

ASSESSING ACADEMIC ENGAGEMENT IMPACT OF POST-PANDEMIC ON HOSPITALITY AND TOURISM EDUCATION IN SELECTED COLLEGES, AND UNIVERSITIES OF ILOILO

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Abstract

The post-pandemic has far-reaching consequences on every aspect of tourism and hospitality education needs a shift in focus from academic engagement on behavioral, cognitive and social aspects of hospitality and tourism awareness. Post-pandemic forced all teaching and learning activities to shift to online platforms. Tourism and hospitality students transition used to offline learning and online environment with blended learning of theoretical and practical components. A mix method of qualitative and quantitative, descriptive method using mobile based survey and electronic online survey with 145 tourism and hospitality courses participants. Results revealed that on behavioral academic engagement perceived by tourism and hospitality education responded with “Average” ($M=2.57$, $SD=1.14$), cognitive engagement “Low” ($M=2.90$, $SD=1.17$), and lastly on social-emotional academic engagement showed “Moderately Low” ($M=2.49$, $SD=.71$). It reveals that tourism and hospitality education of Iloilo had different effect as to academic engagement during post-pandemic on different modalities used by selected colleges and universities.

Keywords: *academic, behavioral, cognitive, post-pandemic, tourism and hospitality education*

Introduction

Remote learning that COVID-19 disrupted tourism and hospitality education, COVID-19 forceful transformation agent requiring new approach to old problems. Tourism and hospitality education needs a complex and multifaceted new tourism normal, provide new ways to drive a better new tourism normal. Tourism and hospitality firms needs to demonstrate responsible and sustainable leadership to compete algorithmic capitalism and generate social value for the of purpose economy. Graduates tourism and hospitality should be able to frame and solve (business) problems through ethical inquiry. Tourism and hospitality leaders should provide right question and answer. Graduates capable of designing, interpreting, and evaluating algorithm decision-making, on business efficacy and ethical foundations. Tourism and hospitality curricula need to strengthen human values and human service on academe and industry (Sigala, 2021).

Engagement activities, faculty and overall campus environment, significantly instilled hope tourism and hospitality education. Hope and academic satisfaction are powerful predictors for student’s major and career loyalty. On hospitality and tourism students’ engagement experience, academic satisfaction,

and loyalty intention the COVID- 19 pandemic (Zhong, Busser Shapoval, and Murphy, 2021).

The impact of COVID-19 pandemic affected educational institutions offering tourism and hospitality programs and students' perceptions of future career in the industry. COVID- 19 pandemic providing significant inputs of development of programs for the tourism and hospitality students in relation on their career opportunities. Higher Educational Institutions (HEIs) provide comprehensive student career opportunity program to address the changes in student career perceptions and uncertainties on their future career opportunities in the tourism and hospitality industry (Benaraba, Bulaon, Escosio, Amiel, Narvaez, Suinan, and Roma, 2021).

The impact of pandemic on the tourism and hospitality industry to revive the sector, tourism education is largely overlooked. Tourism and hospitality cognate courses offered by higher educational institutions (HEIs) are essentially a part of the tourism system. Tourism and hospitality educator's challenges in the tourism and hospitality discipline and ways to reinvent and reboot the tourism education in the post-COVID-19 phase. Ambidextrous management in tourism education be adopted in post-COVID-19 phase, educators become adept in delivery of courses in different modalities that enable them to cope with short and medium-term impacts of teaching in a COVID-19 (incremental innovation), while providing by anticipation of future demands (from industry and students), cutting edge curriculum (radical innovation) (Tiwari, Seraphin and Chowdhary, (2020).

Literature Review

As the world is facing an unprecedented global health, social and economic emergency with the COVID-19 pandemic, travel, and tourism is among the most affected sectors, with airplanes on the ground, hotels closed, and travel restrictions put in place in virtually all countries around the world (International Tourism And Covid-19, 2021).

The impact of COVID-19 on the travel tourism industry will be incomparable to the consequence of the previous pandemic episodes such as SARS, Zika Virus, Ebola, and Foot and Mouth Disease (Škare et al., 2021). These negative impacts of the pandemic adversely affecting the mental well-being of Tourism and hospitality students globally. In 2019, when global Travel & Tourism was thriving and generating one in four of all new jobs worldwide, the sector contributed 10.6% (334 million) jobs globally. However last year, as the pandemic ripped through the heart of Travel & Tourism, nearly 62 million jobs were lost, representing a drop of 18.5%, leaving just 272 million employed across the industry globally (WTTC Report, 2021)

Increased of attention on the importance of engagement and the role in enhancing learning, and promoting student motivation and retention. Student engagement is a multi- faced concept (cognitive, emotional, and behavioral) and been examined holistically, rather than in isolation.

Cognitive engagement activities as solving complex problems, employing thinking skills describes Bloom's Taxonomy, and implementing learning strategies as reviewing the content and participating in question and answer sessions. Students

clarification or provide examples themselves, are cognitively engaged. Students begin to process (and “own”) the concepts, skills, and attitudes presented. Emotional engagement describes the feelings students have and exhibit. Range from confusion and anxiety to excitement and anticipation, and including apathy. Engaged in activity brings enjoyment or curiosity, watching a television show, doing a hobby, or listening to a podcast, one tends to invest more time and effort. Positive emotional engagement supports the student to persevere during times of failure and promote self-efficacy. Behavioral engagement observable indicators of cognitive and emotional engagement. Effective instructors take note students nod in agreement or smile, look puzzled, take notes, or volunteer a question or response. An indicator is time on task. However, physical behaviors may not reveal the true depth and breadth of student engagement. Implementing timely appropriate active learning strategies during the session provide a more accurate assessment of our students’ engagement (<https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-across-modalities/teaching-tips-articles/teaching-tips/2020/09/15/three-dimensions-of-student-engagement>).

Adaptive Learning Systems (ALSs) a growing necessity of providing better education, notably through the development, leveraged of several psychological constructs accurately characterize learners. An extensively in education is engagement, a multidimensional construct encompassing behavioral expression and motivational backgrounds. A metric used to guide certain pedagogic methodologies, to endow systems with the right tutoring techniques. A positive relation of students’ individual thinking and later group activity participation with collective engagement, as well as positive engagement relation with the later application of instructor’s strategies on giving feedback and moving through class, guiding on-going work (Gomes, Costa, Martinho, Dias, Xexeo and Santos, 2023).

Meaningful engagement of learners is critical in the quality teaching and learning of mathematics at school level. Learner engagement have an ongoing issue in mathematics classrooms in Nepal and elsewhere. To examine the level of engagement (behavioral, social, emotional, and cognitive activities) and their association with learning mathematics through the virtual mode of instruction during the pandemic. The level of behavioral, social, emotional, and cognitive engagement of students found to be high in the online mode of instruction. Additionally, cognitive engagement has significant relationship highest impact on social, behavior, and emotional engagement (Joshi, Adhikari, Khanal, Khadka, and Belbase, 2022).

Perspective of positive education, the state of hospitality and tourism students’ hope during the COVID-19 pandemic. It investigates the role of academic program engagement efforts in imparting students’ hope, their academic satisfaction, and loyalty intention to remain in hospitality and tourism as a major and career. Student’s engagement experience is positive despite the crisis. Faculty engagement activities and the overall campus environment, significantly instilled hope among students. Hope and academic satisfaction two powerful predictors for student’s major and career loyalty. Hospitality and tourism students’ engagement experience, academic satisfaction, and loyalty intention during the COVID-19 pandemic, offers a hope-centered framework to guide academic programs on

engagement and student success efforts going forward (Zhong, Busser, Shapoval and Murphy, 2021).

Student engagement fast becoming important framework to understand educational issues and concerns such academic performance, absenteeism, dropout, poor class attendance and lack of participation. Without meaningful student engagement, effective learning and student success can hardly be possible. Engagement, effective learning and student success hardly possible. Academics and researchers in higher education institutions need to gain more understanding the mechanisms of engaging hospitality students and the theories that underpin these mechanisms (Machingambi, 2020).

Study-life conflict and its negative consequences on students' attitudes towards their studies and future employment in tourism and hospitality industry. Tourism and hospitality students' current working experience and study life conflict and analyzes its relationships with students' burnout and employment aspirations. Competing demands of both the study and social life roles, students experience the study life conflict that boosted their current working experience. Experiencing the study life conflict in students' burnout exerts significant and negative impact on students' employment aspirations. The issue of the study life conflict experienced by tourism and hospitality students and its consequences for students' burnout and its detrimental impact on employment aspirations (Grobelna, 2022).

Graduates lack the critical thinking skills required for problem-solving and effective financial decision-making in the hospitality industry. Higher education not be able to meet all the demands and needs of the hospitality industry. Institutions struggle to provide students with the critical thinking skills. Authentic assessment is one possible strategy, which is recognized, to develop critical thinking skills amongst hospitality graduates (Maniram, 2022).

Students are dissatisfied with using blended learning platforms. Student satisfaction with a blended learning platform determine the quality of learning and learning outcomes. The direct and indirect influence between the user perception of a blended learning platform, self-efficacy, and emotional engagement on student satisfaction. directly influenced perceptions of usefulness of blended learning platforms, self-efficacy, and emotional engagement of student satisfaction. Indirect influence between the perception of usefulness of platform and self-efficacy to student satisfaction through emotional engagement (Masruroh, Surjanti and Sholikhah, 2021).

Tourism industry is a significant driver of the global economy and impacts societies all over the world currently experiencing radical change. Responding to changes requires economic paradigms and educational systems based on new foundations. Humanistic tourism proposes a values-based disciplinary perspective for tourism at the intersection between humanistic and tourism management, and is rooted in human dignity and societal wellbeing. Integrating humanistic management principles into higher education tourism management programs, and changing the nature, that could benefit students, future managers and all stakeholders (Lucia, Dimanche, Giudici, Camargo, and Winchenbach, 2021).

The online implementation faced some challenges, one of them was the students' learning engagement. Students' engagement in their EFL online classrooms during COVID- 19 pandemic, students had low behavioral, emotional, and cognitive learning engagement during their online learning, Indonesian education implemented online learning, including EFL online learning, since March 2020, (Zuhriyah, 2022).

Research Methodology

Descriptive method research was employed in this investigation. The study was conducted at Iloilo on selected schools offering tourism and hospitality courses of higher education (HEI's). The participants of the study are the 145 tourism and hospitality education with the course of Bachelor of Science in Tourism and Hospitality Management and related courses. Data in this study were derived from the self-made questionnaire. The participants responded to each by choosing any of the Likert Scale of five (5) responses.

For the academic on behavioral engagement, the following scale will be used:

Scale	Weight	Verbal Rating	Description
4.51 – 5.00	5	<i>“Very Important”</i>	means that the participants are being essential or decisive for determining of the idea or situation conveyed by the item.
3.51 – 4.50	4	<i>“Important”</i>	means that the participants are being
		<i>“Fairly Important”</i>	
		<i>“Slightly Important”</i>	
		<i>“Not Important”</i>	

something that is very significant is highly valued, or is necessary of the idea or situation conveyed by the item.

means that the participants are being to quite large degree of the idea or situation conveyed by the item.

means that the participants are being small amount of degree of the idea or situation conveyed by the item.

means that the participants are being insignificant or irrelevant of degree of the idea or situation conveyed by the item. For the academic on cognitive engagement, the following scale will be used:

Verbal Rating	Description
<i>Extremely aware</i>	means that the participants is extremely aware of the idea or situation conveyed by the item.
<i>Moderately aware</i>	means that the participants is moderately aware of the idea or situation conveyed by the item.
<i>Somewhat aware</i>	

means that the participants is somehow aware of the idea or situation conveyed by the item.

Slightly aware

means that the participants is slightly aware of the idea or situation conveyed by the item.

Not at all aware

means that the participants is not aware of the idea or situation conveyed by the item.

For the academic on social-emotional engagement, the following scale will be used:

Scale	Weight	Verbal Rating	Description
4.51 – 5.00	5		<i>Highly Acceptable</i> means that participant is extremely in highly accepted of the idea or situation conveyed by the item. means that the participants agree in
3.51 – 4.50	4		<i>Acceptable</i> <i>Moderately</i> acceptable of the idea or situation conveyed by the item. means that the participant is slightly in
2.51 – 3.50	3		
1.51 – 2.50	2		<i>Acceptable</i> <i>Fairly Acceptable</i> moderate acceptable of the idea or situation conveyed by the item. means that the participant is slightly not in fairly acceptable of the idea or situation conveyed by the item means that the participant is extremely not in
1.00 – 1.50	1		<i>Not Acceptable</i> not accepted of the idea or situation conveyed by the item.

For the academic on behavioral, cognitive, and social-emotional engagement, the following weighted mean, arbitrary value and verbal interpretation will be used:

Weighted Mean Arbitrary Value Verbal Interpretation

4.51 – 5.00	5	Excellent
3.51 – 4.50	4	Very Satisfactory
2.51 – 3.50	3	Satisfactory
1.51 – 2.50	2	Fair
1.00 – 1.50	1	Poor

The researcher used a mobile phone-based web survey can be quicker through artificial intelligence framework using a mobile phone-based survey when cities and towns are under quarantine. This method could reduce the spread of the virus in susceptible population under quarantine. Designed to fit in with our mobile-dominated era, mobile- optimized survey is any survey taken on a mobile device, like a smartphone or a tablet computer and form an important aspect of market research. Ensure a wide reach and convenient response from the people participating in a survey by making it easy for them to read, understand, and response on their mobile devices.

Result and Discussion

Table 1: Tourism and hospitality education on academic behavioral Engagement

Indicator	M	SD	Description
1. Set behavioral and time management goals.	2.70	1.14	Average
2. Expend effort.	2.70	1.14	Average
3. Manage study time and task.	2.70	1.14	Average
4. Persist to conquer difficulties.	2.70	1.14	Average
5. Engage relevant activities.	2.70	1.14	Average
6. Interact with other learners and instructors (online/offline).	2.70	1.14	Average
7. Participate in school functions.	2.70	1.14	Average
8. Attend and participates in class activities and discussions.	2.70	1.14	Average
9. Follow school rules.	1.25	1.17	Low
10. Studies.	2.70	1.14	Average
11. Completes assignment.	2.76	1.17	Average
Total	2.57	1.14	Average

Scale: 4.51 – 5.00 (Excellent), 3.51 – 4.50 (Very Satisfactory), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 1.00 – 1.50 (Poor)

These results show that student tourism and hospitality education on academic behaviour engagement reflects their experiences at colleges and universities are linked with specific outcomes on their academic engagement display behavior they fell a reflection of behaviour engagement vary from this study investigated findings emerge. Behavior taken into account resulted that tourism and hospitality education during post –pandemic has a “low” ($M=1.25$, $SD=1.17$)

engagement as to follow school rules findings. Overall findings on academic behavioral engagement.

Table 2: Tourism and hospitality education on cognitive engagement

Indicator	M	SD	Description
1. Learning goals are set.	2.52	1.09	Low
2. Monitor comprehension.	2.71	1.16	Low
3. Evaluate learning progress	2.89	1.15	Low
4. Apply metacognitive knowledge.	2.88	1.15	Low
5. Relate current academic tasks to previously learned information.	2.88	1.15	Low
Hold positive outcome expectations and value the learning.	2.88	1.15	Low
7. Avoid distraction.	2.88	1.15	Low
8. Desire challenge.	2.88	1.18	Low
9. Self-regulates.	2.91	1.15	Low
10. Plans, monitors, and evaluates one's thinking and learning.	3.02	1.10	Low

11. Perceived relevance of schoolwork.	3.02	1.10	Low
12. Personal goals and autonomy.	3.01	1.24	Low
13. Value of learning and success in school.	3.01	1.26	Low
14. Seeking to learn by going beyond the requirements.	3.02	1.27	Low
15. Enhance knowledge of the subject.	3.02	1.25	Low
Total	2.90	1.17	Low

Scale: 4.51 – 5.00 (Excellent), 3.51 -4.50 (Very Satisfactory), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 1.00 – 1.50 (Poor)

Student engagement in higher education on cognitive level in higher education institutions need to gain more understanding into the mechanisms of engaging hospitality students and the theories that underpin these mechanisms result shows a “low” ($M=2.90$, $SD=1.17$). Tourism and hospitality respondents of Iloilo of selected colleges and universities will seek to provoke new insights and perspectives that help broaden understanding of the concept. Findings established that student engagement is a pre-requisite for student success, a reflection of the choices that students make as it is also a function of institutional conditions, which include the learning opportunities and activities that the institution provides to its students.

Table 3: Tourism and hospitality education on social-emotional engagement

Indicator	M	SD	Description
1. Interest	2.52	.77	Average
2. Pride in success	2.49	.71	Moderately Low
3. Enjoyment of learning	2.49	.71	Moderately Low
4. Boredom.	2.49	.71	Moderately Low
5. Anxiety	2.49	.71	Moderately Low
6. discouraged	2.49	.71	Moderately Low
7. Hope for success	2.49	.71	Moderately Low
8. Is comfortable talking to peers.	2.49	.71	Moderately Low
9. Engage in group learning.	2.49	.71	Moderately Low
10. Ask questions of teachers/instructors.	2.49	.71	Moderately Low
11. Interested, inquisitive, and curious about academic content.	2.49	.71	Moderately Low
12. Weekly assessment.	2.49	.71	Moderately Low
13. Do interviews.	2.49	.71	Moderately Low
14. Reaction felt to the material being taught	2.49	.71	Moderately Low
15. Feeling of interest and enjoyment.	2.49	.71	Moderately Low
Total	2.49	.71	Moderately Low

Scale: 4.51 – 5.00 (Excellent), 3.51 -4.50 (Very Satisfactory), 2.51 – 3.50 (Satisfactory), 1.51 – 2.50 (Fair), 1.00 – 1.50 (Poor)

The unstated philosophy of both studies to ground learning behavior, and engagement whole life of the individual student. These whole life studies have included research into the students' emotional lives, as the role of emotions in learning is of interest not only to researchers but also to practitioners, who engage with students in a real-life context rather than an experimental one.

Conclusions

Tourism and hospitality assessing academic engagement impact of post-pandemic on hospitality and tourism education in selected colleges, and universities of province of Iloilo, as to the length of the study on academic behavior, cognitive, social-emotional engagement resulted average on academic engagement, cognitive engagement is low and lastly on social- emotional engagement is moderately low, it shows there is an implications as to the respondents academic engagement during covid-19 pandemic it has affected as to the behavior, cognitive, social-emotional of tourism and hospitality academic performance of selected colleges and universities of Iloilo province education.

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