



## Student-Based Evaluation of an Events Management Textbook for Instructional Material Quality Assurance

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### ABSTRACT

**Purpose of the study:** This study evaluated a faculty-prepared Events Management textbook as an instructional material and identified evidence-based priorities for revision. The main objective was to generate practical revision directions that can improve the textbook's instructional value in hospitality and tourism education.

**Methodology:** A quantitative descriptive evaluation design was used among 152 Bachelor of Science in Hospitality Management and Bachelor of Science in Tourism Management students of Kalinga State University who had completed the course and used the textbook. Data were gathered through an adapted instructional material evaluation questionnaire with Likert-scale indicators and a revision recommendation checklist. Weighted mean, frequency, percentage, ranking, and a maintain-improve priority matrix were used to analyze the data.

**Main Findings:** Students evaluated the textbook positively in physical features ( $M = 3.47$ ), textbook parts ( $M = 3.48$ ), overall evaluation ( $M = 3.49$ ), and satisfaction ( $M = 3.52$ ). The strongest areas suggest that the textbook is generally usable, organized, and engaging, particularly in lesson overview, readability, content quality, and relevance to learning. However, the lower-scoring indicators show clear revision needs in conversational tone, activity manageability, industry alignment, user instructions, visual appeal, delivery mode, and digital learning support. Educationally, the findings indicate that the textbook should be retained as a core learning resource but revised through a quality assurance cycle that connects student feedback with instructional design improvement.

**Novelty/Originality of this study:** The study contributes a localized instructional material evaluation of an Events Management textbook and converts student assessment into a structured decision tool for revision. Its originality lies in combining textbook evaluation, student feedback, CIPP-informed quality assurance, ADDIE evaluation, ARCS satisfaction, and a priority matrix for instructional material improvement.

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## 1. INTRODUCTION

Educational evaluation is a systematic process of collecting and interpreting evidence to judge the quality, usefulness, and improvement needs of an educational program, product, or practice. In higher education,

evaluation is closely linked with quality assurance because institutions are expected to demonstrate that their courses, learning resources, and assessment practices support intended learning outcomes. Instructional materials, including textbooks, therefore require periodic evaluation to ensure accuracy, relevance, accessibility, and alignment with curriculum standards. The CIPP model frames evaluation as context, input, process, and product evidence, while ADDIE positions evaluation as a continuous phase for improving instructional design [1]-[5].

Student feedback is increasingly used as evidence for improving teaching and learning, but it must be interpreted carefully and translated into actionable changes. When students evaluate instructional materials, they provide user-based evidence about clarity, readability, organization, learning support, and perceived relevance. This evidence is valuable because students directly experience the material during learning tasks, assessments, and independent study. For quality assurance purposes, feedback becomes more useful when it identifies both strengths to maintain and weaknesses to improve [6]-[18].

Textbooks remain central learning resources in many higher education programs even as digital and blended learning resources become more prominent. A textbook used in hospitality and tourism education should not only present concepts but also help learners connect knowledge with planning, coordination, communication, risk management, documentation, and professional decision-making. In events management, materials must also reflect current industry trends, cultural sensitivity, sustainable practice, digital tools, and authentic project-based tasks. Recent work on digital learning, multimedia design, textbook use, and events management education shows that students benefit from clear organization, readable presentation, relevant examples, and well-integrated learning resources [19]-[36].

Although instructional material evaluation is well established, many locally developed course textbooks are still used without systematic student-based evaluation. Existing studies often examine modules, online learning materials, service quality, or general satisfaction, but fewer studies focus on faculty-prepared Events Management textbooks in a Philippine state university context. This creates a research gap in how student feedback can be used to guide revision of locally produced instructional materials in hospitality and tourism education. The gap is important because locally prepared textbooks are often affordable and context-sensitive, but they still need evidence-based review before revision, adoption, or reprinting [27], [30]-[36].

The urgency of this study is strengthened by the changing expectations of events management education. Students are expected to learn through materials that combine conceptual explanation, practical application, authentic examples, feedback opportunities, and digital resource links. If a textbook is perceived as organized but weak in tone, instructions, or digital support, revision should focus on these specific instructional design issues rather than on general rewriting. Therefore, a structured evaluation can help authors, faculty members, and academic units make revision decisions based on evidence rather than preference alone [21]-[29], [33]-[36].

This study addressed the following problem formulation: How do students evaluate the faculty-prepared Events Management textbook in terms of physical features, textbook parts, overall instructional quality, satisfaction, and recommended improvements? The main objective was to evaluate the textbook as an instructional material and identify revision priorities that can improve its quality, usability, and relevance. Specifically, the study sought to determine the students' assessment of the textbook, determine their satisfaction with the material, identify their recommended revisions, and develop a maintain-improve priority matrix for textbook enhancement. The study positions student feedback as a quality assurance mechanism for learner-centered instructional material development.

## **2. RESEARCH METHOD**

### **2.1. Type of Research and Evaluation Framework**

This study employed a quantitative descriptive evaluation design. The design was appropriate because the study described students' assessment of the textbook using numerical indicators and interpreted these results to support instructional material improvement. The evaluation was informed by the CIPP model, ADDIE evaluation phase, and ARCS satisfaction dimension. These frameworks were used as interpretive lenses rather than as separate experimental treatments because the purpose of the study was to evaluate an existing instructional material and generate revision priorities [1]-[5].

The descriptive evaluation design enabled the researchers to determine which features of the textbook were rated highly and which features required improvement. It also allowed the researchers to connect student ratings with practical revision decisions. The CIPP model supported the analysis of context needs, input quality, process experience, and product satisfaction. ADDIE supported the use of findings for redesign, while ARCS supported the interpretation of satisfaction, relevance, engagement, and motivation-related indicators [1]-[5].

## 2.2. Research Subjects and Sampling

The respondents were 152 students enrolled in the Bachelor of Science in Hospitality Management and Bachelor of Science in Tourism Management programs at Kalinga State University. They were included because they had completed the Events Management course and had actual experience using the faculty-prepared textbook. This criterion was necessary because only students who used the material could give informed feedback on its clarity, organization, usability, and learning support. Students who had not used the textbook were excluded to preserve the relevance of the responses.

Total enumeration sampling was used because the accessible population of eligible textbook users was limited and identifiable. The 152 respondents were considered adequate for this descriptive evaluation because they represented the entire accessible group of students who met the inclusion criteria during the data collection period. Total enumeration reduced sampling selection bias and allowed the researchers to capture a more complete user-based assessment of the material. The sample was therefore justified by direct textbook exposure, course completion, and full inclusion of the available respondent group [37], [38].

## 2.3. Research Instrument and Data Collection Technique

Data were gathered using an adapted questionnaire based on an instructional material evaluation instrument used in previous module evaluation research. The instrument contained Likert-scale items covering physical features, textbook parts, overall evaluation, and student satisfaction. It also included a checklist for recommended revisions so that students could identify specific improvement areas. The questionnaire was appropriate because it measured both evaluative ratings and concrete revision suggestions [32].

The Likert scale used four response levels for evaluation items: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. For satisfaction items, the equivalent descriptors were 4 = Strongly Satisfied, 3 = Satisfied, 2 = Dissatisfied, and 1 = Strongly Dissatisfied. Weighted means from 3.50 to 4.00 were interpreted as Strongly Agree or Strongly Satisfied, 2.50 to 3.49 as Agree or Satisfied, 1.50 to 2.49 as Disagree or Dissatisfied, and 1.00 to 1.49 as Strongly Disagree or Strongly Dissatisfied. The checklist responses were summarized using frequencies and percentages.

Table 1. Grid of the Research Instrument

Dimension	No. of Items	Scale/Data Type	Purpose
Physical features of the textbook	8 Likert-scale items	4-point agreement scale	Evaluated format, layout, readability, visuals, color, margins, and presentability.
Parts of the textbook	12 Likert-scale items	4-point agreement scale	Evaluated overview, title, table of contents, introduction, outcomes, discussion, tests, references, time allotment, instructions, and activities.
Overall evaluation of the textbook	10 Likert-scale items	4-point agreement scale	Evaluated reading level, challenge, clarity of directions, inclusivity, organization, real-world application, digital resources, industry alignment, and tone.
Student satisfaction	10 Likert-scale items	4-point satisfaction scale	Measured satisfaction with clarity, content quality, engagement, relevance, access, learning usefulness, delivery mode, and support for diverse learning styles.
Recommended revisions	14 checklist items	Frequency and percentage	Identified improvement priorities such as instructions, feedback channels, online resources, examples, trends, projects, time allotment, and assessment tools.

## 2.4. Validity and Reliability Reporting

The adapted questionnaire underwent validation by research-instrumentation specialists prior to its administration to ensure that the tool was appropriate, clear, and aligned with the objectives of the study. Three validators reviewed the instrument in terms of item relevance, clarity of wording, alignment with the research objectives, appropriateness of the response scale, and suitability of the items to the context of textbook evaluation. Their comments and recommendations were carefully considered and incorporated into the final version of the questionnaire. This validation process helped improve the content quality of the instrument and ensured that the items adequately measured the intended areas of textbook evaluation, student satisfaction, and recommended revisions [39]-[43].

After the validation process, the reliability of the instrument was tested through a pilot test involving students from another academic program who were not included as actual respondents of the study. The pilot testing was conducted to determine whether the items in each section of the questionnaire showed consistency in measuring the same construct. Cronbach's alpha was used as the statistical measure of internal consistency for

the Likert-scale sections of the instrument. This procedure provided empirical evidence on the reliability of the questionnaire before it was administered to the actual participants [44].

The results of the reliability test showed acceptable to excellent internal consistency across all sections of the instrument. The section on the physical features of the textbook obtained a Cronbach's alpha value of 0.901, indicating excellent internal consistency. The section on the parts of the textbook yielded a Cronbach's alpha value of 0.903, also interpreted as excellent. Meanwhile, the overall evaluation of the textbook obtained a Cronbach's alpha value of 0.807, which indicates good internal consistency. The student satisfaction section recorded a Cronbach's alpha value of 0.911, while the recommended revisions section obtained a Cronbach's alpha value of 0.908, both of which indicate excellent internal consistency.

These reliability results suggest that the questionnaire was consistent and dependable in measuring the key variables of the study. The high Cronbach's alpha values indicate that the items within each section were closely related and suitable for assessing students' perceptions of the textbook. Therefore, the validation and reliability procedures confirmed that the instrument was appropriate for data collection and sufficiently reliable for use in evaluating the faculty-prepared Introduction to Events Management textbook [39]-[45].

## 2.5. Research Procedure

The researchers first secured permission to administer the evaluation questionnaire to eligible students. After approval, the qualified respondents were identified based on course completion and actual use of the Events Management textbook. The researchers explained the purpose of the evaluation, emphasized voluntary participation, and distributed the questionnaire during available class time. Completed questionnaires were collected, checked for completeness, encoded, and prepared for quantitative analysis.

The research procedure followed a quality assurance logic. Evidence was first gathered from the users of the instructional material, then summarized into descriptive indicators, and finally translated into revision priorities. The procedure allowed the textbook evaluation to move beyond general satisfaction reporting. It produced actionable information for maintaining strong features and improving weaker areas.

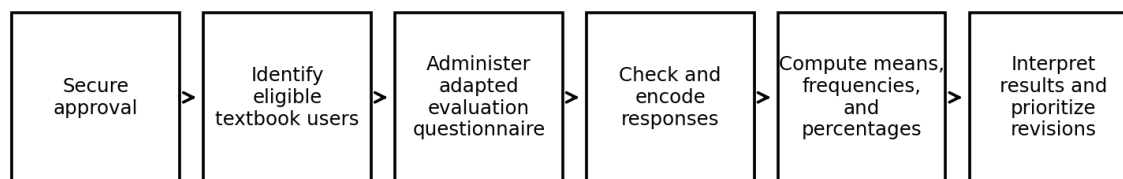


Figure 1. Flowchart of the Research Procedure

## 2.6. Data Analysis Technique

The data were analyzed using weighted mean, frequency, percentage, and ranking. Weighted means were used for the Likert-scale indicators, while frequencies and percentages were used for the revision checklist. Area means were computed to summarize the major dimensions of the textbook evaluation. A priority matrix was then prepared using a 3.50 decision threshold to distinguish high-score features to maintain from lower-score features to improve [37], [38].

The priority matrix was used to make the results more useful for instructional decision-making. Indicators with means of 3.50 and above were categorized as High Score-Maintain because students strongly agreed with or were strongly satisfied with those features. Indicators below 3.50 were categorized as Low Score-Improve because they were positive but not yet strong. This approach helped convert descriptive statistics into a practical revision agenda for the next textbook edition [1]-[5], [32].

## 2.7. Ethical considerations

The researchers observed ethical principles for educational research. Participation was voluntary, and respondents were informed about the purpose of the evaluation before answering the questionnaire. The responses were treated confidentially and were used only for research and instructional improvement purposes. No personally identifying information was disclosed in the presentation and interpretation of results.

## 3. RESULTS AND DISCUSSION

### 3.1. Summary Pattern of the Textbook Evaluation

The area means show a consistently positive evaluation of the textbook across the four major dimensions. Physical features ( $M = 3.47$ ), textbook parts ( $M = 3.48$ ), overall evaluation ( $M = 3.49$ ), and satisfaction ( $M = 3.52$ ) were all within the favorable range. The pattern indicates that the textbook is not rejected by learners and can remain as a core instructional material. However, the closeness of three area means to the 3.50 threshold also suggests that targeted revision is needed before the material can be considered strongly

acceptable across all dimensions. This interpretation is consistent with quality assurance literature that treats evaluation as formative evidence for improvement rather than as a terminal judgment of an instructional product [1], [2], [10], [17], [18].

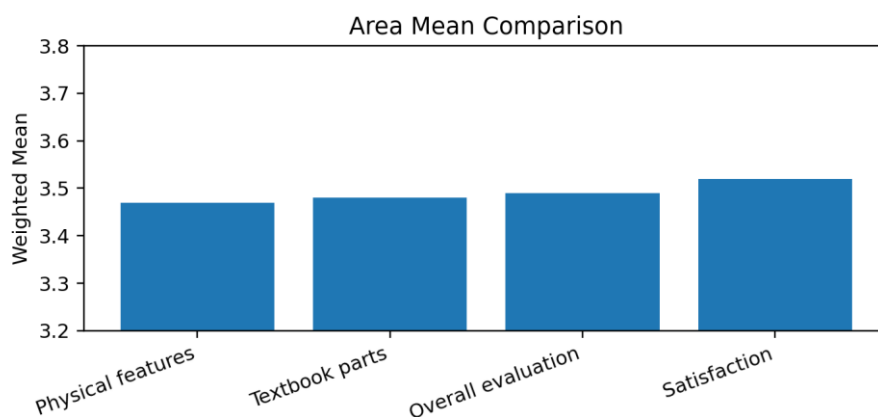


Figure 2. Area Mean Comparison of Textbook Evaluation and Satisfaction

### 3.2. Physical Features of the Textbook

The physical feature ratings show that students recognized the textbook as orderly and presentable. The strongest indicators were uniform format and presentability, which means that the material already has a recognizable structure and acceptable professional appearance. The lower indicators were visual appeal and font size/style presentation, suggesting that the material may still appear text-heavy or visually plain to some learners. From an instructional design perspective, this means the next revision should not simply change the content but should also improve typography, spacing, visual hierarchy, and graphic quality because presentation quality, readability, and multimedia design affect how learners process instructional materials [27]-[31].

Table 2. Physical Features of the Textbook

Indicator	Mean	Interpretation
The textbook had a uniform format.	3.61	Strongly Agree
The textbook was presentable.	3.60	Strongly Agree
The textbook had a uniform layout.	3.47	Agree
Effective colors used for text and background.	3.43	Agree
Uses quality and relevant images, charts, and graphs.	3.43	Agree
Consistency in page numbering and adequacy of margins for notes and annotations.	3.42	Agree
The textbook has a readable font size and style.	3.39	Agree
The textbook had visual appeal.	3.38	Agree
Area Mean	3.47	Agree

### 3.3. Evaluation of the Parts of the Textbook

Students rated the lesson overview, title, table of contents, and introduction as the strongest textbook parts. This pattern suggests that the textbook succeeds in giving learners an initial orientation and a clear map of the lesson structure. The weaker indicators were activities, user instructions, post-test alignment, and time allotment, which are all connected to how students perform tasks after reading the lesson. The revision implication is that the author should strengthen task scaffolding, step-by-step directions, assessment alignment, and estimated completion time for each activity, consistent with instructional design principles that require alignment among outcomes, content, learning tasks, and evaluation [3], [5], [32].

Table 3. Evaluation of the Parts of the Textbook

Indicator	Mean	Interpretation
The Overview helped me know in advance what the lesson was all about.	3.64	Strongly Agree
The title of the textbook is clear and concise.	3.61	Strongly Agree
The table of contents matches the contents of the textbook.	3.59	Strongly Agree
The introduction explained the topic and its importance to me as a learner.	3.55	Strongly Agree
The references provided additional readings that deepened my understanding.	3.50	Agree
The learning outcomes were specific and clearly stated.	3.49	Agree
The discussion provided sufficient and accurate information and examples.	3.45	Agree
The pretest was aligned with the learning outcomes.	3.44	Agree

The time allotment was enough to do the tasks stated in the module.	3.41	Agree
The post-test aligned with the learning outcomes and the discussion.	3.39	Agree
The instructions to users guided me on how to proceed.	3.37	Agree
The activities were doable.	3.33	Agree
Area Mean	3.48	Agree

### 3.4. Overall evaluation of the textbook

The overall evaluation indicates that the textbook is readable, challenging, organized, and generally helpful for learning. Students especially valued the appropriate reading level and the challenging nature of the material, which suggests that the textbook is neither overly simplistic nor inaccessible. The lowest scores were for conversational tone and alignment with course objectives and industry standards. These results imply that the textbook should be revised to sound more learner-friendly while also making course outcomes, professional competencies, and current events management practices more explicit. This is important because textbook effectiveness depends not only on readability but also on relevance, authentic application, and alignment with the expectations of the discipline [30]-[36].

Table 4. Overall Evaluation of the Textbook

Indicator	Mean	Interpretation
The textbook was written at an appropriate reading level.	3.62	Strongly Agree
The textbook was exciting and challenging.	3.61	Strongly Agree
The instructions in the pre-test, activity, and post-test were clear and easy to follow.	3.56	Strongly Agree
There is a representation of cultural inclusivity and practices.	3.55	Strongly Agree
Each part of the textbook was well-written.	3.52	Strongly Agree
The textbook was organized.	3.51	Strongly Agree
The textbook provides practical application concepts to real-world events management scenarios.	3.51	Strongly Agree
Digital resources or platforms enhance learning and accessibility.	3.45	Agree
The textbook aligns with course objectives and industry standards.	3.34	Agree
The textbook was written in a friendly and conversational tone.	3.26	Agree
Area Mean	3.49	Agree

### 3.5. Students' Satisfaction with the Instructional Material

The satisfaction results show that students were strongly satisfied overall, especially with clarity, engagement, content quality, relevance, and access. This confirms that the textbook has instructional value and is perceived as useful by its primary users. Nevertheless, lower satisfaction was observed in mode of delivery, preparation of each part, usefulness for learning, and physical features. These areas indicate that satisfaction can be improved through better packaging, digital or blended delivery support, and more learner-centered organization of textbook components. Similar studies emphasize that teaching materials, learning infrastructure, relevance, and engagement are important predictors of satisfaction in higher education learning environments [19]-[25], [27]-[29].

Table 5. Students' Satisfaction with the Instructional Material

Aspect	Mean	Interpretation
The instructional materials are clear, engaging, and effectively support understanding of the subject matter.	3.67	Strongly Satisfied
Quality of the content of the textbook.	3.61	Strongly Satisfied
Engagement and interest.	3.58	Strongly Satisfied
Relevance to real-world applications.	3.55	Strongly Satisfied
Availability and ease of access to the textbook.	3.53	Strongly Satisfied
Support for diverse learning styles.	3.49	Satisfied
Physical features of the textbook.	3.47	Satisfied
Usefulness for learning.	3.46	Satisfied
The way each part of the instructional textbook was prepared.	3.45	Satisfied
Mode of delivery of the textbook.	3.43	Satisfied
Area Mean	3.52	Strongly Satisfied

### 3.6. Students' Recommended Revisions

The recommendation ranking shows that the most urgent student concerns involve review before purchase, clear and complete instructions, and feedback channels. These suggestions indicate that students want greater quality control before the material reaches users and a formal way to report errors or improvement needs

after use. Requests for clearer discussion, video links, online resources, concrete examples, and updated trends show that learners want the textbook to function as both a printed material and a gateway to current digital learning support. The lower-frequency suggestions still matter because they point to specific design refinements such as project-based assignments, time allotment, fewer evaluations, and improved assessment tools. These findings reinforce the value of feedback systems, digital resource integration, and evidence-based revision in improving instructional materials [6], [7], [17], [18], [21]-[29].

Table 6. Students' Recommendations for Improving the Textbook

Recommendation	f	%
Review the textbook before students buy it.	25	16.45
Provide clear and complete instructions.	23	15.13
Establish channels for students' feedback on the material.	22	14.47
Present a clear and comprehensive discussion of the lesson.	15	9.87
Suggest video links and URLs for online resources.	15	9.87
Include a broader range of cultural and global perspectives in events management.	10	6.58
Give sufficient concrete examples.	9	5.92
Consider clarity in all parts of the textbook.	6	3.95
Include current examples or trends in events management.	6	3.95
Prepare brief textbook content.	6	3.95
Include project-based assignments.	5	3.29
Consider longer time allotment.	5	3.29
Provide fewer activities and evaluations.	3	1.97
Enhance assessment tools.	2	1.31

Percentages are based on the 152 respondents and may reflect multiple similar suggestions across the checklist.

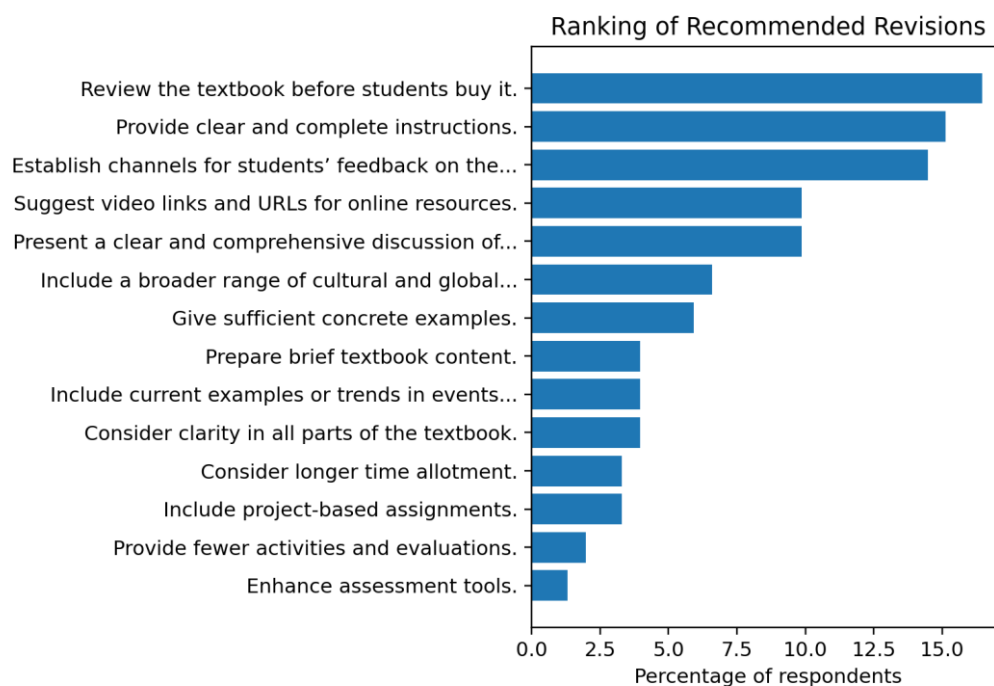


Figure 3. Ranking of Recommended Revisions

### 3.7. Priority Matrix for Instructional Material Revision

The priority matrix converts the evaluation results into a maintain-improve decision tool. Features with means of 3.50 and above should be maintained because students already rated them strongly, including overview, title, table of contents, readability, challenge, content quality, engagement, relevance, and access. Features below 3.50 should be improved because they were acceptable but not yet strong, including visual appeal, font presentation, user instructions, activities, post-test alignment, digital resources, industry alignment, conversational tone, delivery mode, and usefulness for learning. This matrix helps the authors avoid unnecessary rewriting of strong areas and focus revision time on elements that most affect learning experience. As a quality assurance tool, the matrix also links CIPP-, ADDIE-, and student-feedback evidence with specific revision decisions [1]-[5], [17], [18], [32].

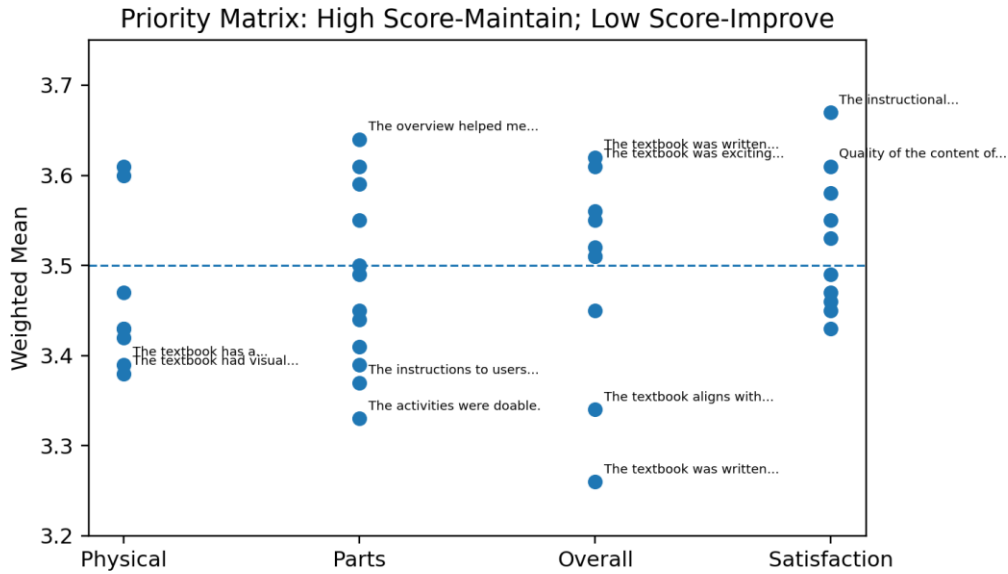


Figure 4. Priority Matrix for Maintaining and Improving Textbook Features

Table 7. Maintain-Improve Priority Matrix

Priority Category	Revision Decision
High Score - Maintain	Lesson overview, clear title, accurate table of contents, introduction, reading level, challenging content, clear assessment directions, cultural inclusivity, organization, practical application, content quality, engagement, relevance, access.
Low Score - Improve	Conversational tone, explicit industry/course alignment, activity manageability, user instructions, post-test alignment, time allotment, visual appeal, font size/style, digital resources, delivery mode, usefulness for learning, preparation of textbook parts.
High Frequency - Immediate Revision	Review before purchase, clear and complete instructions, student feedback channel, comprehensive discussion, online video links/URLs.
Moderate Frequency - Enhancement	Broader cultural/global perspectives, concrete examples, clearer parts, current trends, brief content, project-based assignments, longer time allotment.

**3.8. Integrative Discussion**

The findings can be interpreted through the CIPP evaluation model. The context dimension is reflected in the need for an Events Management textbook that responds to hospitality and tourism learners, local learning conditions, and changing industry expectations. The input dimension is represented by the textbook's physical features, parts, content quality, and digital support. The process and product dimensions are reflected in students' actual experience using the material and their satisfaction with its usefulness, clarity, and relevance. Recent applications of the CIPP model in educational evaluation also support the use of context, input, process, and product evidence as a comprehensive basis for improvement and accountability [1], [2], [46]-[48].

The results also connect with the ADDIE evaluation phase because the study generated evidence for revising an already implemented instructional material. The high ratings indicate that the textbook should not be discarded, while the lower indicators identify where redesign is needed. In ADDIE terms, the next development cycle should revise presentation design, learner guidance, assessment alignment, and media support. This makes the evaluation formative because the results are used to improve the instructional product rather than merely describe it [3], [5], [21]-[24].

The ARCS model is also relevant because satisfaction was the highest area mean, yet several motivation-related features still require improvement. Students were satisfied with clarity, engagement, content quality, and relevance, which aligns with the ARCS concern for relevance and satisfaction. However, lower ratings for conversational tone, digital support, and activity manageability may affect confidence and sustained attention. A more motivating textbook should use clearer language, practical examples, feedback mechanisms, and accessible digital resources [4], [19]-[29].

The study supports previous research showing that students value instructional materials that are clear, accessible, organized, and connected to real learning tasks. Recent studies on online learning satisfaction, digital learning resources, textbook use, and events management education similarly show that instructional quality, teaching materials, infrastructure, relevance, and learner engagement influence student satisfaction and learning perceptions. The present study extends those findings to a locally prepared Events Management textbook by

identifying which features should be maintained and which should be improved. This strengthens the role of student feedback as a quality assurance input in material development [14]-[36].

The findings have practical impact for textbook authors, course instructors, and academic units. Authors can use the results as a revision checklist before printing a new edition, while instructors can use the data to supplement weaker textbook parts with clearer directions, digital resources, and industry examples. Academic units can adopt a similar evaluation process for other faculty-prepared materials so that student feedback becomes part of institutional quality assurance. The main limitation is that the study used aggregated descriptive data and did not include respondent-level analysis, interviews, or learning outcome measures that could explain why specific indicators received lower scores.

Digital learning resources deserve particular attention in the revision. Students requested video links, URLs, online resources, and current examples, which suggest that the textbook should be supported by a curated digital companion. This companion may include QR codes, short videos, sample event plans, downloadable templates, case studies, rubrics, and updated industry trend links. Such integration should be evidence-based, accessible, and aligned with learning outcomes so that technology complements rather than distracts from core learning [6], [7], [19]-[29].

#### 4. CONCLUSION

The main objective of this study was to evaluate a faculty-prepared Events Management textbook as an instructional material and identify revision priorities for quality improvement. The findings show that students evaluated the textbook positively and were strongly satisfied with its use, especially in clarity, content quality, engagement, relevance, lesson overview, and readability. These results confirm that the textbook is already a functional instructional resource for hospitality and tourism learners. However, the results also show that the textbook requires targeted revisions in visual design, instructions, activity manageability, assessment alignment, digital resources, industry alignment, conversational tone, and feedback mechanisms.

The study concludes that student feedback can serve as a practical quality assurance mechanism for instructional material improvement. The maintain-improve priority matrix demonstrates that effective revision should preserve the textbook's strong features while improving the areas that students rated lower or recommended more frequently. For the next edition, the authors should conduct a pre-use quality review, revise user instructions, enrich discussions and examples, add digital resource links, include current events management trends, and create formal channels for student feedback. These steps will make the textbook more learner-centered, current, and aligned with industry expectations.

Further research should examine the relationship between textbook evaluation, student satisfaction, and actual learning performance using respondent-level data. Future studies may also use interviews or focus group discussions to explain why students rated specific features lower and how they use the textbook during learning tasks. Comparative studies may also evaluate printed, digital, and blended versions of the textbook to determine which format best supports events management learning.

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