

**A PROJECT WORK REPORT ON
EXPLORING HOTEL MANAGEMENT STUDENTS
PERCEPTIONS OF TEACHING QUALITY AT
NEPAL TOURISM AND HOTEL MANAGEMENT COLLEGE**

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DECLARATION

I, Sumina Timiilsina, declare that the project work report entitled “**Exploring Hotel Management Students' Perceptions of Teaching Quality at Nepal Tourism and Hotel Management College**” submitted to Nepal Tourism and Hotel Management College for the Bachelor in Hotel Management is my original academic work. This report has been prepared for the partial fulfillment of the requirements for the BHM degree and has not been submitted to any other university or institution for the award of any degree, diploma, or similar qualification.

The literature used in this report has been acknowledged through in-text citations and references. The student is responsible for verifying the sample numerical findings with the actual questionnaire responses before institutional submission.

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CERTIFICATE

This is to certify that the project work titled “**Exploring Hotel Management Students' Perceptions of Teaching Quality at Nepal Tourism and Hotel Management College**” submitted by Sumina Timiilsina (23150280), Section Y, for the partial fulfillment of the requirements of the Bachelor in Hotel Management embodies the academic work carried out by her under my supervision.

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Mr. Suresh Raj Adhikari

Project Work Supervisor

August 2026

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CHAPTER I

INTRODUCTION

Teaching remains one of the foundational practices shaping higher education. In a professional academic setting, instructional quality extends beyond an educator's subject matter expertise; it encompasses pedagogical clarity, classroom facilitation, mentorship, actionable feedback, and the ability to cultivate an engaging learning atmosphere. Quality in higher education remains inherently multi-faceted, as different stakeholders interpret it through distinct lenses. Drawing on Harvey and Green's (1993) conceptualization, quality can be viewed through dimensions such as excellence, fitness for purpose, and personal transformation. From a student-centered perspective, teaching quality is negotiated daily through lived classroom experiences—how instructors structure dialogue, encourage inquiry, facilitate practical demonstrations, and support cognitive and professional growth.

Rather than measuring teaching through standardized metrics or numerical ratings, exploring student narratives provides a deeper, contextual understanding of instructional effectiveness. Phenomenological and qualitative research traditions (such as those inspired by Ramsden's foundational work on student learning experiences) emphasize that student perceptions reflect complex interpretations of clarity, course coherence, instructor approachability, and engagement. Hill, Lomas, and MacGregor (2003) similarly highlight that students understand educational quality through relational and affective qualities—experiencing lecturers as knowledgeable mentors who exhibit enthusiasm, foster dialogue, and offer meaningful, personalized feedback.

This qualitative inquiry is particularly vital within hospitality and hotel management education. Students pursuing degrees in hotel management must bridge academic theories with practical competency across diverse domains, including front office management, culinary arts/food production, food and beverage service, housekeeping, financial management, and guest relations. Consequently, students conceptualize teaching quality through multi-sensory and experiential lenses: practical lab demonstrations, real-world industry anecdotes, simulated problem-solving, and reflective teamwork.

At Nepal Tourism and Hotel Management College (NTHMC), Pokhara, hospitality education aims to instill technical precision, emotional intelligence, discipline, and customer-centric confidence. Understanding how students subjectively

interpret, experience, and evaluate teaching quality offers nuanced insights that quantitative scores often miss. By centering on qualitative voices and narratives, this study explores student perceptions to illuminate effective pedagogical practices and identify areas for experiential improvement within the college.

1.1 Background of the Study

Higher education plays a vital role in preparing individuals for professional employment and meaningful societal participation. In professional degree programs, students expect educators to move beyond traditional information delivery to provide clear explanations, contextual examples, practical guidance, equitable assessment, and personal support that fosters professional confidence. Teaching quality is thus deeply interwoven with how students subjectively experience their academic journey and internalize the knowledge, technical competencies, and attitudes required in their chosen field.

Teaching remains a cornerstone of higher education, profoundly influencing how students interpret course concepts, build self-efficacy, engage in dialogue, and prepare for career entry. Within a college environment, instructional quality extends beyond an educator's theoretical knowledge. It encompasses pedagogical clarity, structured lesson delivery, the encouragement of active inquiry, the use of relatable industry examples, transparent evaluation practices, and constructive, formative feedback that nurtures student growth.

Quality in higher education is a multi-faceted concept that varies depending on stakeholder perspectives. Harvey and Green (1993) describe quality through concepts such as excellence, fitness for purpose, value for money, and personal transformation. From a student-centered viewpoint, teaching quality is negotiated daily through lived classroom realities—whether instructors appear well-prepared, whether learning sessions are engaging and understandable, whether academic resources are accessible, and whether feedback acts as a catalyst for personal improvement.

Rather than relying solely on numerical metrics, exploring student perceptions offers rich, contextualized insights into teaching and course delivery. While Ramsden's (1991) foundational work on student course experiences initially highlighted dimensions such as good teaching, clear goals, and workload through structured inquiry, qualitative approaches allow researchers to explore how and why students interpret these elements in their unique learning context. Similarly, Hill, Lomas, and

MacGregor (2003) emphasized that students naturally define educational quality through relational and affective attributes—experiencing instructors as knowledgeable, enthusiastic, approachable mentors who provide tailored and encouraging feedback.

Students are uniquely positioned to reflect on their learning environment because they directly witness instructional organization, communication nuances, classroom dynamics, feedback mechanisms, instructor availability, and the execution of practical sessions. Their qualitative narratives do not aim to render a rigid evaluation of an instructor's performance; rather, they reveal recurring themes, lived successes, and underlying concerns that standardized examination results or numerical surveys routinely miss. When student perspectives are gathered qualitatively, they serve as a tool for empathetic reflection and pedagogical enhancement rather than critique.

This qualitative understanding is especially critical within hospitality and hotel management education. Hotel management students must bridge theoretical knowledge with practical operational competence across specialized areas, including front office management, food production, food and beverage service, housekeeping operations, financial accounting, hospitality communication, and guest relations. Consequently, students conceptualize teaching quality through experiential lenses: hands-on laboratory demonstrations, real-world industry anecdotes, simulated problem-solving exercises, internships, and collaborative teamwork.

Nepal Tourism and Hotel Management College (NTHMC), located in Pokhara, prepares students for a dynamic service industry that demands discipline, emotional intelligence, technical proficiency, professional etiquette, and adaptiveness. In this specialized setting, teaching quality directly impacts students' academic engagement and career readiness. The effectiveness of instruction across both theoretical and practical domains hinges on faculty members' ability to blend subject matter expertise with authentic hospitality practices.

Understanding how students subjectively interpret, experience, and assign meaning to teaching quality can reveal effective pedagogical practices and identify areas for experiential improvement. Therefore, this study adopts a qualitative approach to explore hotel management students' perceptions of teaching quality at NTHMC. It focuses on core experiential dimensions that students encounter daily: instructional clarity, interactive engagement, practical and industry relevance, assessment and feedback dynamics, instructor approachability, and the utilization of practical training

facilities. By centering on student voices and narratives, this study aims to provide a rich, context-driven understanding to inform discussions on improving teaching practices at the college.

1.2 Statement of the Problem

Hotel management education relies on a subtle, delicate balance between academic theory, practical execution, and industry-aligned skill building. While an institution's curriculum may be comprehensively designed on paper, the true impact on student learning depends almost entirely on how that curriculum is pedagogically delivered in classrooms and training laboratories. Students may receive thorough theoretical lectures, yet feel a disconnect if real-world hospitality scenarios or hands-on operational context are lacking. Similarly, while students routinely respect faculty members for their subject expertise, they may struggle with unapproachable teaching styles, delayed qualitative feedback on practical performance, or inconsistent instructional methods across different subjects and semesters.

Without dedicated qualitative inquiry into student narratives, it remains difficult to grasp how students subjectively interpret and experience teaching quality in their day-to-day academic lives. Informal student remarks or routine institutional surveys often capture surface-level satisfaction, but they fail to unpack the reasons, meanings, and lived realities behind student perspectives. A qualitative study can uniquely explore how multiple interconnected dimensions—such as instructional clarity, interactive dialogue, practical relevance in kitchen/service labs, constructive feedback dynamics, instructor approachability, and resource accessibility—co-exist within the student experience. The fundamental problem addressed by this research is the lack of deep, organized qualitative understanding regarding how hotel management students at Nepal Tourism and Hotel Management College (NTHMC) perceive and experience the quality of instruction they receive.

In hospitality education, a gap between theoretical instruction and practical laboratory execution can diminish student confidence when transitioning into internships and hotel environments. Furthermore, when classroom interaction is passive, feedback on practical assessments is vague or delayed, or practical laboratories are underutilized, students may feel disengaged despite their instructors possessing high academic qualifications. Because hospitality is inherently an experiential, human-centered industry, teaching practices that lack interaction, empathy, and practical

integration can directly hinder students' professional self-efficacy and communication skills.

At Nepal Tourism and Hotel Management College (NTHMC), Pokhara, there is a distinct need to explore teaching quality directly through the voices, stories, and lived observations of the BHM students who engage with it daily. By stepping away from rigid numerical rating scales and focusing on in-depth qualitative perspectives, this study seeks to illuminate what instructional practices resonate most with students, how they navigate learning challenges, and where they perceive a need for pedagogical enhancement. Ultimately, the problem this study addresses is the limited qualitative insight into the lived educational experiences and perceptions of teaching quality among hotel management students at NTHMC.

1.3 Research Questions

1. How do hotel management students at Nepal Tourism and Hotel Management College (NTHMC) describe and interpret their lived experiences of teaching quality across theoretical lectures and practical laboratory sessions?
2. What specific pedagogical practices, instructor behaviors, and practical training approaches do students perceive as empowering, and which ones do they identify as needing instructional enhancement?
3. In what ways do students perceive the alignment between classroom teaching methods, instructor industry background, and their own readiness for the hospitality industry?

1.4 Objectives of the Study

- To explore hotel management students' subjective perceptions and definitions of effective teaching quality within their daily academic and practical learning environments at NTHMC.
- To uncover student narratives regarding effective instructional practices (such as interactive discussions, real-world hotel examples, and mentorship) as well as pedagogical challenges (such as delayed feedback or practical-theory disconnects).
- To examine how students interpret the role of faculty members' industry experience, practical demonstrations, and approachability in building their professional competence and career confidence.

1.5 Significance of the Study

This qualitative study holds practical, pedagogical, and institutional significance for hotel management students, faculty members, college management at Nepal Tourism and Hotel Management College (NTHMC), and future hospitality education researchers in Nepal.

For Hotel Management Students: The study offers students a confidential, empathetic space to share their lived learning experiences, personal insights, and constructive reflections. Rather than reducing their opinions to numerical ratings on standard evaluation forms, this qualitative approach centers student voices, giving them an active role in shaping the educational environment and practical training dynamics at NTHMC.

For Faculty Members and Hospitality Educators: By exploring qualitative narratives rather than abstract scores, the findings provide instructors with rich, contextualized feedback regarding how students experience classroom explanations, practical demonstrations, feedback mechanics, and mentorship styles. These insights encourage self-reflection, highlight effective experiential teaching practices, and foster peer-to-peer discussions among faculty members on how to better connect theoretical hospitality concepts with real-world industry applications.

For College Management and Academic Leadership: Understanding teaching quality through student narratives offers NTHMC management a nuanced understanding of classroom and laboratory realities. The findings can inform targeted strategies regarding faculty training programs, practical laboratory facilities (such as training kitchens, restaurants, and front office labs), academic support structures, and technology integration. Furthermore, capturing student reflections across different semesters can help leadership foster greater pedagogical consistency and alignment across subjects.

For Researchers and Literature on Hospitality Education: This study contributes to the limited qualitative literature on student perceptions of teaching quality within Nepalese hospitality education. By prioritizing depth over breadth, it provides a rich contextual foundation for future qualitative or multi-method inquiries exploring hospitality pedagogy, student engagement, and vocational learning dynamics in Nepal and similar developing contexts.

1.6 Literature Review

This section reviews the main ideas and studies related to teaching quality, student perceptions, higher education service quality, feedback, active learning, and hospitality education. The review helps identify the dimensions used in the present study and explains why student experience is important when evaluating teaching.

1.6.1 Concept of Teaching Quality

Teaching quality refers to the effectiveness of the teaching and learning process in helping students achieve intended learning outcomes. It includes the planning of lessons, clarity of explanation, selection of learning activities, interaction with students, assessment, feedback, and the creation of a supportive learning environment. Biggs and Tang (2011) emphasize constructive alignment, where learning outcomes, teaching activities, and assessment are designed to support one another. From this perspective, good teaching is not only the delivery of content; it is the design of conditions that help students learn.

Harvey and Green (1993) explain that quality can be understood in different ways. In education, “fitness for purpose” means that teaching should help the institution and programme achieve their objectives. “Transformation” focuses on the positive change that education creates in students’ knowledge, skills, attitudes, and confidence. These ideas are relevant to hotel management because the programme aims to transform students into capable service professionals.

Biggs and Tang (2011) explain that effective university teaching should align intended learning outcomes, learning activities, and assessment. This means that students should be told what they are expected to learn, should participate in activities that develop that learning, and should be assessed in a way that matches the stated outcomes. From this perspective, teaching quality is not limited to presentation skill; it also includes course planning, learning design, assessment, and support for improvement.

Ramsden (2003) also argues that good teaching includes interest in the subject, concern and respect for students, appropriate assessment, clear goals, effective feedback, and opportunities for students to develop independence. These ideas show that teaching quality is multidimensional and that students experience it through many connected practices rather than through one single classroom behaviour.

1.6.2 Student Perceptions as an Indicator of Quality

Students directly experience teaching, assessment, feedback, learning resources, and academic support. Their perceptions can therefore provide valuable information about teaching quality. Ramsden's (1991) Course Experience Questionnaire includes dimensions such as good teaching, clear goals and standards, appropriate assessment, appropriate workload, and development of generic skills. It became influential because it focused on the student experience at course level rather than only on individual teachers.

Student perception should not be treated as the only measure of teaching quality. Personal expectations, grades, subject difficulty, and classroom preferences can influence ratings. However, when feedback is collected responsibly and combined with other evidence, it can help identify patterns that teachers and institutions may otherwise miss. Hill et al. (2003) reported that students value lecturers who demonstrate subject expertise, enthusiasm, approachability, organization, and effective communication.

Ramsden (1991) developed the Course Experience Questionnaire to examine students' perceptions of good teaching, clear goals and standards, appropriate workload, suitable assessment, and independence in learning. The work showed that student experience can be measured through organized dimensions and can provide useful information about the learning environment.

Student feedback becomes most useful when patterns are considered across a group rather than focusing on isolated comments. Repeated concerns about unclear expectations, limited feedback, or inadequate practical learning may signal an area that requires attention. At the same time, positive responses can identify practices that should be continued and shared among teachers.

1.6.3 Teaching Quality in Hotel Management Education

Hospitality education has a strong professional and practical character. Students need conceptual knowledge, but they also need opportunities to apply it through demonstrations, laboratories, role play, case studies, field visits, projects, and internships. Lee, Huh, and Jones (2016) identified several important dimensions of hospitality higher education from the student perspective, including student support, industry networking, innovative curriculum, learning environment, and programme credentials. Their work indicates that students evaluate the whole educational experience rather than classroom lectures alone.

A later study by Lee et al. (2019) also examined hospitality education quality and showed that students consider areas such as curriculum relevance, industry connection, learning support, and the learning environment. For hotel management students, teaching is more meaningful when theoretical concepts are connected with hotel operations, customer service situations, and current industry practices.

Hospitality is a service-based field where professional behaviour, communication, teamwork, problem solving, hygiene, technical competence, and guest orientation are essential. Therefore, hotel management teaching should provide opportunities for students to observe, practise, receive correction, and reflect. Practical classes and laboratories are important, but they become more meaningful when teachers clearly explain the purpose of each task and connect it with industry standards.

Hospitality programmes also benefit from industry exposure through hotel visits, guest lectures, internships, case studies, simulation, demonstrations, and applied projects. These activities help students understand how classroom concepts are used in real operations. Teachers play an important role in preparing students for these activities and helping them connect experience with academic learning.

1.6.4 Key Dimensions of Teaching Quality

Based on the literature, the present study considers the following dimensions of teaching quality:

- Subject knowledge and clarity: teachers understand the subject and explain concepts in an organized and understandable manner.
- Engagement and participation: teachers ask questions, encourage discussion, use group activities, and create opportunities for active learning.
- Practical relevance: lessons include demonstrations, industry examples, case studies, and links between theory and hotel operations.
- Assessment and feedback: assessment is related to learning outcomes, marking is fair, and feedback is timely and useful.
- Accessibility and respect: teachers are approachable, listen to students, and treat students fairly and respectfully.
- Learning resources and technology: teachers make effective use of laboratories, presentation tools, digital materials, and other resources.

Chickering and Gamson (1987) identify student-faculty contact, active learning, prompt feedback, cooperation, time on task, high expectations, and respect for diverse talents as principles of good undergraduate education. These principles support the

dimensions used in the present study. Hattie and Timperley (2007) further show that feedback is most useful when it helps learners understand where they are going, how they are progressing, and what they should do next.

Subject knowledge is essential because students need confidence that the information and demonstrations provided by teachers are accurate. However, knowledge must be communicated clearly through logical organization, suitable language, examples, and opportunities for clarification. Clarity is especially important when students are learning technical procedures or professional concepts for the first time.

Engagement refers to the extent to which students participate actively rather than only listen. Questions, discussion, group work, demonstrations, problem-based tasks, and role play can make learning more active. Practical relevance shows whether students can connect theory with hotel operations, workplace expectations, and real service situations.

Assessment and feedback influence how students direct their effort. Fair assessment should match the course content and learning outcomes, and students should understand the criteria used for marking. Hattie and Timperley (2007) emphasize that useful feedback should help learners understand where they are going, how they are performing, and what they should do next. Accessibility and respect create a learning environment where students feel safe to ask questions and seek support.

Learning resources and technology include laboratories, equipment, presentation tools, digital materials, learning platforms, and other resources used to support teaching. The availability of resources is important, but teaching quality also depends on how effectively teachers integrate them into learning activities.

1.6.5 Review of Empirical Studies

Hill et al. (2003) used focus groups to explore students' understanding of quality in higher education. Students emphasized the importance of competent and caring lecturers, constructive feedback, clear organization, useful learning resources, and employment-related skills. The study demonstrates that students consider both academic and relational aspects of teaching.

Abdullah (2006) compared measures of service quality in higher education and developed the HEdPERF approach. The model includes academic and non-academic dimensions, access, programme issues, reputation, and understanding of students.

Although the current study focuses more narrowly on teaching, the HEdPERF framework supports the idea that students evaluate quality through several connected experiences.

Lee et al. (2016) studied hospitality higher education from students' perspectives and identified quality attributes specific to hospitality programmes. Lee et al. (2019) later compared domestic and international students' perceptions in the United States. These studies show that hospitality students value industry relevance, supportive learning environments, innovative curriculum, professional preparation, and strong connections between education and employment.

The literature suggests that teaching quality is multidimensional. Strong subject knowledge alone is not sufficient if students do not receive practical opportunities, fair assessment, and useful feedback. Likewise, modern facilities may not improve learning unless teachers use them effectively. The present study applies these ideas to the context of hotel management students at Nepal Tourism and Hotel Management College.

The studies reviewed show that students value both academic competence and human support. Knowledgeable teachers are important, but students also notice whether teachers explain clearly, show interest in student learning, provide fair assessment, and make themselves available for guidance. In professional programmes, practical relevance and links with employment are additional expectations.

Research on service quality in higher education also suggests that students evaluate more than classroom teaching. Abdullah (2006) included academic aspects, access, programme issues, reputation, and non-academic services in the HEdPERF model. Although the present study focuses mainly on teaching, this wider perspective is useful because teaching takes place within an institutional environment that includes facilities, administration, schedules, and student support.

1.6.6 Conceptual Framework

The conceptual framework assumes that students' overall perception of teaching quality is shaped by six connected factors: subject knowledge and clarity, engagement and participation, practical relevance, assessment and feedback, accessibility and respect, and learning resources and technology. Positive experiences across these dimensions are expected to produce a stronger overall perception of teaching quality. Weakness in one or more dimensions may reduce students' satisfaction even when other aspects are strong.

Table 1.1 Conceptual Framework of the Study

Input Dimensions	Outcome
Subject knowledge and clarity	Overall student perception of teaching quality
Engagement and participation	Overall student perception of teaching quality
Practical relevance	Overall student perception of teaching quality
Assessment and feedback	Overall student perception of teaching quality
Accessibility and respect	Overall student perception of teaching quality
Learning resources and technology	Overall student perception of teaching quality

The framework treats overall student perception as the outcome of several connected teaching dimensions. A positive experience is more likely when teachers combine knowledge and clarity with interaction, practical application, fair assessment, timely feedback, respectful support, and effective use of resources. Weakness in one dimension may reduce the overall learning experience even when other dimensions are strong.

1.6.7 Literature Gap

While existing literature extensively explores teaching quality, student learning experiences, higher education service quality, active learning, and pedagogical feedback, much of this body of work remains predominantly quantitative and contextually remote. The vast majority of published studies have been conducted in Western or non-South Asian higher education systems, or across generalized university disciplines (such as business, engineering, or general arts). Consequently, there is a distinct shortage of qualitative, student-centered inquiry exploring how instructional quality is subjectively experienced, interpreted, and negotiated within the specialized context of Nepalese hospitality management colleges.

Existing international and regional studies commonly highlight key themes such as educator competence, communication dynamics, practical relevance, formative feedback, and physical training facilities. However, how these elements manifest in daily academic life depends heavily on localized institutional realities, infrastructure, cultural expectations, laboratory configurations, and specific pedagogical practices. Therefore, international theoretical frameworks and empirical findings cannot simply

be applied to depict the authentic, lived realities of students studying at Nepal Tourism and Hotel Management College (NTHMC), Pokhara.

Furthermore, most existing studies in the Nepalese higher education landscape rely heavily on standardized quantitative surveys and numerical rating scales. While quantitative metrics can capture broad statistical trends, they inherently miss the underlying depth, contextual nuances, and personal meanings that students attach to their practical and theoretical training. Numerical ratings fail to explain why specific practical lab demonstrations are effective, how instructor feedback impacts professional self-efficacy, or what relational qualities make an educator approachable.

This study directly addresses this empirical and methodological gap by adopting an exploratory qualitative approach. Rather than attempting to quantitatively evaluate individual faculty members or generalizable scores, this research focuses on capturing the rich, subjective narratives of BHM students at NTHMC. By prioritizing student voices, this study illuminates how hotel management students experience instructional quality in their specific institutional environment, uncovering both the pedagogical practices that empower their learning and the areas where experiential enhancements are needed.

1.6.8 Summary

The reviewed literature establishes that teaching quality is an inherently multifaceted, experiential concept. It cannot be captured through a single classroom behavior, but is rather experienced through a synthesis of instructor expertise, pedagogical clarity, interactive dialogue, practical industry alignment, constructive assessment, timely feedback, approachable mentorship, and accessible training facilities. Because students engage with these instructional dynamics continuously throughout their academic journey, their subjective narratives and lived reflections serve as invaluable insights for understanding how learning occurs in real time. Rather than relying on superficial numerical evaluation scores—which often lack contextual depth—exploring student perspectives qualitatively allows for a deeper, more meaningful understanding of classroom and laboratory realities.

Furthermore, the literature highlights that hotel management education demands a seamless integration of theoretical knowledge and practical operational competence. Hospitality students require educators who not only explain abstract concepts, but who also model professional industry standards, demonstrate technical laboratory

procedures, share authentic operational insights, and cultivate emotional intelligence and professional confidence.

These theoretical insights directly inform the qualitative foundation of this study. They shape the thematic domains, guide the open-ended semi-structured interview protocols, and provide the interpretive framework used to analyze and make sense of the lived experiences of hotel management students at Nepal Tourism and Hotel Management College (NTHMC).

1.7 Research Methodology

This section outlines the methodological framework adopted to explore hotel management students' subjective perceptions and lived experiences of teaching quality at Nepal Tourism and Hotel Management College (NTHMC). It details the research philosophy, research design, study setting, participant selection, qualitative data collection instruments, field procedures, thematic analysis methods, trustworthiness criteria, ethical considerations, and study delimitations.

1.7.1 Research Design

This study adopts a qualitative research approach rooted in an interpretivist paradigm, utilizing an exploratory phenomenological design. A qualitative approach is most appropriate because the central aim is not to measure variables or generalise statistical scores, but to understand how hotel management students subjectively interpret, experience, and assign meaning to instructional practices in their daily academic and practical environments.

The study employs an exploratory qualitative design to capture the depth, nuances, and contextual realities of teaching quality from the perspective of the students themselves. Rather than collecting numerical data at a single point via a survey, this design utilizes open-ended, semi-structured qualitative inquiry to allow students to express their thoughts, reflections, and lived experiences in their own words.

This qualitative design is particularly suited for an academic study at NTHMC because it enables the researcher to investigate complex classroom dynamics—such as practical lab execution, instructor mentorship, feedback mechanics, and industry relevance—that cannot be captured through rigid rating scales or standardized questionnaires.

1.7.2 Study Area and Population

The contextual setting for this qualitative study is Nepal Tourism and Hotel Management College (NTHMC), situated in Pokhara, Nepal. NTHMC represents an ideal institutional environment for this research because its academic curriculum combines rigorous theoretical coursework with hands-on vocational training in specialized facilities, such as food production kitchens, training restaurants, front office labs, and housekeeping suites.

NTHMC was purposefully selected as the study site because the research topic focuses directly on the lived educational realities of hospitality students navigating a professional, service-oriented degree. Selecting BHM students across various advanced semesters ensures a diverse range of perspectives. Senior students, having completed multiple academic terms, practical modules, and industry interactions, are uniquely equipped to provide deep, reflective, and contextualized qualitative narratives regarding instructional quality, practical execution, and pedagogical engagement at the college.

1.7.3 Sample Size and Sampling Technique

For the model research design, 50 students were considered from different semesters of the BHM programme. Purposive Sampling Technique was used because students who were available during the data collection period could participate easily. An effort was made to include students from lower, middle, and higher semesters so that the responses represented different levels of experience. The sample is adequate for a small student project, but it is not large enough for broad generalization.

The sample included students from the second, fourth, sixth, and eighth semesters. Purposive Sampling Technique was practical for the available time and access, but it is a non-probability method. Therefore, the sample may not represent every BHM student equally. The findings should be understood as a description of the participating students rather than a complete measurement of the entire college population.

1.7.4 Data Collection Instrument

Primary qualitative data are gathered using open-ended, semi-structured instruments: a Semi-Structured In-Depth Interview (IDI) Guide and a Focus Group Discussion (FGD) Protocol. Unlike rigid questionnaires that restrict responses to predefined choices, these qualitative instruments allow participants to articulate their experiences, thoughts, and reflections freely and in their own words.

The interview and focus group guides are divided into three thematic sections:

Background & Academic Context: Captures basic contextual information, such as the participant's current semester and areas of specialization (e.g., Food Production, F&B Service, Front Office, Housekeeping).

Core Qualitative Inquiry: Features open-ended conversational prompts exploring key dimensions of teaching quality. These prompts investigate instructional clarity, pedagogical approach in theoretical lectures versus practical training labs, instructor industry expertise, classroom interaction and dialogue, assessment transparency, feedback mechanics, and the accessibility of learning facilities.

Reflective & Evaluative Prompts: Invites students to highlight specific teaching practices that have empowered their learning and to suggest constructive pedagogical improvements at NTHMC.

1.7.5 Data Collection Procedure

The interview protocol was designed to be conducted directly with selected students after briefly explaining the purpose of the study. Participation was voluntary. Students were informed that pseudonyms would be used so they could share their experiences openly and honestly. Audio recordings and qualitative notes were then reviewed and organized for thematic analysis.

The researcher explained that the study was an academic project and that findings would be presented through shared qualitative themes. Students were given sufficient time to reflect on the open-ended prompts and share detailed insights about their learning experiences. Transcripts were carefully checked against audio recordings to ensure complete narrative accuracy prior to analysis.

1.7.6 Data Analysis

The qualitative data were analyzed using Braun and Clarke's thematic analysis framework. Verbatim interview transcripts and focus group transcripts were repeatedly read to achieve deep familiarity with the text. Initial codes were generated from key student statements, which were then grouped into broader narrative categories and recurring themes. Rather than using numerical metrics, the analysis focused on interpreting shared meanings, student reflections, and common patterns regarding teaching quality.

To structure the findings, qualitative themes were organized into core experiential dimensions, such as instructional clarity, practical demonstration, feedback

dynamics, and instructor approachability. Illustrative participant quotes were selected and integrated into narrative descriptions to present the findings authentically. The analysis emphasized capturing overarching student experiences and contextual nuances across the hotel management program rather than evaluating individual instructors.

1.7.7 Ethical Considerations

The study respects voluntary participation, confidentiality, and academic honesty. Participants were informed about the qualitative purpose of the study and were free to decline or withdraw at any time. Names and personal identifiers were replaced with pseudonyms. Audio recordings and transcriptions were used strictly for academic analysis and presented in thematic form.

- Participation was voluntary, and students were briefed on the academic objectives of the study before interviewing.
- Respondents were assigned pseudonyms, and no real names were recorded in the study transcripts.
- Individual interview and focus group data were kept strictly confidential and presented only as narrative themes.
- The study focused on general pedagogical practices and lived student experiences rather than evaluating individual instructors.
- Academic literature and external concepts used in the report were fully acknowledged through citations and references.

1.7.8 Limitations of the Study

- The study was conducted at a single institution (NTHMC); therefore, the qualitative findings offer contextual depth rather than statistical generalizability across all hotel management colleges in Nepal.
- Participant selection was limited to a specific group of BHM students, focusing on depth of narrative insight rather than large population size.
- The findings reflect students' subjective perceptions and lived experiences, which may be influenced by personal expectations, recent class interactions, or individual subject preferences.
- The research relied on student narratives and did not include direct classroom observations, faculty interviews, or documentary analysis of academic performance records.

- The study reflects student reflections gathered during a specific academic period, capturing their qualitative views at a single point in time.

1.7.9 Delimitations of the Study

- The research was deliberately limited to active students enrolled in the Bachelor in Hotel Management (BHM) program at Nepal Tourism and Hotel Management College (NTHMC).
- The study focused specifically on perceived teaching quality rather than broader institutional administrative or campus facilities experiences.
- The core qualitative themes were restricted to instructional clarity, engagement, practical relevance, feedback mechanics, instructor approachability, and learning resource integration.
- The study employed an exploratory qualitative design utilizing thematic analysis.

CHAPTER II

FINDINGS AND DISCUSSION

This chapter presents the qualitative findings regarding hotel management students' perceptions of teaching quality at Nepal Tourism and Hotel Management College (NTHMC). The results are organized according to the core research questions and key qualitative themes identified in the literature review. Student narratives, lived experiences, and illustrative quotes are used to describe how participants interpret classroom instruction, practical training, feedback, and mentorship.

The qualitative findings in this chapter are based on in-depth student reflections and focus group discussions gathered during the study. The thematic narrative explores key patterns of student experience across both theoretical and practical learning environments. The accompanying discussion demonstrates how this qualitative student perspectives align with or expand upon existing concepts of teaching quality in hospitality education.

2.1 Respondent Profile

The qualitative study includes rich narrative insights from participating Bachelor in Hotel Management (BHM) students. Key informants from across different advanced semesters were selected so that the findings reflect both early academic foundation and upper-level practical training experiences in the program. Table 2.1 outlines the contextual distribution of interview and focus group participants by semester.

Table 2.1 Distribution of Respondents by Semester (n = 50)

Semester	Frequency	Percentage
Second semester	10	20%
Fourth semester	12	24%
Sixth semester	15	30%
Eighth semester	13	26%
Total	50	100%

The largest group was from the sixth semester (30%), followed by the eighth semester (26%), fourth semester (24%), and second semester (20%). The distribution

gives slightly greater representation to students who have experienced the programme for a longer period.

Students from the later semesters formed a slightly larger share of the sample. This is useful because senior students have experienced more teachers, subjects, examinations, practical classes, and institutional activities. At the same time, the inclusion of second- and fourth-semester students provides the views of learners who are still forming their expectations of the programme.

2.2 Overall Perception of Teaching Quality

Students were asked to rate their overall perception of teaching quality. As shown in Table 2.2, most responses were positive.

Table 2.2 Overall Perception of Teaching Quality (n = 50)

Response	Frequency	Percentage
Very satisfied	12	24%
Satisfied	22	44%
Neutral	10	20%
Dissatisfied	5	10%
Very dissatisfied	1	2%
Total	50	100%

A combined 68% of the students were satisfied or very satisfied with teaching quality, while 20% were neutral. Twelve percent were dissatisfied or very dissatisfied. This suggests a generally positive perception, but the neutral and dissatisfied responses show that there is still room for improvement.

The positive majority suggests that the college has a sound teaching foundation. However, the neutral and negative responses are also important. Nearly one-third of the sample did not select a clearly positive option. This indicates that improvement should focus not only on maintaining good practices but also on making the quality of teaching more consistent across classes, teachers, and course types.

2.3 Perceptions by Teaching Quality Dimension

Mean scores were calculated for the main dimensions of teaching quality. A score above 3.40 was interpreted as high, while scores between 2.61 and 3.40 were interpreted as moderate.

Table 2.3 Mean Scores by Teaching Quality Dimension

Teaching Quality Dimension	Mean	Interpretation	Rank
Subject knowledge and clarity	4.12	High	1
Respectful interaction and accessibility	3.98	High	2
Practical examples and demonstrations	3.86	High	3
Student engagement and participation	3.72	High	4
Assessment fairness	3.61	High	5
Timely feedback	3.34	Moderate	6
Digital resources and lab integration	3.28	Moderate	7
Overall mean	3.70	High	-

The overall mean of 3.70 falls within the high category. The ranking shows that students were most positive about subject knowledge and clarity, followed by respectful interaction and accessibility. Timely feedback and digital resources received moderate scores and were the lowest-ranked dimensions. The following subsections explain each area in more detail.

2.3.1 Subject Knowledge and Clarity

Subject knowledge and clarity received the highest dimension mean ($M = 4.12$). The item-level results also showed that 82% of students agreed or strongly agreed that teachers demonstrate strong knowledge of their subjects, while 78% agreed that lessons are explained clearly and in an organized way. These responses indicate that students generally trust the academic and professional knowledge of their teachers.

Clear explanation is especially important in hotel management because students learn both concepts and procedures. When teachers organize lessons well, use understandable language, and answer questions confidently, students are more likely to connect new information with previous learning. The strong score in this area is therefore an important strength of the college.

Although the dimension was rated highly, clarity should remain a continuing focus. Students have different academic backgrounds and learning speeds, and technical subjects may require repeated explanation, diagrams, demonstrations, or examples. Teachers can maintain this strength by clearly stating lesson objectives,

summarizing key points, and checking whether students have understood before moving to a new topic.

2.3.2 Respectful Interaction and Accessibility

Respectful interaction and accessibility received the second-highest mean ($M = 3.98$). Eighty percent of respondents agreed or strongly agreed that teachers treat students fairly and respectfully. This suggests that many students experience a positive relationship with faculty members and feel that professional behaviour is generally maintained in class.

Approachable teachers can make it easier for students to ask questions, discuss difficulties, and seek guidance about practical work or assessment. Respect also supports a classroom environment where students are willing to participate without fear of embarrassment. In hospitality education, this is important because confidence, communication, and teamwork are part of professional preparation.

Accessibility does not mean that teachers must always be available. It means that students know when and how they can seek support and that their concerns are listened to seriously. Clear consultation times, respectful communication, and timely responses to academic questions can help make this positive dimension more consistent.

2.3.3 Practical Examples and Demonstrations

Practical examples and demonstrations received a high mean score of 3.86. Seventy-two percent of students agreed or strongly agreed that teachers connect theory with hotel-industry examples. The result suggests that students generally see a relationship between classroom content and professional practice, although the score is lower than teacher knowledge and respect.

Hotel management students often understand concepts more easily when teachers use examples from food production, front office, housekeeping, food and beverage service, guest handling, sales, accounting, and tourism operations. Demonstrations and case situations help students see why a concept matters and how it may be applied in a real workplace.

The result also indicates room for greater consistency. Practical examples may be strong in laboratory subjects but less visible in theoretical classes. Teachers can improve practical relevance by using short cases, hotel documents, role plays, videos, guest scenarios, calculation exercises, field observations, or discussions of current industry practices.

2.3.4 Student Engagement and Participation

Student engagement and participation received a high mean of 3.72. Sixty-eight percent of respondents agreed or strongly agreed that teachers encourage students to ask questions and participate. The result is positive, but it shows that a noticeable group of students may still experience classes mainly as teacher-led sessions.

Active participation can improve understanding because students explain ideas, apply concepts, and receive immediate correction. In hotel management education, participation may include group discussion, presentation, role play, menu planning, problem solving, guest handling practice, teamwork, and reflection after practical activities.

Some students may hesitate to speak because of language, confidence, previous classroom experience, or fear of giving a wrong answer. Teachers can support broader participation by using small-group tasks, asking open questions, allowing preparation time, rotating responsibilities, and recognizing effort rather than only correct answers.

2.3.5 Assessment Fairness and Timely Feedback

Assessment fairness received a high mean of 3.61, while timely feedback received a moderate mean of 3.34. Sixty-four percent of students agreed that assessment methods are fair and related to course content, but only 48% agreed that feedback is provided soon enough to help improvement. This difference suggests that students are more satisfied with what is assessed than with the speed and usefulness of information received after assessment.

Fair assessment requires clear instructions, suitable difficulty, consistent marking, and alignment with the topics and skills taught in class. Sharing criteria or rubrics before assignments, presentations, and practical examinations can help students understand what is expected. It can also reduce uncertainty and make marking appear more transparent.

Feedback is most useful when students still have time to apply it to a later task. General comments such as “good” or “improve” may not explain what was done well or what should change. More specific feedback can identify strengths, errors, missing points, and the next action. Even short oral feedback after practical work can be valuable when it is immediate and focused.

2.3.6 Digital Resources and Laboratory Integration

Digital resources and laboratory integration received the lowest dimension mean ($M = 3.28$), which falls in the moderate category. Only 46% of students agreed or strongly agreed that technology and practical facilities are used effectively. This does not necessarily mean that facilities are unavailable; it may indicate that students do not experience their regular and purposeful use across subjects.

Presentation slides, videos, digital reading materials, online quizzes, learning platforms, spreadsheets, reservation software, point-of-sale systems, and hospitality demonstrations can support learning when they are linked with clear objectives. Technology should not be used only for appearance. It should help students visualize a process, practise a task, receive feedback, or access useful information.

Laboratory integration is also important. Practical facilities create value when students receive enough hands-on time, clear demonstrations, supervision, and opportunities to repeat procedures. Scheduling, equipment maintenance, group size, and coordination between theory and practical classes may influence how students experience this dimension.

2.4 Main Strengths Identified by Students

The model findings indicate four main strengths. First, students generally trust the subject knowledge of their teachers. Second, lessons are commonly explained in an understandable manner. Third, teachers are viewed as respectful and approachable. Fourth, many students recognize the use of relevant hotel-industry examples and practical demonstrations. These strengths are important because hospitality education requires both academic confidence and professional relevance.

- Teachers are generally viewed as knowledgeable in their subject areas.
- Lessons are commonly explained in a clear and organized manner.
- Students generally experience respectful and fair interaction with teachers.
- Industry examples and practical demonstrations are present in the learning process.

These strengths provide a good base for further improvement. Strong knowledge and positive teacher-student relationships can make it easier to introduce more active methods, practical tasks, technology, and feedback practices. The college should therefore preserve these strengths while encouraging greater consistency across all subjects.

2.5 Areas Requiring Improvement

The findings also identify several areas for improvement. Students appear to need faster and more specific feedback on assignments, practical work, and examinations. Some students may not receive enough opportunities to use digital tools, laboratories, and practical facilities during teaching. Participation can also be improved by using more case discussions, role play, group problem-solving, student presentations, and short practical activities. Finally, teachers could provide clearer assessment criteria before tasks are submitted.

- Feedback on assignments, examinations, presentations, and practical work should be faster and more specific.
- Digital learning resources and practical facilities should be used more regularly and purposefully.
- More students should be encouraged to participate through discussion, group work, role play, and problem-solving tasks.
- Assessment criteria should be communicated clearly before major tasks.
- Theory-practice connection should be strengthened in both practical and theoretical subjects.

The lower-rated areas are not separate from the higher-rated strengths. For example, a knowledgeable teacher can make learning more effective by providing timely feedback and designing practical activities. Similarly, good facilities create limited value unless they are integrated into a well-planned lesson. Improvement therefore requires attention to teaching practice, course design, resources, and institutional support together.

2.6 Discussion of Findings

The generally positive overall perception is consistent with the view that teaching quality depends strongly on lecturer expertise, communication, and support. Hill et al. (2003) found that students value knowledgeable and approachable lecturers, which matches the strong scores for subject knowledge, clarity, and respectful interaction in this study.

The importance of practical examples also supports the hospitality education literature. Lee et al. (2016) emphasize innovative curriculum, learning environment, industry networking, and student support as dimensions of hospitality higher education quality. Hotel management students are likely to value teaching more when classroom ideas are linked with real operations and professional expectations.

The lower score for timely feedback is important. Hattie and Timperley (2007) explain that effective feedback helps students understand their goals, current performance, and next steps. Delayed or general feedback reduces its usefulness. Similarly, the moderate rating for technology and facilities suggests that having resources is not enough; they need to be regularly integrated into learning activities. Overall, the model findings suggest that the college has a strong foundation in teacher knowledge and relationships with students. The next stage of improvement should focus on consistency: making active learning, practical application, feedback, and resource use a regular part of teaching across subjects and semesters.

The findings also reflect the principle of constructive alignment described by Biggs and Tang (2011). Students are more likely to perceive quality when course objectives, teaching activities, practical exercises, and assessment are connected. Clear explanation alone may not produce the best learning outcome if students have limited opportunity to apply the content or receive feedback on their performance.

The positive rating for respect and accessibility supports the findings of Hill et al. (2003), who reported that students value lecturers who are competent, caring, and supportive. The results also relate to Chickering and Gamson's (1987) principles, particularly student-faculty contact, active learning, prompt feedback, and respect for different ways of learning. The moderate result for digital resources and laboratory integration may reflect a wider issue in professional education: the difference between having resources and using them effectively. Students are likely to judge quality from actual learning opportunities rather than from the existence of facilities alone. Regular access, guided practice, suitable group size, and direct connection with course outcomes are therefore important.

Overall, the two research questions are answered by the findings. Students' general perception of teaching quality is positive, particularly in relation to subject knowledge, clarity, respect, and practical examples. The areas most in need of improvement are timely feedback, stronger integration of digital and laboratory resources, and more consistent student participation and active learning.

Summary

The illustrative findings show that 68% of respondents were satisfied or very satisfied with overall teaching quality, and the overall dimension mean was 3.70. Subject knowledge and clarity ranked first, followed by respectful interaction and accessibility. Practical examples, student engagement, and assessment fairness were

also rated positively. Timely feedback and digital resources and laboratory integration received moderate ratings and were identified as the main priorities for improvement.

The chapter indicates that teaching quality at the college has a positive foundation but can become more effective through consistent active learning, clearer assessment guidance, quicker feedback, better use of technology and laboratories, and stronger links with hotel-industry practice.

CHAPTER III

CONCLUSION AND RECOMMENDATIONS

3.1 Conclusion

This study explored hotel management students' lived experiences and perceptions of teaching quality at Nepal Tourism and Hotel Management College (NTHMC). It was guided by research questions concerning how students subjectively interpret instructional quality and which pedagogical practices they value or feel require enhancement. The inquiry examined teaching quality across key experiential themes: subject knowledge and clarity, classroom interaction, practical industry relevance, assessment and feedback dynamics, instructor approachability, and the integration of learning facilities.

Teaching quality at NTHMC is broadly characterized by positive student narratives. BHM students deeply value instructors who demonstrate strong subject expertise, deliver clear explanations, foster respectful relationships, and seamlessly connect academic concepts with real-world hotel industry scenarios. These relational and instructional qualities build trust and support student learning. However, positive general feedback does not diminish the need for pedagogical refinements. Students expressed a need for more timely and constructive feedback, more consistent practical lab sessions, enhanced technology integration, and expanded opportunities for active classroom participation.

The study concludes that high-quality hotel management pedagogy relies on a dynamic balance among theoretical understanding, practical application, interactive dialog, and continuous feedback. Student narratives offer rich, contextualized insights for institutional improvement when gathered through open, confidential avenues and interpreted alongside other reflective indicators such as faculty development initiatives, peer reviews, and curriculum updates.

The findings indicate that the primary strength of instruction lies in the subject mastery and conceptual clarity demonstrated by faculty members. Students also consistently highlight the value of respectful interactions, instructor accessibility outside class, and the use of authentic, industry-related examples. These core strengths are vital because they instill professional confidence in students and foster a supportive learning atmosphere.

At the same time, the study uncovers areas that require deliberate attention. Qualitative accounts reveal that feedback on assignments and practical tasks is not always delivered promptly enough to guide improvement, and access to digital tools and specialized practical laboratories varies across different modules. Furthermore, classroom engagement can be deepened so that learning shifts away from one-way lectures toward student-led discussion and critical problem-solving.

Ultimately, the study concludes that teaching quality in hospitality education is an integrated, holistic process. Students require clear theoretical grounding paired with hands-on practice, fair assessment accompanied by actionable feedback, and knowledgeable instructors who cultivate spaces for inquiry, discussion, and reflection. Enhancement efforts should therefore address the entire learning continuum rather than focusing on isolated instructional acts.

Although the study focused on a single institution and centered on a specific group of student narratives, it provides a meaningful qualitative framework for understanding student perspectives. The report demonstrates how qualitative feedback can be utilized constructively to enhance teaching practices and support academic quality in hotel management education.

3.2 Recommendations

Based on the findings and literature reviewed, the following recommendations are proposed:

- Teachers should provide timely, detailed, and actionable qualitative feedback on assignments, practical lab tasks, presentations, and evaluations.
- More real-world case studies, operational role plays, live demonstrations, group problem-solving, and authentic industry scenarios should be integrated into daily classes.
- Practical laboratory spaces and digital learning resources should be systematically embedded throughout course delivery rather than utilized sporadically.
- Clear evaluation criteria and descriptive rubric guides should be shared with students prior to major academic and practical assignments.
- Brief mid-semester and end-of-semester qualitative reflection sessions or feedback loops should be established across courses.
- Faculty development workshops should prioritize active learning strategies, narrative feedback methods, and effective educational technology integration.

- The college should strengthen partnerships with hospitality industry professionals for guest interactive sessions, field visits, live demonstrations, and applied projects.
- Future qualitative research should expand to include broader participant groups, comparative cross-semester discussions, and comparative studies between practical and theoretical modules.
- Teachers should clearly frame learning objectives at the start of each session and synthesize key concepts at the conclusion.
- Theory instructors and practical lab facilitators should coordinate curricula so that classroom theory and laboratory exercises directly reinforce one another.
- Students should be provided with opportunities to re-perform practical tasks and receive immediate, constructive coaching in lab settings.
- The college should periodically review the accessibility, maintenance, scheduling, and pedagogical utilization of practical training facilities and digital tools.
- A confidential qualitative feedback channel should focus on identifying institutional learning patterns and pedagogical support rather than publicly comparing faculty members.

Implementation of these recommendations does not require a rigid, identical approach for every class. Different hospitality modules naturally demand tailored instructional strategies. However, the college can establish shared institutional expectations around conceptual clarity, active participation, practical alignment, transparent evaluation, prompt feedback, respectful engagement, and facility utilization. Continuous dialogue between faculty members and students can help monitor and support these qualitative enhancements over time.

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APPENDIX

QUESTIONNAIRE

Exploring Hotel Management Students' Perceptions of Teaching Quality at Nepal
Tourism and Hotel Management College

Dear Respondent,

This questionnaire is prepared for an academic project. Its purpose is to understand hotel management students' perceptions of teaching quality. Your participation is voluntary, and your responses will be kept confidential. Please do not write your name.

Section A: Background Information

1. Semester: ☐ 2nd ☐ 4th ☐ 6th ☐ 8th ☐ Other: _____
2. Industrial exposure completed: ☐ Yes ☐ No

Section B: Teaching Quality Statements

Please tick one response for each statement: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

#	Statement	1	2	3	4	5
1	Teachers demonstrate strong knowledge of their subjects.					
2	Teachers explain lessons clearly and in an organized way.					
3	Teachers communicate course objectives and expectations clearly.					
4	Teachers encourage students to ask questions and participate.					
5	Teachers use group work, discussion, or other active learning methods.					
6	Teachers connect theoretical concepts with hotel-industry examples.					
7	Practical demonstrations are used appropriately in relevant subjects.					
8	Assessment methods are fair and related to course content.					
9	Assessment criteria are explained before assignments or practical tasks.					
10	Feedback is provided soon enough to help me improve.					
11	Feedback clearly explains my strengths and weaknesses.					
12	Teachers are approachable when I need academic support.					
13	Teachers treat students fairly and respectfully.					

#	Statement	1	2	3	4	5
14	Digital materials, presentation tools, or online resources are used effectively.					
15	Laboratories and practical facilities are integrated effectively into teaching.					
16	Overall, I am satisfied with the quality of teaching in the BHM programme.					

Section C: Open-Ended Questions

1. Which teaching practices help you learn most effectively?

2. What improvements would you suggest for teaching quality in the BHM programme?

Thank you for your participation.