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# "Impact Of Online Teaching And Learning On Hotel Management Teachers And Students During COVID-19"

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**Abstract:** Hospitality management institutes have seen an incredible growth in recent years. The recognition of this course amongst the young aspirants is due to various factors like job opportunities, different avenues, popularity of assorted television programs supported cooking skills, parent's wishes etc. Studies reveal that the hospitality profession is treated as a glamorous one and students are attracted to join the hotel schools with the perception of achieving a great career path which is possible through the hospitality industry. (Datta, 2015) Positive attitude and perception about the industry attracts aspirants towards the hotel industry. According to Aman *Aditya Sachdev, Regional Director – South Asia & Myanmar, EHL Advisory Services,* says the pandemic has forced many hospitality higher education institutions to review their core operations. Large numbers of job losses have also impacted students' perception about the hospitality and tourism industry. This has in turn put pressure on new student admissions into hospitality programmes, forcing institutions to review the relevance of their curricula and student learning environment. Government mandated lockdowns and physical closure of institutions has forced many to use online platforms for the delivery of their programmes. This paper examines the case of Hotel management, travel and tourism programs. Total 73 teachers and 165 students from hotel management colleges from different parts of India participated in the survey. The questionnaire was filled by the participants for the research paper. The hotel management programs are designed in a way where practical content is most important. Students are keener to have hands-on experience or they carry notions that when they join this program, they will be able to achieve all the things that they aspired to. The lockdown situation, being one of its kinds, has been difficult for the students as well as the teachers. Dealing with this particular situation because of its uniqueness has been an obvious challenge. Though online learning options have been available, it has been difficult to teach the practical component of the program. Therefore, the researchers wish to explore this topic for the said study.

**Key words**: *Lockdown, Online learning, Online Teaching, Hotel Management, Travel and Tourism Programs, Students, Teachers, Teaching, Learning*

**Introduction:** Education is a pillar of all industries and society which shapes the human resource for any industry. It provides the common platform for the industry to provide the uniform services. In the hospitality industry, it is very important to provide uniform service to the customers as it is an industry where consumers and providers both are human. Therefore, it is highly important to create uniformly trained human resources. To create this, one needs a strong education system. The hospitality education system is very important to run the hospitality industry successfully. This education system needs to upgrade and adapt to the new technology to cope up with new challenges, problems and to sustain the competition. We have entered into the 21st century where everything has changed drastically though the era of globalization has brought the world together. This era has its own advantages and disadvantages. The biggest disadvantage is that everyone suffered in COVID-19 pandemic due to the spread of corona virus all over the world in no time. (Dhawan, 2020) In India the education system is completely based on the traditional learning which is face to face learning. The sudden outbreak of corona virus has affected the whole world. The education industry got affected equally like the hospitality and travel industry, as WHO declared it as the pandemic situation forcing the education industry to shift from classroom to online across the world. Having said this, many institutions were hesitant to shift to the online classes. (Ankit Dambhare, 2020), The COVID-19 pandemic has disrupted the several activities and normal functioning of industry and routine life across the world,

including learning and education. The shifting towards online education form class room teaching or face to face teaching and learning during the pandemic of COVID-19 has led many studies to give more attention on how teachers and student perceive online teaching and learning in respect to the outcome of this online method and whether there is teacher and student satisfaction in this new learning environment. There is an argument that traditional learning is the best way of maintaining a learning process. Other models are always considered to be inferior or less efficient. However, there is no finding to support this argument, and research shows that technology supported models are at least as good as traditional learning(Rashty, 2010 cited in McArthur Baker & Unni, 2018).

In the era of globalization education also changed its shape from the traditional classroom to the online classroom, because of the pandemic taking an online class is new normal where teachers and students have to go through lots of changes and adoption of technology. (KM. UPASANA, 2014): Education means learning new things and adapting to the most recent technology and changes through learning and unlearning. "Education is the formal process by which society intentionally transmits its accumulating knowledge. "India too acknowledges the importance of e-education in spreading knowledge. Education is the means by which the aims and habits of individuals from one generation get passed onto the following generation. Generally, it occurs through any experience that includes a formative effect in the way one thinks, feels, or acts, in its narrow, technical sense. (Kundu & Dey, 2018) E-Learning elevates the level of education, literacy, and the overall economic development of the country. This is particularly accurate for countries where technical education is expensive, opportunities are limited, and economic imbalance exists among the stakeholders. With the advent of online education across India after COVID-19 teachers have been exposed to many newer technologies to contribute improved and modernized outcomes for the student community. Artificial intelligence needs to be explored for the sustainable development of education in the times to come. (Tilak, 2020)

**History of Traditional Education in India:** Traditional education system in India is embedded in its culture, its dated back from Vedic period which is about 1500 BC to 600 BC where Gurukul system was followed all over India where students used to reside at the Gurukul where they learnt all the skills including understanding the key of nature, reasoning, logic, the science, the talent necessary for an occupation. Most of the education was based on the Vedas where stress is given on proper pronunciation and recitation of the Vedas. It was the origin of traditional classroom or face to face learning methods. Traditional education system means the earliest & ancient system which was developed in the way to get education & a way to impart education to others. The normal education system consists of a one-way communication system by the gurus to the scholars, which consists of imparting education to the scholar in the very best way. During these students are required to attend the classes face to face and on the campus. According to Km. Upasana ``Online education is defined as teaching and learning through electronic media". This system supports the utilization of networking and technology. E-learning is mostly used for remote learning and distance learning but may also be utilized in face-to-face mode.

**Objectives** 1.To study the Impact of online teaching and learning on hotel management teachers and students during lock down period amidst COVID -19.
2. To understand the challenges faced by the hotel management teachers and students while teaching online during lock down period amidst COVID -19.

**Hypothesis of the study:**
H1 – Offline teaching methods are more efficient than online teaching methods for hotel management curriculum.
H2 – Teachers faced challenges while teaching online during COVID-19 lockdown.
H3 – Students faced challenges while learning online during COVID-19lockdown.

**Literature review:** In the research paper titled "Online Learning and Teaching in Hospitality, Leisure, Sport and Tourism: Myths, Opportunities and Challenges", by Lomine (2002) the researcher highlights the 5 key myths about why hospitality, Leisure, Sport, and Tourism colleges are hesitant to introduce online learning and teaching activities into the course or program. The survey was carried out at the University of Gloucestershire. The researcher mentions that complete online learning that is web-based learning pattern is wrong for this field. Doing this will be a completely wrong step worse than a first-generation correspondence course. As blended learning can be an option as some part of the course content can be put online where students can find more data and pictures related to the field and face to face learning can be still continued, this paper precisely talks about the following 5 key myths about online teaching and learning. Online learning and teaching is not for me because my subject is not appropriate at all. Online learning and teaching is not for me because I am not good enough with computers. Online learning and teaching is not for me because I would not know where to get a support Misconception number. Online learning and

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teaching is not for me because I do not understand the jargon Misconception number. Online learning and teaching is not for me because my students are very happy with the way my course runs. In the conclusion, the researcher mentions that the learning curve is very important in the education industry adapting to new technology by holding hands with the traditional method of face-to-face learning will definitely achieve good results online learning and teaching, will enhance the ability of students to understand more and will make them to co-up with new markets.

In the research paper titled "A Comparative Study Of Traditional Education & E. Education With Special Reference To India" by (KM. UPASANA, 2014) mentions the comparison between online education versus traditional education the data collected for this research was based on secondary data researcher writes in detail about the traditional education system in India its history and origin .researcher comparers the education system in developed countries as well as developing countries, researcher also mentions that developed countries have strong infrastructure to provide online education whereas in developing countries like India, have different problems to deal with though in India education is penetrated at the grass root level still good amount of population miss on the face to face classroom secession or traditional schools due to lot of other problems shifting to online education would be major channeling for the populous country as India where infrastructure Is not so strong , and yet lot research needs to be done on the traditional learning versus online learning , in all the fields because many fields needs an hands on experience such as vocational courses like plumbing, electrician, nursing , cooking therefore, careful attention must be given for design the syllabus of any particular program, and learning outcome has to monitors for good period then only one an shift to complete online teaching and learning.

In the research paper titled "Is Blended Learning Better than Online Learning for B.Ed. Students"? by (Ranjan, 2020).highlight the importance of blended learning in the education system for the research data was collected over the 2 years involving students who are leaning B.Ed. in findings it says that blended learning is a most effective tool where students can learn maximum things blended learning is a combination of face to face learning and online learning where students get more involved in learning process teachers also get involved in the process, as well as blended learning, helped a lot in this COVID-19 situation which has put constraints on the face-to-face mode of teaching in a great way. This research also suggests that blended learning resulted in better learning success and motivation. Blended learning has the potential to support learner-centric teaching-learning activities. in a country like India, where formal education is very challenged due to lack of facilities, qualified teachers, and quality education. Even in the finest conditions, formal education imparted in the traditional way is not resourceful to cater to the needs of varied learners. The present study suggests that blended learning, if executed correctly, achieves the best results.

In the research paper titled "Online Learning: A Panacea in the Time of COVID-19 Crisis" by (Dhawan, 2020) in this research paper researcher talks about the strength, weaknesses, opportunities, and challenges in the online education system, The researcher mentions that the COVID-19 pandemic has taught a lot of things to the world, and so to the education industry, researcher says that when any natural calamity occurs in any county or state they have to find a mechanism to overcome the challenge or situation researcher also mentions that Ayebi-Arthur (2017) conducted a case study of a college in New Zealand which was badly affected by seismic activities, to overcome the situation they completely shifted to the online teaching, researcher mention that it is not possible to shift completely every time in all the education program but one has to think about the solution to overcome the situation, Covid-19 pandemic also has changed the way how several people receive and impart education. The researcher also mentions that teachers are also habitual about teaching in the traditional way and they hesitate to accept the online teaching. (Seville et al., 2012cited in Dhawan, 2020) It is considered that India is a huge country and dealing with this one of its kind situations was difficult for everyone, due to the lack of infrastructure many students are not able to connect through the net, to join the online class. Institutions and organizations should prepare contingency plans to deal with challenges such as pandemics and natural disasters. (Martin, 2020 cited in Dhawan, 2020) Some teaching strategies like lectures should be made interesting by including case-study, debates, discussions, experiential learning, brainstorming sessions, games, drills, can be used online to facilitate successful and resourceful teaching and learning practices. The researcher suggests that when one shifts to impart education online its advantages and disadvantages need to be measured. Institutions should conduct thorough research when shifting to online teaching to bring the right technology for different educational initiatives. There should be proper precision on the purpose and context of technology adoption. As quite a few factors affect the choice of a particular technology such as security features, availability and condition of laboratories, internet speed, internet access, and digital literacy levels of the beneficiaries

Research paper titled "A Contemporary Study on the Flourishing E-learning Scenarios in India." By (Kundu & Dey, 2018) in this research paper researcher highlights about the E- learning scenarios in India, the data collected for this research paper is secondary data. researcher mentions that E-learning is a very broad term in which various techniques and methods are used in learning and teaching, duo to globalization and wide and vast spread of internet

it has got revolution in the teaching learning process, E-learning is base of modern education ,in the conclusion researcher mentions that Government of India strongly support the E-learning platforms for the education government has introduced various platform in major field of education such as IIT, and Engineering through portal such as NPTEL, Swayam. There are many hurdles to provide the E-learning to the entire education system in India, as education system in India is strong pillar for developing nation but it has its own challenges to percolate this e-learning at grass root level challenges such as, affordability, accessibility, and mode of delivery content is crucial. Technology has made it possible to have a digital classroom but it's also true that it cannot completely replace the traditional classroom teaching.

In the research paper titled "An Analysis of Teachers Perceptions towards Online Learning in India during Covid Pandemic". By (Ankit Dambhare, 2020) This research paper focus on the learning outcomes of the online teaching during COVID-19 pandemic in India, for data analyses the researcher survey the teacher across the education field from all over India , highlighting the perception about online teaching and learning outcome of the online teaching in various education fields an student satisfaction about the online classes in findings researcher mentions that there has to be strong training need for the teachers and students before going for the online class ,as well as organization should provide strong technical support to conduct this online class without this teaching and learning is not fruitful, majority of the faculty disagreed with the fact online teaching saves the time, faculty also notice that it's difficult for the teachers to engage the students in online class in comparison with the face to face teaching. Majority of the teachers mention that teachers and students faced a lot of technical issues during online classes; they mentioned it's very difficult to pay attention to the students who have disabilities during online classes. Majority of the teachers are having the opinion that online learning has not improved student's interest, performance, and participation and has not improved learning outcome.

In the research paper titled "USA and Asia Hospitality & Tourism Students Perceptions and Satisfaction with Online Learning versus Traditional Face-to-Face Instruction" By (McArthur Baker & Unni, 2018) This research paper examines the perception and satisfaction of the online class particularly about hospitality and tourism courses, sample for the study consisted of 356 students from 66% from the USA and 34% from Asia. The results discovered that there have been no statistically significant differences in learning preference in both USA and Asian students; both were very satisfied with both modes of instruction. The standard of the tutorial experience may vary looking on course design and organization, and therefore the instructor's teaching style and talent to interact with student questions and feedback. Asian students come from a culture where a tutor is an authority. When the nature of the course content is nonlinear and also the quality of peer feedback is skeptical, Asian students would feel uncomfortable. E- Learning also includes advantages that aren't found in traditional learning, such as: time for digesting the data and responding, enhanced communication among the learners, both as regards quality and as regards urgency, knowledge.

In the researcher paper titled "Students Perceptions of Online or Face-to-Face Learning and Social Media in Hospitality, Recreation, and Tourism "by (Fortune, Spielman, & Pangelinan, 2011)this research paper focuses on students perception about learning face to face versus online learning and therefore the use of social media within the hospitality and tourism industry for data analyses universities form northern California was included, the researcher did the Comparison of the net group and therefore the face-to-face group to judge differences in student learning perceptions irrespective of the course delivery method and therefore the online environment, including the course and therefore the general use of time off spent in online social networks. No statistically significant difference in learning preference was found between students who enrolled within the two different learning modes. Students in both learning platforms felt strongly that their chosen mode was the simplest for them.

In the research paper titled "Hurdles faced by the Education Sector in India during Online Learning System". by (Muruga & Mathivani, 2020) This research paper highlights the fact about hurdles faced by student and teacher during an online class conducted during the COVID-19 pandemic, survey included 1000 students from all over India irrespective of the education field as well as the teachers from various colleges all over India. Upon findings, the researchers discover that shifting to online class during pandemic has its own advantages and disadvantages, students, as well as the faculty member, faced some hurdles such as connectivity issues, content to teach, engagement of the students, and learning outcome of the students as well as the satisfaction of faculty and students, it raises the many questions that many fields in education needs the strong revision of the syllabus many students don't have access to internet facilities, as they live I remote area where they face the problem of poor connection of internet. The common point of view from the researcher is Online Learning will create Unhealthy Graduates.

In the research paper titled "Teacher Education in India: Engagement of Student Teachers in Online Learning". by (Nautiyal & Sinha, 2015) This research paper talks about the importance of teachers' education in India and the engagement of student-teacher in online learning, for the data 254 B. ED and M. ED students from Gharawal state participated in the survey. Profile of the students is such that in future they are going to be teachers. Researchers

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discover that, in these B. ED and M. ED programs they lack online teaching methodology, to cope with the new technology, the program that the students learn is focused on face-to-face learning more rather than online teaching and learning. Government should create a strong infrastructure for online teaching and learning for future teachers, there has to be strong provision in the program itself about how to conduct the online teaching. Teachers are the main pillars of the education field. They have to strongly trained and should understand the importance of technology and adopt the new changes to stand the competition.

**Research Methodology:** Sample: Total 73 teachers and 165 students from hotel management colleges from different parts of India participated in the survey. The questionnaire was filled by the participants for the research paper on "Impact of Online Teaching and Learning on Hotel Management Teachers and Students during COVID-19"

**Questionnaire:** Two separate structured questionnaires for teachers and students were designed separately which consists of MCQ using Google forms as tool to record the "Impact of Online Teaching and Learning on Hotel Management Teachers and Students during COVID-19" The impact of participants was recorded on a Likert five-point scale in which 5 was scored as Strongly Agree, 4 as Agree, 3 as Neutral/Not Sure, 2 as Disagree and 1 as Strongly Disagree

**Secondary Data**: Secondary data was gathered from the literature previously written through research papers, government reports, news articles etc.

**Teachers Questionnaire Data Analysis:** Demographic profile of respondents is elaborated that 45(61.6%) respondents were male, and 28(38.4%) respondents were female. Maximum numbers of respondents 35 were between in the age group of 36 years to 46 years to be followed by 23 respondents fall between in the age group of 25-35 years, 12 respondents' fall between in the age group of 47 to 57, 3 respondents fall between in the age group of 58 to 68. Data indicate that out of 73 respondents 36 no that is 50.7% are Assistant Professors,8 are Associate Professor which is 11 %, 5 are Principals that is 6.8 %,4 are Lecturers that is 5.5%, followed by Professor, 2.8 %, Research Scholar 1.4%, Training and Placement cordinator1.4%, Faculty 1.4%, Deans 1.4%. Data indicate that out of 73 Respondents 31 respondents have teaching experience between 1years to 10years. 29 Respondents have teaching experience between 11years to 20years. 12 Respondents have teaching experience between 21years to 30years.1Respondent has teaching experience between 41years to 50years. Data indicate that out of 73 respondents 44 (60.3%) Respondent Agree that hotel management education is going through a paradigm shift. Followed by 23 Respondent (31.5%) Strongly Agree to the statement, 2(2.7%) Respondent are Neutral, 3 (4.1%) Respondent Disagree to the statement and 1 (1.4%) Respondent strongly Disagree. Data indicate that out of 73 respondents 39 (54.2%) Respondents agree that hotel management studies have shifted from teacher centric to student centric. Followed by 16 Respondents (22.2%) Strongly Agree to the statement, 14(19.4%) Respondents are Neutral, 3 (4.2%) Respondents Disagree to the statement. Data indicate that out of 73 respondents 30 (40.1%) Respondents Agree that fixed mindset and lack of digital proficiency proved to be hurdles when started online teaching. Followed by 10 Respondents (13.71%) Strongly Agree to the statement, 13(17.8%) Respondents are Neutral, 16(21.9%) Respondents Disagree to the statement and 4 (5.5%) Respondents strongly disagree. Data indicate that out of 73 respondents 16(21.9%) Respondents agree that online teaching contributes to an effective way of learning for students and it has improved outcome and helps in flexibility and scheduling. Followed by 5Respondents (6.8%) Strongly Agree to the statement, 22(30.1%) Respondents are Neutral, 27(37%) Respondents Disagree to the statement and 3 (4.1%) Respondents strongly disagree. Data indicate that out of 73 respondents 15(20.5%) Respondents agree that interactive and technological format has been beneficial for Hotel Management students Followed by 6 Respondents (8.2%) Strongly Agree to the statement, 19(26%) Respondents are Neutral, 31(42.5%) Respondents Disagree to the statement and 2(2.7%) Respondents strongly disagree. Data indicate that out of 73 respondents 6(8.2%) Respondents agree that student participation and interest is high in online classes. Followed by 3Respondents (4.1%) Strongly Agree to the statement, 14(19.21%) Respondents are Neutral, 37(50.7%) Respondents Disagree to the statements and 13(17.8%) Respondents strongly disagree. Data indicate that out of 73 respondents 36(49.3%) Respondents agree that prior training of online teaching platforms is required for teachers before commencing teaching online. Followed by 34Respondents (46.6%) Strongly Agree to the statement, 2(2.7%) Respondents are Neutral, 1(1.4%) Respondents Disagree to the statement. Data indicate that out of 73 respondents 31(42.5%) Respondents agree that teachers and students save time and effort through online teaching methods. Followed by 6 Respondents (8.2%) Strongly Agree to the statement, 16(21.9%) Respondents are Neutral, 18(24.7%) Respondents Disagree to the statement and 2(2.7%) Respondents strongly disagree. Data indicate that out of 73

respondents 17(23.3%) Respondents agree that online teaching must continue even after Hotel Management colleges allow students to attend classes on their premises. Followed by 6 Respondents (8.2%) Strongly Agree to the statement, 9(12.3%) Respondents are Neutral, 28(38.4%) Respondents Disagree to the statement and 13(17.8%) Respondents strongly disagree. Data indicate that out of 73 respondents 41(56.2%) Respondents agree that online classes motivating /engaging students are difficult and interaction with students is limited. Followed by 26 Respondents (35.6%) Strongly Agree to the statement, 4(5.5%) Respondents are Neutral, 1(1.4%) Respondents Disagree to the statement and 1(1.4%) Respondents strongly disagree. Data indicate that out of 73 respondents 22(30.1%) Respondents agree that online teaching method practical sessions are not as fruitful as earlier for Hotel Management colleges/institute. Followed by 48Respondent (65.8%) Strongly Agree to the statement, 2(2.7%) Respondents are Neutral, 1(1.4%) Respondents Disagree to the statement. Data indicate that out of 73 respondents 35(47.9%) Respondents agree that in online teaching it is very difficult to involve students with special needs or disabilities. Followed by 17 Respondents (23.3%) Strongly Agree to the statement, 10(13.7%) Respondents are Neutral, 3(4.1%) Respondents Disagree to the statement. Data indicate that out of 73 respondents 33(45.2%) Respondents agree that in online teaching, assessment of student's performance is difficult. Followed by 17Respondents (23.3%) Strongly Agree to the statement, 8(11%) Respondents are Neutral, 14(19.2%) Respondents Disagree to the statement and 1(1.4%) Respondents strongly disagree. Data indicate that out of 73 respondents 66(90.4%) Respondents said yes and 7(9.6%) Respondents said no for getting technical and logistical support from the organization for online teaching. Data indicate that out of 73 respondents 27(37%) Respondents agree that online teaching has increased workload and is stressful as maintaining discipline. Followed by 16Respondents (21.9%) Strongly Agree to the statement, 21(28.8%) Respondents are Neutral, 9(12.3%) Respondents Disagree to the statement. Data indicate that out of 73 respondents 27(37%) Respondents agree that in online teaching student's digital competence level related to assignments and other academic related tasks is very low. Followed by 9Respondent (12.3%) Strongly Agree to the statement, 18(24.7%) Respondents are Neutral, 19(26%) Respondents Disagree to the statement. Data indicate that out of 73 respondents 27(37%) Respondents Agree that in online teaching faculty have more time at disposal and that time can be used to upgrade the knowledge and skills. Followed by 4Respondents (5.5%) Strongly Agree to the statement, 16(21.9%) Respondents are Neutral, 20(27.4%) Respondents Disagree to the statement and 6(8.2%) Respondents strongly disagree. Data indicate that out of 73 respondents 36(49.3%) Respondents agree that in online teaching provided faculty a sense of relief and come back to teaching resuming after lockdown. Followed by 7 Respondents (9.6%) Strongly Agree to the statement, 17(23.3%) Respondents are Neutral, 11(15.1%) Respondents Disagree to the statement and 2(2.7%) Respondents strongly disagree. Data indicate that out of 73 respondents 44(60.3%) Respondents said that blended method of teaching is most satisfying as teacher in new normal, followed by 28(38.4%) respondents said traditional method or face to face classroom method is most satisfying as teacher, and 1(1.45) respondent said online teaching method is most satisfying in the new normal. Considering the importance of the practical aspect in hotel management studies, how do you plan to go about conducting the same going forward especially for operational subjects? Kindly elaborate.73 responses. By posing this question the researchers asked teachers to elaborate what measures they are taking to conduct the practical content of the course and the responses can be clubbed together as follows and had large consensus among the respondent group

Practical content can be conducted offline later as the government rules permit.
The practical must be carried out ideally offline by making small groups and following COVID-19 precaution SOP's. The smaller group will be manageable and can be supervised better to maintain social distancing norms.
Online practical content is difficult to teach as well as learn without compromising the quality of content delivery and understanding.
Online videos can be shown and demonstrations can be shot and showed later to students online. But this will not be cost effective as professional assistance will be required.
Practical content missed out for the earlier semester can be incorporated in this semester with extra practical classes.
Blended teaching can be the way going forward. Theory lectures can be conducted online and students can be called to the college in smaller groups for learning of practical content.

**Students Questionnaire Data Analysis:** Demographic profile of respondents indicates that the total 165 responses received from the total respondents 135 students were male and 30 were females. The total number of respondents who submitted their data falls in the age bracket of 17 years to 34 years. All respondents in this study are hospitality students who are pursuing hospitality courses. 124 respondents have enrolled for a three-year degree programme, 29 respondents have enrolled for a four-year degree programme, 10 respondents are pursuing a diploma in hospitality and rests 2 are pursuing master's courses in hospitality. Most respondents 163 out of total 165 answered in the affirmative that the colleges they are studying in have stepped up to the online education and provided logistics

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required. Most preferred platform used by most colleges for online education according to 157 respondents (95.2%) was Google Meet. This is followed by Zoom platform as the next used one according to 5 respondents (3%),2 respondents (1.2%) said their classes took place on Microsoft teams and 1 respondent answered he took classes on another platform. 76(46.1%) respondents from the total of 165 said they did not suffer from any mental block or mind block when there was a shift from traditional method of teaching to online method. 50(30.3%) respondents expressed that maybe they did experience a mind block and remaining of the respondents 39 (23.6%) in number responded in the affirmative to this question that they did experience one at the initial stage of online education. 85 (51.5%) respondents who contribute the majority of the response say they prefer the traditional method of teaching compared to the online teaching, 41 respondents (24.8%) prefer a blended method of teaching and 39 (23.6%) answers reveal that online method of teaching is preferred by these respondents. On being asked the level of engagement in each teaching session, 102 (61.8%) were of the opinion that the traditional method of teaching is most engaging, followed by 36(21.8%) respondents saying they found online teaching most engaging and blended teaching method was found as the most engaging by 27 (16.4%) respondents. From the viewpoint of students, understanding of the subject matter is better in traditional teaching according to 109(66.1%) respondents .33 students (20%) felt that online teaching was better from comprehension of the subject matter. Blended teaching method was the choice for 23(13.19%) students. 114 (69.1%) respondents answered that in traditional teaching subject matter is better retained,30 (18.2%) respondents said that retention was better in online teaching and 21(12.7%) respondents answered that retention is better in blended teaching methods. 135(81.8%) respondents said that they missed the practical aspect of the course, 13(7.9%) respondents said they did not miss it whereas 17(10.3%) were not sure if they did. The practical component of the operational subject was most enjoyed by 73(44.2%) of the respondents followed by 60(36.4%) students who said they enjoyed all the components which included theory, practical and field work .27(16.4%) respondents opined that they enjoyed theory better. 5(3%) respondents said that they enjoyed field work better than the rest of options. 134(81.2%) respondents opined that traditional teaching methods makes it easier to communicate with teachers and classmates and remaining 31(18.8%) respondents said they could communicate better online teaching method. 105(63.6%) respondents replied saying gaining knowledge, learning and understanding of the content is better in traditional teaching ,39(23.6%) respondents said blended teaching is better and 21(12.7%) responded saying online teaching is better for the same. 71 respondents (43%) agree that audio visual aids are the new books, 31 respondents (18.8%), strongly agree ,51 respondents (30.9%) were neutral about the question, 8 respondents (4.8%) and 4 respondents (2.4%) strongly disagree to the PPTs, video are the new books. 97 respondents (58.8%) agree that they are more responsible to manage their learning during and post COVID-19 pandemic times .41 respondents (24.8%) strongly agree,22 respondents (13.3%), are neutral and 5 respondents disagree (3%) with the statement. 83 respondents (50.3%) agreed ,40 respondents (24.2%) are neutral, next 28 respondents (17%) strongly agree whereas 11 respondents (6.7%) disagree and 3 respondents (1.8%) strongly disagree to the question. About teachers and their adaptability regarding online teaching 91 respondents (55.2%) agree, 36 respondents (21.8%) are neutral, 26 respondents (15.8%) strongly agree, 10 respondents (6.1%) disagree and 1 respondent (0.6%) to that fact that teachers have adapted well. As per the data collected, it can be stated that 76 respondents (46.1%) felt and agreed that they faced difficulties during attending online lectures, 40 (24.25) strongly agreed, 39(23.6%) were neutral,9 respondents (5.5%) disagreed to this and 1 person (0.6%) strongly disagreed to this question. Respondents in this study were asked did they save time, effort and money when they took online classes 64(38.8%) said they agree, 36(21.8%) strongly agreed, 45 (27.3%) respondents chose to be neutral, 14 (8.5%) disagreed with the statement and 6 (3.6%) disagreed strongly to the same. When students were asked about which mode, they were more comfortable appearing in their exams, more than half of the 115 respondents (69.7%) said online mode preference.30.3% said offline that is paper and pen mode comfortable. From the data it can be understood that 98 respondents (59.4%) find the traditional method of teaching most satisfying, followed by 34(20.6 %) who say they prefer a blended method of teaching satisfying and respondents and 33 (20%) believe they find the online teaching method most satisfying. On being asked, which would be the preferred mode of teaching especially while teaching practical part 113 respondents (68.5%) said they find traditional methods \ followed by 24 respondents (14..5%) who opted for the online teaching and remaining 28 respondents (17%) said they preferred blended methods for practical content.

**Hypothesis Testing**
H0 - Offline teaching methods are not efficient than online teaching methods for hotel management curriculum
H1 – Offline teaching methods are more efficient than online teaching methods for hotel management curriculum.

## "Impact Of Online Teaching And Learning On Hotel Management Teachers And Students During COVID-19"

### Summary of Data

|  | Treatments | | | |
|---|---|---|---|---|
|  | 1 | 2 | 3 | Total |
| N | 165 | 165 | 165 | 495 |
| $\sum X$ | 768 | 195 | 477 | 1440 |
| Mean | 4.6545 | 1.1818 | 2.8909 | 2.909 |
| $\sum X2$ | 3736 | 323 | 1441 | 5500 |
| Std.Dev. | 0.9918 | 0.7512 | 0.615 | 1.629 |

**Result Details**

| Source | SS | df | MS | |
|---|---|---|---|---|
| Between-treatments | 995.0182 | 2 | 497.5091 | $F = 774.87027$ |
| Within-treatments | 315.8909 | 492 | 0.6421 | |
| Total | 1310.9091 | 494 | | |

**The f-ratio value is 774.87027. The p-value is < .00001. The result is significant at p < .05.**
To find out whether Offline teaching methods are more efficient than online teaching methods for hotel management curriculum ANOVA test was conducted. Results indicate that Offline teaching methods are more efficient than online teaching methods for hotel management curriculum hence the null hypothesis has been rejected and alternate hypothesis has been accepted.
H0 – Hotel management Teachers did not face challenges while teaching online during COVID- 19 lockdown.
H2 –Hotel management Teachers faced challenges while teaching online during COVID-19 lockdown.

Teachers faced challenges while teaching online during COVID-19 lockdown ANOVAs test was conducted Results

### Summary of Data

|  | Treatments | | | | | |
|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | Total |
| N | 73 | 73 | 73 | 73 | 73 | 365 |
| $\sum X$ | 322 | 309 | 301 | 270 | 168 | 1370 |
| Mean | 4.411 | 4.2329 | 4.1233 | 3.6986 | 2.3014 | 3.753 |
| $\sum X2$ | 1448 | 1347 | 1287 | 1082 | 458 | 5622 |
| Std.Dev. | 0.6199 | 0.7364 | 0.7984 | 1.0761 | 0.9956 | 1.1481 |

**Result Details**

| Source | SS | df | MS | |
|---|---|---|---|---|
| Between-treatments | 212.4658 | 4 | 53.1164 | $F = 71.52593$ |
| Within-treatments | 267.3425 | 360 | 0.7426 | |

indicate that Teachers faced challenges while teaching online during COVID-19 hence the null hypothesis has been rejected and alternate hypothesis has been accepted. **The f-ratio value is 4.27561. The p- value is .014424. The result is significant at p < .05.**
H0 - Students did not face challenges while learning online during COVID-19 lockdown.

H3 – Students faced challenges while learning online during COVID-19 lockdown.

| $\sum X2$ | 2795 | 2496 | 2604 | 7895 |
|---|---|---|---|---|
| Std.Dev. | 0.7093 | 0.8032 | 0.861 | 0.7989 |
| **Result Details** | | | | |
| *Source* | *SS* | *df* | *MS* | |
| **Between-treatments** | 5.3859 | 2 | 2.6929 | *F* = 4.27561 |
| **Within-treatments** | 309.8788 | 492 | 0.6298 | |
| **Total** | 315.2646 | 494 | | |

| Summary of Data | | | | |
|---|---|---|---|---|
| | *Treatments* | | | |
| | **1** | **2** | **3** | **Total** |
| **N** | 165 | 165 | 165 | 495 |
| $\sum X$ | 669 | 628 | 640 | 1937 |
| **Mean** | 4.0545 | 3.8061 | 3.8788 | 3.913 |

The f-ratio value is 4.27561. The p-value is .014424. The result is significant at $p < .05$. To find out whether Students faced challenges while learning online during COVID-19 lockdown ANOVAs test was conducted. Results indicate that students faced challenges while learning online during COVID-19 hence the null hypothesis has been rejected and alternate hypothesis has been accepted.

**Findings and Observations: -** Most of the teachers as well as students who participated in this survey were of the opinion that hotel management education indeed saw a considerable change during COVID-19 pandemic. No one had anticipated the number of changes that were required to be made especially during the lockdown. As hotel management teachers in India, primarily are used to conducting classes both theory as well as practical in the premises of their institutions the lockdown posed a substantial challenge. Not only were the teachers affected but the students also had to develop a mindset to learn the courses through online platform. Connectivity issues, not having the required infrastructure and logistics at home proved to be a stumbling block for many students at the beginning. Teachers had to relearn the way they taught and had to prepare the content for the online method proving it to be an issue as latest technology had to be understood and implemented. Most teachers are of the opinion that the approach has been shifted from a teacher centric to a student centric one where the learning process of the student is at the core. In spite being an interactive and technologically advanced format online method has not been beneficial to hotel management students. It is more of a quick fix to give a feeling that ever thing is normal and studies could happen without a break. Teachers have resorted to the online format but in a hotel management program which is largely practical based has suffered as students could not participate physically and use their hands to do the practical for example cookery or bakery where a product is made by them. The whole experience of learning how to prepare a dish cannot be compensated by the fact that virtual demonstration is being telecasted or a video related to the topic is shared with students.

Interestingly when asked whether online method should be carried on even after the permission is given to come to college, many faculties mostly answered the question saying they want the students back to college so that teaching –learning process doesn't get hampered as the online session are not as fruitful as face-to-face teaching. Most teachers also mentioned in their survey citing in the online method engaging students was a difficult task and interaction with the class was limited. As the students have been appearing online for the last 2 examination it is a difficult job to assess the progress and performance. There is a distinct reason for this being that students in India have less digital competence as all this while the teaching and learning process has been a traditional one. Teachers also feel that much time is taken to prepare lessons in the digital format as it has to be made interesting and a substitute as good as the teacher delivery.

**Limitations: -** This particular study is pertaining to teaching learning methods for the hotel management, travel and tourism programs.

**Suggestions: -** Considering the COVID-19 pandemic has altered almost established ways of functioning in all spheres of life, Education is no exception. If the situation prevails for time to follow there needs to be a thought given to most processes in the way we look at the teaching learning methods in hotel management which is as follows: -Syllabus needs to be designed in a way where all three methods of teaching and learning are optimized. Teachers and students need more training towards online teaching and learning. Training programs must be conducted for more digital proficiency and awareness to customize the latest technological tools for teaching and learning process. Educational institutions must aim at developing the digital infrastructure possibly virtual laboratories to overcome the challenge of the practical aspect and not hesitate to make appropriate investment in this area.

**Conclusion: -**Through the survey it is apparent that the teachers as well as the students miss the traditional method of teaching learning but are unanimous on the blended method going forward to make hotel management, travel and tourism studies successful from teacher and students' point of view. Both the groups felt that the traditional method of teaching and learning was more engaging, participative and most satisfactory but considering the current scenario a more permanent qualitative method must be found to face the new normal in hotel management studies.

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