

## Student Outcome Assessment on Tourism Program for 2014-2018: Inputs for Curriculum Enhancement

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**Abstract:** Student outcome is the desired exit outcome that guides the direction of all other tiers of outcomes in an instructional system and serves as a significant aspect in constructing the curriculum. Assessing the student outcome can be a gateway for continuous improvement in the academic plan. This will enable the higher education to assess in what areas they need to improve. The purpose of this study is to assess the graduate of 2018 on the level of attainment of the student outcomes of the tourism program. The study used descriptive and based on quantitative analysis among the forty students who represent twenty-five percent of the total population. The results revealed that all the tourism program's student outcomes for Batch 2018 met or exceeded the aim of seventy-five percent. However, the students' English communication abilities and the application of their learnings to the internship are both in need of improvement. An action plan was proposed based on the result of the study for improvement and it was recommended for Tourism students to be exposed to a variety of local and worldwide tourism fields not only during their internship, but also through international student exchanges, exhibits, seminars, and conferences. Training and Development for Faculty and Staff. Teachers must be well-trained for schools to be effective in teaching and learning. Students develop their finest potential through faculty training programs that incorporate new teaching methods. them to improve their teaching methods for their students.

**Keywords** – Outcome Based Education, student outcome, tourism curriculum.

### INTRODUCTION

In higher education, tourism assessments are critical [1.] Internships, employment, training, and financial contributions by industry in the form of skills development and tourism development are the key approaches to collaboration for the provision of tourist education, according to Anderson and Sanga [2]. With this, assessing the student outcome can be a gateway for continuous improvement in the academic plan. This will enable the higher education to assess in what area do they need to improve.

In a study on Hospitality & Tourism Management faculty and student performance, it was perceived to be good regarding course content, effective classroom management, instructional expertise, good communication skills, diagnostic and relational expertise [3]. However, it is not enough to know that universities are excelling in the teaching performance, it is necessary to conduct student assessment in terms of the student outcome identified in the graduate attribute to measure and provide a reliable source to come up with action plan for improvement.

The Tourism Program exposes students to the tourism and hospitality industry, which includes the hotel industry, airline industry, travel and tour

industry, and tourism destination organizations. The fundamental components of this Outcome-Based Education (OBE) system, according to Wong and Cheung [4], are two major goals. For pupils at every level of schooling, the curriculum served as a clear guide. Curriculum development and instructional management, according to Valdez [5]; Laguador, et al. [6], are excellent methods for satisfying the current and future demands of local and national populations. The curriculum should be designed to prepare graduates for the job and to exhibit the fundamental competencies required of them.

Student outcome is the desired exit outcome that guides the direction of all other tiers of outcomes in an instructional system and serves as a significant aspect in constructing the curriculum. By the time the student graduate, they are expected to understand and can accomplish certain outcomes. These are the skills, knowledge, and behaviors that students gain as they go through the curriculum [7]. The difference between an aim and an outcome is that objectives are usually long-term in nature, whereas outcomes are usually short-term [8]. According to the student outcomes in a recent study by Borbon and Ricafort [9], the majority of tourism students scored highly in terms of

exhibiting professionalism and self-confidence in the execution of tasks and obligations.

Currently, the education of tourist sector is more of a research project. Theoretical components of education for those who want to establish their own business have recognized the characteristics of entrepreneurship in that field, as well as difficulties of service provision [10]. Tourism Program provides the opportunity for the students to the hospitality and tourism field which may include: Hotel Business, Airline Industry, Travel, and Tour as well as the tourism destination management organization. Furthermore, Hsu, [11] shares some examples of how to provide international exposure for students, and models of international collaboration are proposed. Even with the understanding of the importance and different models of internationalization, barriers exist for institutions, faculty, and students to realize their best intentions.

To sum up, with the recent studies, it has been confirmed that higher education institutions in the Philippines today are on the eye to the implementation of Outcome-based education. However, there is still a need to improve on the curriculum as the tourism program is in a state of adjustment from the traditional to the new curriculum. In line with this, this paper is of great importance for the college of International Tourism and Hospitality Management to further enhance the curriculum.

### OBJECTIVES OF THE STUDY

The purpose of this study is to assess the level of attainment of the student outcomes of the tourism graduate of 2018 as a basis for Curriculum Enhancement. More Specifically, 1) to assess the student outcome of the tourism student batch 2018 and 2.) to propose an action plan to enhance the curriculum of the tourism program.

### MATERIALS AND METHODS

#### RESEARCH DESIGN

Descriptive quantitative was used as the research design to measure the level of attainment of the graduates' student outcomes. According to Creswell, [12], descriptive design is primarily focused on describing the characteristics of a certain population of phenomenon that is being studies without influencing it in any way.

#### PARTICIPANT OF THE STUDY

The participant of the study was the tourism students' batch 2018. A convenience sampling was used to generate a heterogeneous sample of undergraduates from one section composing of 40 students representing the summative data that was collected from the 25% of the total population

### INSTRUMENT OF THE STUDY

There was no instrument used nonetheless, the researcher based on the student outcome from the curriculum map designed by the faculty expert, department chair for tourism and was noted by the Dean. The researcher retrieved the final grade through the college secretary and as approved by the Dean. The final grade was taken from the class records of the faculty handling tourism student batch 2018.

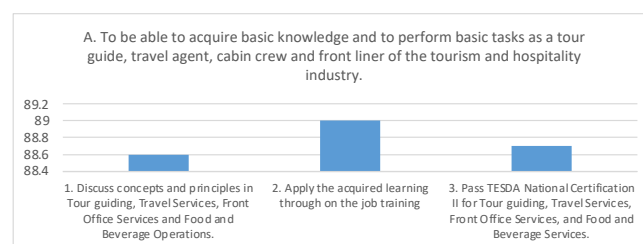
### DATA COLLECTION AND ANALYSIS

Data collected from the class records were tabulated and analyzed based on assessment matrix. Students' final grades were averaged and compared against the performance target. A performance target of 75% was set for all performance indicators. Percentage and rank were used to determine the performance indicators if the performance target was met or not for each student outcome.

### ETHICAL CONSIDERATION

In line with the data privacy act of 2012, the research ensure that no personal information was revealed and only the grades of the student will be mentioned that will be used solely for research purposes only.

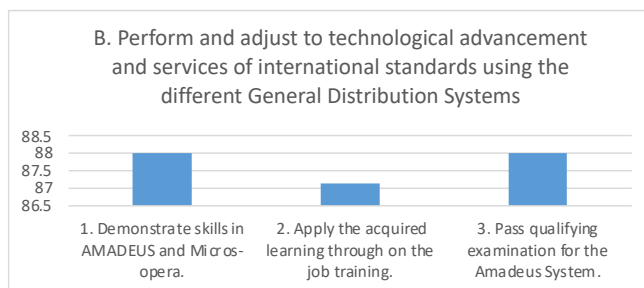
### RESULTS AND DISCUSSION



**Figure 1. Student Outcome (a).**

Figure 1 presents the Student Outcome A. Based on the results, indicator 2 got 89% followed by indicator 3 with 88.7% and lastly, indicator 1 got the lowest percentage of 88.6. This means that the performance target of 75 percent was achieved in all performance indicators for student outcome A.

Discussion and lecture are beneficial to learning in most disciplines because it allows students to process information rather than simply receive it. The purpose of a discussion is to get students to think about the course material in a different way. A lesson plan is the instructor's road map for what students should learn and how they will learn it effectively during class. Then they can create appropriate learning activities and strategies for getting feedback on student progress. The students may demonstrate the "know and are able to do" whatever the required outcomes are. These learning activities and strategies are essential. Demonstrate skills in guest relations, tour guide, travel agent, cabin crew and front liner of the tourism and hospitality industry. Participating in activities is the first step to learn new things about the hospitality industry. New operational tasks and better ways of providing hospitality service should be learned by the students.



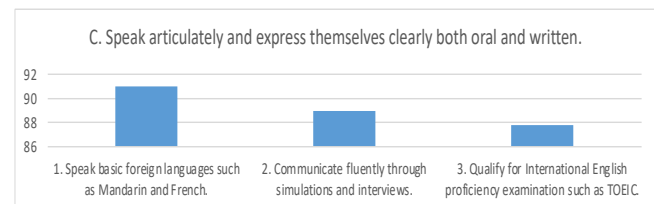
**Figure 2. Student Outcome (b)**

The figure 2 presents the Student Outcome B. Based on the results, indicator 1: and indicator 3 tied in the highest ranking with 88% followed by indicator 2 with 87%. This means that the performance target of 75 percent was achieved in all indicators for SO(b).

Lifelong learning delivers a big improvement in knowledge. It provides you with a new perspective on things. Learning new abilities through study, practice, instruction, or experience is referred to as this action or process. In recent years, a substantial number of students have passed the exam, and those who have failed will be given another shot in the next batch. Students in the tourist area are expected to know how to use AMADEUS and Micros-opera, as well as apply what they've learned through on-the-job training. Furthermore, students were able to obtain hands-on experience with this system, allowing them to successfully execute these computer skills when they are needed in the future.

As a result, tourism and hospitality education and training must adapt to technological innovations and aim to strengthen the capacity of potential

management to use a variety of technologies and techniques to maximize their company's effectiveness and responsiveness in the global economy, as technology rapidly becomes the catalyst for growth enhancement and market prospects for businesses in the twenty-first century [13],[9]. Thus, learning takes place in on-the-job training by directly experiencing the theories taught in the classroom. Internships, according to Nghia and Duyen [14], helped students consolidate current knowledge and skills, develop important professional skills, define their career pathways, and improve their learning attitudes and behaviors.



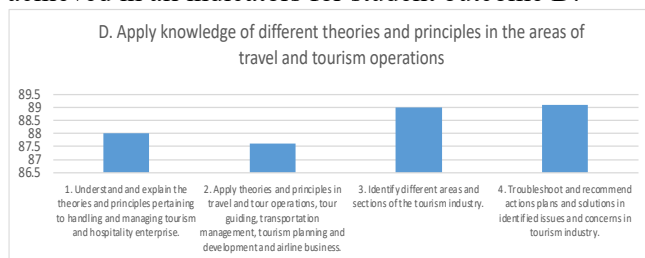
**Figure 3. Student Outcome (c)**

The figure 3 presents the Student Outcome C. Based on the results, indicator 1: 1 got the highest percentage of 91% followed by indicator 2 with 89%. Meanwhile, indicator 3 got 87.8% and even in the least rank still met the target since the performance target of 75 percent was achieved in all indicators for SO(c).

The TOEIC Listening and Reading test is a fair and valid assessment of workplace English-language listening and reading skills. Employers all over the world use the TOEIC test to determine who can effectively communicate in English with coworkers and clients across borders and cultures. The importance of learning English cannot be overstated in today's increasingly globalized and interconnected world. English has become a standard in almost every field in this highly digital age. It is becoming increasingly difficult to travel and work without using English as a lingua franca. As a result, there are an increasing number of English certifications available to prove your proficiency. The importance of learning English cannot be overstated in today's increasingly globalized and interconnected world. English has become a standard in almost every field in this highly digital age. It is becoming increasingly difficult to travel and work without using English as a lingua franca.

The figure 4 presents the Student Outcome D. Both indicator 3 and 4 got the highest percentage of 89% followed by indicator 1 with 88% This means

that the performance target of 75 percent was achieved in all indicators for student outcome D.



**Figure 4. Student Outcome (D)**

The importance of theories cannot be overstated: they guide and give meaning to what we see. When a researcher investigates and collects data through observation, the investigator must have a clear understanding of the information that needs to be collected. Valid theories are thus supported by research and serve as a solid foundation for practical action. The theoretical framework establishes a link between the researcher and existing knowledge. As universities compete for resources, research has become an important and key determinant in academic success. While it is limited to studying specific dimensions of research performance, with inherent methodological limitations. The study of Chin and Law [15] confirms the importance of conducting good academic research and contributing to education, industry, and society.



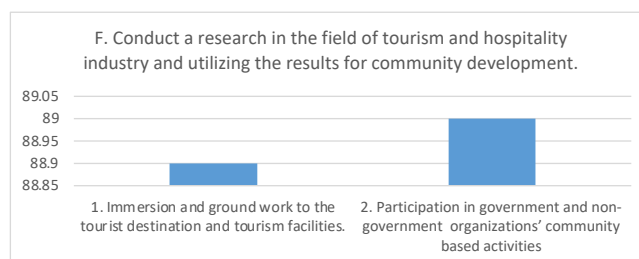
**Figure 5. Student Outcome (E)**

The figure 5 presents the Student Outcome E. indicator 3, 4 and 5 got the highest percentage of 90% Meanwhile performance 1 and 2 got 89% This means that the performance target of 75 percent was achieved in all indicators for student outcome E.

Professionalism fosters a respectful culture, which should result in proper conflict resolution. Professional employees are more likely to recognize boundaries and resolve minor issues in a timely and

respectful manner. Professionalism in the workplace ensures good performance, projects the right corporate image, motivates employees, ensures justice and fairness, increases success rates, improves client relationships, and establishes good company standards. Being professional can help students make a good first impression, build successful interpersonal relationships, and establish a long-term reputation in your company or industry.

Showing professionalism in the practice of any profession is an advantage to the workers. This is equally important with knowledge and skills that they possess as they execute the work or provide service to the customers or guest. In the next decades, diversity will expand rapidly. To work successfully as an enterprise for a large collection of staff, human resources practitioners need to address issues of knowledge, consistency, and adapt quickly. In the next decades, diversity will expand rapidly [16].

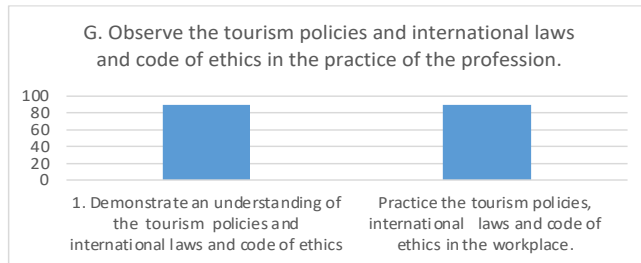


**Figure 6. Student Outcome (F)**

Figure 6 presents the Student Outcome F. Performance indicator 2 got the highest percentage of 89% followed by indicator 1 with 88.9% This means that the performance target of 75 percent was achieved in all performance indicators for student outcome F.

Participating in community-based events sponsored by the government and non-governmental groups can assist international students meet new people with whom they have common interests. These activities are considered part of a well-rounded education since they give a means of reinforcing classroom learning and enable students to apply academic skills in a real-world situation, which may then be used as a source of information when conducting tourist research. Karimi, et al. [17] suggested that opportunity identification skills and entrepreneurial education be developed, Hence Work immersion is a critical component of providing students with opportunities to improve their skills by

getting hands-on experience with real-world situations. It assists students in gaining knowledge and experience that will aid their professional development. Students are exposed to and become familiar with work-related environments related to their field of specialization through work immersion, which helps them to improve their competence.

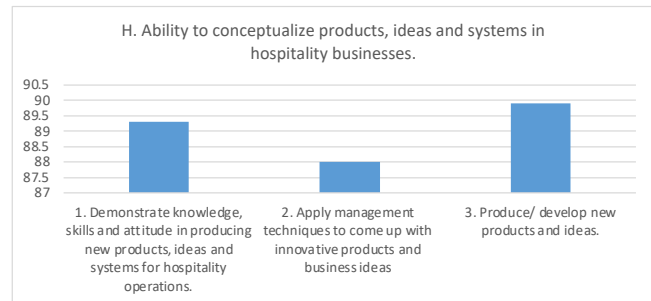


**Figure 7. Student Outcome (G)**

The figure 7 presents the Student Outcome G. Both performance indicator 1 and 2 got the percentage of 90% This means that the performance target of 75 percent was achieved in all performance indicators for student outcome G.

It is essential for students to understand the various tourism policies and standards because they help establish operating procedures and quality standards for learning and safety, as well as expectations and accountability. Learning new skills gives us a sense of accomplishment, which boosts our self-esteem and confidence in our abilities. Students may also feel more prepared to take on new challenges and business ventures. One of the most important skills that tourism students should have been the knowledge of using an online hotel reservation system. All concepts and principles must be mastered first by the student before they can conduct practical tests, demonstrations, or assessments of the teacher. The Global Code of Ethics for Tourism establishes a framework for sustainable tourism development around the world. It is based on many previous declarations and industry codes, but it also incorporates new thinking that reflects our changing society at the dawn of the twenty-first century. Tourism professionals should protect the environment and natural heritage, conserve resources, and reduce waste production, ideally by agreeing to restrictions on their activities in sensitive areas [18].

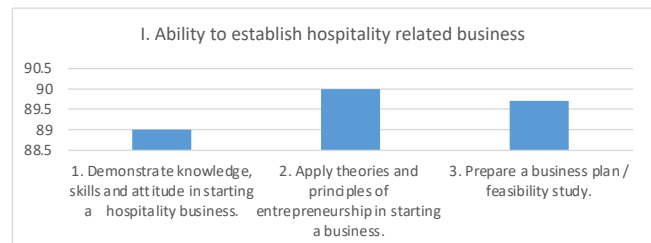
The figure 8 presents the Student Outcome H. Indicator 3 got the highest percentage of 90% followed by Indicator 1 with 89.5% and lastly, indicator 2 with 88% This means that the performance target of 75 percent was achieved in all performance indicators for student outcome H.



**Figure 8. Student Outcome (H)**

The student's capacity to conceptualize products, and processes in the tourist and hospitality industries is crucial because it can help improve what already exists as well as create something new. It allows people to expand their thinking beyond their existing pattern of thought, resulting in more ideas. This will also aid in the development of their soft skills, allowing them to fully utilize their hard skills. Individuals, communities, and organizations are studied in business studies, as well as their requirements and issues are assessed, and solutions developed. This course will aid students who want to continue their education and training in specialist fields like management, international business, marketing, accounting, information and communication technology, or entrepreneurship.

The ability to apply newly learned course material to new situations is a difficult and important cognitive goal. The cognitive process of applying prior experiences and knowledge to learning or problem solving in a new situation is referred to as transfer. It is one of the most crucial abilities we can impart to our students. While much work has been done, it is limited to studying specific dimensions of research performance, with inherent methodological limitations. In addition, based on the result of Balanon et al, [19], the respondents agreed on the assessment on student outcomes that they have acquired in studying their degree the ability to establish hospitality related business upon graduating.



**Figure 9. Student Outcome (I)**

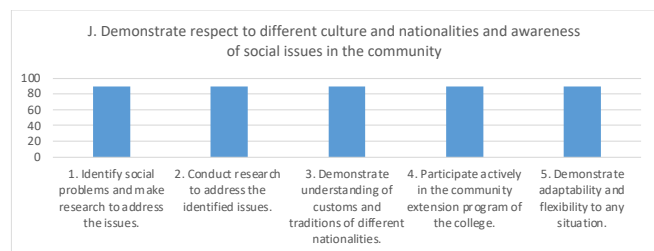


The figure 9 presents the Student Outcome I. Indicator 2 got the highest percentage of 90% followed by indicator 3 with 89.7% Meanwhile, indicator 1 got 89% and even in the lowest rank still met the target since the performance target of 75 percent was achieved in all indicators for SO I.

The ability to establish hospitality-related businesses, as well as solve problems and develop ideas based on the hospitality and tourism sectors. All students will encounter the business world at some point in their lives. They must therefore be prepared to engage in business activities with confidence and competence by understanding how businesses work and what role they play in society. Students should become familiar with the skills that are required in the business world, as well as the impact that these skills can have. Business studies entail not only studying individuals, and organizations but also assessing their needs and problems and developing solutions.

Moreover, Dao, [20] proposes some areas for improvement of entrepreneurship pedagogy in motivating entrepreneurial spirits of the students. In addition, Daniel, et al., [21] conclude that from the tourism students' perspective the embeddedness of entrepreneurship education within their courses was considered very relevant to assess future employment prospects, being the students both employees and self-employed.

The figure 10 presents the Student Outcome J. All indicator got the percentage of 90% This means that the performance target of 75 percent was achieved in all performance indicators for student outcome J.



**Figure 10. Student Outcome (J)**

Learning about other cultures allows us to gain a better understanding of the world we live in. It aids in the dispelling of negative stereotypes and personas. Furthermore, cultural diversity aids us in recognizing and respecting "ways of being" that are not always our own. Language skills, new ways of thinking, and new knowledge are all contributed by people from various cultures. Diversity involves not only the perception of people but also perception of other people. The combination of differences among people in an organization can also be called workplace diversity that seems plain, but diversity includes color, sex, ethnic background, age, temperament, academic skill, concept, institution, schooling, the community, etc. [22]. These results of Katmon, et al., [23] remain consistent with using alternative measures for board diversity, and characteristics for board of director and audit committees as well as split samples between large and small firms. Additional tests exhibit complementary relationship of education level and nationality with gender, while substitutive relationship of age and tenure with gender in influencing social responsibility.

**Table 1. Proposed Action Plan for Curriculum Enhancement**

KRA/OBJECTIVES	STRATEGIES	DESIRED OUTCOME
SO (a) To be able to comprehend the concepts and principles in tour guiding, travel services, front office services and food and beverage operations.	<ul style="list-style-type: none"> <li>Learning is facilitated using metacognitive strategies that identify, monitor, and regulate cognitive processes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to determine what they already know and what they need to know in every given situation in order to be effective problem solvers and learners. Both factual knowledge—about the work, their aims and abilities—as well as strategic knowledge</li> </ul>
SO (b) To apply the acquired learning through on-the-job training	<ul style="list-style-type: none"> <li>Structure training process</li> <li>Check-in during and after training</li> <li>Get feedback and improve</li> <li>Pre-practicum subject used as pre-conditioning status for the student to be ready in the corporate world</li> </ul>	<ul style="list-style-type: none"> <li>Students will Develop work habits and attitudes necessary for job success.</li> <li>Students will develop communication, interpersonal and other critical skills in the job</li> </ul>

SO (c) To improve the communication through speaking articulately and express themselves clearly both oral and written.	<ul style="list-style-type: none"> <li>• Motivate students to initiate and engage in conversation. It is critical to urge kids to initiate and participate in discussion to build their effective communication abilities.</li> <li>• Create a supportive and secure environment where students may freely express themselves and share their views and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• This will aid in the development of good communication skills.</li> <li>• Students will develop their oral and writing communication skills by speaking properly and expressing oneself clearly.</li> <li>• Students will gain knowledge, abilities, and judgment in human communication, which will help them collaborate more effectively with others.</li> </ul>
SO (e) To increase participation in national/international tourism conference and various trainings	<ul style="list-style-type: none"> <li>• Expose students to international student exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Students will extend their horizons by allowing them to interact with individuals of all nationalities, creeds, and colors, as well as deal with everyday difficulties in a completely different setting from their own.</li> </ul>
SO (f) To increase participation in immersion and groundwork to tourism destination.	<ul style="list-style-type: none"> <li>• Conduct budget friendly Domestic and international tour</li> </ul>	<ul style="list-style-type: none"> <li>• Students will experience something new and more than just interacting with cultures, people, places, or landscapes. It focuses on people's attempts to learn more about themselves and self-transformation.</li> </ul>
SO (h) To enhance skills to have creative and innovative ideas for business	<ul style="list-style-type: none"> <li>• Strengthen the Restaurant Service activity into a large scale entrepreneurial context.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to synthesize and apply knowledge from many business disciplines.</li> </ul>
SO (i) To enhance attitude towards starting a hospitality related business	<ul style="list-style-type: none"> <li>• Expose students to the actual restaurant/café operation</li> </ul>	<ul style="list-style-type: none"> <li>• Students will Demonstrate the ability to apply broad management knowledge in a real-world setting.</li> <li>• In the application of concepts and theories, demonstrate core understanding in accounting, economics, finance, management, and marketing.</li> </ul>

## CONCLUSION AND RECOMMENDATION

The results revealed that all the student outcomes for tourism program for Batch 2018 met and exceeded the target of 75%. However, there is a need for improvement on the application on learnings to the internship as wells as to the English communication skills of the students. An action plan was proposed based on the result of the study for improvement.

Based on the results, the following are recommended for continuous improvement: The College may strictly implement the Just English Please campaign and encourage Faculty members to have their classes in English as the language to practice among its student their communication skills. Tourism student may be exposed to different local and international tourism field not only during their internship, hence allowing them to participate to different exhibits, seminars and conferences, and international student exchange. CITHM Faculty may be able to interpret the discipline's major concepts into words, demonstrations, or activities that students can understand. The teacher may provide both the organizational structure and the proper amount of

complexity for the students. College may ensure that all students have access to the necessary learning tools by providing an access to the essential technologies that will help them in their academic success. Future study may be conducted for different set or batch for the continuity of the study and for curriculum enhancement.

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