to computers and technology is highlighted (Johanson, 2010). Especially in light of the recent spread of the pandemic COVID-19, it has restructured the landscape of education to a more virtual one.

Schoffstall (2013) states that academic engagement is a challenge that Hospitality Management teachers are facing. Today's HM instructors must be competent in many aspects of life and not just in relation to the subject they teach. This ensures that they remain relevant and avoid becoming obsolete. Part of this is their continuous professional development which is required by CHED and Higher Education Institutions (HEI) and State Universities and Colleges (SUC's) and it is also a way for them to impose stricter rules and guidelines against new forms of cheating, plagiarism and intellectual property theft.

That is why HM educators must be adept to not just improve their lives, making things easier for them which in effect will make their jobs easier but to also be able to better understand their 21st century Gen Z students. This in turn will help them become better educators who can fully understand why their students are the way they are and where they are coming from and be able to impart their knowledge in an acceptable fashion to the students to help them realize their full potential.

Besar (2018) mentions Jean Lave and Etienne Wenger expounded in the 1990's the theory of Situated Learning. Situated learning theory holds that knowledge delivered should be contextual. Knowledge should be applicable in authentic settings of daily practice, and should be low-risk.

This usually requires interaction and collaboration with the HM students and their environment; in this case the school will provide a simulated environment.

Eventually, learners become engaged in more dynamic and complex activities, and transition into the role of the expert. This process usually occurs unintentionally. J. Lave & E. Wenger call this process "legitimate peripheral participation" Such was the influence of this theory that it led some researchers to argue that learning can only be meaningful if it is embedded in the social and physical context. It claims that students are more likely inclined to learn when they are actively participating in the learning experience. At its core, situated learning is the creation of meaning from everyday living situations. This supports the theory that Hospitality Management students respond to educational content when they themselves are experiencing it.

Skills of Hospitality Management Teachers

Commission on Higher Education (CHED) Requirements, the CHED MEMORANDUM ORDER (CMO) no. 62, SERIES: 2017, SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR BACHELOR OF SCIENCE IN TOURISM MANAGEMENT (BSTM) AND BACHELOR OF SCIENCE

IN HOSPITALITY MANAGEMENT (BSHM) states that the minimum qualification of faculty members should have a Master's degree in either Tourism, HM or any of the indicated allied programs and must have a bachelor's degree in Hospitality Management or any related field with at least one year experience in the tourism and hospitality industry.

For Industry Practitioners who do not have the above mentioned qualifications may still teach parttime in the programs provided if they possess at least a Bachelor's degree in Tourism, HM/HRM or allied programs and at least three (3) relevant work experiences.

All faculty members must teach courses only within their field of specialization. However, universities encourage their faculty to have multiple discipline backgrounds so that HM subjects are viewed from multiple perspectives which may help in forming tailored teaching strategies specific to certain types of students. Salazar et al (2017) states that, it is the teacher's knowledge, skills, attitude and teaching strategies that matter to students. The study did not focus on the environment as the schools that they included had similar facilities.

Instructors are tasked with training future professionals in the hospitality industry that are equipped with the knowledge skills, industry practical competence and confidence, so they may become fullfledged professionals in the industry. (Wong, et al 2012)

That is why, the Business Council of Australia have tapped business graduates who have gained varied professional skills and expertise (e.g., cross-cultural, communication, team work, etc.) that aligns with the educational needs of hospitality management students. Critical thinking is being considered as a major skill and its application to independent thinking, critical analysis of issues and problems and its use on different contexts and problems solving. (Business Council of Australia, 2011).

The hospitality industry could provide the educational institutions with better opportunities for internships, trainings, ocular visits and observations for better skills and knowledge development. The increase of number of internships and trainings can improve the overall quality of incoming employees. The strengthening of this mutually beneficial relationship between

Pedagogical Practices of Hospitality Management Faculty Members

institutions and interns can significantly increase the overall quality and increase number of graduates that are competent Thus, improving the perception of employers of newly graduates and their capabilities. (Tesone, et al 2012)

The practice of students learning from practitioners was already present even during the middle ages. According to Gisslen (2016), during that time, bakers and pastry chefs in France formed guilds to protect and advance their art. The guilds, as well as the apprenticeship system provided a way to pass the knowledge of the baker's trade from generation to generation. It is evident here that if a subject matter is skill intensive it was better to learn from a master practitioner of said skill, in this case baking. To become master bakers, workers had to go through a course of apprenticeship and obtain a certificate stating they had gained the necessary skills.

Chiou as mentioned by Ko (2012) observed that university students placed heavy importance on instructors that have professional industry backgrounds, regardless whether the students themselves had experience with technical courses or general studies. The students tended to place greater reliance on experiential learning modalities. Since Hospitality Management is a course that is also very skills intensive it follows that the students show more aptitude when the instructor shows professional competence. This is where the frame of mind or mindset of the teachers plays an important role.

Tesone (2012) states that it is important that there should be a strong collaborative effort and initiative between educators and practitioners so as to give the students a realistic view of what it is that they will encounter in the industry and dispel any glamorous notions of what it is like to be part of the hospitality industry. Part of this is the continuous professional development of teachers. This is to ensure that the HM teachers remain relevant and are up-to-date with current industry practices. This will show the students that despite the hardships that they will face professionally, it is important to show that the acquisition of new knowledge and skills does not stop.

Attitudes of Hospitality Management Teachers

The saying "The teaching profession is said to be the profession that creates all other professions" (Bilbao, et al.,2015) is quite true. Learning from skilled instructors and industry practitioners is important. However it can also be said that that the teaching profession creates or instill in the student the attitudes and frame of mind needed to succeed in any industry. It is for this very reason that mentors, instructors or practitioners who are also in the academe must be very careful with the type of attitudes and mindset that they show for they do not just impart knowledge, they are the role models with which students, apart from their parents, base and pattern their actions on. The right attitude that teachers display, can help their students reach their full potential. However the wrong attitude can harm students and potentially scar them for life.

Students learning from teachers who display an adaptive mindset and a strong sense of professionalism will give them role models that will provide them the necessary frame of mind that will help them in the professional setting. The importance of a professional attitude begins even before you start your first job. Arriving on time, dressing appropriately, behaving the right way, dedication to quality and eagerness to learn are some examples so that the employers notice you for the right reasons.

The Hospitality Industry is a high pressure environment and this requires staying power or grit to be able to push through long monotonous or grueling hours, working during the holidays and still be consistent is what the students, who go into the workforce, will face. This requires a high level of professionalism, sense of responsibility, dedication and frame of mind to your profession, to your coworkers, and to your customers or clients. Working with people is important. In any hospitality setup, teamwork is essential so that the company remains productive. One cannot afford to let ego problems, petty jealousy, departmental rivalries get in the way of doing your job well. Today's HM industry holds people of many races, nationalities, and origins, from all walks of life that even speak different languages so it is imperative to be a teamplayer (Gisslen 2018).

In terms of attitude there is extremely little difference between hospitality management beverage educators who are from the industry and those who are in the academe. It shows that the attitudes adopted in hospitality management whether industry or academe do not vary (Garcia, 2020)

Despite the varied pedagogical practices of HEI's and SUC's that offer hospitality management, one of the challenges is to teach the students, whom we hope will be our future leaders, is how to develop a reflexive sense of identity, both academic/conceptual and professional/applied. Despite differences there is a commonality between universities, the importance of critical thinking and judgment and creative problem solving. Many course content claim to apply such "creative thinking approaches" (Fullagar, et al, 2012).

Employers according to Tesone, et al (2012) prefer interpersonal interactive abilities over productive and concrete work processing skills. They have learned that in practice, hospitality managers hire mainly based on attitude and specific knowledge and skills second. Traits that are most relevant to employers are teamwork, empathy, anticipation of customer (guest) needs, and a high tolerance for ambiguity as skills and abilities. As far as Attitudes, the practitioners rated pride in helping others, priority of others' needs over self, optimism, and empathy as core values. Also, the respondents emphasized issues concerning realistic

Pedagogical Practices of Hospitality Management Faculty Members

job expectations. This can give educators in business and hospitality management programs clues concerning the learning outcomes that suit the perceived needs of the hospitality and tourism industry.

Teaching Strategies of Hospitality Management Teachers

Dr. Howard Gardner (2011) who was a professor of education at Harvard University, developed in 1983 and updated in 2011 the theory of multiple intelligences. This theory suggests that the traditional testing of intelligence based on intelligence quotient (I.Q.) scores were too limiting. He proposed nine varied intelligences to account for a wider range of human potential in children and adults. These intelligences are as follows: Linguistic intelligence (“word smart”), Logical-mathematical intelligence (“number/reasoning smart”), Spatial intelligence (“picture smart”), Bodily-Kinesthetic intelligence (“body smart”), Musical intelligence (“music smart”), Interpersonal intelligence (“people smart”), Intrapersonal intelligence (“self-smart”), Naturalist intelligence (“nature smart”), Existential intelligence (“Spiritual intelligence or cosmic smarts”).

Schools and culture according to Dr. Gardner mostly focus on linguistic and logical-mathematical intelligence. These two intelligences are regarded highly by our society. Conversely, Dr. Gardner points out that equal attention should be given to individuals who exhibit remarkable talent in the other intelligences such as chefs, bakers, artists, architects, musicians, dancers, therapists, naturalists, entrepreneurs, designers, etc. Sadly, many do not receive guidance to nurture and grow these talents especially in schools. Talented youths like these need to learn from talented individuals who also excel in the same area and understand the needs and feelings of these children.

Whether they are hospitality management instructors or industry practitioners, the resources of talented people are too few. A lot of these hospitality students even get wrongly assessed and end up being labeled as underachievers, learning disabled or diagnosed with ADD (attention deficit disorder). Or they are simply just let behind since their unique intelligence and learning styles are not addressed especially in a heavily linguistic or logical-mathematical classroom.

That is why universities offering Hospitality Management, the teachers and the curricula must constantly evolve and improve to be able to cater to the educational needs of their students. Armstrong (2018) states that the theory of multiple intelligences proposes a major shift how schools will operate. He proposes that teachers are taught how to effectively deliver to their varied students. That lessons and instructional material be delivered through varied strategies such as music, group projects, art activities, stage plays, multimedia, field trips, journal writing, etc. The theory of multiple intelligences has now become popular among many educators around the world especially in Hospitality Management. However there are still some schools that have not adapted to this way of thinking and still cling to traditional methods of learning. Ultimately, with this, it is the child who will benefit most since this will open up other avenues of learning methods and styles to many children who excel in different fields and have specific learning styles.

Teaching strategies geared multiple intelligence are important whether the teacher has a pedagogical background or an industry professional (non-education background). The strategies have to cater to students who have different learning styles. The present worldwide educational system recognizes greatly the importance of multiple intelligences (Howard, et al 2010). It dictates that if the students of today are to be placed on a competitive level against the best students of the world, educators should be highly qualified to teach in the manner that the students understand and appreciate.

Currently, teachers are tasked to use different teaching strategies that are relevant to today’s students. They use numerous strategies to help them impart their knowledge that is acceptable to the students. It is important that the medium is acceptable to the students due to the fact that they are the recipients of the knowledge being imparted. If the strategies do not match the students learning style then there is a high probability that the student will not learn. That is why teaching strategies have to be very varied to be able to cater to different types of students and their learning styles.

The sharing of information about the teachers and teaching preferences and behaviors can spur the increase in awareness as to what hospitality and tourism faculty members do when they teach and the strategies that they prefer. Most importantly, this can help direct the future of hospitality education and its educators along the path towards the implementation of more dynamic teaching and learning models and methods. (Deale, 2013)

Luka, et al (2012) and Lee, et al (2009), mentions that it is important to note that in order for students to learn valuable knowledge, universities must constantly create new curricula and adapt the existing ones to reflect a more realistic view of the industry. Skills that are useful help the students in finding a job such as English Language and Computer skills (Tesone, et al 2012). Hospitality companies are looking for employees that already have these skills to make training easier and faster. Hospitality management programs according to the study of Horng, et al (2008). had six standards that they highly excelled in which were the following: strategic planning, curriculum and instruction, faculty resources, student achievements, administrative management.

The important aspects of these quality educational institutions were namely curriculum, teaching and learning concepts. Those were greatly highlighted in this study while program resources were found least important (Horng et al. 2008). It is

Pedagogical Practices of Hospitality Management Faculty Members

important to note that universities offering hospitality management must respond to the needs of the industry by adapting their curricula to produce students who are able to supply this need.

The embrace of instructional design in relation to blended learning helps validate as to why hospitality management students welcomed blended learning since they responded more to varied teaching methods. However it was revealed that online learning usually involved the students' own initiative to structure knowledge. Thus, issues regarding emerging educational trends geared towards student-centered learning approach should also be further investigated. (Wong, et al 2012)

The academe and its faculty members of hospitality management are critical in providing inputs on course subject content and may provide a framework which may be applied to design and develop a futuristic liberal hospitality curriculum. (Parvadhavardhini, et al, 2017) Dredge (2012) has observed that creativity and innovation are essential within the curriculum space and is essential to delivery of course content.

Some studies regarding hospitality management curriculum have debated that the curriculum must include not only crucial operational skills but also behavioral aspects of personal and managerial skills and a balanced educational experience will prepare today's graduates to be tomorrow's managers (Swanger, et al, 2016, Schoffstall, 2013).

A trend in hospitality programs stated by Huang (2015) is the evolution of business education from traditional to a more innovative and practical approach. A creative and innovative curriculum is now essential and a fundamental cornerstone for both international and domestic hospitality management students that helps them build comprehensive skills and knowledge and are groomed to be globally competitive employees (Irungu, 2010).

In understanding the hospitality sectors' employers and customers wants and needs, graduates must learn to understand the dynamics of service in the form of experiential learning. In doing so, educators can implement various pedagogical approaches that better prepare hospitality students to become hospitality professionals (Cecil, 2012). Thus, competencies related to the curricula must be developed to allow students to gain competencies both soft and hard skills to better prepare them after graduation.

Synthesis

It is important to note that, whether a teacher has a pedagogical background or is an industry professional, knowledge, skills, attitudes and teaching strategies are important especially in Hospitality Management where all four are integral and are interconnected. Ko (2012) mentioned Chiou to have observed in 2008 that instructors who have professional industry backgrounds were regarded highly by university students, regardless whether the students themselves had experience with technical courses or general studies. It showed that current Hospitality students responded better with experiential learning. Hospitality Management is a course that is very skills intensive. Therefore, it follows that the students show more aptitude when the instructor shows professional competence and is knowledgeable and skilled in his respective field. The Hospitality Management course greatly focuses on teaching strategies that incorporate Jean Lave and Etienne Wenger 1990's the theory of Situated Learning. It is an instructional approach which at its core, situated learning is the creation of meaning from everyday living situations (Besar, 2018).

This supports the researcher's observation and researched data that hospitality students are more likely inclined to learn when they are actively participating in the learning experience and are learning from professors or industry professionals who are knowledgeable, skilled, have the right attitudes or frame of mind and use teaching strategies geared towards the Hospitality Management program.

However, it is important to recognize that regardless whether the teacher has an education background or is an industry professional, teaching strategies greatly help in sharing and transferring to the students the knowledge, skills and the right attitudes or frame of mind that they will use in their future careers. Higher Education Institutions that have exceptional hospitality management programs excelled in these aspects: curriculum, teaching and learning concepts. Those were greatly highlighted in the study of Horng et al. (2008) which coincides with Salazar et al (2017) who states that it is the teacher's knowledge, skills, attitude and teaching strategies that matter to students. The study did not focus on the environment as the schools that they included had similar facilities. It is interesting to point out that program resources were found least important. Which shows, that, it is not about the environment (school facilities) rather it is about the teachers who are knowledgeable and skilled, who have the right attitudes and frame of minds that utilize highly effective teaching strategies despite setbacks to teach the curriculum which in effect will help students create useful and meaningful knowledge and skills that are applicable not just in theory but is pertinent both professionally and in everyday living as well as adopt the correct attitudes and sense of professionalism that will be of benefit to them in the Hospitality Industry (Gisslen, 2018).

Luka, et al (2012) mentions that it is important to emphasize that in order for students to learn valuable knowledge, skills and attitudes, universities must constantly create new curricula and adapt the existing ones to reflect a more realistic view of the industry (Lee, et al 2009).

Pedagogical Practices of Hospitality Management Faculty Members

The studies and literature in this research aim to reinforce the importance of knowledge, skills, attitudes and teaching strategies to the teachers, students, HEI's and SUC's. It is important to note that teachers should also be considered as stakeholders (Parvadhavardhini, 2017) since they are the facilitators of education and main sources of information of students. The curricula and the teachers that teach the curricula and the teaching strategies that they utilize should constantly evolve together with the students to remain globally relevant especially in the present political, social and economic climate.

The constant improvement or creation of teaching strategies to better fit students that are very varied and have different learning styles as well as the continuous professional development of instructors who are highly knowledgeable, skilled, have the right attitudes and who have an extensive knowledge of teaching strategies. This in turn will help higher education institutions (HEI) and State Universities and Colleges (SUC) and their faculty who offer Hospitality Management by maintaining a standard of excellence. HEI's and SUC's should also look into further professional development of faculty members whose contribution to the school and the students have become an integral and invaluable asset to the institution to which they belong.

III. CONCEPTUAL FRAMEWORK

This research aimed to find out what are the pedagogical practices of Hospitality Management faculty members as assessed by their students. Specifically this study sought to answer the following Hypetheses:

How do the respondents assess the faculty pedagogical practices in terms of?

H1 Knowledge

H2 Skills

H3 Attitudes and

H4 Teaching Strategies

H5 is there a significant difference on the faculty exhibition of teachers' assessed pedagogical practices when the respondents are grouped into age and sex?

H6 Using a .05 level of significance, the researcher hypothesized that there is no significant difference on the faculty exhibition of teachers' assessed pedagogical practices when grouped according to the respondents' profile variables in terms of age and sex.

IV. METHODOS

The researcher used the Descriptive Method. Therefore, the population of the 2 schools were used and computed the sample size determining the respondents for each school. It aims to describe the present conditions of the presented variables. This study focused on the pedagogical practices of Hospitality Management faculty members as assessed by the enrolled second year college students for the 2nd semester of S.Y. 2019-2020.

The researcher did not include other higher year levels, for using the old curriculum, 3rd year for not having any enrollees due to the adjustment made in the implementation of K to 12 curriculum and first year level for not yet being done with the current school year the research was conducted. The researcher determined the number of sample size from each school using simple random sampling. The researcher considered 2 schools in Metro Manila offering Hospitality Management. Therefore, the population of the 2 schools were used and computed the sample size determining the respondents for each school. From the total number of 2nd year students of these two (2) schools, the researcher computed the sample size with the use the Cochran's Formula in determining the number of sample size

Particularly, the study is limited only to the private universities in Metro Manila included among the list of Center of Excellence and Development according to CHED (2018) report of 2018 as well as Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) Accreditation under the Hospitality Management program. These are Lyceum of the Philippines and the University of Santo Tomas (ust.edu.ph, 2022) (manila.lpu.edu.ph, 2022).

The instrument used is a researcher-made survey questionnaire composed of three parts. Part 1 solicited respondents' profile as to age, Part 2 is sex and Part 3 is the respondents' perceived assessment on the pedagogical practices in terms of Knowledge, Skills, Attitudes and Teaching Strategies (KSATs) following the CMO # 62, series of 2017, Policy and standards and program outcomes intended for the graduates of Hospitality Management answerable by the level of agreement with 5 as Strongly Agree, 4 as Agree, 3 as Neither Agree nor Disagree, 2 as Disagree and 1 as Strongly Disagree.

The content of the said instruments was validated by experts in their fields; practitioners and academicians. Furthermore, the reliability of the instruments was obtained through by using Cronbach's Reliability Coefficient of 0.95 which is interpreted as excellent and the average inter-item correlations are almost the same or close to each other. This signifies that the items in the survey questionnaire are dependable, reliable and can provide consistent information.

The Mann Whitney U Test was used to compare two independent samples utilizing nonparametric distributions. The null hypothesis for the test is that the probability is 50% that a randomly drawn member of the first population will exceed a member

Pedagogical Practices of Hospitality Management Faculty Members

of the second population. The test determines whether the medians of two groups namely Lyceum and UST are different. Furthermore the perception of the students in terms of the variables (knowledge, skills, attitudes and teaching strategies) will be tested for any significant difference.

V. RESULTS AND DISCUSSION

Table 1. Distribution of the Respondents in the Sample

Schools	Population	Proportional Sample Size Based on Schools
UST	217	100
Lyceum	250	116
Total	467	216

The table above shows that the population of UST is 217 2nd yr. BSHM students and Lyceum with 250 2nd yr. BSHM students S.Y. 2020 with a total of 467 respondents.

Table 2. Profile of the respondents in terms of Age

Age Bracket	Frequency	Percentage
17 -19	100	46.30
20 - above	116	53.70
Total	216	100.00

It is evident from the table that on average, the respondents are about 20 and above years of age with 53.7%. Considering the quartile value, nearly 46 percent is below 20 years of age. To be more specific, a large number of respondents is 20 years of age in the sample.

Some interesting feature of the sample respondents is being the first batch to graduate the Senior High School Program since its implementation in the Philippines. Hence, their age is older than the usual Second Year college students in the previous years.

Table 3. Profile of the respondents in terms of Sex

Gender	Frequency	Percentage
Male	62	28.70
Female	154	71.30
Total	216	100.00

It is quite clear that out of the total respondents investigated for this study, an overwhelming majority 71.30% of them were female whereas about 28.70% percent were male. This is an indication that the program Hospitality Management is still among the choice program for females in the country.

Table 4 Perception of the Respondents in terms of Exhibition of Knowledge of Faculty Members

KNOWLEDGE			
Items	Mean	Verbal Interpretation	
Knowledgeable in ingredients its alternatives and sanitation practices regarding food handling	4.52	Strongly Agree	
Knowledgeable in management skills and food and beverage operations	4.51	Strongly Agree	
Knowledgeable in full guest cycle services for front office	4.56	Strongly Agree	
Knowledgeable in housekeeping and facility operations	4.55	Strongly Agree	
Knowledgeable in risk management	4.52	Strongly Agree	
Knowledgeable in food and beverage industry standards	4.55	Strongly Agree	
Overall Mean	4.54	Strongly Agree	

Pedagogical Practices of Hospitality Management Faculty Members

It could be seen from the table on the previous page that all the recorded weighted means range from (4.51) to (4.56). Thus, the respondents show strong agreement as to the faculty members in the exhibition of knowledge particularly in full guest cycle services for front office (4.56), housekeeping and facility operations and food and beverages standards (4.55) respectively, identification of ingredients its alternatives and sanitation practices regarding food handling and risk management with (4.52), respectively and management skills and food and beverage operations (4.51). This is an indication that the right knowledge of the program Hospitality Management is clearly evident from the faculty members teaching in the universities used in this study.

These results support that students respond better to teachers who are knowledgeable in various fields that are current and relevant pertaining to the Hospitality Industry (CMO no.62, Series of 2017) (Schoffstall, 2013)

Table 5 Perception of the Respondents in terms of Exhibition of Skills of Faculty Members

SKILLS		
Items	Mean	Verbal Interpretation
Demonstrate execution of complicated dishes	4.35	Agree
Demonstrate skills in food and beverage services and operations	4.50	Agree
Demonstrate guest cycle services for front office	4.41	Agree
Perform housekeeping and facility Operations	4.46	Agree
Demonstrate risk management application	4.36	Agree
Demonstrate seamless food and beverage industry standards operations	4.41	Agree
Overall Mean	4.42	Agree

Based on the table, all the recorded weighted means range from (4.35) to (4.50). Thus, respondents show agreement as to the faculty members exhibition of skills particularly in food and beverage services and operations (4.50), Perform housekeeping and facility Operations (4.46), Demonstrate guest cycle services for front office (4.41), Demonstrate seamless food and beverage industry standards operations (4.41), Demonstrate seamless food and beverage industry standards operations (4.41), Demonstrate risk management application (4.36) and Demonstrate execution of complicated dishes (4.35).

This is an indication that the right skills of the program Hospitality Management is clearly evident from the faculty members teaching in the universities used in this study.

These results support the results that students respond better to teachers who exhibit advanced skills and possess extensive skills expertise in multiple fields that are relevant and current pertaining to the Hospitality industry.

Table 6 Perception of the Respondents in terms of Exhibition of Attitudes of Faculty Members

ATTITUDES		
Items	Mean	Verbal Interpretation
Displays adaptive mindset	4.47	Agree
Able to adapt to the demands and supply of ingredients and kitchen environment	4.41	Agree
Able to manage food and beverage operations seamlessly despite setbacks	4.41	Agree
Able to quickly address guests needs, wants and complaints	4.38	Agree
Able to maintain the facilities in peak condition despite setbacks	4.27	Agree
Quickly assess situations and act accordingly	4.37	Agree
Able to perform food and beverage operations seamlessly despite setbacks	4.44	Agree
Overall Mean	4.39	Agree

Pedagogical Practices of Hospitality Management Faculty Members

Based on the table, all the recorded weighted means range from (4.27) to (4.47). Thus, respondents show agreement as to the faculty members exhibition of attitudes particularly displays adaptive mindset (4.47), Able to perform food and beverage operations seamlessly despite setbacks (4.44), Able to manage food and beverage operations seamlessly despite setbacks (4.41), Able to adapt to the demands and supply of ingredients and kitchen environment (4.41), Able to quickly address guests needs, wants and complaints (4.38), Quickly assess situations and act accordingly (4.37) and Able to maintain the facilities in peak condition despite setbacks (4.27).

This is an indication that the right attitudes of the program Hospitality Management is clearly evident from the faculty members teaching in the universities used in this study.

These results support that students respond better to teachers who exhibit attitudes that are relevant and current to the Hospitality industry (Bilbao, et al, 2015) (Gisslen, 2018) (Schoffstall, 2013) (Schoffstall et al, 2013) (Swanger, Min, Gursoy, 2016).

Table 7 Perception of the Respondents in terms of Exhibition of Teaching Strategies of Faculty Members

TEACHING STRATEGIES		
Items	Mean	Verbal Interpretation
Lecture / Tutorial	4.44	Agree
Demonstration	4.48	Agree
Facilitates return demonstration (students actual lab work)	4.50	Agree
Simulation Games	4.15	Agree
Group presentations	4.40	Agree
Role Playing	4.22	Agree
Field Visit	4.16	Agree
Exercises	4.32	Agree
Case Study	4.25	Agree
Overall Mean	4.32	Agree

Based on the table, all the recorded weighted means range from (4.50) to (4.15). Thus, respondents show agreement as to the faculty members exhibition of teaching strategies particularly Facilitates return demonstration (students actual lab work) (4.50), Demonstration (4.48), Lecture / Tutorial (4.44), Group presentations (4.40), Exercises (4.32), Case Study (4.25), Role Playing (4.22), Field Visit (4.16), Simulation Games (4.15).

This is an indication that the right teaching strategies of the program Hospitality Management is clearly evident from the faculty members teaching in the universities used in this study.

These results support the results that students respond better to teachers who utilise multiple teaching strategies that are relevant and current to the Hospitality industry (Gardner, 2011) (Donina, 2012) (Huang, 2015), (Luka, (Parvadhavardhini, Joshi, 2017)

Table 8 Hypothesis Testing for the Significant Difference on the Faculty Members' Exhibition of Knowledge, Skills, Attitudes and Teaching Strategies When as Perceived by the Respondents Grouped According to Age

Faculty Exhibition	Group	Rank Sum	p-value	Decision	Remarks
Knowledge	17-19	9780.5	0.0164	Reject H ₀	Significant
	20- Above	13655.5			
	Skills	17-19			
Attitudes	20- Above	13159.5			
	17-19	10819	0.9452	Accept H ₀	Not Significant
Teaching Strategies	20- Above	12617			
	17-19	10246.5			
	Teaching Strategies	20- Above	13189.5		
17-19		10246.5			

Note: Level of significance = 0.05

Pedagogical Practices of Hospitality Management Faculty Members

It could be seen that when perceived according to age, in terms of exhibition of knowledge which has a p-value of 0.0164, the null hypothesis is rejected which may be interpreted that there is a difference between the perception between those ages 17-19 and those who are ages 20 and above.

Conversely, Skills which has p-value of 0.2036, Attitudes with a p-value of 0.9452 and Teaching Strategies with a p-value of 0.1838, all three failed to reject the null hypothesis and is therefore not significant as perceived by the respondents when grouped according to age.

Table 9 Hypothesis Testing for the Significant Difference on the Faculty Members' Exhibition of Knowledge, Skills, Attitudes and Teaching Strategies when as Perceived by the Respondents Grouped According to Sex

Faculty Exhibition	Group	Rank Sum	p-value	Decision	Remarks
Knowledge	Male	7039	0.4404	Accept	Not Significant
	Female	16397		H_0	
Skills	Male	6650.5	0.8517	Accept	Not Significant
	Female	16785.5		H_0	
Attitudes	Male	6753.5	0.9483	Accept	Not Significant
	Female	16682.5		H_0	
Teaching Strategies	Male	6884.5	0.7022	Accept	Not Significant
	Female	16551.5		H_0	

Note: Level of significance = 0.05

It could be seen that the exhibition as perceived by the respondents when grouped according to sex, knowledge with a p-value of 0.4404, skills with a p-value of 0.8517, attitudes with a p-value of 0.9483 and teaching strategies with a p-value of 0.7022, thus, the null hypothesis is yields Not Significant and is therefore accepted. So, there is no significant difference between the perceptions of respondents in terms of sex, on the exhibition of knowledge, skills, attitudes and teaching strategies of the faculty members. It may be concluded that both universities' faculty members' line-up are equally competitive in terms of academic and professional qualifications.

CONCLUSION AND RECOMMENDATION

1. Majority of the respondents' age were 20 years old and above, also it was found that most are female respondents.
2. The respondents show strong agreement that the faculty members are knowledgeable in their fields of expertise. Also, the respondents agree that the faculty members demonstrate execution of complicated skills, demonstrate attitudes that are important in the hospitality industry and teaching strategies are varied.
3. The difference between the perception of the respondents ages 17-19 and 20-Above regarding the exhibition of knowledge is quite significant. It shows that the respondents who were older perceived their professors to be very knowledgeable in their fields of expertise than that of those who are ages 17-19.

However, there were no significant difference in the exhibition of skills, attitudes and teaching strategies

With regards to the exhibition of knowledge, skills, attitudes and teaching strategies as perceived by the respondents when grouped according to sex, all four fail to reject the null hypothesis. This signifies that there is no significant difference on the exhibition of knowledge, skills, attitudes and teaching strategies based on the perceptions of the respondents when grouped into sex. It may be concluded that the faculty members' line-ups are equally competitive in terms of academic and professional qualifications. This study shows that there is a huge impact on the students' perception of the knowledge, skills, attitudes and teaching strategies that the faculty members exhibit. The universities can use this as a guide to further the professional development of their faculty members that may therefore help improve the school's standing as well as helping the faculty members acquire relevant academic and professional development. In doing so a symbiotic relationship between the students and the university is formed where the development of outstanding faculty members also produce outstanding graduates and in return academic integrity for the universities.

RECOMMENDATIONS

Based on the results of this research, the following recommendations are formulated:

1. Excellent faculty members help universities produce globally competitive Filipino Hospitality Management graduates that set themselves apart from those who are merely experienced as well as establish a path towards supervisory or management positions in the hospitality industry locally and abroad. It is recommended that the HM teachers receive trainings and seminars in tourism and hospitality that are current and relevant to the Hospitality Management program to better impart and enhance

Pedagogical Practices of Hospitality Management Faculty Members

relevant knowledge, skills and attitudes specific to the HM program. In doing so, this may increase chances of HM graduates being hired in high level positions in a very competitive industry.

One way is for HEI's and SUC's to collaborate through partnerships and or sponsorships with industry institutions and professionals from the tourism and hospitality sector to find out what are the current trainings and certifications that are required locally and globally that are specific to the hospitality management program. This may consequently help the universities produce outstanding faculty members who are knowledgeable and skilled with hospitality industry standards, which will be highly beneficial to the tourism and hospitality sector. The help of these institutions and professionals partnering with these universities may produce Filipino HM graduates that already have the knowledge, skills and attitudes needed to thrive in this industry and in effect, said institutions may apply finances used on time and resources that are usually used for training to other sectors of their business more effectively. This in turn will benefit higher education institutions and state universities and colleges gain globally competitive industry credibility.

2. Another recommendation is for HEI's and SUC's to collaborate through partnerships or through sponsorships with innovative educators and learning designers to find out what are current trainings and certifications concerning current pedagogy specifically tailored for the Hospitality Management program that are based on global standards. Such trainings, workshops and seminars relating the gap between cognitive and psychomotor skills may consequently help the universities produce outstanding faculty members who are knowledgeable and skilled in both hospitality industry standards and pedagogy. This in turn will help them impart their knowledge, skills and attitudes specific to the hospitality management program more effectively and efficiently. It is through this recommendation that HEI's and SUC's collaborate with their HM teachers to continuously improve the curriculum for the hospitality management program to be more inclusive of different learning styles and incorporate more teaching strategies that will be beneficial to HM students. Such trainings, workshops and seminars relating the gap between cognitive and psychomotor skills may help HEI's and SUC's gain academic credibility especially from tourism and hospitality Institutions that these academic institutions produce globally competitive HM graduates. This may very well create a symbiotic relationship between the students, universities and tourism and hospitality institutions where the development of outstanding faculty members also produce outstanding graduates and in return academic integrity for the universities.

3. Finally the researcher proposes a development program for non-education hospitality management faculty members.

Professional development aid teachers by being current and relevant to their students through up-to-date teaching trends as well as improving upon their skills. Administrators also use this as one of the varied methods to ensure their faculty members strengthen, excel and enhance their expertise, ensure tenure and progress in their fields of expertise. Which creates a pool of excellent faculty members for the HEI's and SUC's. This also gives leverage to teachers who are vying for promotion and increase in salary grade.

Quality professional development resources will help faculty members understand what works best for them and allows them to improve and enhance their classroom practice resulting in excellent output in terms of graduates that are globally competitive.

Industry Practitioners may teach part-time in the HM program provided if they possess at least a bachelor's degree in Tourism, HM/HRM or allied programs and at least three (3) relevant work experiences. All non-education faculty members must teach courses only within their field of specialization. HEI's and SUC's today encourage their faculty to have multiple discipline backgrounds so that HM subjects are viewed from multiple perspectives (CMO no.62, Series of 2017), (www.pup.edu.ph/cthtm/bshh, 2022)

However, non-education HM teachers face an ever-existing challenge of how to open dialogue with teaching tourism and hospitality management subjects with their students. They lack applied and theoretical knowledge of varied teaching strategies and its utilization and application. It is made more difficult with the engagement of students with different backgrounds, races and learning styles.

It is for these reasons that the researcher proposes a pedagogical development plan for non-education HM faculty members. The idea is that non-education HM faculty members will be required to take the Post Bacalaureate in Teacher Education (PBTE) (www.pup.edu.ph/coed/pbte, 2022) from schools such as the Polytechnic University of the Philippines, College of Education and other universities that offer such courses. This is to ascertain that the HM teachers can learn, utilize, enhance, and tailor effective teaching strategies specifically geared towards HM learners. In doing so, deliver and share their knowledge, skills, and attitudes pertinent to the hospitality industry in the manner that the students understand and appreciate.

REFERENCES

- 1) Academics -. (2022, August 12). <https://www.ust.edu.ph/academics/>
- 2) ATTITUDE definition in the Cambridge English Dictionary. (n.d.). Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/attitude>

Pedagogical Practices of Hospitality Management Faculty Members

- 3) Armstrong, Thomas (2018). *Multiple Intelligences in the Classroom* 4th ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- 4) Awards and accreditations. (2022, June 3). Lyceum of the Philippines University Manila. <https://manila.lpu.edu.ph/about-us/awards-and-accreditations/>
- 5) Bachelor of Science in Hotel and Restaurant Management (4 years). (n.d.). Retrieved from <http://www.ust.edu.ph/academics/programs/bachelor-of-science-in-hotel-and-restaurantmanagement>
- 6) Besar, Dk Siti Norainna Pg Hj (2018). *Situated Learning Theory: The Key to Effective Classroom Teaching?*
- 7) Bhinder, H. (2019) *Teaching Techniques Adopted by Hospitality Faculty Members in the Classrooms*. *International Journal of Management Studies* ISSN(Print) 2249 0302 ISSN (Online)2231-2528
[http://www.researchersworld.com/ijms/,DOI:10.18843/ijms/v6i1\(3\)/07](http://www.researchersworld.com/ijms/,DOI:10.18843/ijms/v6i1(3)/07)
URL:[http://dx.doi.org/10.18843/ijms/v6i1\(3\)/07](http://dx.doi.org/10.18843/ijms/v6i1(3)/07)
- 8) Bilbao, P. P., Corpuz, B. B., Llagas, A. T., & Salandanan, G. G. (2015). *The Teaching Profession*.
- 9) Brennen, P. G. (2017) - *Experiential Learning in Hospitality Management Education*, Northeastern University, Boston, Massachusetts
- 10) Casado, M. A., & Dereshiwsky, M. I. (2007). *Cultural diversity in higher education: Implications for hospitality programs*. *Education*, 128(2), 294–306.
- 11) Cecil, A. (2012). *A framework for service learning in hospitality and tourism management education*. *Journal of Teaching in Travel & Tourism*, 12(4), 313–331.
- 12) Cervera-Taulet, A., & Ruiz-Molina, M. E. (2008). *Tourism education: a strategic analysis model*. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 7(2), 59–70.
- 13) Chiou, W.B.(2008).*College students’ rolemodels, learning style preferences, and academic achievement in collaborative teaching: Absolute versus relativistic thinking*. *Adolescence*, 43, 129–140.
- 14) Cigara, I. (2019) *Tourism’s Contribution to Philippine economy grows in 2018*. philstar.com.
<https://www.philstar.com/business/2019/06/07/1924474/tourisms-contribution-philippineconomy-grows-2018>
- 15) Clancey, W. J. (1995). *A tutorial on situated learning*.
http://methodenpool.uni-koeln.de/situierteslernen/clancey_situated_learning.PDF
- 16) CMO no.62, Series of 2017, SUBJECT: Policies, standards and guidelines for Bachelor of Science in Tourism Management (BSTM) and Bachelor of Science in Hospitality Management (BSHM) <https://ched.gov.ph/wp-content/uploads/2018/03/CMO-62-BS-Hospitality-TourismManagement.pdf>
- 17) Awards. (2021, September 11). Lyceum of the Philippines University.
<https://www.lpu.edu.ph/index.php/awards>
- 18) Daniela Wei & Shelly Banjo (April 25, 2019, 4:00 AM GMT+8) *The Future of Shopping Is Already Happening in China*, Bloomberg. (n.d.). Retrieved from <https://www.bloomberg.com/news/articles/2019-04-24/china-s-gen-z-skips-the-stores-and-shopson-social-media?srnd=gen-z>
- 19) Deale, Cynthia Ph.D., O'Halloran, Robert Ph.D., Jacques, Paul Ph.D. and Garger, John MBA (2013) *An Examination of Current Hospitality and Tourism Teaching Methods*
- 20) Deale, C., O'Halloran, R., Jacques, P., Garger, J. (2013) *An Examination of Current Hospitality and Tourism Teaching Methods*. *Journal of Hospitality & Tourism Education* 22(2):20-29 • May 2013
- 21) Department of hospitality management. (n.d.). University of Santo Tomas.<https://www.ust.edu.ph/tourism-and-hospitality-management/department-of-hospitalitymanagement/>
- 22) Dredge, D. (2012). *Key issues in tourism, hospitality and events curriculum design and development*. paper project, Southern Cross University, Queensland. doi:<http://tourismhospitalityeducation.info/>
- 23) Driscoll, M. P. (1994). *Psychology of learning for instruction*. Boston: Allyn and Bacon.
- 24) Fox, R. (2001). *Constructivism examined*. *Oxford Review of Education*, 27(1), 23-35. Lunenberg, F. C. (1998). *Constructivism and technology: Instructional designs for*. *Journal of instructional psychology*,25(2), 75.
- 25) Fullagar, S., Wilson, E. (2012) *Critical Pedagogies: A Reflexive Approach to Knowledge Creation in Tourism and Hospitality Studies*. *Journal of Hospitality and Tourism Management*, 19, page 1 of 6, e2
- 26) Garcia, C., Hertzman, J., Mandabach, K. (2020) *An Assessment of Beverage Management Programs in U.S. Hospitality Schools*. School of Hotel, Restaurant and Tourism, Management New Mexico State University, USA
- 27) Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. London,England: Hachette UK.
- 28) Gisslen, W. (2016). *Professional Baking*, 7th Edition. Hoboken, NJ: Wiley Global Education
- 29) Gisslen, W. (2018). *Professional Cooking*, 9th Edition. Hoboken, NJ: Wiley Global Education.

Pedagogical Practices of Hospitality Management Faculty Members

- 30) Harvey, L. (2001). Student feedback: a report to the higher education funding council for England. London: HEFCE.
- 31) Hotel, Restaurant and Institution Management Hospitality Management. (n.d.). Retrieved from <https://www.benilde.edu.ph/courses/tracks/abm/hrim.html>
- 32) Horng, J., Teng, C., & Baum, T. (2008). Evaluating the quality of undergraduate hospitality tourism and leisure programs. *Journal of Hospitality, Leisure, Sports & Tourism Education*, 8, 37-54. doi:10.3794/johlst.81.200
- 33) Huang, R. (2015). Industry engagement with tourism and hospitality education: An examination of students' perspective. In D. Dredge, D. Airey, & M. J. Gross (Eds.). *The Routledge handbook of tourism and hospitality education* (pp. 408–421). New York: Routledge.
- 34) Hotel, Restaurant and Institution Management Hospitality Management. (n.d.). Retrieved from <https://www.benilde.edu.ph/courses/tracks/abm/hrim.html>
- 35) Irungu, J. N. (2010). The relationship between Engagement and perceived academic, personal, and social Outcomes for senior international undergraduate Students in research universities (doctoral dissertation). Retrieved from https://kuscholarworks.ku.edu/bitstream/handle/1808/6157/IRUNGU_ku_0099D_10710_DATA_1.pdf;sequence=1.
- 36) Jacobsen, M. (2011). A case study of a blended doctoral program in educational technology. In A. Kitchenham (Ed.), *Blended learning across disciplines: Models for implementation* (pp. 173–189). Hershey, PA: IGI Global.
- 37) Johanson, M., Ghiselli, R., Shea, L. J., & Roberts, C. (2010). Revealing Key Competencies of Hospitality Graduates Demanded by Industry: A 25-year review. International CHRIE Conference Refereed Track. Amherst: Hospitality Tourism Management at ScholarWorks@UMass Amherst. doi:ScholarWorks@UMass Amherst
- 38) KNOWLEDGE | definition in the Cambridge English Dictionary. (n.d.). Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/knowledge>
- 39) Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- 40) Ko, Wen-Hwa (2012). A study of the relationships among effective learning, professional competence, and learning performance in culinary field *Journal of Hospitality, Leisure, Sport & Tourism Education* 11(2012)12–20
- 41) Lee, M., Kang, H., Choi, H., Lee, J., Olds, D. Students' perceptions of hospitality education quality in the United States higher education: Domestic versus international students. (2019) *Journal of Hospitality, Leisure, Sport & Tourism Education* 25 (2019) 100212
- 42) Lee, K. M., Lee, M. J., & Kim, H. J. (2009). A comparison of student and industry perceptions of the event management curriculum in Korea. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 8(2), 60–73.
- 43) Lifting the quality of teaching and learning in higher education. (2011). Business Council of Australia. <https://www.bca.com.au/lifting-the-quality-of-teaching-and-learning-in-highereducation>
- 44) Liasidou, S. (2016). Learning and Teaching in Hotel Management Studies: Defining the Students' Experience. *International Journal of Humanities and Social Science*, Vol. 6(11), pp 118-128.
- 45) List of Centers Of Excellence And Development, CHED (2018) <https://ched.gov.ph/wpcontent/uploads/2018/07/List-of-Centers-of-Excellence-and-Development.pdf>
- 46) Luka, Ineta & Donina, Agita (2012) Challenges of tourism education: Conformity of tourism curriculum to business needs. *Academica Turistica*, Year 5, No. 1, June 2012, p.85-p.101
- 47) Mann Whitney U Test. (2019, August 26). Retrieved from <https://www.statisticshowto.datasciencecentral.com/mann-whitney-u-test/>
- 48) Mann-Whitney U Test. Retrieved from <https://www.ucl.ac.uk/child-health/short-courses/events/about-statistical-courses/research-methods-and-statistics/chapter-8-content-1>
- 49) McLeod, S. A. (2013). Kolb - learning styles. Retrieved from www.simplypsychology.org/learning-kolb.html
- 50) Median: Definition, How to Find it, Formula. (2018, March 18). Retrieved from <https://www.statisticshowto.datasciencecentral.com/probability-and-statistics/statisticsdefinitions/median-formula/>
- 51) Morrison A., O'Gorman, K. (2008) Hospitality studies and hospitality management: A symbiotic relationship, *International Journal of Hospitality Management* 27 214–221
- 52) Multiple Intelligences. (n.d.). Retrieved from <http://www.institute4learning.com/resources/articles/multiple-intelligences/>
- 53) Northwest Missouri State University. (n.d.). Teaching Strategies. Retrieved from <https://www.nwmissouri.edu/education/>
- 54) Oregon Technology in Education Council (OTEC) (2007). *Situated Learning (From: Theories and Transfer of Learning)*. http://otec.uoregon.edu/learning_theory.htm#SituatedLearning

Pedagogical Practices of Hospitality Management Faculty Members

- 55) Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2010). *Teaching Strategies: A Guide to Effective Instruction*. Boston, MA: Cengage Learning.
- 56) Parvadhavardhini, G., Joshi, H. (2017) Faculty perspectives of undergraduate hospitality management curriculum course subject importance. *International Research Journal of Management Sociology & Humanity (IRJMSH) Vol 8 Issue 8 [Year 2017] ISSN 2277 – 9809 (Online) 2348– 9359 (Print)*
- 57) Prensky, M. (2011). *Digital Natives, Digital Immigrants* By Marc Prensky, *From On the Horizon (NCB University Press, Vol. 9 No. 5, October 2001) © 2001 Marc Prensky*
- 58) Pedagogy | Methods, Theories, & Facts. (n.d.). Retrieved from <https://www.britannica.com/science/pedagogy>
- 59) Powell, K. C. & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education, 130(2), 241-250.*
- 60) PUP. (2022). Polytechnic University of the Philippines. Polytechnic University of the Philippines. <https://www.pup.edu.ph/cthtm/bshm>
- 61) PUP. (2022). Polytechnic University of the Philippines. Polytechnic University of the Philippines. <https://www.pup.edu.ph/coed/pbte>
- 62) Reiser, R. A., & Dempsey, J. V. (2012). *Trends and issues in instructional design and technology (3rd ed.)*. Boston, MA: Pearson Education, Inc.
- 63) Schoffstall, D. G. (2013). The benefits and challenges hospitality management students experience by working in conjunction with completing their studies. Iowa State University, Hospitality Management, Ames Retrieved July 21, 2016, from <http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=4036&context=etd>
- 64) Schoffstall ,D.G., Arendt, S.W. & Brown, E.A., (7-2013) Academic Engagement of Hospitality Students *Journal of Hospitality, Leisure, Sport & Tourism Education 13 (2013): 141, doi:10.1016/j.jhlste.2013.09.004.*
- 65) SKILL | definition in the Cambridge English Dictionary. (n.d.). Retrieved from <https://dictionary.cambridge.org/us/dictionary/english/skill?q=skills>
- 66) Stavenga, J. A. d. J., Wierstra, R. F. A., & Hermanussen, J. (2006). An exploration of the relationship between academic and experiential learning approaches in vocational education. *British Journal of Educational Psychology, 76, 155-169.*
- 67) Stein, D. (1998). *Situated learning in adult education*. <http://www.ericdigests.org/1998-3/adulteducation.html>
- 68) Swanger, N., Min, H., & Gursoy, D. (2016). A longitudinal investigation of the importance of course subjects in the hospitality curriculum: An industry perspective. *Journal of Hospitality & Tourism Education, 28(1), 10-20.*
- 69) Universitips. (n.d.). Retrieved from <https://www.facebook.com/UniversitipsPh/posts/-due-topopular-demand-2018-top-hrm-tourism-and-hospitality-schools-in-metroman/655013478192412/>
- 70) User,S.(n.d.).*International Tourism and Hospitality Management*. Retrieved from <https://manila.lpu.edu.ph/index.php/academics/international-tourism-and-hospitality-management>
- 71) Wen-Hwa Ko (2012) . A study of the relationships among effective learning, professional competence, and learning performance in culinary field *Journal of Hospitality, Leisure, Sport & Tourism Education11(2012)12–20*
- 72) Wong, S., Pang, L. Wong, N. (2012). Reflections on Pedagogical Use of Blended Learning in Hospitality Education: A Case Study of Teaching Human Resources Management *Journal of Teaching in Travel & Tourism, 13:251–281, 2013*
- 73) Writing intended learning outcomes | Poorvu Center for teaching and learning. (n.d.). Poorvu Center for Teaching and Learning |. <https://poorvucenter.yale.edu/IntendedLearningOutcomes>



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.