Factors Affecting Tourism and Hospitality Students' Behavior and Their Adaptation Level on Online Learning Approach of LPU-Laguna

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Abstract – *The rapid widespread of the COVID-19 pandemic has caused the educational sector to shift the learning method from traditional to online approach. Within this context, this study assessed the factors that affects the behavior and adaptation level on online learning approach of tourism and hospitality students of LPU-Laguna. The descriptive method in quantitative research was used in this study and the data was collected from the 134 tourism and hospitality students of LPU-Laguna through an online self-made survey questionnaire. The findings indicate that online class have a positive effect on the students' personality, values, attitude, and interest but there is an anxiety experienced. The factors like learning environment, resources, and teaching method manifest that they strongly agreed that these factors positively affect the students' behavior and their adaptation level in online learning. Contrary to that, the factor amount of information negatively affects students' behavior like preventing to make decision. Furthermore, majority of the students adapts easily with learning modalities (synchronous and asynchronous) imposed by LPU-Laguna, however, they still encounter communication problems with their instructor. In this case, intervention plan was produced from the result of the significant variables that may contribute for the successful online learning of LPU-Laguna.*

Keywords – *Adaptation level, Behavior, Online learning*

INTRODUCTION

Education has the power to change the life of an individual by means of developing valuable knowledge and moral attributes imploring a positive impact in the human life. Facilitating a good education by creating a modern learning approach such as blended learning offers flexibility in the educational learning experience through face-to-face and technology-based learning [1].

The sudden outbreak of COVID-19 has shocked the world and the World Health Organization (WHO) (2020) declares it as pandemic [2]. When the DOH releases the report about COVID-19's first case in the Philippines, President Duterte signed the Proclamation No. 922 on March 8, 2020, where the country was declared to be placed under the state of public health emergency. The current situation prohibits face-to-face interaction and mass gatherings. Therefore, HEIs stated that both public and private schools and universities must adjust through an innovative way of shifting from the traditional to remote teaching modalities (synchronous and asynchronous).

The CHED issued a Memorandum Order (CMO) No. 04, Series of 2020 indicating the guidelines of the Implementation of Flexible Learning. For the school year 2020-2021, a flexible system was proposed by CHED, together with Inter-Agency Task Force for the Management of Emerging Infection Disease (IATF), in reopening of classes for all colleges and universities in the country. Under the flexible learning system, schools and universities adapt the new learning system that covers offline and online activities [3].

Lyceum of the Philippines University – Laguna (LPU Laguna), as a Higher Educational Institution (HEI), uses a traditional learning system until Coronavirus (COVID-19) came. They shifted from traditional to online learning due to pandemic and for

the safety of their students. There are behaviors that may arise due to the online learning approach and some of these behaviors are out of students' control due to might not having their own private and peaceful environment to log on to class meetings [4].

The study focuses on the psychographic profile of the students (personality, values, attitudes and interests). In addition, it emphasizes the behavior (motivation, amount of information, learning environment, resources, and teaching method) since the online learning approach has negative impacts on students' behavior and one of these is the experience of being separated from others – isolation [5]. Moreover, the adaptation is one of the priority objectives of this study to know the perspective of the students on synchronous and asynchronous learning modalities. The use of technology in online learning depends on the students' decision to adopt [6]. This study determined the significant difference and relationship between the students' behavior and adaptation level when in online learning.

This has been a huge adjustment for the institution of LPU-Laguna to adapt on the unanticipated change. Various challenges arise along with this situation such as difficulty to access technology and affordability of technology [7], distractions, technical and internet connection issues, etc. This research is focused on the tourism and hospitality students who are currently enrolled on LPU-Laguna experiencing online learning approach. The study aims to eliminate the gap between the pandemic and the online learning to provide additional information and an intervention plan for the institution. Lastly, the study is for everyone who values an effective education towards success.

OBJECTIVES OF THE STUDY

The main objective of this study is to determine and assess the tourism and hospitality students' behavior and adaptation level on online learning approach of LPU-Laguna. Specifically, determine the psychographic profile of students in terms of personality, values, attitudes and interests; assess the factors that affect the behavior of tourism and hospitality students on online learning approach of LPU-Laguna in terms of motivation, amount of information, learning environment, resources and teaching method. Also, determine the adaptation level on modalities in online learning approach of LPU-Laguna in terms of synchronous learning modality and assessment and asynchronous learning modality and assessment; determine the significant difference on the students' behavior and adaptation level when grouped

according to psychographic profiles; determine the significant relationship between the students' behavior and their adaptation level in online learning. Lastly, propose an intervention plan for online learning approach in LPU-Laguna.

MATERIALS AND METHODS

The researchers used a descriptive method of research in collecting an accurate data, by means of identifying the characteristics of the respondents selected. Hence, this study is limited to describe the psychographic profile, behavioral factors, and adaptation level of the respondents on online learning. The respondents for this study are 134 tourism and hospitality students of LPU-Laguna who are enrolled in the institution. This was obtained by using the G-Power software version 3.1.9.2. The researchers used a stratified random sampling technique. The main instrument used in the study is a self-made survey questionnaire based on the literature gathered and had a pilot testing. The value of Cronbach's alpha is 0.945 which signifies that there is an excellent internal consistency of the items. The researchers submitted a letter to the dean of the college to permit the researchers to distribute the survey instruments and waited for the approval. The consent was provided along with the questionnaire regarding the purpose of the study to the respondents and set a guideline to protect the rights of the respondents. To collect the data needed to answer the objectives of the study, the researchers made use of the Microsoft forms. The statistical tools used in the study were Frequency and percentage distribution, Weighted Mean, Pearson R, Post Hoc Test and ANOVA (F-test).

RESULTS AND DISCUSSION

Table 1. Summary Table on the Psychographic Profile of Tourism and Hospitality Students of LPU-Laguna

Indicators	WM	VI	Rank
Personality	2.79	Agree	2
Values	3.30	Agree	1
Attitude	2.73	Agree	3.5
Interest	2.73	Agree	3.5
Composite Mean	**2.89**	**Agree**	

Legend: 3.50 – 4.00 Strongly Agree (SA); 2.50 – 3.49 – Agree (A); 1.50 – 2.49 – Disagree (D); 1.00 – 1.49 – Strongly Disagree (SD)

From the summary table 1, other indicators such as values have a weighted mean of 3.30 and a verbal interpretation of agree, which ranked as the highest among all indicated means under the psychographic

profile. It can be observed that the respondents agreed that such values are indeed practiced during the online class. This means that even if the students are studying at home, their values during class are still present. The values that are thought in school and practiced at home.

On the other hand, some of the respondents agreed concerning personality (2.79), which got the second rank. With the advent of online classes, the result means that the students' personality is one of the influencing factors that could affect their online learning. Other indicators such as attitude and interest (2.73) obtained the lowest rank among the given indicators. This means the tourism and hospitality students agreed that they are mindful about their attitude when it comes on their online classes. This also reveals that the respondents agreed that they are interested, satisfied, focused, taking advantage, and willing to participate on their online classes.

Table 2. the Factors Affecting the Behavior of Tourism and Hospitality Students on Online Learning Approach

Indicators	WM	VI	Rank
Motivation	2.73	Agree	4
Amount of Information	3.28	Agree	1
Learning Environment	2.96	Agree	3.5
Resources	2.96	Agree	3.5
Teaching Method	3.15	Agree	2
Composite Mean	**3.02**	**Agree**	

From the indicators in table 2, it can be gleaned that the amount of information (3.28) ranked as the highest among all the indicators under the factors affecting the behavior of tourism and hospitality students on online learning approach of LPU-Laguna, which has a verbal interpretation of agree. This explains that tourism and hospitality students agreed that amount of information affected their behavior on online classes.

This also proves that students can't make decisions and act well due to the amount of information they receive in an online class environment. Other indicators in the summary table such as teaching method (3.15), learning environment and resources (2.96) also have a verbal interpretation of agree. It is shown that the motivation got the lowest rank (2.73), which also has a verbal interpretation of agree. This gives an idea that tourism and hospitality students agreed that they are motivated on online classes. It can be distinguished that motivation affects students' behaviors in online class. It also reveals that if a student is motivated, it fuels his energy that drives to complete tasks. Hence, motivation is the condition

that sustain the students' attention and behavior and provides them more energy to complete tasks [8].

Table 3. Adaptation Level on Modalities in Online Learning Approach of LPU-Laguna

Indicators	WM	VI	Rank
Synchronous Learning Modality and Assessment	2.79	Often	2
Asynchronous Learning Modality and Assessment	2.97	Often	1
Composite Mean	**2.88**	**Often**	

From the last summary table, asynchronous learning modality and assessment ranked as the highest. This shows that tourism and hospitality students often engage in this technique of learning that can help them find the best ways to learn and to do tasks, which has a weighted mean of 2.97. Students are motivated and have flexible time during asynchronous wherein they can decide when to do their task and when to communicate with their instructors. Moreover, the indicator synchronous learning modality and assessment ranked second (2.79).

It can be observed that the respondents' level of adaptation to this indicator is often. This means that students often experience such indicators instigating their satisfaction and therefore result to adapting easily with the synchronous class imposed by LPU-Laguna because it contributes positively on their academic interaction. It can be discerned that during synchronous class, students sometimes encounter communication problems with the instructors. This means that in synchronous classes, communication challenge arises due to certain barriers. This could be expounded if the instructors would consider the challenges and barriers with the students to create an effective communication, thus, would clarify any concerns and enhance learning.

Table 4. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Personality

Behavior	f-value	p-value	Interpretation
Motivation	8.634	.000	Significant
Amount of Information	.081	.922	Not Significant
Learning Environment	9.057	.000	Significant
Resources	11.349	.000	Significant
Teaching Method	8.972	.000	Significant

Legend: If the p-value is <.05, Significant. If the p-value is >.05, Not Significant.

Table 4 manifests the difference on the students' behavior when grouped according to psychographic profile based on personality. It can be perceived that the respondents strongly agreed to the indicators under behavior such as motivation (.000), learning environment

(.000), resources (.000), teaching method (.000). The level of agreement directly affects the significant difference in accordance with their personality. This means that students possess different personalities in terms of the behaviors presented. Personality can therefore be observed having direct influence on the consistencies in the behavior of the student in online learning. The importance of recognizing these differences should be considered by the teachers. On the other hand, the variable Amount of Information (.081) is interpreted as not significant. This means that students possess the same personality when provided with an amount of information such as preferring to work independently, often socializing with fellow classmates and more during an online class.

Table 5. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Values

Behavior	f-value	p-value	Interpretation
Motivation	15.368	.000	Significant
Amount of Information	3.278	.041	Not Significant
Learning Environment	13.304	.000	Significant
Resources	9.207	.000	Significant
Teaching Method	16.540	.000	Significant

Legend: If the p-value is <.05, Significant. If the p-value is >.05, Not Significant.

Table 5 displays the distinction on the students' behavior when grouped according to psychographic profiles in terms of values. It was observed that respondents strongly agreed that the indicators such as motivation, learning environment, resources, teaching method in which these indicators have the p-value of .000 and amount of information (.041) The level of agreement directly affects the significant difference on the students' behaviors when grouped according to their values. This gives us the idea that each respondent is conscience about their values with reference to the behaviors on online learning. This means that the students express different values depending on motivation and amount of information received as well as the learning environment and resources available and the teaching method presented by teachers. Teachers therefore should acknowledge these differences for an efficient online learning.

Table 6. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Attitude

Behavior	f-value	p-value	Interpretation
Motivation	32.225	.000	Significant
Amount of Information	6.503	.000	Significant
Learning Environment	17.459	.000	Significant
Resources	27.745	.000	Significant
Teaching Method	10.875	.000	Significant

Legend: If the p-value is <.05, Significant.

Table 6 displays the distinction on the students' behavior and adaptation level when grouped according to psychographic profiles in terms of attitude. It was observed that the respondents strongly agreed to all indicators such as motivation, amount of information, learning environment, resources, and teaching method which have the p-value of .000 and considered the p-value is neither less than 0.05 nor greater than 0.05. This means that understanding of usefulness of e-learning to the students has different experience and enjoyment every time they use technology. The level of agreement directly affects the significant difference on the students' behaviors when grouped according to their attitude. Each respondent is aware on their behavior and their adaptation level specifically on their attitude, which results to have a differentiation on their viewpoint when it comes to online courses. This also means that the tourism and hospitality students have different experiences that affect their behavior as well as their other performance.

Table 7. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Interest

Behavior	f-value	p-value	Interpretation
Motivation	61.182	.000	Significant
Amount of Information	.439	.725	Not Significant
Learning Environment	25.627	.000	Significant
Resources	34.902	.000	Significant
Teaching Method	24.600	.000	Significant

Legend: If the p-value is <.05, Significant. If the p-value is >.05, Not Significant.

Table 7 exhibits the distinction on the students' behavior and adaptation level when grouped according to psychographic profiles in terms of interest. It was recognized that 4 out of 5 has a significant different, therefore the respondents strongly agreed to the indicators such as motivation, learning environment, resources, and teaching method (.000). Meanwhile, the amount of information (0.725) reveals that it was the only indicator that has no significant difference.

This means the students are experiencing a heavy workload that could result to a negative effect on their behavior as well as in their adaptation. The level of agreement directly affects the significant difference on the students' behaviors when grouped according to their interest. The table above appears that the students under the program of tourism and hospitality management encountered different impression that trigger their interest on online learning approach of LPU-Laguna. However, several students have the same approach on how they generate their involvement

during their classes as well as on their engagement in the middle of their discussion. The accessibility of online platforms changed the education in which it makes available for everyone to be interested in searching more about their improvement [9].

Table 8. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Personality on Learning Modalities

Behavior	f-value	p-value	Interpretation
Synchronous	13.940	.000	Significant
Asynchronous	3.177	.045	Significant

Legend: If the p-value is <.05, Significant.

Table 8 manifests the difference on the students' adaptation level when grouped according to personality on learning modalities. The result shows that respondents strongly agreed that the synchronous (.000) and asynchronous (.045) indicators obtaining a p-value less than 0.05 have significant difference on the teaching modalities (synchronous and asynchronous) in online learning. The level of agreement directly affects the significant difference in accordance with their personality on learning modalities. This means that students exhibit difference on their personality during synchronous and asynchronous classes. The findings shows that students have distinctive personality traits that influences their preferences on teaching modalities (synchronous and asynchronous). Teachers should acknowledge different personality of their students to enhance their instruction.

Table 9. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Values on Learning Modalities

Behavior	f-value	p-value	Interpretation
Synchronous	5.001	.008	Significant
Asynchronous	11.918	.000	Significant

Legend: If the p-value is <.05, Significant.

Table 9 presents the difference on the students' adaptation level when grouped according to psychographic profiles in terms of values on learning modalities. It shows that the respondents strongly agreed that there is a significant difference when it comes to both asynchronous learning modality (.000) and synchronous learning modality (.008) since both obtained less than .05 p-value. The level of agreement directly affects the significant difference in accordance with their values on learning modalities. This shows that the tourism and hospitality students have different

values during synchronous learning modality and in asynchronous learning modality. This means that there are students who exhibits negative and positive values. Teachers should help the students to combat negative values to adapt efficiently on online learning both on synchronous and asynchronous teaching modality.

Table 10. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Attitude on Learning Modalities

Behavior	f-value	p-value	Interpretation
Synchronous	22.833	.000	Significant
Asynchronous	17.399	.000	Significant

Legend: If the p-value is <.05, Significant.

Table 10 expresses the distinction on the students' behavior and adaptation level when grouped according to psychographic profiles in terms of attitude. The result reveals that the respondents strongly agreed on the indicators of synchronous and asynchronous learning modalities (.000). Considering the p-value is neither less than 0.05 nor greater than 0.05.

This means the students were also able to determine the perceived of usefulness and perceived ease of use of technology as they enhance their academic performance for their synchronous and asynchronous learning modalities, which it falls into the Technology Acceptance Theory (TAM). The level of agreement directly affects the significant difference in accordance with their attitude on learning modalities. The table above presents the adaptation level of the respondents when grouped according to synchronous and asynchronous in connect with their attitude. This means that there was a significant difference on the students' opinion on how it affects their attitude on the new learning approach by LPU-Laguna. In addition, most students had positive attitudes despite of their experiences on online learning [10].

Table 11. Difference on the Students' Behavior and Adaptation Level when Grouped According to Psychographic Profiles in terms of Interest on Learning Modalities

Behavior	f-value	p-value	Interpretation
Synchronous	15.001	.000	Significant
Asynchronous	11.918	.000	Significant

Legend: If the p-value is <.05, Significant.

Table 11 displays the distinction on the students' behavior and adaptation level when grouped according

to psychographic profiles in terms of interest. The result reveals that the respondents strongly agreed to the indicator of synchronous and asynchronous learning modalities (.000). Considering the p-value is neither less than 0.05 nor greater than 0.05. This means students have the willingness to choose the combined learning modalities, which has a positive effect on their behavior and adaptation as they finish their online courses. The level of agreement directly affects the significant difference in accordance with their interest on learning modalities. This give us the idea that the respondents learning modalities are synchronous and asynchronous. In relation with behavior, students' interest had a significant difference on their viewpoint when it comes to their willingness to adopt this kind of learning modalities. The curriculum of the students was effective and adjustable based on the students' interest which has a positive outcome on their online experiences [11].

Table 12. Significant Relationship between the Students' Behavior and Their Adaptation Level in Online Learning in terms of Synchronous

Synchronous vs	r-value	p-value	Interpretation
Motivation	.587	.000	Significant
Amount of Information	.063	.468	Not Significant
Learning Environment	.544	.000	Significant
Resources	.589	.000	Significant
Teaching Method	.458	.000	Significant

Legend: If the p-value is <.05, Significant. If the p-value is >.05, Not Significant.

Table 12 illustrates the responses on the significant relationship between the students' behavior and their adaptation level in online learning in terms of synchronous teaching modality. The result shows that there is a significant relationship among the indicators motivation with a r-value of .587, learning environment (.544), resources (.589) and teaching method (.458). However, the indicator Amount of Information's r-value is .063 which therefore interpreted as not significant. A direct relationship can be perceived among the variables, which means that the more the students experiencing synchronous classes, the more they get motivated, adapt easily on amount of information given, new learning environment, available resources, and method of teaching. Therefore, with more exposure on synchronous classes, students adapt easily to online learning.

Table 13. Significant Relationship between the Students' Behavior and Their Adaptation Level in Online Learning in terms of Asynchronous

Asynchronous vs	r-value	p-value	Interpretation
Motivation	.463	.000	Significant
Amount of Information	.187	.031	Significant
Learning Environment	.404	.000	Significant
Resources	.440	.000	Significant
Teaching Method	.419	.000	Significant

Legend: If the p-value is <.05, Significant.

Table 13 presents the responses on the significant relationship between students' behavior and their adaptation level in online learning in terms of asynchronous learning modality. It was observed that there was a significant relationship among the indicators such as motivation with the r-value of .463, learning environment with the r-value of .404, resources with the r-value of .440 and teaching method with the r-value of .419, obtaining a p-value of .000 which is less than .05, same goes with amount of information with the r-value of .187 and p-value of .031. It also shows a direct relationship between variables, which means the more they experience asynchronous classes the more they can adapt in this class setup. This means that tourism and hospitality students have different behavior when it comes to asynchronous learning because they have different motivation, learning environment and resources. This also shows that not all students have the same adaptation level in this kind of learning technique, which means there are students who can easily adapt the teaching methods and retain the amount of information they receive in this class setup and there are some who are having a hard time to cope up. Therefore, students' personality and feeling of competence over learning process are often enhanced by asynchronous learning [12].

Intervention Plan

The intervention plan was created from the indicators that have negative result on the psychographic, behavior, and adaptation level of tourism and hospitality students of LPU-Laguna based on the survey conducted. Specifically, in terms of student's anxiety, activities, amount of information in online learning, and online learning during synchronous and asynchronous sessions embedded with necessary actions for academic and behavioral success of the students. This plan can be used by Lyceum of the Philippines University-Laguna as a guide to have a better performance and implementation of online classes amidst the pandemic. Furthermore, this plan can be used to find out different concerns of the students regarding their behavior and adaptation level. The persons involved in this intervention plan are the ones who make the action plan work in order to achieve its goals and fulfill the areas of this plan that deals with anxiety, activities, amount of information and learning modalities of the students in online learning.

CONCLUSION AND RECOMMENDATION

It can be concluded that online learning behavior depends on the respondents' personality, values, attitude, and interest on online class. Students feel that there is an anxiety felt in online class which is experienced with the sudden transition to online learning. Some strongly agree in values, wherein students recognize their classmates' struggle and respect their professors during online class. Tourism and hospitality students agreed that the factors motivation, amount of information, learning environment, resources, and teaching method affect their behavior on the online learning approach of LPU-Laguna. However, the factor amount of information has negatively affected the behavior of the students such as preventing to make decision. Majority of the students often experience such indicators affect their satisfaction, which led to adapting easily with both synchronous and asynchronous learning modalities imposed by LPU-Laguna.

However, students encountered difficulties in adjusting to the new learning styles, such as encountering communication problems with their instructors due to certain barriers. Most students' behaviors and their adaptation level have significant difference on their psychographic profiles, while the amount of information's indicators in terms of personality and interest revealed that there is no significant difference. There is a direct relationship on students' behavior in terms of motivation, learning environment, resources, and teaching method to their adaptation level on online learning. Therefore, the more they experience synchronous and asynchronous classes, the more they adapt easily in online learning imposed by LPU-Laguna.

Meanwhile, the amount of information in terms of synchronous teaching modality, has a negative effect on students' behavior, indicates no significant difference. An intervention plan was produced from the result of the significant variables that may contribute for the successful online learning of LPU-Laguna. The plan consists of goals, action plan and persons involved to address the issues and concerns on online class.

The institution may create a plan to have an effective and interactive online learning for students to not feel anxiety in class. The researchers may also consider some factors such as lifestyle, opinion and activities that will have effects in an online learning environment. Lyceum of the Philippines University-Laguna may review their syllabus plan for the tourism and hospitality students through evaluating the outlined activities to decrease the amount of information consumed by the students to help them manifest positive behavior in online classes with the participation of the faculty members. The faculty members may provide a designated online or offline platform and specific time range of availability to have an effective communication with the students and contribute on their adaptation level in online classes (synchronous and asynchronous).

The LPU staff may conduct an online forum where students can express their behavior and insights about their experience in online learning, but the identity of the students will be anonymous. In this way, the admin or the faculty members will know the real thoughts of the students as they engage on their online courses particularly during synchronous. The proposed intervention plan can be used for the successful implementation of online class in LPU-Laguna. However, it may be limited only to the tourism and hospitality students of LPU-Laguna.

The future researchers may consider some behaviors that are not included in this study such as technology and interface characteristics, content area experience, and student roles and instructional tasks that might have significant difference or no significant difference on students' adaptation level in online learning. Future researchers may review, conduct similar study, and include variables that are not included in this research.

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