CURRICULUM POLICIES AND PRACTICES IN HOSPITALITY AND TOURISM EDUCATION IN THE ILOILO STATE COLLEGE OF FISHERIES SYSTEM

Dr. Annelyn Juntoria-Deasis

Iloilo State College of Fisheries

Abstract: The study of hospitality and tourism education is considered important due to the fact that it is a vital industry in the business sector. The main aim of the study is to find out the curriculum policies and practices of Hospitality and Tourism Education in the Iloilo State College of Fisheries (ISCOF) System. This study employed the quantitative descriptive design involving the use of questionnaires and/or statistical surveys to gather data on curriculum policies and practices of Hospitality and Tourism Education in ISCOF System. This was supported with qualitative analysis that best describe the curriculum policies and practices of the hospitality and tourism education in ISCOF system when classified according to teacher qualification and learning environment. It also described the challenges encountered by the administrators and teachers in the implementation of the hospitality and tourism education. And based on the result of the study an intervention plan was formulated. The study found out that when it comes to teachers educational qualification, majority are Masters Degree holders, have special trainings with TESDA as a requirement for teaching skilled or laboratory subjects and have 10 years or more number of years of service. ISCOF System is accessible because it is located beside the national and provincial roads so therefore, it can be easily reached by its clientele. ISCOF schools are patronized by residents of the neighboring towns because of its reasonable students' populace. Substantial facilities are prescribed by CHED in CMO No. 30 series of 2006. Due to tight budget, and the cost of hospitality teaching laboratories and other training facilities are relatively higher comparing with the investment of other subjects, very limited financial resources have been invested for improving teaching facilities and conditions.

Keywords: Curriculum policies, Curriculum practices, Hospitality and Tourism, Educational qualifications, Learning environment, Challenges, Inrtervention plan.

1. INTRODUCTION

Rationale:

The challenges teachers face today relate to the social, political, and economic conditions of the society. Some of the challenges can be traced back to the early history of education (Lemlech, 2002). Teachers face many challenges and increasing responsibilities because they influence the lives of students and the quality of future life. In a formal education set-up, teachers follow a prescribed curriculum so they will be guided on what they should teach. Curriculum decisions are based on understanding the developmental needs and interests of students, the learning process, the social environment, history, and the possibilities for the future.

Curriculum is the heart of education. The reason is twofold. First, curriculum is about what should be taught. Second, it combines thought, action, and purpose (Null, 2011). Curriculum is any document or plan that exists in a school or school system that defines the work of teachers, at least to the extent of identifying the content to be taught to students and the

methods to be used in the process. The purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society (Parkay, 2006).

The way curriculum is defined reflects its approach to it. There are five specific definitions of curriculum: First, curriculum can be defined as a plan for achieving goals.

The plan involves a sequence of steps. Second, curriculum can be defined broadly, as dealing with the learners' experiences. Third, curriculum is a system for dealing with people. And fourth, it can be defined in terms of subject matter or content (Ornstein et al, 2009).

While "education" is an abstract, nebulous concept that takes place through families, churches, the media, and many other cultural influences that surround children; curriculum is a specific, tangible subject that is always tied to decision making within institutions whether they are schools, churches, non-profit agencies, or governmental programs.

Some important changes have been brought about in education. But these changes are not enough. The schools must provide quality education for every youngster. To do so, the instructional program must be personal, flexible, and without artificial limits. Personal intellectual needs and interests must be accounted for in designing instruction on an individual basis for each learner. Standards, policies, and programs must be flexible to be appropriate for the individual requirements of a widely diverse school population (Tanner, 2006).

Administrative policies and organizational arrangements must not set limits that will restrict the maximum development of the able and ambitious learner or frustrate the slow and disadvantaged learner. The schools of today must leap from theory to practice in individualizing instruction. New methods must replace old traditions of school organization.

In the implementation of the curriculum, teachers need to rely on what they know about their students, what they know about the subject matter, and what they know about strategies for teaching. In the professional lexicon, knowledge of students means that teachers must consider whether the content (curriculum) and means for teaching the content (instruction) are developmentally appropriate.

In the final analysis, curriculum specialists must understand that they are continuously faced with curriculum decisions, and that philosophy is important in determining these decisions. Unfortunately, few school people test their notions of curriculum against their school's statement of philosophy. According to Brand and Tyler (1983), it is not uncommon to find teachers and administrators developing elaborate lists of behavioral objectives with little or no consideration to the overall philosophy of the school. Curriculum workers need to provide assistance in developing and designing school practices and should reflect a school's and a community's philosophy.

The Hotel and Restaurant Management (HRM) Curriculum of the Iloilo State College of Fisheries provides a synthesis of different skills, concepts and principles specializing in hospitality training. It involves the study and application of practical and managerial knowledge and functions such as hotel and restaurant operations, culinary arts, food service, hospitality education and research that are essential in preparing the students to become adept future restaurateurs and hoteliers.

The HRM Curriculum at ISCOF can be considered as a written, taught, and supported curriculum. The curriculum underwent several revisions since its introduction in the different ISCOF campuses on June 2006. In 2012, the Bachelor of Science in Hotel and Restaurant Management adopted one uniform curriculum for the whole ISCOF system which started its full implementation in the school year 2013-2014. The need for revision, and the adoption of the new curriculum merely showed that the course program had undergone rapid growth as shown by the increasing student population in the current school year 2015–2016: ISCOF-Dumangas Campus with a total of 214 HRM students; ISCOF-San Enrique Campus with 130 students; ISCOF-Barotac Nuevo Campus with 302 students; and ISCOF-Dingle Campus with 90 students.

Accreditation is the catalyst and gatekeeper of quality assurance in the education enterprise. Overtime, this process has been considered and commonly accepted as an integrative institution-wide effort and comprehensive paradigm to assure quality in educational institutions, especially in the tertiary level (Corpuz, et al, 2012).

Cognizant of the importance of having quality education, the Iloilo State College of Fisheries continuously strives for accreditation of its programs by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), Inc. The Bachelor of Science in Hotel and Restaurant Management Main Poblacion Campus had undergone Preliminary Survey Visit on November 27-29, 2012 and had been issued a "Candidate Status" for Level I on December 4,

2012. Other ISCOF campuses were also issued the same status. The whole ISCOF likewise submitted all its HRM program for Level 1 accreditation on August 19-22, 2014 and all were awarded Level 1 Accredited status. The Main Poblacion campus submitted to Level II accreditation on July 2-4, 2015 and successfully earned the Level II accredited status which was awarded last July 15, 2015.

The school is also closely monitored by the Regional Quality Assurance Team (RQuAT) from CHED RO VI as well as National Quality Assurance Team (NQuAT) from CHED National Office, Manila in compliance with the requirements for the application for universityhood. At ISCOF Main Poblacion, Bachelor of Science in Hotel and Restaurant Management program had been issued a Certificate of Program Compliance (COPC) on May 8, 2015.

Aside from these different evaluations that the system had undergone and despite the fact that the ISCOF System passed or qualified but still there are areas that need improvement as observed by the researcher in the implementation of Curriculum Policies and ongoing Curriculum Practices. The researcher therefore, took interest in further investigating the existing curriculum policies and their implementation in relation to the observed curriculum practices.

Conceptual Framework:

This study is guided by CHED Memorandum Order No. 30 Series of 2006 which clearly cites; The Degree program herein shall be called Bachelor of Science in Hotel and Restaurant Management (BSHRM). The program will equip students with competencies related to the basic and core requirements as well as those associated with major and minor areas of concentration and elective courses (www.ched.gov.ph).

With the CHED Memorandum Order No. 30 Series of 2006 as the legal basis of the study, a conceptual framework was drawn to further guide the research.

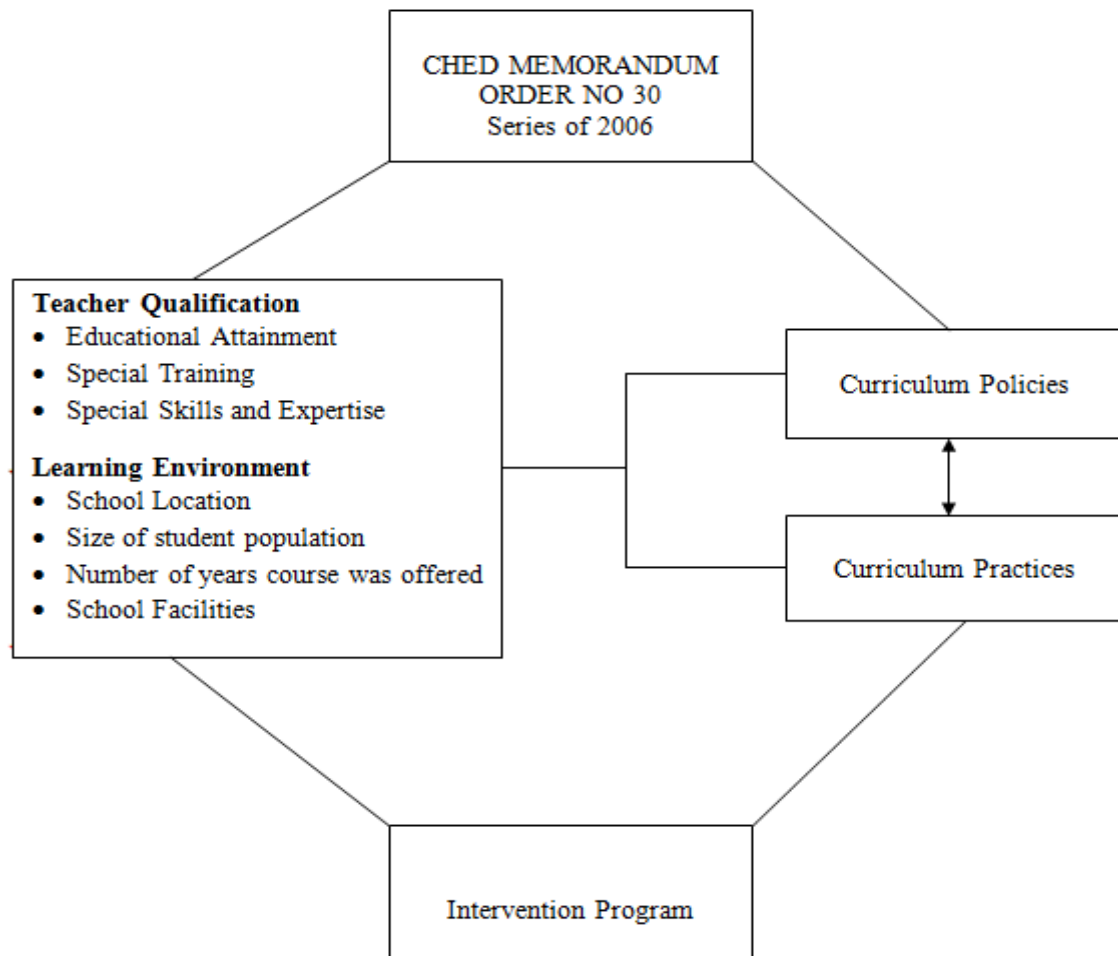**Figure 1 shows the conceptual framework.**

Figure 1: Schematic Diagram of the Conceptual Framework

The CMO further states that all programs in the Hospitality Education must share a set of common core. Under the general umbrella of Tourism, graduates of these programs possess a common set of core and specific competencies developed from the general education, business and tourism/hospitality subjects. Also, Competency-based, job readiness of the graduates is the focus of the curricula. Competencies are matched with the competency standards required by the industry based on the job positions that the graduates will eventually occupy upon graduation. The curriculum is also, industry-driven. The industry participated in the identification of job entry positions and development of competencies standards. In terms of curriculum design, professional subjects in the first two years are procedural, and the last two years are supervisory. In terms of orientation, this set of policies and standards consolidates all programs in tourism, hospitality management and related fields into a rational structure with two orientations: the micro orientation which pertains to the sector perspective and the macro orientation which teach the students to regard tourism on an aggregate perspective and prepare them for a career in policy-making and tourism development. The curriculum is also flexible, mindful of everchanging landscape within which the tourism and the hospitality sectors operate, the curricula leave room for innovation and enhancement.

In terms of qualifications, the Dean or Department Chair of the program, should have a Master's degree in management or related field and an undergraduate degree in Hotel and Restaurant Management or Hospitality Management, at least five (5) years teaching experience in the tertiary level at and least five (5) years experience in administrative or supervisory capacity in an educational institution; must have completed a skills-based competency training course, seminar or workshop and an active member of a hospitality-related professional/educational association.

Faculty teaching in the program must have a Master's degree in HRM/HM or other related fields and must have at least three (3) years of professional experience in the field of specialization of the industry. Faculty loading of teachers assigned to teach courses only in their field of specialization. The maximum total load of a regular full-time faculty member is twenty-four (24) units per term. In all cases a maximum load of twenty-seven (27) units should be observed. Faculty members should not be assigned to teach more than four (4) different preparations in any one term.

The institution must have a system of faculty and staff development and should encourage faculty to pursue graduate studies, attend seminars, symposia and conferences for continuing education, undertake research activities and publish their research output and give lectures and present papers in national, international conferences, symposia and seminars. Universities and colleges offering BSHRM, and other related fields should have library resources that are relevant and adequate in terms of quality and quantity; helpful in serving the needs of scholarship and research; and progressively developing and growing in accordance with the institutional developmental plans.

The head librarian must be a registered librarian with a master's degree and have an appropriate or relevant professional training. The library must have at least one professional librarian foe every 500 students and a ratio of one librarian to two staff/clerk. Library collection must have basic collection, professional holdings, periodical collection and also non-print materials with a computer-based system.

The institution should maintain a campus conducive to promote the quality of their graduates. Support services such as health and placement services maybe shared with the other units of the school. Should meet classroom requirement for lecture classes, 35 students per class and a maximum of 50 while for laboratory classes, should not be more than 25 students. The school should comply with the minimum requirement for Kitchen laboratories: Facilities, Equipment and Appliances provided for by the CMO no. 31, series of 2006.

The institution should undertake and support research among its students and faculty and promote the utilization of research findings. Publication of research output should be undertaken in an in-house journal or other academic journals.

In this study, the CHED Memorandum Order (CMO) became the basis for the ISCOF System in offering the BSHRM course program. The CMO specified the required teacher qualifications and the learning environment needed for offering the said program. Guided by the CMO, the ISCOF system formulated curriculum policies and established practices governing the HRM program. A further study of the extent of implementation of these policies and improvement of curriculum practices attempts to come up with an Innovative Matrix Plan for the whole system.

Statement of Purpose:

This study aimed to find out the curriculum policies and practices in Hospitality and Tourism Education in the Iloilo State College of Fisheries (ISCOF) System during the school year 2014 – 2015, the findings of which will serve as basis for improvement.

Specifically, it sought to find answers to the following questions:

1. What are the curriculum policies in Hospitality and Tourism Education in the ISCOF System when classified according to:

    1.1 teacher qualification;

    1.1.1educational attainment,

    1.1.2 special training and special skills/expertise, and

    1.1.3 professional experience

    1.2 learning environment;

    1.2.1 school location,

    1.2.2 size of student population,

    1.2.3 number of years the course was offered and

    1.2.4 school facilities and equipment?

2. What are the curriculum practices in Hospitality and Tourism Education in the ISCOF System when classified according to:

    1.1 teacher qualification;

    1.1.1educational attainment,

    1.1.2 special training and special skills/expertise, and

    1.1.3 professional experience

    1.2 learning environment;

    1.2.1 school location,

    1.2.2 size of student population,

    1.2.3 number of years the course was offered and

    1.2.4 school facilities and equipment?

3. What are the challenges encountered by the administrators and teachers in the implementation of the Hospitality and Tourism Education?

4. Based on the result of the study, what Intervention Program can be formulated?

Significance of the Study:

The results of this study may be significant to the following groups and sectors:

A curriculum gives **students** an understanding of what must be accomplished in order to obtain a degree. Without such knowledge, students would be lost in a maze of academic courses that seemingly leads nowhere. They would have no assurance that they are taking the proper subjects toward a diploma or a degree. A curriculum promotes a sense of order and structure in the pursuit of academic success.

A curriculum offers **teachers** the ideas and strategies for assessing student progress. A student must meet certain academic requirements in order to go to the next level. Without the guidance of a curriculum, teachers cannot be certain that they have supplied the necessary knowledge or the opportunity for student success at the next level, whether that level involves a high school, college or career.

A curriculum allows **deans and administrators** to provide a dynamic educational program for current and prospective students. Schools, colleges and universities attract students with a variety of quality, competitive and flexible program curricula.

A curriculum produce positive changes in **satellite schools** wherein development is purposeful, planned and progressive.

The results of the study may contribute to the **curriculum developers**. The positive results of this study encourage the curriculum developers to provide meaningful experiences to the students, specifically to the Hospitality and Tourism Education teachers by providing relevant programs, ideas and strategies for assessing students' progress.

The study could also help **researchers** who would like to benchmark on curriculum policies and practices of Hospitality and Tourism Education. The study would serve as the basis or stepping stone for further and wider research concerning curriculum policies and practices of Hospitality and Tourism Education in the Philippines, as the search for related studies did not yield any.

Definition of Terms:

For a clearer understanding of this study, the following terms were given their conceptual and operational meanings.

Curriculum refers to all the experiences the school provides for students. This encompasses learning experiences and activities, instructional processes, management procedures, and resources planned for students (Lemlech, 2002). As used in this study, curriculum referred to what students are expected to know and be able to do.

Curriculum Policy refers to the entire planned learning experience which includes lessons, routines, events, extended hours and activities which take place out of school underpinned by a broad set of common values and purposes (Kelly, 2009).

In this study, curriculum policy referred to a set of directives or guidelines set by the Commission on Higher Education as guiding principles for schools offering Hospitality and Tourism Education.

Curriculum Practices refer to repeated performance or systematic exercise for the purpose of acquiring skill or proficiency (Rouse, 2006). In this study, curriculum practice referred to the actual planning, implementing and evaluating of the learning process of a student.

Hospitality Management refers to a range of occupations and professional practices associated with the administration of hotels, resorts and other lodging. (Bureau of Labor Statistics: Occupational Outlook Handbook, Lodging Managers). In this study, hospitality management referred to the management practices of individuals in hotels, resorts and other hospitality industries.

Hospitality and Tourism Education encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services (Statewide Instructional Resources Development Center). In this study Hospitality and Tourism Education referred to the following courses: Bachelor of Science in Hotel and Restaurant Management (BSHRM), Bachelor of Science in Hospitality Management (BSHM), Bachelor of Science in Tourism Management (BSTM) and Bachelor of Science in Travel Management (BSTrM) as stated in the CHED Memorandum Order (CMO) No. 30 series of 2006. This study specifically referred to BSHRM since it is the only course offered in the ISCOF System in this stream.

Intervention Program refers to the plan that used to describe solutions or remedial measures to existing problems for the introduction of change or some changes (Klaus as cited by Aquino). In this study Intervention Program referred to the output based on the results of the study in which the plan containing the essential component is in the form of a matrix bringing something new to the current practices.

Learning Environment refers to the diverse physical locations, contexts, and cultures in which students learn (Abbott, 2014). In this study, learning environment referred to school location, size of student population, number of years course was offered and school facilities,

Teacher Qualification refers to an attribute that must be met or complied with and that fits a person for something, example a teacher (Random House Kernerman Webster's College Dictionary, 2010). In this study, teacher qualification referred to educational attainment and special skills and expertise.

Tourism refers to the act of travel away from home, mostly for the purpose of recreation, leisure, or business purposes (Andrews, 2007). In this study, tourism referred to recreational travel especially of retirees, travelers, professionals, and the like for business or leisure.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This section discusses literature and studies conducted through the years that are related to the present study under investigation. Conceptual literature is provided first followed by related studies. This part is concluded by a summary of the related literature and studies presented.

Curriculum policies:

Curriculum is the "what" (content) and the instruction is the "how" (delivery system). The two components represent two sides of the same coin (Lemlech, 2002). Teachers are constantly challenged by "how much of what to teach." Teachers often question, as they are responsible for dispensing as much information as is possible? Should teachers focus on specific "facts" that are then memorized by students in each of the subject fields? The issue of depth or breadth is a continuing problem for teachers, as is, where to begin and where to end.

Philosophic issues always have had and still do have an impact on schools and society. Contemporary society and its schools are changing fundamentally and rapidly, much more so than in the past. There is a special urgency that dictates continuous appraisal and reappraisal of the role of schools, and calls for a philosophy of education. Without philosophy, educators are directionless in the "whats" and "hows" of organizing and implementing what we are trying to achieve. In short, the philosophy of education influences, and to a large extent determines educational decisions, choices, and alternatives.

Allan Glatthorn (2000) describes seven types of curriculum operating in the schools: The *recommended curriculum* is proposed by scholars and professional organizations. The *written curriculum* appears in school, district, division or country documents. The *taught curriculum* is what teachers implement or deliver in the classroom and schools. The *supported curriculum* use resources such as textbooks, computers, audio-visual materials which support and help in the implementation of the curriculum. The *assessed curriculum* is one that which is tested and evaluated. The *learned curriculum* is what the students actually learn and what is measured.   And the *hidden curriculum* which is the unintended curriculum.

The type of curriculum determines the curriculum practices in an educational institution. Curriculum practices refer to repeated performance or systemic exercise for the purpose of acquiring skill or proficiency (Rouse, 2006).

The ISCOF hospitality and tourism education curriculum:

The Iloilo State College of Fisheries (ISCOF) is one school that follows prescribed curricula for its various course program offerings. The College system offers thirty course programs each guided by a specific CHED-approved curriculum for four-year courses, and TESDA-approved curriculum for two-year courses.

Among the newly-offered, yet fast-growing course programs in the College is Hotel and Restaurant Management which is guided by CHED CMO #30 series of 2006 using the Hospitality and Tourism Education Curriculum. The Bachelor of Science in Hotel and Restaurant Management was first offered in the ISCOF –Dumangas Campus in the year 1997 – 1998 with a total population of 35 students, then at the ISCOF-San Enrique Campus in the year 2004 – 2005 with a total population of 79 students and the ISCOF-Barotac Nuevo Campus in 2006 – 2007 with a population of 24 students, as well as ISCOF-Dingle Campus in 2006 – 2007 with a population of 14 students.

The following are the Organizational Structure of the different schools in the ISCOF System namely; ISCOF Main Poblacion, ISCOF Dumangas Campus, ISCOF San Enrique Campus and ISCOF Dingle Campus (see appendix).

The statement of Philosophy shapes the curriculum policy. The Board of Education of Montgomery County adopt a curriculum policy which runs as follows:

Curriculum Policy Board of Education of Montgomery County's purpose is to provide a process to manage the curriculum by establishing the structure for curriculum design and delivery and a systematic basis for decision-making and standardized practice.

Issue:

Curriculum contains the Board of Education's prescribed elements of programs and courses, which shall state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet

their learning objectives, and by what means they will be assessed. Curriculum documents typically include rationale and purpose, scope and sequence of learning outcomes, instructional strategies, adaptations for special populations, and assessment procedures. Curriculum is fundamental to what Montgomery County Public Schools is trying to accomplish. Consequently, it shall be regularly evaluated and revised to the level of the best models we can find, and curriculum development shall be a partnership endeavor among all stakeholders: school board members, central office administrators, curriculum coordinators, teachers and instructional staff, principals, parents, students, and community and business people.

Position:

The Board of Education recognizes the need and value of a systematic ongoing program of curriculum review and development. The board will encourage and support the professional staff in its efforts to investigate curriculum ideas, develop and improve programs, evaluate results, and participate in staff development activities.

This policy encompasses the following: a) The written curriculum as presented in the curriculum framework and in the curriculum guides; b) The taught curriculum as implemented by teachers with students; c) The learned curriculum as demonstrated by assessments of student performance; d) The ongoing staff development needed to ensure consistent implementation, monitoring, and supervision; and e) The monitoring of curriculum implementation by teachers, principals, and central services staff.

a. Written Curriculum

The Board of Education expects that learning will be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition and application of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge of the growth and development of learners, the needs of learners, and the desires of the community, state law, and state board of education rules. The focus of the curriculum shall promote: 1)An opportunity for every student to participate; 2) Achievement at the highest level in every curricular area for every student 3) Objectives derived from local, state, national, and international standards as appropriate in all subject areas.

Each subject area curriculum will be reviewed on a cycle every 5 years, at least one area reported to the Board of Education every year. The review process should include, but not be limited to, use of data, benchmarking, and communication. Teachers shall have copies of guides and use the standards in the guides to develop daily lesson plans. Principals and central services staff shall work with teachers to maintain consistency among the written curriculum, the taught curriculum, and what students have learned as measured by assessments.

b. Taught Curriculum

The taught curriculum shall be aligned with the written curriculum and the assessed curriculum to bring about a high degree of consistency. All programs for all students shall be aligned to the system-wide curriculum and shall be integrated in their delivery. All curriculum decisions, including but not limited to, elimination or addition of programs and courses and extensive content alteration, shall be subject to Board of Education approval.

Curriculum guides shall be used to map a logical sequence of instruction. All guides will ensure that all courses contain the appropriate content required to prepare students for assessment activities. Staff development shall be designed and implemented to prepare staff members to teach the written curriculum and shall use methodologies to ensure that staff members have appropriate knowledge, skills, and practices to teach effectively.

c. Learned Curriculum

The superintendent shall recommend to the Board of Education assessment approaches for determining the effectiveness of instruction at system, school, and classroom levels. Assessments shall evaluate the extent to which students master international, national, state, and local standards and the extent to which teachers enable students to meet those standards.

A variety of assessment approaches will be used to determine the effectiveness of the written curriculum, the taught curriculum, and instructional programs and courses, including pre-assessment, formative assessment, and summative assessment.

Teacher assessment of students on the curriculum standards shall be ongoing. Teacher-made tests, as well as local assessments, shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to

assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

Principals shall review assessments with teachers to ensure the assessments are congruent with the written curriculum. A systematic process shall be in place for assessing/testing student performance. This process shall provide for the acquisition, analysis, and communication of student   performance data to: 1) Measure student progress and diagnose student needs; 2) Guide teachers' instruction at appropriate levels; 3) Guide students' learning; 4) Guide system-wide improvement of curriculum alignment and programmatic decisions; and 5) Communicate progress to parents to support learning.

Desired outcomes

A focused curriculum that is well-balanced and appropriate for all students to meet needs of diverse learners. Conforms to state mandates regarding course offerings and essential knowledge and skills. Reflects current research, best practices, data, and technological advancements within the disciplines and promotes congruence among written, taught, and assessed content. Provides strategies for differentiation in instructional methodologies, pacing, and resources for special populations and diverse learners.

Implementation strategies

The Board shall approve the curriculum frameworks and scopes and sequences; provide for staff development that focuses on the necessary methodologies to increase staff proficiency in content knowledge, skills, and practices; communicate to its constituents the Board of Education's curricular expectations; recommend funding, through the budget process, for adequate resources needed to implement the curriculum based on data; establish the breadth and depth of the local testing program, including what grades are tested, in which subjects, and for what purposes; establish a process for evaluation and selection of instructional texts and materials; establish standards for acceptable performance on assessments; establish goals that are congruent with student performance expectations.

Why a Curriculum is Important for Education?

Curricula are designed to teach a variety of subjects, giving students access to an education that is not exclusive but open to all mediums of understanding and knowledge. Curricula allow schools to teach all general academic subjects in a uniform and organized way, providing students with all the knowledge they need to make educated choices throughout life.

Three reasons why curricula are so important to education.

*Curricula develop many areas of the mind***:** Most curricula vary in subject matter. They teach reading, writing, math, science, social studies, art, music, human health and nutrition, etc. These are all important subjects needed to enrich all areas of our lives. Learning all of these subjects also helps to strengthen the weak areas of our brains.

Curricula prepare students for a career: Even though a career is thought to be about one particular subject or task, life after school actually requires a lot more than just special knowledge of one topic. Life is all encompassing, and all careers require people to know a little bit about everything. Learning about a variety of subjects in school helps students understand their world better and make wiser decisions throughout life.

Curricula open more doors of opportunity: If a student is only exposed to select subjects, they will lose out on opportunities to discover hidden interests and talents. By teaching a wide range of topics, students are able to dabble in various areas, finding the subjects that interest them most and can be used toward a successful career.

What are the different kinds of curriculum?

Overt, explicit, or written curriculum. The overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

Societal curriculum. As defined by Cortes (1981), it is massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches organizations, occupations, mass, media and other socializing forces that "educate" all of us throughout our lives.

The hidden or covert curriculum. Longstreet and Shane (1993), refers to the kinds of learnings children derive from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administrators.

The null curriculum. Eisner (1985, 1994), that which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society.

Phantom curriculum. The messages prevalent in and through exposure to any type of media. These components and messages play a major part in the enculturation of students into the predominant meta-culture, or in acculturating students into narrower or generational subcultures.

Concomitant curriculum. What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (This type of curriculum may be received at church, in the context of religious expression, lessons on values, ethics or morals, molded behaviors, or social experiences based on the family's preferences).

Rhetorical curriculum. Elements from the rhetorical curriculum are comprised from ideas offered by policymakers, school officials, administrators, or politicians. This curriculum may also come from those professionals involved in concept formation and content changes; or from those educational initiatives resulting from decisions based on national and state reports, public speeches, or from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates in pedagogical knowledge.

Curriculum-in-use. The formal curriculum (written or overt) comprises those things in textbooks, and content and concepts in the district curriculum guides. However, those "formal" elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

Received curriculum. Those things that students actually take out of classroom; those concepts and content that are truly learned and remembered.

The internal curriculum. Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum since it is unique to each student.

The electronic curriculum. Those lessons learned through searching the Internet for information, or through using e-forms of communication (Wilson, 2004).

In a study by Marthe Cleveland-Innes (20012), entitled "*Principles of Learner-centered Curriculum: Responding to the Call for Change in Higher Education",* using well-known tenets of student development and student success as a central organizing premise, it is suggested that higher education curriculum should include outcomes related to the development of students as competent, lifelong learners. This imperative is driven by demands on higher education to prepare graduates for complex, dynamic, and information based social and occupational experiences. Curricula that prepare students with appropriate knowledge and skills to maneuver a changed and changing society is in order. Labeled a learner-centered curriculum, this approach includes, but goes beyond, the already explored learner-centered instruction (Lieberman, 1994; McCombs & Whistler, 1997; SCCOE, 2000; Soifer, Young & Irwin, 1989) to content and skill development regarding the mechanisms of learning and growth.

In a study by Vallen, Gary and Casado, Matt (2012), entitled *Ethical Principles for the Hospitality Curriculum* stresses that the integration of ethics in the hospitality curriculum has repeatedly been supported by educators. Most colleges and universities offer courses in ethics, and some require students to take those courses. Moreover, scholarly interest in the field continues to grow According to William Shaw and Vincent Barry, "It is hard to imagine an area of study that has greater importance to society or greater relevance to students. By preparing hospitality students to logically and ethically solve dilemmas they will face when in the industry, educators are equipping future managers with confidence and self-esteem to make the right decisions on the job.

As Aristotle observed 2,400 years ago, a man of bad character is not likely to be reformed by lectures. Even if philosophical lectures alone will not make students virtuous, however, they can help them think more clearly about day-to-day ethical problems with which they will be confronted in their future careers. Indeed, the survey reported in this article indicates that ethical challenges remain a daily occurrence in the hospitality industry.

Hospitality and Tourism Education:

Hospitality and Tourism education has been evolving over the last 30 years from a strong vocational foundation to a more academic discipline (Craig-Smith & Ruhanen, 2005; King & Craig-Smith, 2005). In a keynote speech at CAUTHE 2011, Professor John Tribe highlighted the mediocrity in research and teaching in hospitality and emphasized the need to examine new approaches to research and teaching to respond to the evolving education arena. One possible new direction is for academics to shift their strong grounds on traditional scholarship view as solely research publications based. This may not be the most appropriate view for disciplines that are of a practical / applied nature such as Hospitality studies that place stronger emphasis on applied learning in scholarship of teaching and learning. This unique discipline was outlined by Williams (2005) who emphasized that hospitality programs "differ widely and lack the standardization that characterizes many traditional fields of study" (p.71). Other leading researchers (Craig-Smith & Ruhanen, 2005; King & Craig-Smith, 2005) have mentioned that Hospitality education is distinctive due to a wide variety of approaches and philosophies that needs practical skills and experience in addition to the more strategic management elements. This practical element sees the need for academics to ensure that their research and scholarship contributes industry relevance to their teaching and curriculum design (Gursoy & Swanger, 2005). This practical element is recognized at most NSAIs (such as The Blue Mountains International Hotel Management School and William Blue College), where they have training facilities that simulate the real environment in addition to their traditional lecture rooms. Certain traditional universities such as the Hong Kong Poly Uni have developed a commercial five star hotel on its campus as part of practical delivery for their students. This sees the practical nature of Tourism and Hospitality programs where academics have to place greater emphasis.

Methodology and Discussion:

The overall aim of this paper was to explore and integrate the Australia National Protocol 2007 on scholarship with Boyer's scholarship model to develop key scholarship activities useful for Tourism and Hospitality Educators. The four proposed scholarship activities were fieldtrips, industry visits, career expos, and attending conferences. The rationale for selecting these four scholarly activities was twofold: first, these scholarly activities have been reported to be useful and contribute to the students' learning experience; and second, these scholarly activities are commonly practiced at NSAIs in Tourism and Hospitality programs but have not been given the due recognition as recognized forms of scholarship. Most importantly, the following shows how educators can capture these scholarly activities and ensure that both the National Protocol 2007 scholarship and Boyer's scholarship are addressed.

Fieldtrips

The first common scholarly activity engaged by Tourism and Hospitality educators is through fieldtrips. This scholarly activity is important given that the use of fieldtrips in hospitality education has been reported by several researchers to enhance student learning through experiential learning (Do, 2006; Gretzel et al., 2008; Goh and Ritchie, 2011; Ritchie, 2003; Stainfield, 2000; Weiler & Kalinowski, 1990; Xie, 2004). Fieldtrips are organized excursions involving students and educators in visiting places with the objective of bringing the classroom learning experience to an external environment. On the other hand, fieldtrips also benefit faculty members with valuable professional development experience (Porth, 1997), especially for younger tourism educators (Peace, 2007). As seen in Table 1, it is recommended that educators conduct a literature review on the fieldtrip topic before designing the fieldtrip program as a form of discovery scholarship.

Industry Visits

The main objective of industry visits is for educators to update their knowledge with latest trends and best practices in the commercial environment. This is a form of experiential learning where knowledge is created through the transformation of experience (Kolb, 1984, p. 41). Szambowski, Szambowski, & Samenfink (2002) labeled this as a 'reality' approach to touch base with industry needs in ensuring that curriculum designed are industry focused and not based purely on academic myths. Casado (1992) also made the relation between reality and practical significance that can be injected directly into higher education curriculum while working directly with the industry. To capture industry visits as discovery scholarship, it is important that educators conduct extensive review of possible industry partners before embarking on industry visits.

Career Expos

Over the past 10 years, the Association of Australian Hotel Schools has been organizing annual national hospitality careers expo to provide students the opportunity to meet industry representatives. Attending career expos is a good exercise for educators to close the gap between employers' expectations and graduates' employability skills (Lee, Lee, & Gupta, 2009). By attending career expos, educators develop a better understanding on industry needs and use this new knowledge to make suitable changes to the subject's curriculum to ensure that future graduates are equipped with the necessary skills that meet the needs of the industry. This is pointed out by Lefever and Withiam (1998), who strongly emphasized that the hospitality education curriculum should be industry relevant. As seen in Table 3, this enhances knowledge in the educator's related field and can be considered as discovery scholarship, where the educator collects information from career expo booths to discover latest trends and industry practices.

Attending academic / professional conferences

The last common type of scholarly activities conducted by Tourism and Hospitality educators is through attending conferences. Attending a conference serves as a good platform to share knowledge, disseminate the latest research results, hear industry leaders speak, learn new skills, advance education in the field of interest, and networking opportunities (McCabe, Poole, Weeks, & Leiper, 2000; Rogers, 2003; Severt, Wang, Chen, & Breiter, 2007; Yoo & Zhao, 2010). These generate educational opportunities, which are important motivators for conference attendees. Oppermann and Chon (1997) found these motivational factors encompass personal and professional development, career enhancement, desire to learn, updating information, and keeping up with changes in the profession. Similarly, Yoo and Chon (2008) found that conference attendees are interested in increasing their knowledge by listening to speakers and gathering information that they can use. Newly acquired knowledge must then be shared with colleagues and industry professionals through formal or informal presentations and handouts. This can be seen as integration scholarship. All of this new knowledge must also be applied in the curriculum to reflect necessary changes acquired from the conference; for example, ensuring that assessments are designed to reflect a balanced level of practical elements to address industry needs. Lastly, the educator must demonstrate teaching scholarship by having a discussion session during class to add value to students' learning outcomes and strengthen graduate attributes.

In a study made by Maja Miscovic and Svjetlana Curcic (2013) on *Beyond Inclusion: Reconsidering Policies, Curriculum, and Pedagogy for Roma Students* cited that the study of policies and politics including European Roma students in mainstream educational systems within the context of two European Union (EU) policies: the Decade of Roma Inclusion (2005-2015) and EU National Roma Integration Strategies (2013-2020) .

Inclusion as a concept has established a ubiquitous presence in the world of education and educational policies. However, definitions of inclusion are "all over the place, representing diverse perspectives and ideologies" (Smith, 2010), causing confusion as to what it implies (Ainscow, 2007), or are used to describe practices that are not inclusive at all (Giangreco, 1997). To reframe inclusion from the question of student placement, several researchers go beyond the placement and focus on curriculum. Depending on the disciplinary/theoretical anchor such as disability, race/ethnicity, or queer studies and prospective identity makers, the discourse on inclusion usually refers to separate groups of students. Against the framework of separately discussing the various groups of students who are often educationally marginalized and socially excluded, Booth (2011) argues for a "principled approach to the education and society through a framework of inclusive values". Schools should not simply mirror the society but also should aim to recreate society by producing citizens with a new vision (Curcic, et al, 2011). Yet there seems to be numerous barriers to achieving the goal of changing societal values through education alone.

Various tensions exist between policies and practices that intend to include Roma students in educational settings. Three tensions are highlighted: (a) between inclusive education as a technical pursuit rather than evolving ethical acts; (b) between policy planning vs. policy implementation; and (c) between making schools ready for students and students ready for schools.

Teachers are often seen as "key institutional agents of change" and as "politically aware and culturally informed citizens to assure social justice to a historically marginalized ethnic minority" (Beremenyi, 2011). Student-teachers also believe that Roma parents and students are the main causes of the academic underachievement of Roma students, while the causes of this underachievement related to teachers and schools are minimized (Macura, et al, 2013). The education of future and current teachers is embedded in a society where public discourse abounds with open hatred toward the Roma.

ISSN 2348-1218 (print)

International Journal of Interdisciplinary Research and Innovations   **ISSN 2348-1226 (online)**
Vol. 6, Issue 2, pp: (50-85), Month: April - June 2018, Available at: www.researchpublish.com

The European institutions are setting forward educational evidence-based practices that "have demonstrated their effectiveness through rigorous research" (EU, 2014). Evidence-based research and practices, however, understand "evidence" in an overly technical and narrow way and do not take into account the complexities of working with disenfranchised individuals and communities (Tremlett & McGarry, 2013). This is coupled with the general lack of political will on the part of the government to address the weak or non existent infrastructure that leaves many of the proposed policy goals unfulfilled (Rorke, 2011).

The examination of inclusive policies and practices across a number of European states reveals the intertwined and sometimes opposing developments pertinent to inclusive education. Both overt and covert racist behaviors makes school environments hostile to many Roma students. There are tensions that seem to be inherent in inclusion within the schools that are not ready for all students but expect all students to be ready for inadequately prepared schools. Practices that sort out Roma children based on their "readiness" for the school begin as early as preschool and continue throughout elementary and secondary schooling. Those Roma students who continue their schooling and develop interests and aspirations toward various career goals often face an "ethnic ceiling" and lower their aspirations based on the normative societal or teachers' expectations. However, Roma youth cannot wait for schools to be ready for them. They need solutions to prejudices and animosity that over time, especially in times of economic recessions, seem to have increased, not decreased. The curriculum coupled with EU/international exams and assessments in education is likely to undermine awareness of the need for revamping both the curriculum and pedagogy to better meet the needs of those who enter schools with cultural capital that is not aligned with "mainstream" expectations. Consequently, radical redesigns of both curriculum and pedagogy are need of a much more concerted effort on the part of researchers, educators and policy makers.

A study was done by Eichhorn, Melida (2016) entitled *Haunted by Math: The Impact of Policy and Practice on Students with Math Learning Disabilities in the Transition to Post-Secondary Education in Mumbai, India.* Students and adults with mathematics learning disability (MLD) are individuals that perform at a level substantially below their peers in mathematics, whose poor performance cannot be explained by any deficit in vision, speech, hearing, or intelligence. It is in a sense, "unexpected underachievement" (Fletcher et al, 2007; American Psychiatric Association, 2013). Learning disabilities, which can occur in the areas of reading, mathematics, and/or written expression, contribute to students experiencing low self-esteem due to their poor academic performance and negative school reports (Lahane et al., 2013). According to the fourth edition of the Diagnostic Statistical Manual of Mental Disorders (DSM-IV), the definition of math learning disability was a severe discrepancy between student's achievement in math and his age, schooling, and level of intelligence (IQ), and significant impairment in real-life activities that require math(Geary, 2011).

The DSM-5 acknowledges that learning deficits in mathematics are sometimes referred to as "dyscalculia" internationally (American Psychiatric Association, 2013). Overall, children with MLD typically have a low start point on math achievement tests and show slow growth as compared to typically achieving peers (Geary et al., 2012). Lewis (2014) posits that students with MLD process or manipulates numbers in an atypical way due to differences in cognitive abilities. If these early math deficits, or differences, are remediated immediately, then students may not fall further behind their peers in math skills (Desoete et al., 2009). Addressing slow growth usually requires several simultaneous types of remedial and instructional interventions (Geary et al., 2012). Interventions may be particularly effective if they are early (Nelson et al., 2011).

Each school and college in India is associated with a Board, or curriculum, such as the Indian Certificate of Secondary Education (ICSE) Board, the Central Board of Secondary Education (CBSE) board, or a state Board. Depending on the Board, students with MLD in Mumbai are eligible for "provisions," or accommodations, ranging from extra time to dropping math after 8th standard (Karande et al, 2010). These provisions were originally intended to function as a "corrective lens" to help students with LD continue in regular education (Karande et al., 2011).

Students with MLD in India may enter secondary school without the foundation required for higher-level mathematics, including conceptual understanding of math, mastery and automaticity of basic math facts and skills, and problem-solving strategies. Yet, math lecturers in higher secondary education assume and expect that students have already acquired the needed foundation knowledge and skills in previous classes.

The theoretical framework of critical theory in education was used to reflect on the way policies and practice affects students with MLD, and can actually disempower them, as well contributing to marginalization and exclusion (Arnesen et

al., 2007). In this article, the Indian education policy and college practices toward students with learning disabilities are viewed as inflexible systems which do not allow for diversity of mathematical abilities. Each finding is examined in light of this critical theory framework, emphasizing the ways students with MLD are denied access to mathematical content through current policy and practice.

Curriculum Practices:

Why Are Best Practices Important? Thomas L. Friedman, author of The World Is Flat, refers to a twenty-first century world that will be very different from the one in which we were educated. To survive in a new, globally competitive world, today's children will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic and lifelong learning opportunities. Students can develop these abilities through instruction based on Best Practice teaching strategies.

What Are Best Practices? Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration   and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Four best practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning.

What Do Best Practices Look Like? Classrooms that exemplify best practices are easy to detect as soon as you enter the room the project materials and books are numerous, students are engaged and focused on their work, teachers often use collaborative and/or authentic tasks that place students at the center of the learning process, seating arrangements are clustered, varied and functional with multi-instructional areas, classrooms are activity-based spaces as opposed to places to "sit and get" lectures, teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments and there is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

Balanced Curriculum includes entire Standard Course of Study (SCS), educates the whole child (BEP), includes a challenging and common curriculum (CCSSO),

based on best knowledge of how children develop and learn (NASBE), prepares students for success in school and in life (NCLB/NCDPI), includes all subjects verses only those subjects tested (NCLRC), promotes brain growth and development through an enriched environment (Diamond & Hopson), provides a curriculum that Is rigorous, relevant and promotes relationships (NCSBE), and creates active participants rather than passive observers (Diamond & Hopson).

The idea of curriculum is hardly new – but the way we understand and theorize it has altered over the years – and there remains considerable dispute as to meaning. It has its origins in the running/chariot tracks of Greece. It was, literally, a course. Kerr defines curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (quoted in Kelly 1983: 10; see also, Kelly 1999). This gives us some basis to move on – and for the moment all we need to do is highlight two of the key features: Learning is planned and guided. We have to specify in advance what we are seeking to achieve and how we are to go about it. The definition refers to schooling. We should recognize that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson. In what follows we are going to look at four ways of approaching curriculum theory and practice: Curriculum as a body of knowledge to be transmitted; Curriculum as an attempt to achieve certain ends in students – product; Curriculum as process; and Curriculum as praxis.

It is helpful to consider these ways of approaching curriculum theory and practice in the light of Aristotle's influential categorization of knowledge into three disciplines: the theoretical, the productive and the practical. The attraction of this way of approaching curriculum theory and practice is that it is systematic and has considerable organizing power. Central to the approach is the formulation of behavioral objectives – providing a clear notion of outcome so that content and method may be organized and the results evaluated.

There are a number of issues with this approach to curriculum theory and practice. The first is that the plan or program assumes great importance. Second, there are questions around the nature of objectives. This model is hot on measurability. It implies that behavior can be objectively, mechanistically measured. Third, there is a real problem when we come to examine what educators actually do in the classroom. Fourth, there is the problem of unanticipated results. The focus on pre-specified goals may lead both educators and learners to overlook learning that is occurring as a result of their interactions, but which is not listed as an objective.

In a study made by Hostins, R. & Jordao, S. (2015) entitled *School inclusion policy and curricular practices: teaching strategies for the conceptual preparation of the target public of Special Education* cited that in Brazil the inclusive education policy and curriculum practices aimed at disabled students have been the subject of research and debate. These students, despite having guaranteed access to regular education, find their schooling processes restricted due to lack of knowledge of their learning characteristics. In both regular classes and specialized education support questions arise about what and how to teach these students and which curriculum practices enable their conceptual preparation processes.

The twenty-first century heralded political and legal landmarks, decided by national and international bodies, in relation to school inclusion policies for students with disabilities, global development disturbances, and special abilities. In the first decade of 2000s the volume of government documents published, demarcated the place and role of various interest groups in the definition of education policies aimed at guaranteeing rights and equality of opportunity to this public. The new influences and interests are an indication of alterations in material and in the discursive terrain of educational policies on a global scale, or in what Lingard, Creagh, and Vass (2012) call the "field of global policies,"which have significant implications for the definition of educational policies in Brazil.

The National Special Education Observatory (ONEESP), coordinated by Prof. Eniceia Mendes, with the support of CAPES Education Observatory Program, involves 203 researchers in 16 states and 20 Post-Graduate Programs in Education in Brazilian third level institutions. The collaborative research is based on two simultaneous angles of action: the continued education of teachers and focus group interviews. While one angle emphasizes education to encourage teachers to examine their own practices, the other invests in the collection of data and collective discussions through focus groups. Two fundamental aspects characterize the collaborative research: education and research, which defines it as an educational and transformative dimension (Oneesp, 2010).

As a summary of the principal ideas discussed and analyzed, it can be stated that the curricular practices which lead to the conceptual preparation of the school students who are the target public of special education are not differentiated from the conceptual preparation practices used with the other students. The difference lies in the concepts of learning and in the teaching practices which have been triggered, both in regular schools and in MMR, and which to a greater or lesser extent contribute to expanding or limiting the possibilities of conceptual preparation of students and their schooling processes.

This finding allows questions to be raised about the Special Education policy, notably about the consequences of generalized and not very concise guidelines for the required curricular practices and the pedagogical work to be carried out with this public. The emphasis of the policy on defining the frontiers of specialized education work and its restriction to complementarity and as a regular education and encouraging a reverse inclusion.

Furthermore, this means stating that, implicit in the discourse of inclusive education or the school inclusion of subjects with disabilities, global development disorders, or who are gifted, is a contrary movement, in reverse, towards segmenting, separating, and distinguishing between the teacher, the students, and the pedagogical work of this service within the school.

From the point of view of the translation of the school inclusion policy in the context of the practice, what is observed is a restriction of MMR activities to the support of pedagogical activities, an individualization of teaching and an isolation of work, which contributes to the maintenance of an idea of a non-place to special education in school, an emptying of the curriculum, and a perpetuation of the pedagogy of indifference.

In the unpublished study of Doromal, M.D. (2012) entitled *"Students' Teaching Practices, Process Skills and Attitudes: Their Influence on Students' Performance in Chemistry* states that the educational background of a teacher is obviously only one among the variables contributing to student achievement. Teacher's academic preparation , certification type, and years of teaching experience, among others, are often taken as indicators of teacher quality (Goldhaber & Anthony 2003). Those teachers with sufficient academic preparation are seen to be competent in subject matter content and

pedagogical skills enabling them to be effective in classrooms and produce larger student achievement gains (Darling Hammond 2000). Licensed teachers are also considered to be effective (Hawk et al. 1985), because licensing typically requires prospective teachers hold a college degree in pedagogy and in the subjects they wish to teach (Goldhaber & Anthony 2003). Veteran teachers on the other hand, can better handle students and colleagues and are more familiar with classroom practices (US Department of Education, National Center for Education Statistics 2000).

Experts also affirm that quality professional development involvement is an important factor in building teacher's capacity to teach effectively (Mayer et al. 2001). Studies revealed that teacher confidence too, have been regarded by the International Association for the Evaluation of Educational Achievement (Schmidt & Cogan 1996) as being essential in qualifying teacher competence.

Another unpublished study by Bautista, M.J. (2013) entitled, *Knowledge, Attitudes, and Practices on Ecological Justice of Educators* states that students watch the behavior of people around them and they imitate what they see. This is based on the theory of observational learning. Observations determine the responses they learn, but reinforcement determines the responses they express.

On practice of ecojustice principles: This study is anchored on Thorndike's law of exercise (Bower & Hilgard, 1981). This law is based on the premise that "practice makes perfect" . This is also called the law of habit formation through repetition. It has two forms: the law of use – the use of a connection increases its strength, and the law of disuse – the disuse of the connection "not practicing it" leads to weakening or forgetting.

Attitude serve as a knowledge function by helping people attain a meaningful, stable, and organized view of the world (Franzoi, 1996). Hence, it is an expectation that knowledge positively correlates with attitudes.

Over all summary:

The policies and practices affecting students are those aspects of a school's operation that organize students' experiences within the institution. For younger students, these policies and practices also structure the parents' relationship with the school. In considering the school's policies and practices affecting students, educators should ask themselves such questions as "What is the school policy with respect to homework, or to absences?" "What happens when a student is sent to the principal's office?

The decisions that a school makes regarding established policies and practices affect students enormously. Teachers' instructional decisions influence students' feelings about (and success with) the curriculum, but the policies and practices in both classrooms and in the entire school provide the context for teacher-student interactions around instruction (Danielson, 2002).

The statement of Philosophy shapes the curriculum policy. The Board of Education of Montgomery County adopt a curriculum policy which runs as follows:

Curriculum Policy Board of Education of Montgomery County's purpose is to provide a process to manage the curriculum by establishing the structure for curriculum design and delivery and a systematic basis for decision-making and standardized practice.

Curriculum contains the Board of Education's prescribed elements of programs and courses, which shall state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet their learning objectives, and by what means they will be assessed. Curriculum documents typically include rationale and purpose, scope and sequence of learning outcomes, instructional strategies, adaptations for special populations, and assessment procedures.

Why a Curriculum is Important for Education?

Curricula are designed to teach a variety of subjects, giving students access to an education that is not exclusive but open to all mediums of understanding and knowledge. Curricula allow schools to teach all general academic subjects in a uniform and organized way, providing students with all the knowledge they need to make educated choices throughout life.

Three reasons why curricula are so important to education.

Curricula develop many areas of the mind**,** prepare students for a career, and open more doors of opportunity. If a student is only exposed to select subjects, they will lose out on opportunities to discover hidden interests and talents. By teaching a wide range of topics, students are able to dabble in various areas, finding the subjects that interest them most and can be used toward a successful career.

What are the different kinds of curriculum?

Overt, explicit, or written curriculum, societal curriculum, the hidden or covert curriculum, the null curriculum, phantom curriculum concomitant curriculum, rhetorical curriculum, curriculum-in-use, received curriculum, internal curriculum and the electronic curriculum. Those lessons learned through searching the Internet for information, or through using e-forms of communication (Wilson, 2004).

In a study by Marthe Cleveland-Innes (20012), entitled "*Principles of Learner-centered Curriculum: Responding to the Call for Change in Higher Education",* using well-known tenets of student development and student success as a central organizing premise, it is suggested that higher education curriculum should include outcomes related to the development of students as competent, lifelong learners. This imperative is driven by demands on higher education to prepare graduates for complex, dynamic, and information based social and occupational experiences.

In a study by Vallen, Gary and Casado, Matt (2012), entitled *Ethical Principles for the Hospitality Curriculum* stresses that the integration of ethics in the hospitality curriculum has repeatedly been supported by educators. Most colleges and universities offer courses in ethics, and some require students to take those courses. Moreover, scholarly interest in the field continues to grow According to William Shaw and Vincent Barry, "It is hard to imagine an area of study that has greater importance to society or greater relevance to students. By preparing hospitality students to logically and ethically solve dilemmas they will face when in the industry, educators are equipping future managers with confidence and self-esteem to make the right decisions on the job.

Curriculum practices

Why Are Best Practices Important? Thomas L. Friedman, author of The World Is Flat, refers to a twenty-first century world that will be very different from the one in which we were educated. To survive in a new, globally competitive world, today's children will need creativity, problem-solving abilities, a passion for learning, a dedicated work ethic and lifelong learning opportunities. Students can develop these abilities through instruction based on Best Practice teaching strategies.

Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Students who receive a balanced curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Four best practices for teachers include teaching a balanced curriculum, teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning.

The nature of students' experience in school is influenced not only by the quality of instruction, but also by the school's policies and practices. Students of all ages approach school with a positive spirit, and they expect to find success and fulfillment there, so the policies and practices affecting them must be clear, fair, and likely to contribute to student learning. Such policies can be firm, but they should also be just, and should respect student interests and motivations. Policies and practices affecting students are powerful levers that help set the tone and direct behavior in a school. The adults involved must ensure that the policies they put in place reinforce their goals for students, reflect their beliefs about students and their learning, and are supported by research findings (Danielson, 2002).

3. RESEARCH METHODOLOGY

This chapter presents the research methods, environment or research locale, study participants and sampling technique, research instruments, data gathering procedure and data analysis on the aims to find out the curriculum policies and practices in Hospitality and Tourism Education in the ISCOF System.

Design:

This study employed the quantitative descriptive design involving the use of questionnaires and/or statistical surveys to gather data on curriculum policies and practices of Hospitality and Tourism Education in ISCOF system. This was supported with qualitative analysis that best describe the curriculum policies and practices of the hospitality and tourism education at ISCOF system when classified according to teacher qualification and learning environment. It also described the challenges encountered by the administrators and teachers in the implementation of the hospitality and tourism education. And based on the result of the study an intervention plan was formulated.

Qualitative data analysis was utilized to find out how curriculum policies and practices in Hospitality and Tourism education in the ISCOF System was being applied. This was done through utilizing the interview conducted with the dean and two faculty of the BSHRM from each ISCOF Campuses in order to support or validate the findings of the study.

Environment:

The study was conducted in Iloilo State College of Fisheries (ISCOF) System that comprises of the following campuses namely: ISCOF Main Poblacion, Barotac Nuevo; ISCOF Dingle; ISCOF Dumangas and ISCOF San Enrique . It is a government institution of higher learning which aims to provide tertiary education in the neighboring towns of the fourth district of Iloilo and as well as the entire country for its post secondary program specifically in the field of Fisheries. It is known as the only Fishery school, with a level four accreditation outside Metro Manila.

Participants:

The participants of the study who answered Part I and Part II were the forty (42) teachers who were teaching subjects in Bachelor of Science in Hotel and Restaurant Management offered in the four schools of the ISCOF system. Of the 42 teachers, 11 are from the Main Poblacion, 11 from Dumangas campus, 10 from Dingle campus and 10 from San Enrique campus. While those who answered Part III, the Interview were the four College Deans of the College of Hospitality Management of the ISCOF System and two teachers from each school with the most number of teaching experience who were chosen to provide rich information. In all, eleven (11) informants will be interviewed since the researcher herself is the college dean of her school, ISCOF Main Poblacion, with the researcher's assurance of their anonymity and confidentiality of their answers to the semi-structured interview guide.

In relation to the study, 42 teachers who were teaching in the school system's College of Hospitality Management will be considered as population, where the total sample were taken. Table 1 shows the participants of Part I and Part II

Table 1: The Distribution of Participants

ISCOF School	*f*	*%*
ISCOF Main Poblacion	11	26.2
ISCOF Dumangas	11	26.2
ISCOF Dingle	10	23.87
ISCOF San Enrique	10	23.8
Total	42	100

There were eleven (11) teachers or 26.2 percent from ISCOF Main Poblacion, and ISCOF Dumangas campus respectively, and ten (10) teachers or 23.8 percent from ISCOF Dingle and San Enrique Campus, with a total of forty two (42) teachers in which three of them were deans of the three campuses.

Instruments:

Three sets of questionnaires were used to get the necessary data needed in the study. The first set of the Curriculum Policies and Practices Questionnaire (CPPQ), a six-page, two-part questionnaire adapted from CHED CMO 30 s. 2006.

The introduction of the instrument includes teacher's profile information sheet. Special trainings, special skills and expertise were also included. The following presents the detailed discussion of the different parts of the instrument.

In the first set, part 1 of the instrument was the Adaptation of Hospitality & Tourism Education Curriculum Policies according to Teacher's Educational Qualification and Learning Environment and part II was the Adaptation of H&TE Curriculum Practices according to Teacher's Educational Qualification & Learning Environment.

The second set was Interview-Guide Questions about the challenges encountered by the Hospitality and Tourism Education teachers in ISCOF system and an Intervention Program was drawn based on the result of the study.

Data Gathering Procedure:

To collect the data needed for the study, the researcher requested permission from the President of ISCOF and from the Dean of the College of Hospitality Management of the different ISCOF campuses. The forty (42) participants were given a letter and asked them to sign a consent form, which indicates in detail the nature and degree of their participation in the study. To find out the curriculum policies and practices of the Hospitality and Tourism Education in the ISCOF System. Teachers who are teaching in the College of Hospitality Management will be made to answer Part I and Part II of the instrument.

For semi-structured or in-depth interview, an interview guide was used. The deans from the different campuses, and two teachers from each school with the most number of teaching experiences were chosen to provide rich information. In all, eleven participants were involved since the researcher is also a college dean herself, so instead of 12 it becomes eleven only, since the researcher inhibit to answer. The interview guide lists the main topics and, typically, the wording of questions that the researcher asked. It also include some ideas about follow-up questions or probes. The detailed guide served and helped the researcher prepare for the interview; while the summary helped her remember the key topics during the actual interview.

During the interview, the researcher used tape recorders and took down notes. A written narrative was asked from a participant when the researcher felt the interview would not suffice. The interviews were integrated into the narratives to come up with a more comprehensive story. The stories were transcribed in hard copies and used as additional data for data analysis.

Data Analysis:

Descriptive statistics such as frequency distribution and percentage were used to describe the results for the quantitative data. For Part Three, the Interview, qualitative data analysis was used. Data collection and data analysis, according to Merriam (1988) and Marshall and Rossman (1989), must be a simultaneous process in qualitative research. For Denzin (2000), data analysis in qualitative research is a process of making meaning.

Finally, after all data collections were done, data were analyzed and interpreted. Then conclusions, implications and recommendations were drawn.

Ethical Consideration:

The conduct of the study, the researcher considered the ethical issues. To protect the respondents of the study, the researcher developed the trust and confidence with them in order to promote the integrity of the research, guard against misconduct and any impropriety that can be reflected in their institutions, and cope with new challenging problems (Creswell 2009).

A. Risk – Benefit Assessment:

The researcher respected the participant's rights, needs, values and desires. The author was very careful in asking questions that might solicit sensitive answers about personal issues.

In this study, evaluating the potential risks and benefits involved were needed to protect the welfare of the research subjects. The IRB would not approve research in which the risks were judged unreasonably in relation to the anticipated benefits.

Benefits:

With regards to benefits of this study to participants, they were surely be benefited because they were guided by the curriculum policies and be enlightened by the curriculum practices in Hospitality and Tourism Education. Knowing such, they could make use of the Intervention Plan on curriculum practices that could guide them to enhance or enrich the policies and practices of the program. The challenges encountered by the administrators and teachers in the implementation of the Hospitality and Tourism Education served as basis to improve the curriculum program of ISCOF system.

As a college faculty member, the researcher was in a position of responsibility and trust and realized that she had the power to influence her co teachers. Therefore, it was her promise that, while carrying out this research, she observed the highest possible ethical standards. The researcher also maintained the highest integrity at all times regarding data gathering. She uphold information that was in public domain and within the law and obliged to submit this study to the University of the Visayas Institutional Review Board for proper evaluation and guidance.

Risks:

Although disclosure of the participants' identity was a possible risk, every precaution was taken to protect their privacy and the confidentiality of any records generated by this research. Only the principal investigator (Annelyn Juntoria-Deasis) and her staff have access to the questionnaire, audio tapes of the interviews and the transcripts.

If they felt discomfort, physical harm, including unanticipated side effects, or fatigue resulting from answering and giving personal information, they were free to ask questions or skip the question and it would not affect their relationship with the University of the Visayas and Iloilo State College of Fisheries.

B. Content, Comprehension and Documentation of Informed Consent:

Informant's status:

In order to safeguard the rights of the informants in this study, an informed consent form indicating approval by the IRB were given to the informants together with the discussion of the nature of the research study. Participation in the research study was completely voluntary and agreement to the said research were validated by the respondent's signature in the consent form.

Study goals:

The researcher's dissertation topic aims to find out the curriculum policies and practices in Hospitality and Tourism Education in the ISCOF System. This offered Hospitality and Tourism Education teachers the ideas and strategies for assessing students' progress.

Type of data:

To collect the data needed for the study, the researcher requested permission from the President of ISCOF and from the Dean of the College of Hospitality Management of the different ISCOF campuses. The forty (42) participants were given a letter and asked them to sign a consent form, which indicates in detail the nature and degree of their participation in the study. To find out the curriculum policies and practices of the Hospitality and Tourism Education in the ISCOF System.

Procedures:

Teachers who were teaching in the College of Hospitality Management were made to answer Part I and Part II of the instrument.

For the interview, an interview guide was used. The deans from the different campuses, and two teachers from each school with the most number of teaching experiences were chosen to provide rich information. In all, eleven participants were involved since the researcher is also a college dean herself. The interview guide lists the main topics and, typically, the wording of questions that the researcher asked. It also include some ideas about follow-up questions or probes. The detailed guide served to helped the researcher prepare for the interview; while the summary helped her remember the key topics during the actual interview.

During the interview, the researcher used tape recorders and took down notes. A written narrative were asked from a participant when the researcher felt the interview would not suffice. The interviews were integrated into the narratives to come up with a more comprehensive story. The stories will be transcribed in hard copies and used as additional data for data analysis

Nature of the commitment:

It was also stated in the informed consent that they (the participants) were being asked to participate answering the questionnaire that will involve his/her participation in a maximum of 20 minutes and the location were determined according to their preference.

Sponsorship:

This study entitled, Curriculum Policies and Practices of Hospitality and Tourism Education in the Iloilo State College of Fisheries System is a self-financed study as a requirement for the degree Doctor of Education major in Educational Leadership and Management at the University of the Visayas, Cebu City, Philippines.

Participants selection:

The participants of the study who answered Part I and Part II were the forty (42) teachers who were teaching in Bachelor of Science in Hotel and Restaurant Management. While those who answered Part III, the Interview were the four College Deans of the College of Hospitality Management of the ISCOF System and two teachers from each school with the most number of teaching experience who were chosen to provide rich information. In all, eleven (11) informants were interviewed since the researcher herself is the college dean of her school, ISCOF Main Poblacion, with the researcher's assurance of their anonymity and confidentiality of their answers to the semi-structured interview guide.

Potential risks:

Although disclosure of the participants' identity was a possible risk, every precaution were taken to protect their privacy and the confidentiality of any records generated by this research. Only the principal investigator (Annelyn Juntoria-Deasis) and her staff have access to the questionnaire, audio tapes of the interviews and the transcripts.

If they felt discomfort, physical harm, including unanticipated side effects, or fatigue resulting from answering and giving personal information, they were free to ask questions or skip the question and it would not affect their relationship with the University of the Visayas and Iloilo State College of Fisheries.

Potential benefits:

With regards to benefits of this study to participants, they were surely benefit because they were guided by the curriculum policies and be enlightened by the curriculum practices in Hospitality and Tourism Education. Knowing such, they will use the intervention plan on curriculum practices that will guide them to enhance or enrich the policies and practices of the program. The challenges encountered by the administrators and teachers in the implementation of the Hospitality and Tourism Education will served as basis to improve the curriculum program of ISCOF system.

As a college faculty, the researcher was aware and in the position of responsibility and trust. She realized that she have the power to influence her co teachers. Therefore, it was her promise that, while carrying out this research, the researcher observed the highest possible ethical standards. She maintained the highest integrity at all times regarding data gathering. She uphold information that was in public domain and within the law and obliged to submit this study to the University of the Visayas Institutional Review Board for proper evaluation and guidance.

Compensation:

It was included in the informed consent that a heartfelt gratitude was truly expressed to them for the efforts and time they had willingly shared despite their hectic schedule. Aside from that, the administrators, deans and teachers who participated in the study of each campuses, the researcher gave snacks from Hospitality and Tourism Education students' output such as butterscotch, carrot cake and polvoron.

Confidentiality pledge:

The questionnaire and interview schedule were being used for the purpose of gathering data needed in the study on curriculum policies and practices in ISCOF System. Specifically, it was aimed to validate and enrich data gathered for the study of the undersigned, entitled *Curriculum Policies and Practices of Hospitality and Tourism Education in the ISCOF System.*

Your presence and participation in this group was highly important. The more you gave of yourself in the discussion, the more you contributed to the body of knowledge generated from research. And the more open and participative you were, the more you allowed for insight and growth.

The necessary ingredients in producing a meaningful experience were mutual respect and trust. Another ingredient had to do with confidentiality. Your group facilitator(s) were bound by law to maintain confidentiality, as group members were bound by honor to keep what was said in the group and within the group.

As a safeguard for all members of the group, you were hereby requested to sign a statement of confidentiality printed at the bottom of this page.

Thank you for your enthusiasm and willingness to take part in this interview experience.

Voluntary consent:

In addition, the informed consent also stated that the participants' contribution was completely voluntary. With this, they could skip any question that they do not want to answer and if they decide not to take part in the study, it will not affect their relationship with the University of the Visayas and Iloilo State College of Fisheries.

Right to withdraw and withhold information:

The informed consent also includes the respondents' right even if at the onset of the investigation to withdraw and withhold specific piece of information, the reassurance that their participation on answering the survey questionnaire will be kept with utmost confidentiality. It is also included in the informed consent that a heartfelt gratitude be truly expressed to them for the efforts and time they will willingly share despite their hectic schedules.

Contact information:

Contact information for further questions, comments and complaints regarding the study you can contact **Marites G. Arcilla,** UV-IRB Ethics Review Panel, University of the Visayas, Colon Street, Cebu City, +63943-5330490/ Tel: 416-8607, uvirb2015@gmail.com

C. Authorization to access private information.

The researcher had the authority to access to private information once the permission was granted. Authorization to access private information was included in the consent form and any private information was disclosed only to the researcher. Likewise, disclosures of private information that may cause damage to integrity of the local chief executives or the family were held confidential.

D. Confidentiality Procedure:

Confidentiality procedures were implemented when anonymity was difficult to achieve. Confidentiality was a secure promise that any information respondents provide will not be publicly reported in a manner that identifies them and will not be made accessible to others (Polit & Beck, 2008).

As a college faculty member, the researcher was aware that she was in a position of responsibility and trust and realize that she had power to influence her co teachers. Therefore, it was her promise that, while carrying out this research, she observed the highest possible ethical standards and maintained the highest integrity at all times regarding data gathering. No personal information were found in the questionnaire. She uphold information that was in public domain and within the law and obliged to submit this study to the University of the Visayas Institutional Review Board for proper evaluation and guidance.

Although disclosure of your identity was a possible risk, every precaution were taken to protect your privacy and the confidentiality of any records generated by this research. Only the principal investigator (Annelyn Juntoria-Deasis) and her staff have access to the questionnaire, audio tapes of the interviews and the transcripts. They were kept in a locked file; at the end of the research project, the answered questionnaires were shredded, the tapes were destroyed and computer files deleted. Your name and any other identifying information don't appear in any reports or documents that were published as a result of this research project.

If you do not understand any portion of what you are being asked to do, or the contents of this form, the researcher is available to provide a complete explanation. Questions are welcome at any time, please refer to the contact information at the end of this consent form.

E. Debriefing, Communications and Referrals:

To collect the data needed for the study, the researcher requested permission from the President of ISCOF and from the Dean of the College of Hospitality Management of the different ISCOF campuses. The forty (42) participants were given a letter and asked them to sign a consent form, which indicates in detail the nature and degree of their participation in the

study. To find out the curriculum policies and practices of the Hospitality and Tourism Education in the ISCOF System. Teachers who were teaching in the College of Hospitality Management were made to answer Part I and Part II of the instrument.

For the interview, an interview guide was used. The deans from the different campuses, and two teachers from each school with the most number of teaching experiences were chosen to provide rich information. In all, eleven participants were involved since the researcher was also a college dean herself. The interview guide lists the main topics and, typically, the wording of questions that the researcher asked. It also included some ideas about follow-up questions or probes. The detailed guide helped the researcher prepare for the interview; while the summary helped her remember the key topics during the actual interview.

During the interview, the researcher used tape recorders and took down notes. A written narrative was asked from a participant when the researcher felt the interview would not suffice. The interviews was integrated into the narratives to come up with a more comprehensive story. The stories were transcribed in hard copies and used as additional data for data analysis.

After the respondents have completed answering the questionnaire, they were thanked for their participation. They were also requested by the researcher not to disclose the research procedures to anyone who may participate in this study as this could affect the result of the study. During the debriefing process, the researcher also discussed with them regarding the final report. If they would like to receive a copy when it was completed, they were free to contact the researcher, thus, the IRB and the researcher contact information were given to them. Lastly the researcher again expressed her gratitude for their participation.

F. Incentives or Compensation:

It was included in the informed consent that a heartfelt gratitude was be truly expressed to them for the efforts and time they had willingly shared despite their hectic schedule. Aside from that, the administrators, deans and teachers who participated in the study of each campus, the researcher gave snacks from Hospitality and Tourism Education students' output such as butterscotch, carrot cake and polvoron.

G. Conflict of Interest:

The participants of the study were the Bachelor of Science in Hotel and Restaurant Management faculty as well as the Deans of the four (4) schools in the ISCOF system. Since the researcher was also the dean of one of the four (4) schools, therefore she inhibited from answering the questionnaire and assigned research assistants to distribute and collect data. When it comes to interview with the eleven informants;

2 faculty from each school with the most number of years in service, with a total of eight (8) faculty; and 3 deans from the 3 campuses. A moderator assisted by 2 research assistants who performed the task. In like manner, conflict of interest was avoided.

In case of utilization and publication of the study, the researcher will be automatically the secondary author of the study.

4.   PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the results, discussion and analysis of the data on the adaptation of curriculum policies and practices of hospitality and tourism education curriculum according to teacher's educational qualification and learning environment, school year 2014 – 2015. Answers to the descriptive questions are specifically presented, discussed and analyzed in this chapter.

Curriculum Policies:

Policies Stipulated in CHED Memorandum Order No. 30 series of 2006.

The Commission on Higher Education has mandated policies governing the curriculum and delivery of instruction for the course program, Hospitality and Tourism Education.

Teacher Qualifications:

In terms of qualifications, the Dean or Department Chair of the program, should have a Master's degree in management or related field and an undergraduate degree in Hotel and Restaurant Management or Hospitality Management, at least five (5) years teaching experience in the tertiary level at and least five (5) years experience in administrative or supervisory capacity in an educational institution; must have completed a skills-based competency training course, seminar or workshop and an active member of a hospitality-related professional/educational association.

Faculty teaching in the program must have a Master's degree in HRM/HM or other related fields and must have at least three (3) years of professional experience in the field of specialization of the industry.

Faculty loading of teachers assigned to teach courses only in their field of specialization. The maximum total load of a regular full-time faculty member is twenty-four (24) units per term. In all cases a maximum load of twenty-seven (27) units should be observed. Faculty members should not be assigned to teach more than four (4) different preparations in any one term.

The institution must have a system of faculty and staff development and should encourage faculty to pursue graduate studies, attend seminars, symposia and conferences for continuing education, undertake research activities and publish their research output and give lectures and present papers in national, international conferences, symposia and seminars.

The ISCOF System strictly follows the CHED Memorandum Order (CMO) No. 30 series of 2006 with regards to teacher's qualification.

Learning Environment:

Colleges and universities offering BSHRM should provide adequate physical facilities. The institution should maintain a campus conducive to promote the quality of their graduates. Support services such as health and placement services maybe shared with the other units of the school. Should meet classroom requirement for lecture classes, 35 students per class and a maximum of 50, while for laboratory classes, should not be more than 25 students. The school should comply with the minimum requirement for Kitchen laboratories: Facilities, Equipment and Appliances provided for by the CMO no. 31, series of 2006.

Universities and colleges offering BSHRM, and other related fields should have library resources that are relevant and adequate in terms of quality and quantity; helpful in serving the needs of scholarship and research; and progressively developing and growing in accordance with the institutional developmental plans.

The head librarian must be a registered librarian with a master's degree and have an appropriate or relevant professional training. The library must have at least one professional librarian for every 500 students and a ratio of one librarian to two staff/clerk. Library collection must have basic collection, professional holdings, periodical collection and also non-print materials with a computer-based system.

Curriculum Practices:

Curriculum Practices refer to the repeated performance or systematic exercise for the purpose of acquiring skill or proficiency (Rouse, 2006). The nature of students' experience in school is influenced not only by the quality of instruction, but also by the school's policies and practices. Students of all ages approach school with a positive spirit, and they expect to find success and fulfillment there, so the policies and practices affecting them must be clear, fair, and likely to contribute to student learning. Such policies can be firm, but they should also be just, and should respect student interests and motivations. Policies and practices affecting students are powerful levers that help set the tone and direct behavior in a school (Danielson, 2002).

In the Hospitality and Tourism Education at ISCOF System, curriculum practices is based always on the guiding principle, the CMO 30 series of 2006, however, there were some practices wherein it deviate or violate what had been stipulated and supposed to be followed.

Table 2 shows the Curriculum Practices on Teacher's Qualifications of the Iloilo State College of Fisheries System for School Year 2014 – 2015.

Table 2: Curriculum Practices: Teacher's Qualifications

Teacher's Qualifications	f	%
Educational Attainment		
a. Bachelor's Degree	1	2.38
b. Masters Degree	36	85.71
c. Doctorate Degree (on going & Completed)	5	11.91
Total	**42**	**100**
Special Training		
a. Training Methodology (TM)	2	4.76
b. TESDA National competency (NC)	20	47.62
c. Others	20	47.62
d. None	0	0
Total	**42**	**100**
Expertise and Special Skills		
a. Cooking/Baking	15	35.714
b. Waitering/Bartending	4	9.523
c. Table setting/ Skirting	9	21.428
d. Housekeeping	8	19.047
e. Tour Guiding	4	9.523
f. Others	2	4.761
Total	**42**	**100**
Professional Experience (No. of years in service)		
a. 1 to 5 years	3	7.14
b. 6 to 10 years	9	21.42
c. 11 to 15 years	10	23.81
d. 16 to 20 years	7	16.67
e. 20 years and above	13	30.96
Total	**42**	**100**

Practices of ISCOF System results revealed in table 2 that 36 or 85.71 percent of the participants were Masters Degree, this implies that, CHED minimum requirement in the tertiary education which is masters degree holder, ISCOF system adopted the mandate, on the other hand, only 1 or 2.38 percent don't have Master's degree due to the fact that her plantilla position is Food Technologist and she was handling culinary arts subjects. While respondents who have doctorate degree were only 5 or 11.91 percent but these respondents are having their dissertation and about to finish the degree.

In terms of special training, TESDA NC II got the highest percentage of 20 out of 42 or 47.62 percent, this implies that, TESDA is the most sought for assessment by the participants since it has more weight in the NBC 461 (basis for promotion). On the other hand, Training Methodology (TM) got 2 out of 42 participants or 4.77 percent, very few underwent these training course probably because of the training cost and the longer days of training period. While for other trainings, 20 out of 42 participants or 47.62 percent, a large percentage where participants were involved. These findings showed that, ISCOF system is aware that special training courses are important and should be given emphasis by all faculty members throughout the system not only in the BSHRM.

Moreover, in terms of expertise and skills, cooking and baking got the highest percentage of participants, 15 out of 42 participants or 35.71 percent, as results revealed, that this category were practiced more, while waitering and bartending have 4 out of 42 or 9.52 percent, simply showed that only very few were inclined or have expertise in this category. Table setting and skirting have 9 out of 42 or 21.4 percent, it implies that practiced by many, second to cooking and baking as revealed by the NC II certificates in Food and Beverage Service (FBS NC II) by some of the participants. In housekeeping,

8 out of 42 participants or 19. percent practiced and have expertise in this skill while in tour guiding only 4 out of 42 or 9.52 percent and 2 out of 42 or 4.7 percent have expertise or special skills in other fields.

Meanwhile, in terms of professional experience, the five brackets have the following ratings based on the number of years of service the participants had rendered,

3 out of 42 or 7.14 percent have 1 to 5 years of experience only and the lowest percentage so far. It simply revealed that, faculty handling HRM program with less professional experience got the lowest percentage. On the other hand, 9 out of 42 or 21.42 percent in the professional experience of 6 to 10 years, this implied that, faculty in the HRM program have more number of experienced teachers and it means rich and varied teaching strategies as well. While 7 out of 42 or 16.67 percent have 16 to 20 years, and 10 out of 42 or 23.81 percent have to 11 to 15 years, and 13 out of 42 or 30.96 percent have 20 years and above professional experiences, this implies that faculty members as well as deans of the HRM program have more experienced faculty as shown on the number of years of service that they had rendered and it simply implies that rich and varied experiences were also transferred by these experienced faculty to their HRM students.

The ISCOF System Curriculum Practices on Learning Environment is guided by CHED Memorandum Order No. 30 series of 2006. It also complied with the ISO, RQUAT, and NQUAT policies since it had undergone evaluation by those governing bodies, but the problem always lies on physical facilities because of limited budget and resources.

Table 3 shows the Curriculum practices on Learning Environment of the Iloilo State College of Fisheries System School year 2014 – 2015.

Table 3: Curriculum Practices: Learning Environment

Learning Environment	f	100
School Location		
a. accessible to national highway	1	25
b. accessible to provincial highway	3	75
c. accessible to barangay road	0	0
Total	**4**	**100**
Size of Student Population		
a. 50 to 100 students	0	0
b. 101 to 200 students	2	50
c. 201 to 300 students	2	50
d. 400 students and above	0	0
Total	**4**	**100**
Number of Years the Course Offered		
a. 1 to 5 years	0	0
b. 6 to 10 years	0	0
c. 11 to 15 years	1	25
d. 16 years and above	3	75
Total	**4**	**100**
School Facilities		
a. Full compliance (FC)- 100% complete facilities as prescribed by CHED in CMO No. 30 s. 2006)		
b. Substantial Compliance (SC)- 80% to 90% complete facilities as prescribed by CHED in CMO No. 30 s. 2006	4	100
c. None compliance (NC)- 79% and below, facilities as prescribed by CHED in CMO No. s. 2006		
Total	**4**	**100**

Curriculum policy based on CMO No. 30 series of 2006, in terms of learning environment states that; universities and colleges offering BSHRM, and other related fields should have library resources that are relevant and adequate in terms of quality and quantity; helpful in serving the needs of scholarship and research; and progressively developing and growing in accordance with the institutional developmental plans.

The institution should maintain a campus conducive to promote the quality of their graduates. Support services such as health and placement services maybe shared with the other units of the school. Should meet classroom requirement for lecture classes, 35 students per class and a maximum of 50 while for laboratory classes, should not be more than 25 students. The school should comply with the minimum requirement for Kitchen laboratories: Facilities, Equipment and Appliances provided for by the CMO no. 31, series of 2006.

Results revealed in table 3 on learning environment that out of the 4 schools only one school or 25 percent is accessible to the national highway and the 3 schools or 75 percent are accessible to the Provincial highway, this simply implies that the school is very accessible when it comes to its location. It is easy to locate and can be reached immediately because it is near the provincial as well as the national highway.

In terms of size of student population, 2 schools or 50 percent have 101 to 200 HRM students and another 2 schools or 50 percent have 201 to 300 HRM students. It simply revealed that these SUC's in the interior towns have more likely the same number of HRM students ranging from 100 to 300 HRM students.

Moreover, the number of years the course is offered revealed that, 1 out of 4 or 25 percent had offered the program for 10 to 15 years already and 3 out of 4 or 75 percent had offered the HRM program for 16 years and above already, this probably showed that the curriculum exemplifies good and beneficial to the people around ISCOF system.

In terms of school facilities, all of the four (4) schools in the ISCOF System offering BSHRM program got a rating of *SC – Substantial Compliance* or 80% to 90% complete facilities as prescribed by CMO No. 30. This simply showed that the 4 schools have just substantially complied the CHED requirements as to school facilities. This is clearly seen especially in all laboratory areas, not a single laboratory area has a complete CHED prescribed facilities. And of course this is the reason why students cannot perform satisfactorily because of lack of facilities.

Challenges Encountered:

Hotel and Restaurant Management (HRM) Curriculum of the Iloilo State College of Fisheries provides a synthesis of different skills, concepts and principles specializing in hospitality training. It involves the study and application of practical and managerial knowledge and functions, preparing students to become adept future hoteliers, thus the faculty, deans as participants in this study were primordial in this endeavor, and with this, the researcher presents the participants interview towards curriculum practices and the challenges they encountered.

Aside from the different evaluations that the system had undergone and despite the fact that the ISCOF System passed or qualified but still there are areas that need improvement as observed by the researcher in the implementation of Curriculum Policies and ongoing Curriculum Practices. The researcher therefore, took interest in further investigating the existing curriculum policies and their implementation in relation to the observed curriculum practices

Teacher Qualification/Hiring:

We are challenged by Political Interplay wherein an administrator is pressured to accommodate an applicant vying for a position who have recommendation letter from incumbent politician in the locality. An administrator who seeks funds for the completion of infrastructure projects for example, gives in to the political interplay.

The institution is influenced by Political Interplay

Based from the interviewees' thoughts

(A)It is undeniably existing, political interplay is present anywhere you go, in any agency both private and public. The influence of these "big people" cannot be denied.

(C) I was a victim myself, because I was not able to get any recommendation letter, I was last in the ranking.

(E) Our family was known to be as voters of the other party, that was the very reason why my son was not hired in our system. (H) It's the name of the game! If whoever is in power, rules the flock. (J) Its not what you know, but whom you know, and that what matters most.

Being fair in evaluating or ranking Hospitality and Tourism Education faculty based on educational qualifications, skills and expertise is abiding with the CMO No. 30 series of 2006. Is this policy being observed fully by HRMO/appointing officer in both public and private institutions? Political interplay, undeniably exists, but we cannot condemn or put the blame solely on the Head of Schools because they wanted improvement (physical facilities) in their schools, and thru these political leaders they can realize their targets. And because of this reason why "Political interplay" existed since time in memoriam up to the present.

The "Padrino" System:

Based from the interviewees' thoughts

(A) Its whom you know, is the name of the game

(B) Present trend around us (C) Godfather system

(D) Undeniably true (E) It's so unfair but I was a victim myself because I didn't have any recommendation letter from popular figures (F) "Kumpare" kasi! (G) Influential people (H)The influence of these "big people" cannot be denied (J) Its not what you know, but whom you know

The "Padrino" system may somewhat be related to a political interplay, however, "Padrino" has the belief of "iba ang tinitingnan sa tinititigan", meaning who is closest to the heart of the appointing official due to a middleman who has influenced over the official, gets the vacant item.

Qualification Mismatch:

Based from the interviewees' thoughts

(A)Clear unfair practice (B) Be true to all, if what is due to Pedro give it to Pedro and not to Juan (C) Give priority to existing employee who meets the qualifications also and not to never mind her request (D) Unfair practice (E) give extra consideration to internal human resources (F)prioritize hiring within the system first before consideringexternal sources (G) Victim of impartiality (H) unjust practice (I)Not fair (J) Unjust

Qualification Mismatch. Hiring of employee with plantilla position as administrative staff but made to teach in the BSHRM program because of her skills and expertise. Applied for faculty position but tired of reminding the administration/HRMO.

President's discretion:

Newly hired faculty without administrative/managerial experience but yet in less than a year was designated to college dean, basis – President's discretion.

Based from the interviewees' thoughts

(A) Obviously unfair practice (B) Clear manifestation of injustice (C) What's the use of CMO 30 series of 2006 (D) Unfair practice (E) Superiority Power (F) Abuse of authority (G) Impartiality (H) Showing qualities of an autocratic leadership (I) Not good (J) Unjust (K) Too unfair

In every organization, change administration or reorganization is always observed every time there is a "New" Head of the Organization. This reorganization, if only it will follow the policies and guidelines of the said organization, nobody will question the newly designated officials but if not it will result to discontentment, heart aches, lack of interest in work, absenteeism or escape in work and the worst, chaos.

Challenges Encountered on Learning Environment

Tight budget on physical facilities

Based on the thoughts of the eleven respondents,

(A)Resulted to insufficient laboratory facilities (B)Limited skills imparted to students (C)Inadequate resources resulting to low productivity (D) Lack of needed laboratory facilities (E)Make use of what is available (F) Skills of students were behind compared to schools with complete facilities (G) Lack of laboratory facilities resulting to minimal skills development (H) Lack of facilities and equipments (I) Short of required skill because of lack of facilities (J) Students'

skills are behind compared to schools with complete facilities (K) Not so competitive due to tight budget and the cost of constructing hospitality teaching laboratories and other training facilities is relatively higher comparing with the investment of other subjects, very limited financial resources have been invested for improving teaching facilities and conditions.

At ISCOF Main Poblacion there is no hometel for the students to conduct housekeeping laboratory. A guesthouse serves as housekeeping laboratory but it is insufficient since there is no required specifications for a single, double, or suite room. No front office where students can practice telephone service and the receiving area is too small. Bar area is not visible wherein students can have practice or execute their bartending or flair tending skills.

Other Challenges Encountered:

The maximum total load of a regular full-time faculty member is twenty four (24) units per term and a maximum load of twenty seven (27) units should be observed.

Based on the respondents thoughts,

(A) Suppose to be but in our school we usually have 27 to 30 units per semester. (B) Yes, but in our ISCOF system our accountant said according to COA it must 30units. (C) Not observed. (D)Yes, observed but in most cases 30 units is being practiced. (E) Yes, observed but there are still some teachers with 30 units load. (F) Lesser is better inorder to focus more. (G) Yes, but in our school, we practice 30 units load per semester. (H) Not observed. All of us in our school have 30 units load per semester. (I) Yes, it should be, but because of lack of faculty it is not properly observed. (J) Suppose to be yes, but most teachers do have 30 units load but not receiving any extra pay for 30 units load, service credits is given but the problem is-the HR don't have definite records of service credits. (K) Yes, observed but there are still some teachers with 30 units load.

Regular loading at ISCOF is 30 units per semester and in excess of 30 is given corresponding service credits but the problem is; the HR don't have definite records of service credits of faculty.

Deloading of College Deans and Program Chairs

Based form interviewees' thoughts,

(A) Not fully observed because our Dean have 18 units Load, but is not receiving any overload pay or service credits. (B) Because of short of faculty to handle the specialized subject (C) 15- 18 units is just an ordinary load of deans and program chairs in ISCOF System

(D) 18 – 21 is just an ordinary loading in our school

(E) Nobody will handle the subject because most of the Faculty were handling 3o units and up.

(F) Anyway, she can manage (G) a sacrifice on her part (H) She can handle it (I) A challenge (J) She can gave some of her loads to a junior teacher and she will just supervise in case needed.

College Deans still have 18 – 21 units teaching loads, deloading is not followed due to lack of specialized faculty to handle the subject. In the whole ISCOF System, this situation cannot be avoided if there is no one to handle the subjects.

For laboratory and research classes should not be more than 25 students.

Based on the interviewees' thoughts,

(A)Yes, observed but sometimes there are more than 25 students in one section also (B)Yes, but the practice is one section per session. (C)Not, observed, because one section consist of more than 35 students. (D)Yes, observed but it depends upon the number of students in a section. (E) Yes, observed, but it depends upon how many students in one class es, but it depends upon the number of students per section. (G)Not observed (H) Not observed, one section is 35 to 45 students and during laboratory and research class, one section in one class. (I) Yes observed

Academic classes have 30 - 40 students while laboratory classes have the same.

Whatever is the number of students in one section that is the number of student in both academic and laboratory classes.

Faculty members should not be assigned to teach more than four (4) different preparations in one term.

Based on the interviewees' thoughts,

(A) Observed but due to lack of faculty, sometimes 5 preparations can't be avoided. (B)It depends upon the teacher if she will accept.(C) I agree, for faculty effectiveness and efficiency. (D) Not all because some have more than 4 preparations. (E)Not all the time because some do have 5 or preparations because of lack of teachers. (F)Yes, observed. (G)Not all because some have more than 4 preparations (H) Yes, observed (I) Sometimes yes, but sometimes no(J) Especially during first semester, mostly teachers have 5 preparations. (K) Not observed.

Philosophic issues always have and still do have an impact on schools and society. Contemporary society and its schools are changing fundamentally and rapidly, much more so than in the past. There is a special urgency that dictates continuous appraisal and reappraisal of the role of schools, and calls for a philosophy of education. Without philosophy, educators are directionless in the "whats" and "hows" of organizing and implementing what we are trying to achieve. In short, the philosophy of education influences, and to a large extent determines educational decisions, choices, and alternatives.

5. INTERVENTION PLAN

Introduction

Hospitality and Tourism are the most attractive course which can use to change perspective of students in ISCOF system. It is the most effective means that society possesses for confronting the challenges of the present and the future. Curriculum is the heart of education. The reason is twofold. First, curriculum is about what should be taught. Second, it combines thought, action, and purpose (Null, 2011). Curriculum is any document or plan that exists in a school or school system that defines the work of teachers, at least to the extent of identifying the content to be taught to students and the methods to be used in the process. The purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society (Parkay, 2006).

Some important changes have been brought about in education. But these changes are not enough. The schools must provide quality education for every youngster. To do so, the instructional program must be personal, flexible, and without artificial limits. Personal intellectual needs and interests must be accounted for in designing instruction on an individual basis for each learner. Standards, policies, and programs must be flexible to be appropriate for the individual requirements of a widely diverse school population (Tanner, 2006).

Aside from these different evaluations that the system had undergone and despite the fact that the ISCOF System passed or qualified but still there are areas that need improvement as observed by the researcher in the implementation of Curriculum Policies and ongoing Curriculum Practices. The researcher therefore, took interest in further investigating the existing curriculum policies and their implementation in relation to the observed curriculum practices.

Purpose

The primary purpose of this paper is to formulate curriculum better practices. "Effective Intervention Plan" for the curriculum practices for Hospitality and Tourism Education of ISCOF System.

Table 4.

Needs/ Weakness	Strategies/Activities	Resource Requirement		Time Frame	Success Indicator
		Persons Involved	**Budget**		
Teacher Qualification					
*Educational Attainment	*Encourage HRM Masters degree holders faculty to pursue doctorate degree for the advancement of their career.	*Hospitality and Tourism Management Faculty *The Administration, Budget Committee	CHED scholarship Other scholarships Self-finance	Five years until the faculty of Hospitality and Tourism education finish their degree	Almost all of the faculty in Hospitality and Tourism Education completed their Doctorate Degree Program

*Special Training *Special Skills and Expertise	*Send faculty to attend trainings, workshops and seminars from local to international level. *Encourage faculty to engage in continuous learning, trainings conducted by sponsoring agency (TESDA) a.Training Methodology(TM) b.NC in different skill area of specialization *Faculty are encourage to undergo latest trainings in line with their field of specialization for updating and enhancing their skills.	*Hospitality and Tourism Management Faculty *The Administration, Budget Committee	Addressed to Administration Personnel to prepare budget for Hospitality and Tourism Education Program Budget a.PhP8,000 per TM b.PhP1,500.00 per skill area of specialization	Whole year round 6 months 1 month	Almost all of the faculty in Hospitality and Tourism Education completed their training Program TM Certificate NC Certificate
*Size of student population	*In terms of student population, it is recommended that intensive career guidance to neighboring barangay high schools and national high schools be done by ISCOF in order to increase its population.	*Hospitality and Tourism Management Faculty *The Administration, Budget Committee, Department heads and other concern stakeholders representatives	Accounting personnel will prepare budget for Hospitality and Tourism Education Program	Whole year round	Almost all of the targets attained
School Facilities	*In terms of facilities, the administration should scout for agencies which can help with the procurement of needed and required laboratory facilities as well as other physical facilities as mandated by CHED. *The hospitality and tourism program of ISCOF System have substantially complied in terms of quality of facilities. Therefore, stricter accreditation system should be build up for these schools who offer hospitality and tourism programs.	*Hospitality and Tourism Management Faculty *The Administration, Budget Committee *Hospitality and Tourism Management Faculty *The Administration, Budget Committee	Budget based on PPP as submitted by the College before the semester start. *Addressed to Administration Personnel to prepare budget for Hospitality and Tourism Education Program Budget	Every semester *Every 3years or as needed	Almost all of the targets were attained *Had received from CHED RO VI Certificate of Program Completion (COPC) *RQUAT *NQUAT *ISO Certified *Accredited by AACUP

Table 5.

Challenges	Activities	Strategies	Success Indicator
Teacher Qualification			
The institution is influenced by Political Interplay		*Comply with what is required in CMO 30 series of 2006 when it comes to teacher qualification. *Equipped oneself with trainings (TESDA) and special skills. *Seek for ranking	If not hired in an institution which is highly influenced by political interplay, don't loose hope, with brilliant qualifications and special skills, you can find a job suited to your qualifications.
The "Padrino" System	The "Padrino" system may somewhat be related to a political interplay, however, "Padrino" has the belief of "iba ang tinitingnan sa tinititigan", meaning who is closest to the heart of the appointing official due to a middleman who has influenced over the official, gets the vacant item.	*Comply with what is required in CMO 30 series of 2006 when it comes to teacher qualification. *Equipped oneself with trainings (TESDA) and special skills. *Seek for ranking	If not hired in an institution which is highly influenced by "padrino" system, don't loose hope, with brilliant qualifications and special skills, you can find a job suited to your qualifications.
Qualification Mismatch	Qualification Mismatch. Hiring of employee with plantilla position as administrative staff but made to teach in the BSHRM program because of her skills and expertise. Applied for faculty position but tired of reminding the administration/HRMO.	*Comply with what is required in CMO 30 series of 2006 when it comes to teacher qualification. *Equipped oneself with trainings (TESDA) and special skills. *Seek for ranking	With all the brilliant and noticeable qualifications and skills, no reason that internal human resource hiring will not be made possible.
President's discretion	Newly hired faculty without administrative/managerial experience but yet in less than a year was designated to college dean, basis – President's discretion. In every organization, change administration or reorganization is always observed every time there is a "New" Head of the Organization. This reorganization, if only it will follow the policies and guidelines of the said organization, nobody will question the newly designated officials but if not it will result to discontentment, heart aches, lack of interest in work, absenteeism or escape in work and the worst, chaos.	*Build up credentials *Participate in Local, National and International Research Foram *Engage in Extension Services *Be a member of different civic, social and/or religious organization	If not designated but what matters most is the plantilla position.
Learning Environment			
Tight budget on physical facilities	Due to tight budget and the cost of constructing hospitality teaching laboratories and other training facilities is relatively higher comparing with the investment of other subjects, very limited financial resources have	*Widen linkages	*Exchange scholars

	been invested for improving teaching facilities and conditions. At ISCOF Main Poblacion there is no hometel for the students to conduct housekeeping laboratory. A guesthouse serves as housekeeping laboratory but it is insufficient since there is no required specifications for a single, double, or suite room. No front office where students can practice telephone service and the receiving area is too small. Bar area is not visible wherein students can have practice or execute their bartending or flair tending skills.	* Partner with non-government Organizations *Seek sponsorship *Seek scholarship *Tap alumni	*Donations *Sponsorship
Other Challenges Encountered			
The maximum total load of a regular full-time faculty member is twenty four (24) units per term and a maximum load of twenty seven (27) units should be observed.	Regular loading at ISCOF is 30 units per semester and in excess of 30 is given corresponding service credits but the problem is; the HR don't have definite records of service credits of faculty.	*Remind DIQUA, VPAA about CMO 30 series of 2006 *Refer to RQUAT/NQUAT/ISO Recommendations on Faculty loading	*Regular load is 24 units *Maximum load is 27 Units *In excess to 27 units is considered overload with pay.
Deloading of College Deans and Program Chairs	College Deans still have 18 – 21 units teaching loads, deloading is not followed due to lack of specialized faculty to handle the subject. In the whole ISCOF System, this situation cannot be avoided if there is no one to handle the subjects.	*Hire additional HRM faculty *A 6 – 9 units load for the Dean or Program Chair is recommended students in an academic class and laboratory class based on the CMO 30 series of 2006	 *Hired HRM faculty
For laboratory and research classes should not be more than 25 students.	Academic classes have 30 - 40 students while laboratory classes have the same. Whatever is the number of students in one section that is the number of students in both academic and laboratory classes.	*Observe required number of	Complied CMO 30 series of 2006 on required number of students.

5.   SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter is composed of three parts: Summary of findings; Conclusions; and Recommendations. Part One, Summary of findings, presents the results of the study, both quantitative and qualitative. Part Two, Conclusions, underscores the conclusions derived from the findings of the study. Part Three, recommendations, give suggestions for the improvement of the study in relevant areas for future researchers.

Summary of Findings:

The study was conducted in Iloilo State College of Fisheries (ISCOF) System that comprises of the following campuses namely: ISCOF Main Poblacion, Barotac Nuevo; ISCOF Dingle; ISCOF Dumangas and ISCOF San Enrique . It is a government institution of higher learning which aims to provide tertiary education in the neighboring towns of the fourth district of Iloilo and as well as the entire country for its post secondary program specifically in the field of Fisheries. It is known as the only Fishery school, with a level four accreditation outside Metro Manila.

This study employed the quantitative descriptive design involving the use of questionnaires and/or statistical surveys to gather data on curriculum policies and practices of Hospitality and Tourism Education in ISCOF system. This was supported with qualitative analysis that best describe the curriculum policies and practices of the hospitality and tourism education at ISCOF system when classified according to teacher qualification and learning environment. It also described the challenges encountered by the administrators and teachers in the implementation of the hospitality and tourism education. And based on the result of the study an intervention plan was formulated.

Curriculum policies and practices according to *teacher qualifications:*

Educational attainment 41 or 97.62 percent of the participants were Masters Degree, this implies that, CHED minimum requirement in the tertiary education which is masters degree holder, ISCOF system adopted the mandate.

In terms of special training, TESDA NC II holders among the faculty got the highest percentage of 20 out of 42 or 47.62 percent. This implies that, only TESDA is the most sought for assessment by the participants since it has more weight in the NBC 461 (basis for promotion). Moreover, in terms of expertise and skills, cooking and baking got the highest percentage of participants, 15 out of 42 participants or 35.71 percent, as results revealed, that this category were practiced more.

Generally, most teachers have stayed in the teaching profession for 10 to 15 years and it simply shows that the more the experiences the teachers have, the more insights they can impart to students.

Curriculum policies and practices according to *learning environment:*

When it comes to "school location", only 1 or 25% is accessible to the national highway and 3 or 75% is accessible to the provincial highway. It simply means that the ISCOF schools are accessible and can be easily reached by its clienteles.

In terms of "size of student population", 2 or 50% have 101 to 200 students and another 2 or 50% have 201 to 300 students. It shows that ISCOF schools are patronized by residents of the neighboring towns because of its reasonable students' populace.

In terms of "number of years the course is offered", 1 or 25% have offered the course for 11 to 15 years and 3 or 75% have offered the course for 16 years and above. It simply shows that with its number of years of existence serving the community, it contributed a lot to the advancement of the place because of the number of graduates for the number of years of its existence.

And in terms of "school facilities", the 4 schools or 100% have Substantial Compliance (SC) which means 80% to 99% complete facilities as prescribed by CHED in CMO No. 30 s. 2006. Due to tight budget and the cost of constructing hospitality teaching laboratories and other training facilities is relatively higher comparing with the investment of other subjects, very limited financial resources have been invested for improving teaching facilities and conditions.

Conclusions:

Based on the findings of the study, it is hereby concluded that:

In terms of curriculum policies ISCOF System followed what the CMO No. 30 series of 2006 mandated. The school needs improvement in the implementation of the CMO 30 series of 2006 because there are some minor lapses in terms of practices of the Hospitality and Tourism Education. In terms of learning facilities, they are just substantially complied when it should have been fully complied, so therefore, vigorous action must be done by the administration in order to cope with what is being expected.

Recommendations:

In view of the findings and conclusions, the following are recommended:

Curriculum policies and practices according to *teacher qualifications:*

1. Since majority of the Hospitality and Tourism Education faculty are Masters Degree holder, it is recommended that they will pursue with their doctoral degree for the advancement of their knowledge and skills.

2. For those faculty who have not undergone Training Methodology and National Competency and they are handling laboratory subjects, to undergo Training Methodology and National Competency is a must.

3. In terms of expertise and special skills, Hospitality and Tourism Education teachers are encourage to undergo latest trainings in line with their field of specialization for updating and enhancing their skills.

Curriculum policies and practices according to *learning environment:*

1. In terms of student population, it is recommended that intensive career guidance to neighboring barangay high schools and national high schools be done by ISCOF inorder to increase its population.

2. In terms of facilities, the administration should scout for agencies which can help with the procurement of needed and required laboratory facilities as well as other physical facilities as mandated by CHED.

3. The hospitality and tourism program of ISCOF System have substantially complied in terms of quality of facilities. Therefore, stricter accreditation system should be build up for these schools who offer hospitality and tourism program.

Other Aspects:

1. Invite and encourage stakeholders/widen linkages inorder to augment budget for the procurement of the needed and required facilities.

2. ISCOF System shall offer Senior High School in line with its course offerings.

Future Studies:

1. A Benchmark on Curriculum Policies and Practices of Hospitality and Tourism Education in Western Visayas

2. The Effectiveness of Educational Facilities of all schools in the ISCOF System

3. The Relevance of Hospitality and Tourism Programs of ISCOF System

REFERENCES

[1] Abbott, S. (2014). *The glossary of education reform*. Retrieved from http://edglossary.org/hidden-curriculum

[2] Andrews, S. (2008). *Introduction to Tourism and Hospitality Industry*. McGraw-Hill Publishing Co.

[3] Bautista, M.J. (2013). *Knowledge, Attitudes, and Practices on Ecological Justice of Educators*

[4] Bilbao, P. et. al. (2008). *Curriculum Development*. Lorimar Publishing Inc.

[5] Bilbao, P., Dayagbil, F., & Corpuz, B. (2014). *Curriculum Development for Teachers.* Lorimar Publishing, Inc.

[6] Craig-Smith, S., & Ruhanen, L. (2005). *Graduate and Postgraduate Degree Programmes in Australia (Report to the CAUTHE executive). Brisbane, Australia: School of Tourism and Leisure Management*. University of Queensland.

[7] Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches.* Thousand oaks, CA: Sage

[8] Crotty, M.. (1998). *The foundations of social research: Meaning and perspective in the research process,* Thousand Oaks, CA: Sage

[9] Denzin, N. and Lincold Y. (2000). *Handbook of qualitative research.* Thousand oaks, CA: Sage

[10] Do, K. (2006). *Experiential education: Beyond the classroom. Proceedings of the Enhancing student learning: 2006 Evaluations and Assessment Conference* [refereed paper]. Perth, Western Australia: Curtin University of Technology.

[11] Doromal, M.D. (2012). *"Students' Teaching Practices*, *Process Skills and Attitudes: Their Influence on Students' Performance in Chemistry*

[12] Eichhorn, M. (2016). *Haunted by Math: The Impact of Policy and Practice on Students with Math Learning Disabilities in the Transition to Post-secondary Education in Mumbai, India.* Global Education Review

[13] Esterberg, K.G. (2002). *Qualitative Methods in Social Research,* USA; McGraw-Hill

[14] Fullan, M. (1993) *Change Forces: Probing the Depths of Educational Reform.* London:Falmer.

[15] Gretzel, U., Jamal, T., Stronza, A., & Nepal, S. (2008). *Teaching international tourism: An interdisciplinary, field based course. Journal of Teaching in Travel and Tourism.* 8(2-3), 261-282. Grum, B. (2008). The definition of scholarship. In 2008 Celebration of Research and Scholarship, April 3, 2008. Surrey, BC: Kwantlen Polytechnic University.

[16] Gursoy, D., & Swanger, N. (2005). *An industrydriven model of hospitality curriculum for programs housed in accredited colleges of business:* Part II. Journal of Hospitality and Tourism Education.

[17] Gwynn, J.M., (1960). *Curriculum Principles and Social Trends.* The McMillan Company

[18] Haddad, W.D., (1995). *Education Policy-planning Process: An Applied Framework. UNESCO: International Institute for Educational Planning.*

[19] Hostins, R. & Jordao, S. (2015) entitled *School inclusion policy and curricular practices: teaching strategies for the conceptual preparation of the target public of Special Education.*

[20] Kelly, A.V. (2004) *The Curriculum Theory and Practice.* Fifth Edition. SAGE Publications India Pvt Ltd.

[21] Kincheloe, J. & McLaren, P. (2005). Rethinking critical theory and qualitative research. In Denzin, N.K. & Lincoln, Y.S.(eds.), *The Sage handbook of qualitative Research,* Thousand Oaks, CA: Sage

[22] Lee, J., Lee, M., & Gupta, M. (2009). *The effect of internship location and compensation on merchandising intern's performance: An exploratory study. Proceedings of the American Collegiate Retailing Association Conference*. May 16-18, Las Vegas, NV.

[23] Lemlech, J. K. (2006). *Curriculum and Instructional Methods for Elementary and Middle School.* 5th ed. Pearson Education, Inc.

[24] Miskovic, M. & Curcic, S. (2013). *Beyond Inclusion: Reconsidering Policies, Curriculum, and Pedagogy for Roma Students.* Corcordia University Chicago, U.S.A.

[25] Null, W., (2011). *Curriculum From Theory to Practice.* Roman & Littlefield Publishers, Inc.

[26] Ornstein, A., Ornstein, S., & Pajak, E., (2007). *Contemporary Issues in Curriculum.* 4th ed. Pearson Foundation, Inc.

[27] Ornstein A, & Hunkins F., (2009). *Curriculum Foundations, Principles & Issues.* Pearson Education, Inc.

[28] Parkay, F.W.; Anctil, E.; & Hass, G. (2014). *Curriculum Leadership: Readings for Developing Quality Educational Programs.* 10th edition. Boston: Pearson Education, Inc.

[29] Random House Kernerman Webster's College Dictionary. © 2010. K Dictionaries Ltd. Copyright 2005, 1997, 1991 by Random House, Inc.

[30] Ritchie, B. (2003). *Managing educational tourism.* Clevedon, UK: Channel View Publications.

[31] Rouse, M. (2006). *ASEAN-Business Information Magazine.* January 2006 Issue.

[32] Smith, M. K. (1996, 2000) *'Curriculum theory and practice' the encyclopaedia of informal education.* www.infed. org/biblio/b-curric.htm.

[33] Stenhouse, L. (1975) *An Introduction to Curriculum Research and Development.* London: Heinemann.

[34] Tanner , D.& Tanner, L., (2006). *Curriculum Development: Theory Into Practice .* 4th Edition.Pearson Education, Inc.

[35] Yoo, J. J.-E., & Chon, K. (2010). *Temporal changes in factors affecting convention participation decision. International Journal of Contemporary Hospitality Management*.

Periodicals/Journals:

[36] Bureau of Labor Statistics: Occupational Outlook Handbook, Lodging Managers