Effects of Online Learning to the Educational Goals of NEUST Bachelor of Science in Hospitality Management Students

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Abstract - **The study aims to determine the effect of online learning to the educational goals of BSMT students in Hospitality Management terms of awareness of hospitality industry, demonstration of knowledge and skills in hospitality management and operations experiences, and understanding of guest-service quality, relationships and ethics. A mixed method research design were used using survey questionnaire and interview. The respondents were the 80 BSHM students at NEUST and they were purposively selected. The results shows that the overall weighted mean of educational goals during online learning got mean of 2.23 which means "Sometimes". Furthermore, the findings revealed that the performance level in knowledge and understanding the lessons during online learning were found outstanding (90 to 95) while in practical application regarding hospitality industry resulted as fair (75 to 79). The results also shows that online learning had high effect to the career preparation of the students specifically in terms of practical applications and real life experiences. And they were challenges to increase awareness on the level of understanding on the hospitality industry.**

keywords - **Educational Goals, Hospitality, Industry, Management, Online Learning**

I.INTRODUCTION

The Bachelor of Science in Hospitality Management (BSHM) is a four-year degree program offerings in one of the prestigious Universities and Colleges in Nueva Ecija, Philippines- Nueva Ecija University of Science and Technology (NEUST). This BSHM degree program covers the process of conception, development, human resource and management of the different aspects of the hotel, restaurant and resort operations. The program provides the students with technical and entrepreneurship skills, as well as knowledge in marketing, finance, budgeting, human resource management, and other fields related to hospitality management business.

Every students' has educational goals to become successful in the field they were chosen. They strive for excellence, stay resilient, build a strong network and always think positive to stay focused to achieve their goals and to become successful in their chosen career [1].

Just like BSHM students, to become successful in their chosen field, students must attain effective skills in oral and written communication, quantitative reasoning and use of information to analyze complex data and information; develop their awareness to the hospitality industry, demonstrate knowledge and skills in hospitality management and operations, experience a real life situations in hospitality management; understand the importance of outstanding guest-service quality, relationships and ethics, comprehend, synthesis and evaluate elements of professional service management and many more.

According to Calderaro [2], the hospitality industry should also accept the students who have completed online courses on par with traditional institution.

But in this trying times of COVID-19 pandemic, some of the educational goals cannot easily to achieve because of no face-to-face teaching and learning. All knowledge and learning can be gain by the students through online learning.

The educational system not only in the Philippines but in the whole world changed by the pandemic. Because of no face-to-face classes, and the teaching and learning process was push through online learning resulting to limited interaction and real life experiences, knowledge and skills learned from face-to-face classes in the world of hospitality management and operations such as internship, apprenticeship and or on the job trainings that the students learned most.

There are several problems and question arises in online learning specifically in BSHM students such as how hospitality management learn at online learning in terms of the internship program included in the curriculum? Is the educational goals achieve in this online learning set-up? And How the BSHM students understand and experience the real life situations in hospitality industry.

According to Reese [3]goal of hospitality managers is to ensure delivery of pleasant experiences as to meet by quality customer service, including conflict resolution with clientele and/or staff, training and monitoring staff, monitoring returns, and generally ensuring that their establishments are being run with the utmost efficiency and profit.

Furthermore, Gopal et. al [4], revealed that online class may affects to the quality of teaching, course design, expectations, satisfactions and students' academic performance.

The hospitality management program are designed to prepare students to meet the needs of the hospitality industry, even though not all hospitality programs meet the these needs during this online learning because of COVID-19 pandemic of no face-to-face classes.

Moreover, hospitality management educational goals of the students' needs to be competent in developing an awareness, understanding importance of guest-service quality, comprehend, synthesize and evaluate elements of professional service management, experience real life experiences in the hospitality industry, demonstrate skills and behavior, apply strategies management principles to hospitality business operations in maximizing the accomplishment of organizational goals and objective and evaluate socio-economic, and/or environmental impacts, Oregon State University [5].

In this context, this paper addresses the dissonance of whether online learning has in effect to educational goals of NEUST BSHM students. This study can also be applied to assess whether online learning prepare BSHM students for a career in the hospitality industry.

II. OBJECTIVES OF THE STUDY

Generally, this study aimed to determine the effects of online learning on education goals of students of NEUST in BSHM.

Specifically, it would answers the following questions:

1. Describe the educational goals of the BSHM students during online learning in terms of awareness of hospitality industry, demonstration of knowledge and skills in hospitality management and operations experiences, and understanding of guest-service quality, relationships and ethics.
2. What is the performance of BSHM students during online learning?
3. How do the BSHM students' educational goals during online learning compare with all learning areas academically, in career preparation and academic advancement.
4. What are the challenges encountered by BSHM students during online learning to meet their educational goals?

III. RESEARCH METHOD

The researcher used mixed method research design in order to meet the objectives of the study. The respondents are the 40 BSHM students at NEUST particularly those in 4th year college and had internship in Hospitality Management program. They were selected using purposive sampling method.

The instrument used to gather the needed data were survey questionnaire and interview guide questions and were personally designed, developed and validated before data gathering. It is also accompanied by a letter stating the purpose of survey and interview. Since online learning, the data would be gathered through google form and were personally administered by the researchers.

The survey questionnaire consisted of Likert scale with verbal description of "Most of the times", "At all times", "Sometimes", and "Never" as choices. And the same way "Very Effective", "Effective", "Fairly Effective" and "Not Effective".

And finally, the data gathered were tested and analysed. For the quantitative data, it would be analysed through statistical data analysis tools like weighted mean, and for qualitative data thru logical and thematic analysis.

Range of scores and its verbal interpretation is shown below:

Table 1. Range and Verbal Interpretation Equivalent

Point	Range	Verbal Description	Effects of Online Learning
4	3.25 – 4.00	Most of the times	Very Effective
3	2.50 – 3.24	At all times	Effective
2	1.75 – 2.49	Sometimes	Fairly Effective
1	1.00 – 1.74	Never	Not Effective

IV. RESULTS AND DISCUSSION

Educational goals of the BSHM students during online learning in terms of awareness of hospitality industry, demonstration of knowledge and skills in hospitality management and operations experiences, and understanding of guest-service quality, relationships and ethics.

Table 1. Educational Goals of BSHM students during Online Learning

Educational Goals	Weighted Mean	Verbal Interpretation
Awareness of Hospitality Industry	3.54	Most of the Times
Demonstration Knowledge and Skills in Hospitality Management and Operations	2.23	Sometimes
Real Life Experiences	1.44	Never
Understanding of Guest-Service quality, relationships and Ethics	1.71	Never

Overall Weighted Mean	2.23	Sometimes

Table 1 shows that the overall weighted mean of 2.23 and interpreted as "Sometimes". Awareness of Hospitality industry got highest mean of 3.54 and interpreted as "Most of the Times" and real life experiences got lowest mean of 1.44 and interpreted as "Never".

The results implies that educational goals of BSHM students during online learning were found fairly effective. Hence, in the awareness of hospitality industry online learning were considered very effective whereas in real –life situations in hospitality industry are found not effective because students cannot experiences internship or trainings in the hospitality industry in face-to-face or in actual basis. Online learning like youtube, video clips, power points presentations and etc. are only they were experienced and basis in their acquired and gained knowledge related to the hospitality management [6].

Performance of BSHM students during online learning

Based on the interviewed on the BSHM student-respondents, their performance level in knowledge and understanding the lessons during online learning were found outstanding (90 to 95). On the other hand, in practical application regarding hospitality industry resulted as fair (75 to 79).

The results meant that online learning affects the educational goals of the students in terms practical applications in real life particularly in hospitality management. Their performance were only base on theory, examples, videos from online learning because of limited exposure to the hospitality industry [7].

BSHM students' educational goals during online learning compare with all learning areas academically, in career preparation and academic advancement

Table 2. Comparison of Educational Goals During Online Learning

Educational Goals	Face-To-Face Learning	Online Learning	Difference Mean
Learning Areas	3.58	3.67	0.09
Career Preparation	3.44	2.21	1.23
Academic Advancement	3.43	3.57	0.14
Overall Weighted Mean	3.48	3.15	0.33

Table 2 shows the data on the BSHM students' educational goals during online learning compare with all learning areas academically, in career preparation and academic advancement in face-to-face learning. As shown, learning areas had mean difference of 0.09 which mean online learning had little bit differences to face-to-face learning in educational goals with all learning areas and also in terms of academic advancement. May be because those students in online learning can make advance study through the help of e-learning or advancement of technology than before in face-to-face learning. On the other hand career preparation in online learning had low effect to educational goals with mean difference of 1.23, therefore it is concluded that face-to-face learning is better than online learning in terms of career preparation because of actual performance and internship experiences in hospitality industry.

Challenges encountered by BSHM students during online learning to meet their educational goals

Majority of the BSHM student-respondents were challenged to increase awareness on the level of understanding on the hospitality industry-understanding the real world, situations and scenarios in hospitality management and operations. They were also challenged on understanding of guest-service quality, relationships and ethics that could learn best when the students' experience the real life application, performance on what really have learn in the hospitality industry.

V. CONCLUSION AND RECOMMENDATIONS

Conclusion

The following conclusions are drawn:

1. The BSHM students' educational goals during online learning were found fairly effective in hospitality management because of the needs to face-to-face learning to acquire knowledge and skill in the real world experiences and applications.
2. The performance of the BSHM students during online learning were affected the educational goals in terms of practical applications in real life particularly in hospitality industry in management and operations.
3. Online learning had low effect to educational goals of BSHM students in terms of career preparations, whereas had high effect to the different learning areas and academic advancement.
4. The BSHM students were challenged on educational goals in terms of practical applications and real life situations in understanding the nature and services offered of hospitality management and operations.

Recommendations

Based on the conclusions, the following are recommended:

1. School, Universities and Colleges offered BS Hospitality Management program may ensure that the curriculum are suited to all learning delivery modality to ensure that the educational goals are met and satisfies high standard of teaching.

2. School administrators may plan intervention program and ensure that educational goals of the programs can enhance and develop students' skills, knowledge and increase level of awareness in hospitality management and operations.

3. The students' may find ways to still develop and enhance their understanding on hospitality industry even the limited exposure in real life situations and applications.

4. Other variables that helps to improve educational goal in all areas are use in future study are recommended

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