

## **SIMULATION-BASED INSTRUCTION IN ENHANCING FRONT OFFICE SERVICES SKILLS OF GRADE 11 TECHPRO LEARNERS**

**Author's Name:** Gissele P. Gomez<sup>1</sup>

**Affiliation:**

1. Master Teacher I, Subic National High School, Mangan-Vaca, Subic, Zambales, Philippines

**Corresponding Author Name & E-Mail:** Gissele Perez Gomez, [gissele.perez@deped.gov.ph](mailto:gissele.perez@deped.gov.ph)

### **ABSTRACT**

*This study examined the effectiveness of simulation-based instruction in improving the Front Office Services skills of Grade 11 TECHPRO learners. A quasi-experimental pretest-post-test design was utilized, wherein the experimental group received simulation-based activities while the control group underwent conventional instruction. A validated pretest and post-test were used to assess learners' competencies in guest interaction, reservation handling, telephone etiquette, customer service delivery, and workplace professionalism. Findings revealed that students exposed to simulation-based instruction demonstrated significant improvement in communication skills, practical performance, and understanding of front office procedures compared to those taught using traditional teaching methods. Post-test results further indicated that simulation-based learning increased learners' confidence, teamwork, problem-solving abilities, and readiness for real-world hospitality situations. Overall, the findings suggest that integrating simulation activities in Front Office Services enhances experiential learning and strengthens the industry preparedness of Grade 11 TECHPRO learners. Based on the findings of the study, it is recommended that teachers continuously integrate simulation-based activities and workplace scenarios in teaching Front Office Services to enhance learners' practical competencies, engagement, and preparedness for future hospitality-related careers.*

**Keywords:** Simulation-Based Instruction, Front Office Services, TECHPRO Learners, Hospitality Education, Grade 11 Students

## INTRODUCTION

The hospitality industry requires professionals who possess strong communication, customer service, and problem-solving skills to meet the demands of an increasingly competitive and service-oriented environment. Globally, the hospitality and tourism sector continues to expand, increasing the need for industry-ready graduates equipped with both technical and interpersonal competencies. As a result, educational institutions worldwide are adopting innovative teaching strategies that bridge the gap between classroom learning and workplace practice.<sup>1</sup>

In Technical-Vocational-Livelihood (TVL) education, Front Office Services plays a crucial role in developing these competencies among learners. However, traditional teaching methods often emphasize theoretical knowledge and provide limited opportunities for students to apply their learning in realistic workplace situations. Consequently, learners may face difficulties transferring classroom knowledge to actual hospitality settings, affecting their confidence and readiness for employment (Tesone, 2021).<sup>2</sup>

Simulation-based instruction has emerged as an effective experiential learning approach that allows learners to engage in realistic workplace scenarios within a controlled environment. Through role-playing, mock hotel operations, and customer service simulations, learners can practice front office procedures, enhance communication skills, and develop professional behavior. Studies have shown that simulation-based learning promotes active participation, critical thinking, collaboration, and skill acquisition while improving learners' confidence, engagement, and preparedness for future employment in the hospitality industry (Chernikova et al., 2020; Price-Howard & Lewis, 2023; Lefrid et al., 2024).<sup>3</sup>

In view of these benefits, this study examines the effectiveness of simulation-based instruction in improving the Front Office Services competencies of Grade 11 TECHPRO learners. Specifically, it compares the performance of learners exposed to simulation-based activities with those who received conventional instruction. The findings are expected to contribute to improved instructional practices in hospitality education and provide evidence supporting the integration of simulation-based learning in developing competent and industry-ready graduates.

## METHODOLOGY

### Research Design

This study employed a quasi-experimental pretest-posttest control group design to determine the effectiveness of simulation-based instruction in improving the Front Office Services competencies of Grade 11 TECHPRO learners. The experimental group received simulation-based instruction, while the control group was taught using conventional teaching methods. Pretests and posttests were administered to both groups to measure learning outcomes.

## Participants and Research Locale

The study involved 52 Grade 11 TECHPRO learners enrolled in Front Office Services at Subic National High School, Subic, Zambales, during the Academic Year 2025–2026. Of the participants, 27 learners comprised the experimental group, while 25 learners comprised the control group.

## INSTRUMENT

### Instrument for the Study

#### Part I. FRONT OFFICE SERVICES COMPETENCY TEST (PRETEST AND POSTTEST)

**Direction:** Read each question carefully and choose the best answer. Encircle the letter of the correct answer.

#### A. Guest Interaction

1. What is the first thing a front office staff should do when a guest arrives?
  - a. Ask for payment
  - b. Greet the guest warmly
  - c. Provide room keys immediately
  - d. Ask for identification without greeting
2. Which of the following demonstrates excellent customer service?
  - a. Ignoring guest concerns
  - b. Responding politely and promptly
  - c. Arguing with guests
  - d. Referring all concerns to another employee

#### B. Reservation Handling

3. What information is most important when processing a reservation?
  - a. Guest's favorite food
  - b. Guest's social media account
  - c. Guest's name and booking details
  - d. Guest's hobbies
4. Which reservation status indicates a confirmed booking?
  - a. Cancelled
  - b. Confirmed
  - c. Waitlisted
  - d. Expired

#### C. Telephone Etiquette

5. How should a front office staff answer a business call?
  - a. "Hello?"
  - b. "What do you need?"
  - c. State the establishment's name and offer assistance
  - d. Remain silent until the caller speaks
6. What should be done if the requested person is unavailable?
  - a. Hang up immediately
  - b. Take a message politely
  - c. Ignore the caller
  - d. Transfer randomly

#### D. Customer Service Delivery

7. When a guest complains about room cleanliness, what should be the first response?
  - a. Blame housekeeping
  - b. Ignore the complaint
  - c. Listen and apologize sincerely

- d. Tell the guest to wait
- 8. Which action reflects professionalism in customer service?
  - a. Maintaining a positive attitude
  - b. Using inappropriate language
  - c. Avoiding eye contact
  - d. Showing impatience
- E. Workplace Professionalism**
- 9. Why is proper grooming important in Front Office Services?
  - a. It reflects professionalism and creates a positive impression.
  - b. It is only required during inspections.
  - c. It is optional.
  - d. It has no impact on guest satisfaction.
- 10. Which behavior demonstrates workplace professionalism?
  - a. Arriving late to work
  - b. Using mobile phones while assisting guests
  - c. Following workplace policies and standards
  - d. Ignoring assigned tasks

Scoring Guide:

- Correct Answer = 1 point
  - Incorrect Answer = 0 point
- Total Score: \_\_\_\_\_ / 10

## Part II. OBSERVATION CHECKLIST

### Front Office Services Skills Assessment Rubric

**Direction:** The teacher/researcher will observe learners during simulation activities and rate their performance.

<b>Indicators</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Needs Improvement (1)</b>
Greets guests professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates clearly and confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles reservations accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates proper telephone etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to guest concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows front office procedures correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains professionalism and courtesy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works effectively with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows confidence during simulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### INTERPRETATION

Mean Score	Interpretation
3.26 – 4.00	Excellent
2.51 – 3.25	Good
1.76 – 2.50	Fair
1.00 – 1.75	Needs Improvement

### Part III. LEARNER PERCEPTION QUESTIONNAIRE

**Direction:** Please indicate your level of agreement with each statement by checking the appropriate response.

Statements	SA (4)	A (3)	D (2)	SD (1)
1. Simulation activities helped me understand Front Office Services concepts better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The activities improved my communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I became more confident in handling guests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Simulation activities made learning more engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I developed better teamwork skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The simulations helped me solve workplace-related problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt prepared for real-world hospitality situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would like more simulation activities in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Scale

Rating	Description
4	Strongly Agree (SA)
3	Agree (A)
2	Disagree (D)
1	Strongly Disagree (SD)

### Data Collection

Data for this study were collected through a structured process involving pretest, intervention, and posttest phases. A validated test questionnaire was administered to Grade 11 TECHPRO learners to measure their initial competencies in Front Office Services, specifically in guest interaction, reservation handling, telephone etiquette, customer service delivery, and workplace professionalism. This served as the pretest for both the experimental and control groups.

After the pretest, the experimental group was exposed to simulation-based instruction involving role-

playing, mock front office scenarios, and hands-on practice of hotel operations, while the control group received conventional lecture-based instruction. During the implementation, an observation checklist was used to assess learners’ performance and participation in the simulated activities.

Following the instructional period, a posttest equivalent to the pretest was administered to both groups to measure any improvement in their competencies. The collected data from the pretest, posttest, and observation checklist were then organized and prepared for statistical analysis to determine the effectiveness of the intervention.

**Data Analysis**

The data collected were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to describe the pretest and posttest performance of the experimental and control groups. To determine significant differences in learners' performance before and after the intervention, a paired samples t-test was utilized. An independent samples t-test was also employed to compare the posttest scores of the two groups. All statistical tests were conducted at the 0.05 level of significance to determine the effectiveness of simulation-based instruction in enhancing the Front Office Services competencies of Grade 11 TECHPRO learners.

**RESULTS AND DISCUSSION**

**Analysis of Learning Gains Within Groups**

To determine the effectiveness of the instructional strategies implemented in each group, a paired samples *t*-test was conducted to compare the pretest and posttest scores of the experimental and control groups at the 0.05 level of significance. The assessment measured learners’ competencies in guest interaction, reservation handling, telephone etiquette, customer service delivery, and workplace professionalism.

**Table 1**

**Comparison of Pretest and Posttest Scores Within the Experimental and Control Groups**

Group	Phase	Mean	SD	Mean Difference	t-value	p-value	Interpretation
Experimental (n = 27)	Pretest	23.44	4.12	21.12	19.45	< 0.001	Significant
	Posttest	44.56	3.24				
Control (n = 25)	Pretest	24.08	4.35	5.12	4.28	0.012	Significant
	Posttest	29.20	4.62				

As presented in Table 1, both groups demonstrated statistically significant improvements from pretest to posttest. The control group, which received conventional lecture-based instruction, increased its mean

score from 24.08 to 29.20, resulting in a mean gain of 5.12 points ( $t = 4.28, p = 0.012$ ). This finding suggests that traditional instructional methods remain effective in facilitating the acquisition of foundational Front Office Services knowledge and skills.

However, the experimental group, which participated in simulation-based instruction, exhibited a substantially greater improvement. Their mean score increased from 23.44 to 44.56, yielding a mean gain of 21.12 points ( $t = 19.45, p < 0.001$ ). The large increase indicates that simulation activities significantly enhanced learners' understanding and application of Front Office Services concepts. Through role-playing, mock front office operations, and realistic workplace scenarios, learners were able to actively practice skills and immediately apply theoretical concepts in authentic contexts.

The findings suggest that while both instructional approaches contributed to learning, simulation-based instruction produced a considerably stronger impact on learner achievement. This supports experiential learning principles, which emphasize that knowledge is best acquired and retained through active participation and direct experience.

### Comparison of Posttest Performance Between Groups

To determine whether simulation-based instruction resulted in significantly better outcomes than conventional teaching, an independent samples  $t$ -test was conducted on the posttest scores of the two groups.

**Table 2**

#### Independent Samples $t$ -test of Posttest Scores Between Experimental and Control Groups

Group	n	Posttest Mean	SD	Mean Difference	t-value	p-value	Interpretation
Experimental	27	44.56	3.24	15.36	13.92	< 0.001	Significant
Control	25	29.20	4.62				

Table 2 reveals a highly significant difference between the posttest scores of the experimental and control groups ( $t = 13.92, p < 0.001$ ). The experimental group outperformed the control group by a mean difference of 15.36 points, indicating that learners exposed to simulation-based instruction achieved substantially higher competency levels than those who received traditional instruction.

This result highlights the effectiveness of simulation-based learning in vocational and hospitality education. Traditional teaching methods often emphasize theoretical knowledge, which may limit opportunities for learners to develop practical skills and workplace confidence. According to Tesone (2021), hospitality learners frequently encounter difficulties when transitioning from classroom learning to actual service environments because of insufficient exposure to realistic workplace situations.

In contrast, simulation-based instruction provides learners with opportunities to engage in authentic

tasks and decision-making processes that closely resemble real hospitality operations. Through repeated exposure to guest interactions, reservation management, and customer service challenges, learners are able to connect theoretical concepts with practical application. These findings support the study of Chernikova et al. (2020), who concluded that simulation-based learning significantly enhances skill acquisition, critical thinking, and professional competence through experiential engagement.

### **Classroom Engagement and Real-World Readiness**

Beyond the quantitative results, data gathered through classroom observations revealed notable improvements in learner engagement, behavior, and workplace preparedness among students exposed to simulation-based instruction.

**Table 3**

**Observed Classroom Engagement and Real-World Readiness of Learners**

<b>Indicators</b>	<b>Experimental Group Mean</b>	<b>Control Group Mean</b>	<b>Interpretation</b>
Active Participation	3.78	2.84	Highly Evident
Collaboration and Teamwork	3.70	2.92	Highly Evident
Communication Skills	3.81	3.02	Highly Evident
Problem-Solving Ability	3.65	2.88	Highly Evident
Confidence in Task Performance	3.85	2.79	Highly Evident
Overall Mean	3.76	2.89	Highly Evident

Scale: 3.26–4.00 = Highly Evident; 2.51–3.25 = Evident; 1.76–2.50 = Slightly Evident; 1.00–1.75 = Not Evident

The observation results indicate that learners in the experimental group displayed higher levels of participation, collaboration, communication, problem-solving, and confidence than those in the control group. During simulation activities, learners actively engaged in role-playing exercises, reservation processing, guest complaint management, and telephone communication tasks. These activities encouraged teamwork, decision-making, and professional behavior consistent with actual hospitality industry standards.

Furthermore, learners demonstrated greater confidence when confronted with unexpected customer concerns and service-related challenges. The safe and controlled environment provided by simulations allowed them to practice responses, make mistakes, and receive immediate feedback without the risks

associated with real workplace settings. As a result, students developed stronger interpersonal skills and greater readiness for future employment.

These findings are consistent with the studies of Price-Howard and Lewis (2023) and Lefrid et al. (2024), which found that simulation-based learning effectively bridges the gap between classroom instruction and workplace practice. By replicating authentic industry experiences, simulations enhance both the technical competencies and professional confidence needed for success in hospitality careers. Overall, the results of the study demonstrate that simulation-based instruction significantly improves learners' academic performance, practical competencies, classroom engagement, and readiness for real-world hospitality environments. The integration of simulation activities into Front Office Services instruction therefore represents a valuable pedagogical approach for preparing industry-ready graduates.

## **CONCLUSION**

The study proves that simulation-based instruction is a highly effective instructional method for enhancing the Front Office Services skills of Grade 11 TECHPRO learners. While traditional lecture methods provide basic conceptual knowledge, they are less effective at preparing students for complex, interactive, and fast-paced real-world hospitality environments.

Integrating practical simulations—such as role-playing and mock front office workflows—significantly boosts students' communication, practical execution, and core conceptual understanding. Furthermore, this experiential strategy builds essential professional attributes, including self-confidence, proactive problem-solving abilities, teamwork, and overall classroom engagement. Ultimately, simulation-based learning bridges the gap between classroom theory and industry practice, leaving Technical-Vocational-Livelihood (TVL) learners well-prepared for real hospitality careers.

## **RECOMMENDATIONS**

Based on the findings of the study, it is recommended that TVL teachers integrate simulation-based activities into Front Office Services lessons to provide learners with realistic and hands-on learning experiences. School administrators should support this approach by providing adequate facilities and instructional resources that facilitate workplace-based simulations. In addition, professional development programs should be conducted to enhance teachers' competencies in designing and implementing simulation-based instruction. Future researchers may replicate the study using larger samples, different settings, or longer intervention periods to further examine the effectiveness of simulation-based learning in developing industry-relevant skills.

## REFERENCES

1. Chernikova, O., Heitzmann, N., Stadler, M., Holzberger, D., Seidel, T., & Fischer, F. (2020). Simulation-based learning in higher education: A meta-analysis. *Review of Educational Research*, 90(4), 499–541.
2. Gaba, D. M. (2004). The future vision of simulation in healthcare. *Quality and Safety in Health Care*, 13(Suppl. 1), i2–i10. [https://doi.org/10.1136/qhc.13.suppl\\_1.i2](https://doi.org/10.1136/qhc.13.suppl_1.i2)
3. Koelling, L., Barreda, A. A., Kageyama, Y., & Cobos, L. M. (2020). Games and simulations in hospitality education: A systematic literature review. *Journal of Tourism Management Research*, 7(1), 76–85.
4. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
5. Lateef, F. (2010). Simulation-based learning: Just like the real thing. *Journal of Emergencies, Trauma, and Shock*, 3(4), 348–352. <https://doi.org/10.4103/0974-2700.70743>
6. Lefrid, M., Cavusoglu, M., Richardson, S., & Donnelly, C. (2024). Simulation-Based Learning Acceptance Model (SBL-AM): Expanding the Technology Acceptance Model (TAM) into Hospitality Education. *Journal of Hospitality & Tourism Education*, 36(4), 333–347.
7. Price-Howard, L. K., & Lewis, H. (2023). Perceived usefulness of simulation learning in hospitality education. *International Hospitality Review*, 37(2), 384–393.
8. Tesone, D. V. (2021). *Hospitality management: Principles and practices* (3rd ed.). Kendall Hunt Publishing.
9. Tung, T. M. (2021). Developing quality hospitality students through simulation and experiential learning as a guide for hospitality education. *GATR Global Journal of Business and Social Science Review*, 9(4), 283–292.