

Teaching Strategies in Teaching Hospitality and Management in Distance Learning Delivery Modalities amid COVID- 19 Pandemic

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Abstract— The COVID-19 pandemic has posed significant challenges and has impacted educational institutions. Universities and colleges have temporarily closed and rapidly moved from on-campus, face-to-face learning to distance learning. Hospitality and tourism education, which is offered by universities and involves close collaboration with the tourism industry has been severely impacted during the pandemic. Educators should seek to incorporate a variety of teaching methods and instructional goals in a highly competitive, technologically evolving world. This study examines the effectiveness of different teaching strategies in teaching hospitality and management in distance learning delivery modalities amid the COVID- 19 pandemic. The research employed the descriptive design where the student and teacher respondents were purposively selected. The teaching strategies used are video demonstrations, tutorials and interactive simulations, using learning management system (LMS) like google classroom and Edmodo, chat sessions and group discussions, and digital assessment and conference. The findings revealed that the weighted mean for the effectiveness of different teaching strategies in hospitality and management during COVID- 19 is .36 with verbal description of “Very Functional”, the effects of teaching strategies in distance learning on the learning performance or outcome of hospitality and management students got the overall weighted mean of 3.66 and interpreted as “Very Satisfactory”. The results also revealed that students and teachers were challenged in teaching during distance learning. Recommendations for the enhancement and developing other teaching strategies were also made.

Index Terms— *Teaching Strategies, Hospitality and Management, Distance Learning, COVID- 19*

I. INTRODUCTION

The recent Corona Virus or COVID-19 pandemic was originated in Wuhan, China and spread to almost every country in the world. It is one of the most significant and recent public health emergencies of global concern. Covid- 19 is an infectious disease caused by the newly discovered virus SARS- CoV-2, formerly known as 2019-nCoV, which causes extreme acute respiratory syndrome. It has resulted in a global crisis and health emergency that has a major impact and influence on the perceptions of the world and daily lives.

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Due to the rapid growth of infections and cases and the need to eradicate the disease and flatten the infection curve, it has also gained international attention. (Guo, et al., 2020)

The current pandemic has posed significant challenges and has impacted educational institutions. Universities and colleges have temporarily closed and rapidly moved from on-campus, face-to-face learning to distance learning to combat the spread of coronavirus and maintain safe social distance. According to Tria, (2020), every country is currently putting in place plans and procedures to contain the virus, but the number of infections continues to rise. In the educational sense, the new standard should be considered in the preparation and implementation of the new normal educational policy in order to maintain and provide quality education despite lockdown and community quarantine.

Distance learning, also known as distance education, e-learning, mobile learning, or online learning, is a form of education in which teachers and students are separated physically during the teaching and learning process. It's also an instructional strategy that makes efficient use of a variety of resources and technology to enhance student learning and promote contact between students and faculty. Students can now receive instruction and learn from the comfort of their own homes by simply pressing a few buttons on their screen to listen live or asynchronously to a professor thousands of miles away, communicate with the professor, and solve problems without ever needing to set foot in a classroom. Distance education has evolved from a “anywhere” to a “anytime” education delivery system in principle and practice, despite being a more costly choice for education in terms of setup (Mensah, et al., 2020).

According to Salazar, et al. (2017), learning is a personal experience in which the professor may be a valuable resource of learners and student. One of the outcomes of learning is that people benefit about their own personal experiences. Any education's outcome is determined by whether a student, educator, or university has met their standard educational objectives. If the learning process or academic success is achieved with a production, this has an effect. Faculty members' well-being is of paramount importance to the higher education institution, since they are responsible for providing training, which is the lifeblood of the academy.

The tourism industry's rapid expansion in recent decades has resulted in a strong demand for hospitality and tourism higher education. Since the ultimate goal of higher education in hospitality and tourism is to provide highly qualified talent to the tourism industry, the curriculum and teaching paradigm vary from conventional courses. Despite numerous studies on COVID-19 from various perspectives, research on

COVID-19's effect on hospitality and tourism education is limited. Hospitality and tourism education, which is offered by universities and involves close collaboration with the tourism industry, has also been severely impacted (Ye, 2021). During the pandemic, such diverse learning scenarios culminated in more crises in hospitality and tourism education than in conventional higher education courses. Since hospitality and tourism education necessitates close collaboration between educators, industry professionals, and students, this community faces a high risk of infection while traveling between schools and industrial sites such as hotels and restaurants.

Traditional hospitality education has exemplified dated teaching strategies and methodologies, with the aim of acquiring the requisite survival skills in the industry. Currently, many hospitality educators are theoretically trained but not educationally qualified in terms of teaching abilities and methodology. Changing social patterns, as well as a wide range of experiential learning opportunities and the technological revolution, necessitate the need for today's hospitality instructor to teach in a highly structured, behaviorally objective, yet personal and sensitive manner. During the pandemic, Mahmood (2020) investigated different instructional methods for online teaching. He stated that instructional strategies in higher education could help with the introduction of online teaching. His research examines a variety of online teaching methods that do not jeopardize student learning and can aid in the development of effective and active online study sessions. The study also developed various ideas for online education in developing countries. Teachers will need to learn vocal functions and retain a slow voice, as well as share resources prior to the class, to help create interactive online classes. Receiving feedback from students, as well as providing flexible teaching and assessment policies, are only a few of the factors that lead to the success of remote learning. The ability to record online lectures and get help from teaching assistants are also useful features. These instructional tactics will be a critical component of online course delivery.

Deale, (2013) discussed that although it has been argued that there is no single best teaching approach used at the college level, certain approaches in applied fields such as hospitality may be more successful than others in terms of student learning. To accommodate a diverse student body and meet the demands of today's hospitality industry, educators should seek to incorporate a variety of teaching methods and instructional goals in a highly competitive, technologically evolving world. Instructors, like business experts, will do well to learn how to respond to social changes as they occur. According to Feng, et al. (2015) as cited in the study of Liasidou, (2016), effective teaching requires students engaging in an interpretation of the dialectical relations of information rather than teachers simply providing facts and material to the students. In the field of hotel management, teaching can be both an exciting and a difficult challenge at the same time. Hotel management is a vital component of the tourism industry and, as a result, tourism studies. Liasidou, (2016) cited that theory and practice are two broad areas or categories in the studies of hotel management. During lectures, theory is discussed, and practice is done in places where the industry operates or exists. Several studies have

been linked to the advancement of different learning and teaching strategies such as active involvement, an understanding of learning attributes, practice, field trips, employability and lifelong learning, and travel and learning in the field of tourism in educational study. Furthermore, learning theories are mainly concerned with the learner's senses, behavior, prior experiences, desire, and emotions.

To this notion, the researcher aims to determine the teaching strategies being used by Hospitality and Management teachers in distance learning delivery modalities amid the COVID- 19 pandemic.

II. OBJECTIVES OF THE STUDY

Generally, this study aimed to determine the functionality and effectiveness of different teaching strategies in teaching hospitality and management in distance learning delivery modalities amid the COVID- 19 pandemic.

This study aimed to answer the following

1. Determine the effectiveness of teaching strategies used in teaching hospitality and management in distance learning delivery modalities.
2. How different teaching strategies in distance learning affect the learning of hospitality and management students.
3. Describe the challenges encountered by teachers in teaching hospitality and management in distance learning delivery modalities amid COVID- 19 pandemic.
4. Propose an enhancement plan and other strategies in teaching hospitality and management during distance learning amid the COVID-19 pandemic.

III. RESEARCH METHOD

The researcher used descriptive research design in this study. It involves hospitality and management teachers and students who were selected using purposive sampling. The questionnaire consisted of Likert scale with verbal description of "Excellent", "Very Satisfactory", "Satisfactory", "Needs Improvement" and "Poor" as choices. The same way to "Very Effective", "Effective", "Moderately Effective", "Slightly Effective", and "Not Effective".

Range of scores and its verbal interpretation is shown below:

Table 1. Range and Verbal Interpretation Equivalent

<i>Point</i>	<i>Range</i>	<i>Verbal Description</i>	<i>Effectiveness Verbal Equivalent</i>
5	4.21-5.00	Excellent	Very Functional
4	3.41-4.20	Very Satisfactory	Functional
3	2.61-3.40	Satisfactory	Moderately Functional
2	1.81-2.60	Needs improvement	Slightly Functional
1	1.00-1.80	Poor	Not Functional

IV. RESULTS AND DISCUSSION

1. **The functionality of different teaching strategies in teaching hospitality and management includes video demonstrations, tutorials and interactive**

simulations, using learning management system (LSM) like google classroom and Edmodo, chat sessions and group discussions, and digital assessment and conference.

Table 2. Effectiveness of different teaching strategies in teaching hospitality and management

Teaching Strategies	Weighted Mean	Verbal Description
Video demonstrations	4.17	Functional
Tutorials and interactive simulations	4.5	Very Functional
Using learning management system (LMS) like google classroom and Edmodo	4.8	Very Functional
Chat sessions and group discussions	4.12	Functional
Digital assessment and conferences	4.20	Functional
Weighted Mean	4.36	Very Functional

Table shows the different teaching strategies used in teaching hospitality and management. It shows summary and tallied results of the survey about the effectiveness of different teaching strategies in teaching hospitality and management. It shows that the overall weighted mean is 4.36 with verbal description of “Very Functional”. Using learning management system (LMS) like google classroom and Edmodo got 4.8 which is considered the highest among other teaching strategies and with verbal description of “Very Functional”. Chat sessions and group discussions got the lowest weighted mean of 4.12 and interpreted as “Functional”.

The results indicate that all the teaching strategies being used by Hospitality and Management Teachers are found functional and effective. Tutorials and interactive simulations and using learning management system (LMS) like google classroom and Edmodo are most functional and video demonstrations, chat sessions and group discussions, and digital assessment and conferences are functional. The lowest weighted mean for this description is primarily because there is a lack of gadgets or technology and strong internet connectivity among hospitality and management students.

2. How different teaching strategies in distance learning affect the learning performance or outcome of hospitality and management students.

Table 3. Effects of different teaching strategies on the learning performance or outcome of hospitality and management students

Category	Weighted Mean	Verbal Description
Behavior	3.74	Very Satisfactory
Learning	4.15	Very Satisfactory
Motivation	3.5	Very Satisfactory
Professional Skills	3.40	Satisfactory
Flexibility and multi-tasking	4.18	Very satisfactory

Language and Communication Skills	4.33	Excellent
Skills performance and management	2.60	Needs improvement
Comprehending and Analyzing skills	3.38	Satisfactory
Total:	3.66	Very Satisfactory

Table 3 shows the summary and tallied results of the survey about the effects of teaching strategies in distance learning on the learning performance or outcome of hospitality and management students. It shows that the overall weighted mean is 3.66 with verbal description of “Very Satisfactory”. Language and communication skills got the weighted mean of 4.33 which is considered the highest among others and interpreted as “Excellent”. Skills performance and management got the lowest weighted mean of 2.60 and has a verbal description of “needs improvement”.

The results implies that teaching strategies used by Hospitality and Management at NEUST teachers such as video demonstrations, tutorials and interactive simulations, using learning management system (LSM) like google classroom and Edmodo, chat sessions and group discussions, and digital assessment and conference on the learning performance and outcome of hospitality and management students are found very effective and functional. The effect of teaching strategies in distance learning to students’ performance and outcomes are very accessible and agreeable in terms of behaviour, learning, motivation, and flexibility and multi- tasking. Professional skills, and comprehending and analysing skills are found satisfactory and skills performance and management needs improvement. The lowest weighted mean for this description is primarily because in teaching hospitality and management skills performance and management is necessary which means that during distance learning, students can’t perform and apply necessary skills due to the situation, lack of experience, and lack of resources.

3. Teachers and even the learners are challenged during distance learning perhaps due to the following reasons:

- (1) Less experiences,
- (2) Less attention of students during asynchronous discussions
- (3) Not following the time or schedule given
- (4) Expenses for performance application and
- (5) Scarcity of resources needed.

4. Propose an enhancement plan and other strategies in teaching hospitality and management during distance learning amid the COVID-19 pandemic.

The researcher may propose an enhancement plan for the continuous improvement and development of teaching strategies in teaching hospitality and management during distance learning amid COVID- 19, specifically on improving the skills performance and management of students as well as the stronger support of families on the students when it comes to the actual performance or applications of skills.

V. CONCLUSION AND RECOMMENDATIONS

A. Conclusions

The following conclusions are drawn:

1. Different teaching strategies in teaching hospitality and management such as video demonstrations, tutorials and interactive simulations, using learning management system (LSM) like google classroom and Edmodo, chat sessions and group discussions, and digital assessment and conference are very effective with the average weighted mean of 4.36.
2. There is a significant relationship between teaching strategies and students' learning performance and outcomes.
3. Teachers and students were challenged during distance learning because of the less experiences, less attention of students during asynchronous discussions, not following the time or schedule given, expenses for performance application and scarcity of resources needed

B. Recommendations

1. Teachers may use other multimedia platforms in teaching hospitality and management during distance learning.
2. More communication between students and teachers as well as teachers and parents.
3. Teachers may conduct and gave more personal or real-life problems and activities regarding hospitality and management.
4. Teachers may attend seminars, webinars and workshops in improving teaching strategies during distance learning.
5. Collaboration and brainstorming may help teachers in improving and developing other teaching strategies that may help the students during distance learning.
6. Use more broad questions and questioning more respondents

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