ONLINE LEARNING MANAGEMENT PLAN TOWARDS QUALITY EDUCATION OF TOURISM AND HOSPITALITY MANAGEMENT LEARNERS IN THE NEW NORMAL

[1]Vanessa Airam L. Caoagdan, [2]Dr. Ernesto C. Mandigma Jr

[1]Proponents, [2]Adviser

DE LA SALLE UNIVERSITY – DASMARINAS

College of Tourism and Hospitality Management

Hospitality Management Department

Abstract: **The ongoing pandemic, limits face-to-face classes to curb the spread of COVID-19 many institutions were forced to conduct classes in an online manner forcing students and instructors alike towards online learning. Courses such as Hospitality Management and Tourism which traditionally relies on both theoretical and hands-on approaches are also affected by the shift to an online learning system. The study explores the online learning aspects of learning, convenience, and accessibility to the students and the relationship in providing quality education. The respondents of the study are selected students taking hospitality management and tourism courses at De La Salle University Dasmarinas there are a total of 150 respondents 75 each from each course Hospitality Management and Tourism Management the instrument that is used is a survey questionnaire. The result shows that the respondents are likely to age 22 and above, female, and agree on all of the statements when it comes to the online learning aspects such as learning, convenience, and accessibility. The results on the quality education suggest that the students mostly agree that quality education can be achieved through online learning and it is found out that there is a significant relationship between the convenience aspect of online learning and the age of the students.**

Keywords: **Hospitality Management, Online Learning, Tourism Management, Students.**

1. INTRODUCTION

The COVID-19 Pandemic has changed the school system. The face-to-face classes were changed in an instant with online classes. Students do not have a choice as the government does not allow face-to-face classes due to the risk of transmitting COVID-19 and was introduced to the dynamics of online classes. However, some of the effects of online learning have been debated as online learning has an identified advantages and disadvantages.

The issuance of the CHED joint memorandum circular No. 2021-001 is the guideline of the gradual reopening of higher institutions for limited face-to-face classes. The guidelines which based on the category, face-to-face classes are allowed depending on the status of the jurisdiction of the local government. Face-to-face class is not allowed in areas with implemented ECQ, MECQ, and GCQ while a lot of permits are needed to apply for a face-to-face class in MGCQ areas.

Quality Education is considered as inclusive education for all which means that all people have the same opportunities when it comes to learning from primary up to higher education the main goal of quality education is to provide education for all in which students will develop the necessary skills for them to have a chance to uplift themselves from poverty and to have a work that corresponds to the skills they have to develop (Carter and Abawi, 2018).

However, the term for quality especially in higher education has a more profound meaning as quality education in higher education as not only skills are needed by the students to be developed but the attribute which can be expanded to critical thinking, analyzing and synthesizing of their learning and the application of their learning in certain situations along with their courses in which there is always an uncertainty if a higher education provides quality education to their students in return the quality education in higher education is very important when it comes to the employers because it could affect the reputation of an institution (Dicker et. al, 2019)

Online learning is gradually expanding as more and more tertiary students have experience in doing an online course introduced by respective universities and higher education institutions (Leaderman, 2018). Online courses are advantageous to tertiary institutions because online learning is efficient when it comes to learning. Schools have a reduction in operating costs and aside from that online learning is an efficient way to deliver lessons to students due to different forms and tools a lesson can be given such as video, PDFs, PPTs, and other forms as desired by an instructor (Gautam, 2020).

The effects of online learning can be traced into three factors like the learning itself in which does the student learns something from their courses this factor also provides an insight on the learning itself how effective are the instructors and the student learning when it comes to learning a subject. The second factor is the convenience in which it provides an emphasis on the environment of learning and the reliability of online learning on the students and lastly is the accessibility in which it provides importance to the ease of the students in accessing the platform that is provided by an institution when it comes to learning (Bringman and Hortsch, 2020)

On the other hand, there are other advantages when it comes to online schooling such as the accessibility in which most of the students can access their online courses anywhere and their time availability is more flexible in which they can participate, it also provides a reduction in cost as compared with Physical learning because of the reduction in transportation cost and allowances and the need to rent a dorm if a student lives far from an institution (Korableva et. al, 2019).

Although the advantages of online learning are evident there are still disadvantages that are presented. One of the disadvantages online learning has is the focus of the students. It is identified that students are easily distracted with the use of social media and other factors since online learning usually revolves in the home in which distractions at home easily affect a student while studying. Students could become more mentally stressed in which could in turn become dissatisfied with their online learning experience (Raj and Fatima, 2020).

Concerning the disadvantages of online learning, one of the issues that need to be addressed is the sense of isolation among students because online learning provides minimal contact between different parties involved such as the students-to-students relationship and teacher to student relationship and other parties although there are forms of interaction such as chat, video conferencing and emails. Face-to-face interaction is more valuable as students can learn more from their peers than interacting with them online (Adnan and Anwar, 2020)

However, the main challenge with the effectiveness of the online learning experience is the use of technology and the internet. A lack of internet infrastructure proved to be painful in transitioning from a traditional class to online learning as not all countries worldwide have an adequate internet infrastructure. Especially those in developing countries such as nations in Africa proved that online learning is a challenge because of the lack of internet infrastructure (Pandey et. al, 2021).

The lack of internet infrastructure is also evident in the Philippines as the country has one of the lowest internet speeds as compared to our neighbors in the South East Asia region. This affects the online learning experience of a student because with slow internet speeds, a student will have a hard time catching up and the instructor also have a hard time explaining again, therefore, consuming more time and reducing efficiency in conducting an online class (Fabito, Trillanes, and Sarmiento, 2020). Additionally, the additional cost of buying gadgets needed for online learning is also present as not all students afford to buy new laptops/desktops and smartphones (Nemenzo, 2020).

The challenges of suddenly transitioning from a traditional class to an online learning class pose a lot of problems to the instructors themselves as some of the instructors are not ready for the sudden transition because some instructors need additional training for the sudden transition while the effectiveness in reaching the objectives of a subject cannot be fully achieved (Bahkmat, Babakina, and Bhelmat, 2021).

Hotel and Restaurant Management and Tourism courses usually rely on blended learning of theoretical and practical approaches in an offline environment. However, with the sudden change in approach through online, the learning experience could be affected as anxiety perceived by a student affects the effectiveness of online learning because online learning requires high self-discipline to be attentive and responsible in class (Tavitiyaman, Ren, and Fung, 2021).

Meanwhile, according to the study of Baker (2018), there is no significant difference between Hospitality and Tourism students that learn through online and face-to-face classes. The result indicates that the effectiveness of online learning is on par with the students that took the subject on a face-to-face classes basis.

The key to the effectiveness of online learning is the online platform itself in which it should provide customization to fit the needs of students. Online classes are more applicable to different types of students because online learning provides a different suite of learning styles some students are learning fast when a video is introduced, some are through listening to audio, and others through reading. Online learning provides a range of options to students with different learning styles (Anshari et. al, 2016).

Questions arise regarding the effectiveness of online learning and the outcomes of an online class if it was much worse as compared when taking a particular subject with face-to-face class (Bettinger and Loeb, 2017). Not all face-to-face classes can be done effectively with online classes and this is the gap of the study in which what are the effects of online classes to the Hospitality and Tourism students. Aside from that, the second gap that is introduced is the exploration of the relationship between learning, convenience, and accessibility in which there could be a possibility that the convenience and familiarity are present but the learning is greatly affected due to the transition from traditional to online learning.
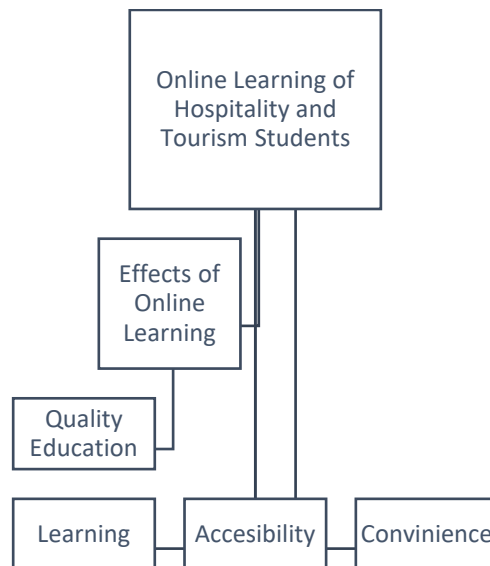

Figure 1: Conceptual Framework

The figure above shows the conceptual framework. In measuring the effects of the online class on the Hospitality and Tourism students. The study uses the concept of Bringman and Hortsch (2020) on the importance of learning, familiarity, and convenience when it comes to online learning. Learning indicates the basics of online learning in which what the students have learned. The objectives of learning a particular subject, to retain and its application in the future.

When it comes to accessibility this discusses the familiarity of a student with the online platform, the user-friendliness of the platform a school chooses and the navigation of a platform is easy for the students. While lastly the convenience in which it answers the accessibility of the platform. Does the platform can be easily accessed using different devices such as laptops, desktops, and smartphones. The flexibility of time and the deadlines a student need to be finished with the task given. Overall, the three factors that are considered would show the effects of online learning on the students in the new normal.

The concept of quality education in relation with the higher education is very important as students taking higher education such as college degree are required to have a specific skill and attributes that is important to satisfy the term quality when it comes to education (Carter and Abawi, 2018) in relation, the quality education encompasses the critical thinking of the students, the ability to analyze, synthesize and make judgments and the application of the theories learned in real-life situations (NAP.edu n.d)

Page | 40

The uniqueness of the study is the exploration of the relationship effects of learning concerning quality education and learning convenience and accessibility as part of quality education because in this study a significant relationship between the three will show the factors that are important to a student taking an online class.

The DLSU-D (De La Salle University-Dasmarinas) is the premier university in the province of Cavite established in 1977 as General Emilio Aguinaldo College-Cavite then changed to De La Salle University Dasmarinas in which the ownership was transferred Frère (St.) Bénilde Romançon Educational Foundation Inc., a sister corporation of De La Salle University-Manila. The university is composed of 7 colleges. The focus of the study is The College of Tourism and Hospitality Management composed of 2 courses namely BS Hotel and Restaurant Management and BS Tourism Management.

Even before the Pandemic the University have ICT infrastructures such as the establishment of DLSU-D mail in which students, professors, and staff used for mailing services. The DLSU-D portal in which the students could check their statuses such as enrolled subjects and balance inquiries. The schoolbook in which students could access online lessons through blended learning in which 50% is through face-to-face classes while 50% is through schoolbook (online platform) in which it contains lessons, quizzes, and exams. However, in light of the COVID-19 Pandemic, the University has resumed classes in an online manner using the schoolbook platform.

The proposed study would like to determine the effects of online learning as the new normal in selected students taking hospitality and tourism courses. The participants of the study are the selected DLSU-D students taking hospitality and tourism courses, and a survey questionnaire was the main tool of the study the researchers specifically the study sought to answer the following questions:

1. What is the profile of the respondents based on:

a. Age

b. Gender

2. How do the respondents assess the effects of online learning in the new normal towards quality education in terms of:

a. Learning

b. Convenience

c. Accessibility

3. What is the perception of the respondents towards the quality education in tourism and hospitality management?

4. Is there a significant difference between the respondent's assessment of the effects of online learning when group according to their profile?

5. Is there a significant difference between the respondent's assessment of quality education and the effects of online learning?

6. Based on the analysis, what online learning management plan can be proposed?

The study is important to the tertiary students in the province of Cavite so that they realize the importance of online learning in light of the COVID-19 as the new normal. The study is also important to the instructors to better understand the effects of online learning and to improve the online learning experience of a student. Lastly, future researchers so that will expand the study about the online learning of hospitality and tourism students.

The scope of the study is the assessment of online learning based on the three factors that are used such as learning, convenience, and accessibility. The study will be limited to the respondents which are the students of DLSU-D taking courses of BS HRM and BS Tourism. The study is also limited to the perspective of the students regarding their online learning experience and not the perspective of the instructors.

2. METHODOLOGY

The study employed a quantitative type of research. The use of a quantitative type of research in any study is necessary since there are no data to be manipulated. Descriptive research design allowed the study to describe the characteristics of the effects of online learning on hospitality and tourism students in DLSU-D.

The study used Purposive Sampling as the sampling technique purposive sampling is the suitable type of sampling for the study because the respondents are selective with the respondents which are the students that are enrolled in the BS HRM and BS Tourism Management program, the study had 75 respondents in each course which is BS HRM and BS Tourism Management in which the number of respondents is totaled to 150. The respondents of the study were the selected DLSU-D students particularly taking BS HRM and BS Tourism Management as their courses. The instrumentation that was used in the study is a questionnaire in which is in Likert form.

A legal letter was given to the Chair and Dean of College of Tourism and Hospitality Management of DLSU-D in which it is to inform them of research conducted about the effects of online learning. The approval of the concerned offices (CTHM) will be done to distribute the survey questionnaire. The survey questionnaire was validated by the thesis adviser. The survey included the demographic profile of the respondent and a Likert-type question effects of online learning. The data that was gathered in the survey were used to further analyze the data statistically. The data that the research retrieved was treated with the utmost confidentiality.

The researchers used a survey questionnaire in data gathering. The researcher will be handed out the survey in an online manner using google forms or survey monkey or even-handed the questionnaire through a personal message via the Facebook messenger platform. After handling out the questionnaire, it was collected by the researchers from the respondents for the researchers listed their answers for further statistical analysis.

The questionnaire was validated by the adviser. The study also uses face validity to validate the survey questionnaire by using the respondents to validate if the survey questionnaire could answer the intended question on the effects of online learning on hospitality and tourism students. This serves as the test run in proceeding with the real survey test that was done.

Percentage and Frequency were used in analyzing the respondent profile Descriptive statistics were used in the study to interpret the data. Computing the standard deviation in the study was important since this was compared to the standard weighted mean this statistical analysis will be used to determine the quality of education and the effects of online learning. The standard weighted mean had a meaning for the corresponding points 1.00 to 1.49 Strongly Disagree, 1.50 to 2.49 Disagree, 2.5 to 3.49 Agree and 3.5 to 4 Strongly Agree. Lastly, ANOVA (Analysis of Variance) was used to assess the difference between the profile variable of the respondents and their assessment of the online learning but as well as to know the relationship between the quality education and effects of online learning. This statistical analysis is really important in testing, significance for categorical variables.

3. RESULTS

This part of the research presents the data based on each of the objectives and provides a discussion based on the presented data.

Table 1: Age of the Respondents

Age	Frequency	Percentage
18 to 19	15	10%
20 to 21	46	30.67%
22 and above	89	59.33%
Total	**150**	**100%**

The table above shows the results of the age of the respondents based on the data presented most of the respondent's age 22 and above with 59.33% (89) respondents followed by respondents with age 20 to 21 with 30.67% (46) respondents while the lowest number of respondents age 18 to 19 with 10% (15) respondents. Based on the results above most of the respondents are 22 and above this is probably because of that most of the respondents are in Junior and Senior year added by the fact that student nowadays is in K-12 curriculum in which there is an added 2 years in their study (Adarlo and Jackson, 2017) which make sense that most of the respondent's age 22 and above.

Table 2: Gender of the Respondents

Gender	Frequency	Percentage
Female	76	50.67%
Male	74	49.33%
Total	**150**	**100%**

The data presented above is the gender of the respondents most of the respondents are females with 50.67% (76) respondents compared to males with 49.33% (74) respondents however the data on gender suggests that there is not much difference between the gender of the respondents as females respondents comprises of one more compared to male respondents. Based on the observed data on gender this is more of a coincidence since the number of females is not that much greater as compared to males. According to Han and Hyun (2018), the tourism industry is more inclined to females however there are also male counterparts that work in the tourism industry, therefore, when comes to gender studying tourism and hospitality management when it comes to gender both have a presence in hospitality management and tourism.

Table 3: Learning aspect of Online Learning

Learning	Mean	Interpretation	Rank
1. I can hear the lecture clearly and understand	3.16	Agree	2
2. The Instructors are knowledgeable with the online class	3.05	Agree	5
3. I can easily get help with the instructor about the course content	3.17	Agree	1
4. The Instructor keeps me interested while doing the online class	2.95	Agree	9
5. The instructors are more considerate with online class	3.07	Agree	4
6. The online class is fun and engaging	3.03	Agree	6
7. Most of the course subjects can be learned easily through online class	2.97	Agree	7.5
8. I am not easily distracted while doing online class	2.97	Agree	7.7
9. I am focus and motivated with online learning	3.10	Agree	3
10. I can learn at my own pace with online learning	2.93	Agree	10
Overall	**3.04**	**Agree**	

Interpretation: 1.00 to 1.49 Strongly Disagree, 1.50 to 2.49 Disagree, 2.5 to 3.49 Agree and 3.5 to 4 Strongly Agree

The data presented above is about the learning aspect of online learning the result shows that the highest mean can be found in I can easily get help with the instructor about the course content with a mean of 3.17 and interpreted as agree while the lowest mean can be found in, I can learn at my own pace with online learning with a mean pf 2.93 and interpreted as agreeing. The overall mean of 3.04 means that most of the students agree when it comes to the aspects of learning in online learning.

The highest mean which is I can easily get help with the instructor got the highest mean is probably because of the easy communication facilitation with the students taking online courses this is because the probable reason as to why this has the highest mean could be due to the platforms that make it easy to communicate with their respective instructors according to Adnan and Anwar (2020) communication with the instructions is very important because it provides a much better experience when it comes to online learning and the availability of different online platforms to communicate makes it much easier for a student to communicate with their instructors

The probable reason as to why I can learn at my own pace with online learning got the lowest mean could be attributed to the distractions a student has when it comes to online learning as when it comes to online learning since the face-to-face class is very limited the student pace when it comes to online learning can be affected because of different distractions in their online environment learning (Raj and Fatima, 2020). The problem with online learning is the pacing of the students because the environment is very much different particularly online learning in the home because of the different relationship establishments that happen is very different in-home and in school, home is related to family as school is related to learning which could explain that the pacing of the students when it comes to online learning is affected (Bakmat, Babakina, and Belmaz, 2021).

Table 4: Convenience aspect of Online Learning

Convenience	Mean	Interpretation	Rank
1. I can easily manage my time with online learning	3.11	Agree	3
2. I have a stable and reliable internet connection	3.13	Agree	1.5
3. The interface of the schoolbook is user friendly	3.13	Agree	1.5
4. I have a good study environment while doing online class	3.00	Agree	5
5. The instructors provide diverse types and quality learning materials	2.99	Agree	6
6. The instructors caters to my learning needs	3.09	Agree	4
Overall	**3.08**	**Agree**	

Interpretation: 1.00 to 1.49 Strongly Disagree, 1.50 to 2.49 Disagree, 2.5 to 3.49 Agree and 3.5 to 4 Strongly Agree

The table above shows the convenience aspect of online learning the result shows that the highest mean can be found in I have a stable and reliable internet connection and the interface of the schoolbook is user friendly with a mean of 3.13 and interpreted as agree. While the lowest mean can be found in the instructors provide diverse types and quality learning materials with a mean of 2.99 and interpreted as agree the overall mean of 3.08 suggest that most of the respondents agree when it comes to the statements in the convenience aspect of online learning.

In explaining the reason as to why the stable and reliable internet connection and the interface of the schoolbook are user friendly had the highest mean the probable reason is that the subject school of the research is De La Salle University – Dasmarinas which is a private school in which most of the students probably had a middle-class background in which the possibility of having a good and reliable internet connection at home is possible otherwise some research suggest that the main problem when it comes to the online learning in the Philippines is the internet connection because it is slow and unreliable as according to Fabitos, Trillanes and Sarmiento (2020) indicated that one of the barriers when it comes to online learning is the unreliable internet infrastructure.

On the other hand, the interface of the schoolbook got the highest mean could probably be due to the experience of the students in handling the user interface of the schoolbook used which is very user friendly according to Korableva and colleagues (2019) a good user interface when it comes to online learning is very important because this is where the interaction of the students mainly focuses when it comes to online learning.

Lastly, the lowest mean in the convenience suggests that the instructors provide diverse types and quality learning materials is pretty common when it comes to convenience aspect this is because of the most likely limited sets of instructional materials that are sent in the online learning platforms such as lectures in the form of Word and PDF files and Videos according to Pandi et. al (2021) one of the problems when it comes to online learning is the instructional materials because it is often limited in the online learning due to the limited interaction with the students and the instructors, therefore, providing a different approach in instructional material is a must to provide a memorable learning experience for a student taking an online course.

Table 5: Accessibility aspect of Online Learning

Accessibility	Mean	Interpretation	Rank
1. I can easily access schoolbook anywhere	3.00	Agree	5
2. I can easily access schoolbook through different platform (Laptop, Smartphone and Tablet	3.09	Agree	2
3. I can easily navigate the user interface of the schoolbook even with the use of different platform	3.13	Agree	1
4. I can easily communicate with the instructor using the schoolbook	3.03	Agree	4
5. I can easily communicate with my classmates using the schoolbook	3.05	Agree	3
6. Customer support on the use of schoolbook is always available	2.96	Agree	6
Overall	**3.04**	**Agree**	
Interpretation: 1.00 to 1.49 Strongly Disagree, 1.50 to 2.49 Disagree, 2.5 to 3.49 Agree and 3.5 to 4 Strongly Agree			

The presented data above shows the result when it comes to the accessibility of online learning the result shows that when it comes to the accessibility of online learning the highest mean is the I can easily navigate the user interface of the schoolbook even with the use of the different platform with a mean of 3.13 interpreted as agreeing while the lowest mean is the Customer support on the use of schoolbook is always available with a mean of 2.96 and still interpreted as agreeing the overall mean of 3.04 suggest that the respondents agree with most of the statements in accessibility aspect.

One of the explanations as to why I can easily navigate the user interface of the schoolbook even with the use of different platforms got the highest mean is probably due to the compatibility of the schoolbook in different platforms either accessing the schoolbook via a smartphone, tablets and desktops and laptops. According to Ansari and colleagues (2016), one of the trends when it comes to online learning is the cross-platform compatibility in which students can access their e-learning platform in different devices to provide access to online learning which explains that this got the highest mean as students can now access online learning regardless of their type of devices.

On the other hand, the lowest mean is the customer support for the schoolbook and this can is one of the identified as one of the challenges when it comes to online learning because it uses software for accessing quizzes and submissions and customer support for these platforms is not always readily available as compared with traditional face to face class where a student can just openly talk to their instructors about extending quizzes and submissions due to various reasons (Anshari et. al, 2016).

Table 6: Perceive Quality Education in the new normal

Quality Education	Mean	Interpretation	Rank
1. I can memorize facts, ideas and methods from the courses and readings	3.00	Agree	4
2. I can analyze the basic elements of an idea, experience and theory such as examining a particular situation in depth	2.97	Agree	5
3. I can synthesize and organize ideas, information, or experience into various interpretation and relationships	3.05	Agree	2
4. I can make judgements about the information presented, arguments, and examining gathered data and assessing the conclusions	3.07	Agree	1
5. I can apply theories or concepts to practical problems or in new situations	3.03	Agree	3
Overall	**3.02**	**Agree**	

Interpretation: 1.00 to 1.49 Strongly Disagree, 1.50 to 2.49 Disagree, 2.5 to 3.49 Agree and 3.5 to 4 Strongly Agree

The table above discusses the results of the quality education of online learning among the respondents. The result shows that when it comes to online learning the highest mean is 4. I can make judgments about the information presented, arguments, and examining gathered data and assessing the conclusions with a mean of 3.07 and interpreted as agree while the lowest mean can be found in, I can analyze the basic elements of an idea, experience, and theory such as examining a particular situation in-depth with a mean of 2.97 an interpreted as agreeing the overall mean of 3.02 suggests that most of the respondents agree with the statements when it comes to quality education.

The probable reason as to why I can make judgments about the information presented, arguments, and examining gathered data and assessing the conclusions got the highest mean is probably because due to the nature of hospitality and tourism courses in which it is a blend of theoretical and practical approach (Tavitiyaman, Ren, and Fung, 2021) in which students are expected to learn about the different information presented and to make judgments whether the information is valid or not which is very useful when it comes to practical approach when it comes to hospitality management and tourism.

On the other hand, I can analyze the basic elements of an idea, experience, and theory such as examining a particular situation in-depth got the lowest mean could probably attribute to the understanding of the students when it comes to the idea, experience, and theory when it comes to hospitality management and tourism courses as still, the students are still learning the idea and theory is probably present but the experience is lacking and this is where it counts because when it comes to online learning students face anxiety because of lack of experiences such as tours which is very necessary for the students to gain an on-hand experience about the courses in hospitality management and tourism approach (Tavitiyaman, Ren, and Fung, 2021)

Table 7: Significant Difference between the age of the respondents and their assessment of online learning

Age	p-value	Interpretation	Decision
Learning	0.1066	Not Significant	Accept
Convenience	0.0190	Significant	Reject
Accessibility	0.2771	Not Significant	Accept

The table above shows the result of the significant difference between the age of the respondents and their assessment of the online learning aspects the result shows that learning and accessibility are not significant because the p-value was higher than the significance level of 0.05 therefore the decision is to accept. While there is a significant difference between the age of the respondents and convenience because the p-value was 0.036 which is lower than the significance level of 0.05.

The result shows that between the learning and accessibility and the age there is no significant difference the probable reason was that the respondents rate the learning and accessibility the same while on convenience the younger the age group the higher the mean score. This means that convenience in relation to age is a significant factor when it comes to online learning.

The probable explanation for the significance in the relationship between the convenience and the age group is probably due to the young age group are more engage and more used to online learning as compared with the older group. In line with the ongoing pandemic, the older students need to transition to online classes from a face-to-face class as compared to

the younger age group in which they familiarize themselves more with the online classes as compared with the older respondents. The ongoing pandemic force many students to learn online learning which changes drastically the landscape of learning (Adnan and Anwar, 2020).

Table 8: Significant Difference between the gender of the respondents and their assessment of online learning

Gender	p-value	Interpretation	Decision
Learning	0.1973	Not Significant	Accept
Convenience	0.1868	Not Significant	Accept
Accessibility	0.4348	Not Significant	Accept

The table above shows the result of the significant difference between the gender of the respondents and their assessment of online learning aspects the result shows that all of the aspects of online learning are not significant because the p-value was higher than the significance level of 0.05 therefore the decision is to accept. The respondents rate the learning, convenience, and accessibility in the same range. This indicates that gender is not a factor when it comes to online learning.

According to Tavitiyaman, Ren, and Fung (2021) when it comes to online learning of hospitality management and tourism students there is no indication that gender is a factor because all of the students face the same approach when it comes to online learning regardless of their genders.

Table 9: Significant Difference between the quality education and online learning

Quality Education	p-value	Interpretation	Decision
Online Learning	0.2169	Not Significant	Accept

The table above shows the result of the significant difference between the quality education and the assessment of online learning aspects of the respondents the result shows that all of the aspects of online learning is not significant because the p-value was higher than the significance level of 0.05 therefore the decision is to accept. The respondents rate quality education and online learning in the same range. The result indicates that quality education and online learning do not affect each other significantly.

The result explains that online learning does not affect the quality of education significantly the result is in line with the result of Baker (2018) that face-to-face classes and online learning does not have a significant difference the result could also mean that online learning is still provided a quality education which is the same with a face-to-face class it is indicated that both online learning and face-to-face class still provide effectiveness when it comes to learning thus providing quality education for all of the students taking hospitality management and tourism.

4. CONCLUSION AND RECOMMENDATION

The result of the profile of the respondents shows that most of the respondents respond on the online learning age 22 and above which comprises 59.33% of the whole population sample and mostly are females with 50.67% (76) respondents. The result of the learning aspect of online learning shows that the highest mean is I can easily get help with the instructor about the course content with a mean of 3.17 and the lowest I can learn at my own pace with online learning with a mean of 2.93 the overall mean of 3.04 means that most of the students agree when it comes to the aspects of learning. For the convenience aspect the result shows that the highest mean can be found in I have a stable and reliable internet connection and the interface of the schoolbook is user friendly with a mean of 3.13 and interpreted as agree. While the lowest mean can be found in the instructors provide diverse types and quality learning materials with a mean of 2.99 and interpreted as agree the overall mean of 3.08 for convenience is interpreted as agree. When it comes to the accessibility of online learning the result shows that the highest mean is the I can easily navigate the user interface of the schoolbook even with the use of the different platform with a mean of 3.13 interpreted as agree while the lowest mean is the Customer support on the use of schoolbook is always available with a mean of 2.96 and still interpreted as agree the overall mean of 3.04 is interpreted as agree. The result shows that when it comes to online learning the highest mean is 4. I can make judgments about the information presented, arguments, and examining gathered data and assessing the conclusions with a mean of 3.07 and interpreted as agree while the lowest mean can be found in, I can analyze the basic elements of an idea, experience, and theory such as examining a particular situation in-depth with a mean of 2.97 an interpreted as agree the overall mean of 3.02 suggests that most of the respondents agree with the statements when it comes to quality education.

When it comes to the significant difference between age and online learning aspects it is found that convenience and age have a significant difference while other aspects are not significant the same can be said with gender as all of the aspects of online learning does not provide any significance and lastly quality education and online learning does not have a significant difference at all.

Based on the findings of the study the researcher has concluded that most of the respondents age 22 and above, are female and agree on all of the statements when it comes to the online learning aspects such as learning, convenience, and accessibility. The results on the quality education suggest that the students mostly agree that quality education can be achieved through online learning and it is found out that there is a significant relationship between the convenience aspect of online learning and the age of the students.

With the foregoing findings, the researchers have recommended the following to improve the online learning of the students taking hospitality management and tourism courses first is to Provide a seminar to the students regarding the pacing of an online class and how to deal with distractions when it comes to online schooling. The second recommendation is for the instructors should provide diverse types of learning materials such as providing interactive instructional materials such as interactive computer games, do-it-yourself kits, etc. The third is to improve the customer support for an online class such as providing automation troubleshooting and 24/7 chatbots. The fourth recommendation is for the instructor to provide an output-based research activity to improve the critical thinking skills of the students. Lastly, as there is a significant relationship between the age of the respondents and the convenience it is recommended that a seminar is conducted to introduced new students when it comes to the online learning platform. To encourage future researchers, it is recommended to future researchers conduct a similar study in a different setting.

OUTPUT

The output of the study is an improved online education management plan based on the results of the study there are 4 objectives that are presented in order to improve online education management. The first objective of the study is to conduct a seminar for the students regarding the online school pacing and handling distractions during online learning the seminar can be done in a span of 2 days covering topics such as online schooling pacing and handling distractions. These objective participants are the upcoming freshmen and sophomore students taking hospitality management and tourism courses. This will improve the management of the students towards online schooling and the students will handle distractions during their online learning which will improve the online learning quality education. The probable budget for this objective. is about 50,000. The seminar can be done in a webinar manner.

Exhibit 1 Sample of Webinar Registration to be conducted to the students taking hospitality management and tourism courses (Photo adapted from: Instapage.com

Exhibit 1 Hotel Magnate Game which can be used to the online learning of the students (Photo adapted from: Kickstarter.com)

The second objective is to Provide diverse learning materials such as interactive instructional material, interactive games, and Do-It-Yourself Kits Activities. This can be done by the instructors by providing interactive materials such as online recitation after the whole class watch a video or suggest some games that the students can play which is related to hospitality management and tourism courses such as Cesim Hospitality and Hotel Restaurant Simulation and Hotel Magnate which is available on Steam platform. The instructor could also provide do-it-yourself kits activities such as cooking dishes or miniature resort designs this can be done through booking logistics to send the DIY kits into the homes of the students. The second objective can be done on the next semester of the students and could probably cost about 300,000 pesos to implement in which the university could provide the budget into it. This objective will improve the diversification of the learning experience to the students when it comes to online learning. The target participants of this objective are the students taking hospitality management and tourism courses.

Exhibit 2 Sample of Do-it-Yourself kits which will be sent to the students to improve their learning (Photo adapted from: HGTV.com
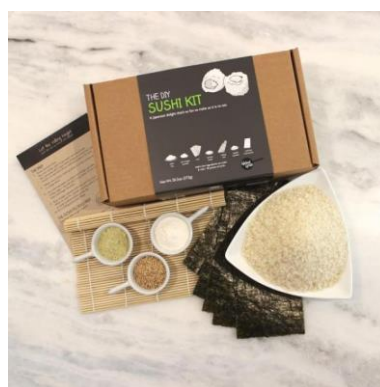
The third objective of the online management plan is to improve customer support towards the students to improve their online learning experience this can be done by providing chatbots and providing support 24/7 to automate the messages to the students which will help the students to support their online learning experience once they have problems in accessing their schoolbook platforms this can be done in a span of 2 months and will be implemented by the information communication technology department of the university. This objective would probably cost about 50,000 pesos from the designing of the chatbots and automation of the messages. This objective will improve the customer support of the students to the institution and will improve their accessing the online learning platform.

Exhibit 3 Automated Chatbot Sample (Photo adapted from: StreamCreative.comn)

The last objective of the study is to require the instructors to provide an assessment task output-based research activity this objective can be done by the instructors and can be implemented once per semester depending on the subject the assessment task can be done in a span of 1-week and there is no additional cost that is needed when it comes to these objectives. Providing an assessment of output based will improve the critical thinking skills of the students and improve their skills when it comes to applying certain concepts and theories related to their course.

Table 10: Roadmap of Activities

Activity	Objective	Time Frame	Implementing Body	Expected	Projected
Conduct a Seminar about Online Learning Pacing and Handling Distractions in Online Learning	To conduct a seminar towards freshmen and sophomore students about online learning and handling distractions in online learning	2 days	Respective Departments of Hospitality Management and Tourism	Improve handling of the students online pacing and management of distraction in online learning	Cost: P50,000 Implementation: Next School Year
Provide diverse learning materials	To improve the diversification of learning materials by introducing interactive instructional material, interactive games and Do-It-Yourself Kits Activities	Per Semester Basis	Instructors teaching Hospitality Management and Tourism Subjects	The learning materials will improve and students will have a diverse set of activity which will improve their online learning experience	Cost: P300,000 Implementation: Next Semester
Improve Customer Support	To provide automation chatbots and troubleshooting 24/7	Provides 24/7 Customer Support	Information, Communication Technology Department of the Institution	The Customer support will improve drastically	Cost: 50,000 Implementation: Next 2 Months
Implement Output-Based Assessment Task	To provide output-based research assessment task to the students	1 Assessment per semester per subject	Instructors teaching Hospitality Management and Tourism Subjects	The critical thinking skills of the students and improve their skills when it comes to applying certain concept and theories related to their course.	Cost: N/A Implementation Next Semester

REFERENCES

[1] Adarlo, G., & Jackson, L. (2017). For whom is K-12 education: A critical look into twenty-first century educational policy and curriculum in the Philippines. In Educating for the 21st Century (pp. 207-223). Springer, Singapore.

[2] Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. Online Submission, 2(1), 45-51.

[3] Anshari, M., Alas, Y., Sabtu, N. P. H., & Hamid, M. S. A. (2016). Online learning: Trends, issues and challenges in the Big Data Era. Journal of e-Learning and Knowledge Society, 12(1), 121–134, available at: https://www. learntechlib.org/p/171433/article_171433.pdf

[4] Baker, D. M. (2018). USA and Asia Hospitality & Tourism Students' Perceptions and Satisfaction with Online Learning versus Traditional Face-to-Face Instruction. E-Journal of Business Education and Scholarship of Teaching, 12(2), 40-54.

[5] Bakhmat, L., Babakina, O., & Belmaz, Y. (2021, March). Assessing online education during the COVID-19 pandemic: a survey of lecturers in Ukraine. In Journal of Physics: Conference Series (Vol. 1840, No. 1, p. 012050). IOP Publishing.

[6] Bettinger, E., & Loeb, S. (2017). Promises and pitfalls of online education. Evidence Speaks Reports, 2(15), 1-4.

[7] Carter, S., & Abawi, L. A. (2018). Leadership, inclusion, and quality education for all. Australasian Journal of Special and Inclusive Education, 42(1), 49-64.

[8] Dicker, R., Garcia, M., Kelly, A., & Mulrooney, H. (2019). What does 'quality'in higher education mean? Perceptions of staff, students and employers. Studies in Higher Education, 44(8), 1425-1441.Gautam, P. (2020, October 9). Advantages And Disadvantages Of Online Learning. eLearning Industry. https://elearningindustry.com/ advantages-and-disadvantages-online-learning.

[9] Fabito, B. S., Trillanes, A. O., & Sarmiento, J. R. (2020). Barriers and challenges of computing students in an online learning environment: Insights from one private university in the Philippines. arXiv preprint arXiv:2012.02121.

[10] Han, H., & Hyun, S. S. (2018). College youth travelers' eco-purchase behavior and recycling activity while traveling: An examination of gender difference. Journal of Travel & Tourism Marketing, 35(6), 740-754.

[11] Korableva, O., Durand, T., Kalimullina, O., & Stepanova, I. (2019). Studying user satisfaction with the MOOC platform interfaces using the example of coursera and open education platforms. In Proceedings of the 2019 International Conference on Big Data and Education. (pp. 26–30). https://doi.org/10.1145/3322134.3322139.

[12] Lederman, D. (2018). Online education ascends. Inside Higher Ed. https://www.insidehighered.com/digital-learning/article/2018/11/07/new-data-onlineenrollments-grow-and-share-overall-enrollment

[13] Pandey, D., Ogunmola, G. A., Enbeyle, W., Abdullahi, M., Pandey, B. K., & Pramanik, S. (2021). COVID-19: A framework for effective delivering of online classes during lockdown. Human Arenas, 1-15.

[14] Raj, U., & Fatima, A. (2020). Stress in Students after Lockdown Due to COVID-19 Thereat and the Effects of Attending Online Classes. Available at SSRN 3584220.

[15] Read "Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics" at NAP.edu. National Academies Press: OpenBook. (n.d.). https://www.nap.edu/read/10024/chapter/13.

[16] Tavitiyaman, P., Ren, L., & Fung, C. (2021). Hospitality students at the online classes during COVID-19–How personality affects experience. Journal of Hospitality, Leisure, Sport & Tourism Education, 28, 100304.

APPENDIX A: SURVEY QUESTIONNAIRE

A. Profile of the Respondents (Directions: Please Check the suitable information given on the choices)

Age:

18 to 19 _____   20 to 21 _____   22 and above _____

Gender:

Male _____   Female _____

Course:

BS Hotel and Restaurant Management _____   BS Tourism Management _____

B. Effects of Online Learning (Directions: Please Check in which statements suits the given choices) (4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree).

Learning	4	3	2	1
1. I can hear the lecture clearly and understand				
2. The Instructors are knowledgeable with the online class				
3. I can easily get help with the instructor about the course content				
4. The Instructor keeps me interested while doing the online class				
5. The instructors are more considerate with online class				
6. The online class is fun and engaging				
7. Most of the course subjects can be learned easily through online class				
8. I am not easily distracted while doing online class				
9. I am focus and motivated with online learning				
10. I can learn at my own pace with online learning				
Convenience				
1. I can easily manage my time with online learning				
2. I have a stable and reliable internet connection				
3. The interface of the schoolbook is user friendly				
4. I have a good study environment while doing online class				
5. The instructors provide diverse types and quality learning materials				
6. The instructors caters to my learning needs				
Accessibility				
1. I can easily access schoolbook anywhere				
2. I can easily access schoolbook through different platform (Laptop, Smartphone and Tablet				
3. I can easily navigate the user interface of the schoolbook even with the use of different platform				
4. I can easily communicate with the instructor using the schoolbook				
5. I can easily communicate with my classmates using the schoolbook				
6. Customer support on the use of schoolbook is always available				

C. Quality Education (Directions: Please Check in which statements suits the given choices) (4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree).

Quality Education	4	3	2	1
1. I can memorize facts, ideas and methods from the courses and readings				
2. I can analyze the basic elements of an idea, experience and theory such as examining a particular situation in depth				
3. I can synthesize and organize ideas, information, or experience into various interpretation and relationships				
4. I can make judgements about the information presented, arguments, and examining gathered data and assessing the conclusions				
5. I can apply theories or concepts to practical problems or in new situations				