

# Challenges and Opportunities in the Hospitality and Tourism Education: A Phenomenological study

Asia Pacific Journal  
Educational Perspective  
Vol. 9, No. 1, pp 36-44  
May 2022  
ISSN: 2782-9332 (Print)

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**Abstract** – The study's purpose was to examine the current challenges and opportunities that many tourism and hospitality institutions are facing in the time of pandemic. The consequence is obvious, and it may be addressed to the appropriate authorities in order to create and nurture an educational environment capable of producing internationally competent individuals with the general knowledge and capacities required by the sector. The researched made use of an interpretative phenomenological analysis through an unstructured questions to identify the perception of the 54 participants among 5 campuses. The study reveals that in this generation with fully established virtual classrooms, tourism and hospitality educators are acutely aware of their weak points and areas in which they must improve. Educators are currently responding to technological developments in the learning management system and training teachers to improve teaching tactics and resources in responding to the challenges. With this, it was recommended for the college may ensure technological and technical literacy by providing intensive faculty development to assure high-quality online instruction. The administration may consider using a hybrid teaching and learning model that combines new and effective online resources with the face-to-face instruction that students find so valuable and appreciated for further use

**Keywords** – Hybrid Learning, Intervention, Pandemic, Tourism Education

Cite this article as: Apritado, J.M., and Borbon, N.M.D., (2022). Challenges and Opportunities in the Hospitality and Tourism Education: A Phenomenological study, *Asia Pacific Journal of Educational Perspectives*, 9(1), 36-44

## INTRODUCTION

The challenges ahead in higher education are substantially enormous in the context of global scale. The world is constantly changing where challenges occur. The society are required to actively respond and well versed to understand liberation emerging in economic, government, religion, culture, education, technology, and other different innovations. Education is supposed to lead in increasing knowledge, skills, improve the well-being and empower each learner with ethics values. Ultimately, the universities have plans for future relevance and sustainability in order, to survive and function at optimum levels while confronting the challenges from within and external environment.

COVID-19 outbreak has presented unprecedented circumstances before the fragile tourism and hospitality industry. The highly infectious novel coronavirus continues to thwart the sector and raises serious questions about the present and future survival of the sector. Kaushal and Srivastava, [1] affirm that there are major implications of the pandemic and the form of determined factors in adding to the evolving theory on COVID-19 pandemic as well as in the tourism & hospitality industry in general; and managerial recommendations to address host of issues while taking essential learnings stemming from the current circumstances.

Across the globe, tourism higher education is undergoing massive and sustained change driven by three interlocking sets of concerns. First, there are massive changes taking place in the global higher education environment that have important implications for how tourism education is positioned at national, sub-national and institutional levels, second, as most developed countries move into a post-industrial epoch, traditional industrial tourism structures and practices are increasingly subject to pressures that are likely to bring about significant structural change. Third, massive changes in higher education combined with the changes taking place in tourism itself, suggest that there are significant implications for the future of

tourism and hospitality higher education. Yet to date, discussion and exploration of this latter concern the future of tourism education has taken place in isolation from the earlier two areas of concern, almost as if they were discourses painted on different canvasses, colored with different values and issues, and crafted using different language [2].

Generally, the tourism and hospitality programs emphasizes skills and competencies incorporated in professional subjects for sustainable development and aligned to international standards and practices to meet the challenges of globalization. Furthermore, the social aspect of the program is to help the students to develop a sense of ethical responsibility and a healthy hospitality culture. It also imparted communication and interpersonal skills, problem solving and decision-making skills. The tourism and hospitality sector is extending enormously resulting in generating revenues and employability. There are several challenges with respect to the tourism and hospitality, especially in this time of pandemic.

In Philippine higher education institute (HEI), in accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the “Higher Education Act of 1994,” and for the purpose of rationalizing the undergraduate tourism management/hospitality/hotel and restaurant and/or travel management education in the country with the end view of keeping space with the demands of global competitiveness, the following policies and standards are hereby adopted and promulgated by the Commission [3]. Using the Enhanced Basic Education Act or Republic Act No. 10533 as the point of view, this study would like to dig deeper in the formulation of curricula in tourism and hospitality in the Philippines, and by examining the challenges and opportunities amidst the pandemic. With the unprecedented occurrence of the pandemic, the tourism and hospitality sector was greatly affected as well as the tourism and hospitality education also were affected, thus there are challenges faced both by the educators and the students. Most especially, majority of the courses are skill based there are numerous practical demonstration and laboratory activity needed to be conducted and with the online learning, it is truly one of the main challenges for the tourism and hospitality education.

Tourism and Hospitality is a complex field of study, because it involves a variety of disciplines, either directly or indirectly related to the understanding of tourism. Its multi-disciplinary nature will complement

students’ learning of other subjects. For instance, the study of sustainable tourism development can illustrate the concept of biodiversity and social responsibility, through examining contemporary tourism-related issues familiar to students. Tourism and Hospitality Studies (THS) also provides an authentic context for the learning of a second or third language.

The aims and objectives of the curriculum in general sense are enable the students to enhance their awareness of the growing importance of the tourism and hospitality industry to the society, nation and the world; acquire a comprehensive understanding of the tourism and hospitality industry, in particular the tourism system and those dimensions of hospitality (skills, personal qualities and attitudes) that are valued by the industry; develop the appropriate knowledge, values and skills that support the sustainable development of the industry develop the general intellectual capacity for life-long learning through the application of relevant concepts and theories in THS to daily situations and from the subject to wide range of contexts, and gain pre-employment experience in selected sectors of the industry [3].

The study revealed the current challenges confronted by many tourism and hospitality universities in the province of Batangas. The result is an evident and may address it to the proper authority to create an educational environment capable of generating and nurturing development that will produce globally competent individuals who are well equipped with general knowledge and intellectual capacities needed by the tourism and hospitality industry. This study would be of great help in coming up with practical solution in the emerging challenges in the tourism and hospitality looking into the perspective of the dean, department chair and the faculty.

## **OBJECTIVES OF THE STUDY**

This study investigate on the challenges and opportunities for tourism and hospitality education amidst the pandemic. More specifically, this study aims to find answers to the following: (1) to determine the key challenges that Hospitality and Tourism Educators currently facing in this time of global pandemic; (2) to determine the key learnings of these challenges experienced by the Hospitality and Tourism Educators; (3) to present on the possible opportunity for Hospitality and Tourism Educators/institutions in response to the challenges mentioned. Finally, based on the findings, the researcher was able to propose an intervention program for the Hospitality and Tourism.

## METHODS

### Research Design

In this qualitative design, an interpretative phenomenological analysis was used to assess the challenges and opportunities in the hospitality and tourism education amidst this global pandemic. In order to answer the objectives of the study, a qualitative research method was used to evaluate the description of the challenges based on perceptions or opinions of the respondents. The unstructured questions were defined to identify the perception of the respondents.

Phenomenological research method was used to relate or describe the conditions substantial in assessing the challenges in tourism and hospitality in higher education. The method used will help to furtherly explain the significant difference between the perceived variables. To collect data we chose face to face semi-structured interviews as a method to explore the experience of the dean, department chair and faculty [4].

### Informants

A total of 54 participants were able to take part in the interview process which is a composition of a Dean, Program Chair and faculty members under the College of International Tourism and Hospitality Management under different campuses of Lyceum of the Philippines University: Batangas, Cavite, Laguna, Manila and Davao. The researcher was able to come up with three main questions for the interview through online form. This questions are based from the objective of the study.

### Procedure

Since, there is a limited opportunity to conduct focus group discussion, the researcher utilized an online form wherein the participants were given enough time to answer the three questions in an essay form. The researcher emailed the prospect participants and were able to retrieve the data within seven weeks of data gathering.

### Data Analysis

Focus group discussion will be utilized to gain insights into this area of interest in the hospitality and tourism education. This study aims to evaluate the challenges for tourism and hospitality education, and it discusses key opportunities for the future development of tourism and hospitality curriculum.

The data gathered were coded and selected various themes under challenges and opportunities using thematic analysis. The interviews were digitally

recorded and then transcribed verbatim by a research assistant. The Thematic Analysis was used to organize, manage, and code the qualitative data efficiently.

### Ethical Considerations

The respondents were rest assured that information gathered will be kept with utmost confidentiality through the data privacy disclaimer included in the online survey form. Across all phases of the qualitative analysis, the evaluation of ethical problems is important in order to maintain the balance between the potential consequences of research and the likely benefits of research [5].

## RESULTS AND DISCUSSION

Based on the result of the interview, the main themes formulated were as follows: For Challenges, Socio-economic, technological environment, increasing global competitions, changes to educators and teaching, as well as to the industry. While on the other hand, most of the opportunities were regarding to the innovation, adaption to technology and continuous professional trainings.

### Part I. Key challenges that Hospitality and Tourism Educators currently facing in this time of global pandemic.

In the field of education, online teaching and instruction is used all over the world. As a result of the coronavirus, an increasing number of educators are being forced to teach their students from home. Both teachers and the students have faced common difficulties on virtual class. Majority of the respondents are concern with their unstable internet connection.

**Internet Connection.** Unstable internet connection is the common concern of the respondents. Challenges on internet connection Students aren't the only ones who might feel diminished accountability in a distance education setting. It can be a struggle for teachers too. Moreover, varied accessibility to broadband internet has compromised the quality of education for University students, as most classes are online and rely on high speed internet for synchronous remote learning — just 27 percent of classes have an in-person component. Broadband refers to a high-speed internet that is always on [6]. Based on the result, majority of the faculty would say that:

*“we are having a hard time to teach students via virtual class”; “being creative in every course site” and, “lack of resources like laptop and headphone”.*

The Philippines ranked 101st among 179 countries in terms of fixed line internet speed in 2019. The country's average speed of 19.51 Mbps was much slower than the global average of 57.91 Mbps. The young people particularly, direly need faster internet and better-quality ICT services now. To this end, Congressman Eric Yap said the ACT-CIS Party-list will file a House bill seeking to modernize the public educational system at all levels, institutionalize online distance-education and make it attuned to the Digital Age as narrated by Tulfo, [7] in his column section of Manila Standard.

Higher education is being reshaped by globalization and the digital revolution. There are growing pressures related to declining sources of income and rising costs. There is heightened competition for share of the global student market. Institutions are seeing a lasting effect from the global financial crisis impacting both enrolment numbers and philanthropy, and students have increasing demands and expectations of their educational experience [8].

Other concerns pertain to the difficulty of conducting classes with practical activities or laboratories. Based on the assessment, most of the students have no reliable access to technology before they even start. Not every home have a reliable internet connection or readily available device for students to use. An initial email, message or text or during the student orientation or students-parents general assembly as conducted by the College of International Tourism and Hospitality Management (CITHM)- LPU campuses gave them the opportunity to flag these issues so that students and parents can prepare to accommodate ahead of time.

With the sudden transition of education learning process there is massive increased in the demand for technology like laptops, tablets, cell phone and other electronic gadgets. The increased availability of Internet opportunities will enable teachers and administrators to employ the technology in many different ways, including record keeping, communicating with parents, distance learning, professional development, curriculum development, and as a classroom teaching tool. To realize such uses of telecommunications, educators face a variety of challenges in addition to acquiring linkages. Such challenges include providing technical support for networks, hardware, and software; ensuring teachers and administrators have the time for and access to staff development for technology integration; increasing the effective use of the Internet to enhance student

learning; and protecting students from inappropriate material on the Internet. As schools install additional Internet linkages, administrators will also be working to obtain connections that are faster, have wider bandwidth, and are more reliable than traditional modems [9].

In this digital era, ICT use in the classroom is important for giving students opportunities to learn and apply the required 21st century skills. Hence studying the issues and challenges related to ICT use in teaching and learning can assist teachers in overcoming the obstacles and become successful technology users [10].

In addition, the Important of technologies for learning such as computers (98%) and educational software (93%) were ranked as the top technologies by the respondents of Cachia and Ferrari's [11]. On the other hand, our research showed that the rate of ICT use among teachers in school is average. However, the finding shows that more teachers used computer with teaching software in the classroom to present or demonstrate examples to students. They also like to use the computer to access students' results and keep track of their progress. Despite the current efforts in ICT integration in schools, many families specifically in rural areas still do not know how to use ICT tools in their daily life. They even did not know how to check their children's results in the existing systems. Not all houses have computers and Internet facilities to use daily. In this regard, the main challenge is to provide appropriate ICT tools to both urban and rural areas efficiently. There are also some challenges encountered based on the responses of the faculty members that:

*"unfamiliar online modality like teaching lab courses and skill based competencies"*

In online learning environments, it is important to help students engage with course material in a way that makes sense for them. Providing them with ample flexible opportunities to reinforce course concepts will ensure that learning material sticks with them, even after they have completed their final assessment.

Educators must recognize that students will only engage with course materials if they see them as valuable. With digital courseware, online teachers can adopt or create a customizable interactive textbook to extend active learning outside of class meetings. With in-line interactive questions, it is easy to track completion and comprehension of course content. These questions can be used to introduce new concepts, reinforce students' understanding of topics and assess learning. Instructors can also easily export grades and

participation data to their learning management system (LMS). However, on the technical side of browsing or navigating the software is now the primary concern of most teachers.

Technical difficulties with online teaching tools are issues that need to be aware of. It's also important to remember that, students being 'digital natives', many of them are still not that proficient when it comes to tackling unfamiliar software or using it in a responsible manner so as to the teachers. An orientation is needed to take a look at our guide to setting up an online classroom [12].

## **Part II. Key learnings of these challenges experienced by the Hospitality and Tourism Educators.**

Respondents have similar learning form the challenges they have encountered, they narrated that:

*"we have to be flexible, creative and adaptable in these challenging times"; "Be innovative, creative and more patient"; "learn on flexibility, time management and multi-tasking"; "we learned to adapt and create effective teaching procedures"; "be patient, tech-savvy and innovative"; and "we should be resilient and innovative".*

Commonalities with the responses are pertains to improving themselves to become flexible or adaptive or resilient, creative or innovative and technologically oriented. This shows that educators of tourism and hospitality know themselves and very much aware about their weak points and areas that they really need to evolve in this time where virtual classroom are fully implemented. This may considered as a positive response on the challenges they are facing on. Acceptance of becoming innovative in their teaching styles, approach and in the delivery of teaching instruction strongly signifies their willingness for a change and advancement.

In fact, from other responses it shown how faculty members are eager, cooperative and committed to engage for their teaching development. The participants stated that:

*"that the world is changing towards technology and automation"; "search for latest virtual platforms"; "to. Focus on what really matters which strengthen our ability to respond in the future"; "have deeper understanding to different situations"; "We must learn to adapt the situation, we educators must give considerations*

*to our students to make sure that no one will stay left behind"; and, "to adopt fast technological paced of education. It gives the educators an opportunity to deepen their commitment to learner centered approaches and build new strategies".*

From the current situation educational system is being challenged to do immediate response because of the sudden circumstances have brought by the pandemic. The rapid transition from face-to-face classroom management to virtual online class happened promptly. Everything was in placed through online transaction. Automation increased thus, everyone in education per se need to adjust to the fullest of emergence of technology and software application in order to sustain the educational system of the entire country.

LPU campuses used software for academic purposes even before the pandemic. The university utilized Learning Management System (LMS); the adaptation was taken gradually by the teachers and students. In the occurrence of the worldwide pandemic full implementation happened immediately to make sure that the delivery of instruction will not be interrupted tremendously. In that case, the tourism and hospitality educators of all LPU campuses were immensely involved in virtual teaching through LMS or personalized called "MyLPU". This LMS is a software that is designed specifically to create, distribute, and manage the delivery of educational content. The LMS can be hosted as a stand-alone product on the company server, or it can be a cloud-based platform that is hosted by the software firm.

**Technological environment.** While developments in technology have made it easier for students there are significant issues of access and equity persist. Being digitally literate is more than obtaining isolated technological skills is similar to generating a deeper understanding of the digital environment, enabling intuitive adaptation to new contexts and co-creation of content with others [13]. Due to the multitude of elements comprising digital literacy, higher education leaders are challenged to obtain institution-wide buy-in and to support all stakeholders in developing these competencies.

Technical difficulties with online teaching tools are issues that need to be aware of. It's also important to remember that, students being 'digital natives', many of them are still not that proficient when it comes to tackling unfamiliar software or using it in a



responsible manner so as to the teachers. An orientation is needed to take a look at our guide to setting up an online classroom [12]. In the recent study of Borbon, et al. [14] it was revealed that adaption to the emerging technology is an integral component of the online learning.

#### **Increasing Global Competitions.**

Competitions is happening world-wide. The challenge lies among educational institution in producing globally competitive graduates by providing the necessary knowledge and skills for them to strive and get an international employment. It was revealed in the study of Dael, [15] that hospitality students had experienced to a moderate extent the different aspects of the four components of hospitality education. It also found low rating in some aspects of the educational components. Thus, the need is felt to enhance further the quality of programs, procedures, and services of the different components of hospitality education in the college. Also, Demirciftci et al., [16] found out the most important challenges in hospitality and tourism which are were finding qualified revenue staff, economic instability, owner pressure on budget and prices, unstable demand, and competition.

#### **Changes to Educators and Teaching.**

Enabling academic staff to deliver the best possible learning experience – all academic staff will need the tools and skills to enhance their teaching capabilities. Also, in providing managers and academic staff with the data they need, and tools to interrogate and present it, will enable the institution to make informed decisions quickly. This behavior ensures to make sure they continue to meet the rapidly changing needs of our HE sectors [17]. The teacher quality will consistently meet the minimum qualifications as faculty. Their skills and experience are assets to guide the students in their chosen programs, exhibit professionalism and dedication are also needed to inculcate the discipline of scholarly [18].

**Changing Tourism and Hospitality Industry.** The tourism and hospitality industry are also bombarded with challenges. Market demands dictates the changing patterns and behavior of the industry. Innovations in technology are also important to consider as the industry will demand for technologically knowledgeable or skillful staff. Therefore, there a chain reaction that fall backs to educational institution to produce graduates possessed the needed skills and knowledge.

### **Part III. Opportunity for Hospitality and Tourism Educators/institutions in response to the challenges.**

From the responses provided by the deans of different LPU campuses as stated in verbatim:

Dean 1: *“Continuous learning and training. And reinvent the traditional way of teaching”;*

Dean 2: *“Adapt with flexible learning and check if learning objectives were attained”;*

Dean 3: *“Continue the classes via virtual platform, LPU-EFLEX (Canvas, MS teams, Zoom, Google Meet Etc.)”;*

Dean 4: *“As an institution and aside for looking for more creative ways and platform to conduct online classes. The institution continues to seek for approval of the limited face to face classes even just for the laboratory engagements of the students because our program is technical and skill based, students need to learn and practice those skills and it impossible to do it online”. Also, “Asynchronous and synchronous classes”;*

Dean 5: *“learn and think fast”.*

On the other hand, the faculty members narrated their responses to the challenges they have experienced based on the implementation or practices of their respective campus according to them from...:

Campus 1: *“We try to apply and discover different innovations that would be applicable to us”; “Train students to adapt to the new normal”; and, “conduct webinars, invites industry experts from tourism and hospitality to lightened the academe of what is happening in the industry in this time of pandemic”.*

Campus 2: *“they attend webinars” and “Asynchronous learning for students”; “In terms of unstable internet connection, the only solution is a new telecommunications company, but what the institution can do is to upgrade the MyLPU so that we can access it even though there's an issue with connectivity”; “They are far more resilient and ensure that student needs are met and focus on how to provide targeted support to address individual needs”; “Immerse students to*

*collaborative case studies on current situations and allow students to be creative and use available resources at home for practical activities”; and “Attend to several online trainings and webinars”.*

Campus 3: *“Webinar series/talks provided by LPU enlightens and ties loose ends”; “as part of our learning continuity plan, we have been using flexible learning type of instruction to our students. This gives ample chance to those who won't be able to attend online sessions to cope up with the discussions via self-directed learning materials”; “They attend trainings on how to improve their online classes”; and “Create a more engaging online class sessions to ensure students are learning and focusing on the lessons presented”.*

Campus 4: *“progressive training in connection with the normal like, full LMS utilization, familiarization of the platform like Office 365, Online Delivery of class, and proper assessment of students' outcome”; “Breakthrough Trainings and Seminars”; “We are encourage to think and reshape our teaching style that best suited our current situation that would give the same quality of face to face class to our students”; “Trainings and seminars”.*

Campus 5: *“continuous training, regular dialog and meeting, quick response to matters that are not regularly encountered or not the usual problems”; “Adapting to change. Going e-learning”; “ Trainings and workshops on strategies for this flexible way of learning”; and “Educators are thinking outside what is considered normal and looking into social media collaborating with other tourism sectors on how we could surpass these challenges right now”.*

Private academic institution like Lyceum of the Philippines University (LPU) – Batangas would like to ensure the quality of its products and services to be transparent in the general public through undergoing various voluntary accreditation and certification. This article deals with basic information on the initiatives and achievements of the university as manifestations of its commitment to provide quality education to the future leaders of the country and professional workforce of the world. Making the standard of education in international

level provides a wider perspective of social and cultural diversity into one learning environment. Strong implementation of marketing strategies inside and outside the Philippines could give greater opportunity to encourage more foreign students to study in LPU [19].

In the study of Laguador, et al., [20], it showed that the tourism and hospitality faculty members of the Lyceum of the Philippines University, teachers received a good performance rating in terms of the six performance appraisal measures with the best leadership abilities and the lowest performance review obtained in educational management experience as well as relational skills. In addition, Mejia, et al., [21] revealed that the program competitiveness of LPU-B is a manifestation of the different awards, recognition and citations at both local and international scene. The linkages are marked by the placement of the On-the-Job Training (OJT) graduating students at different levels of the hospitality industry both locally and internationally.

Based on the study of Malubay, et al., [22], it is highly recommended for the higher education institution to strictly implement a series of student activity that involves team building as social gathering to prevent stress, anxiety, and depression that could affect the decision-making. Since, it was revealed in the study of Dael, [15] that hospitality students had experienced to a moderate extent the different aspects of the four components of hospitality education. It also found low rating in some aspects of the educational components. Thus, the need is felt to enhance further the quality of programs, procedures, and services of the different components of hospitality education in the college.

In the study of Grobelna, [23], affirms that well defined study program shall provide the students an opportunity for real confidants enabling them to gain enough knowledge towards various culture and work environment. However, hospitality and tourism businesses must be aware that the service providers shall be skillful and flexible in providing services to various guest coming from different backgrounds. Thus, it shall be inculcated in the hospitality and tourism curricula. In the study of Laguador, et al., [20], it showed that the tourism and hospitality faculty members of the Lyceum of the Philippines University, teachers received a good performance rating in terms of the six performance appraisal measures with the leadership abilities and the lowest performance review obtained in educational management experience as well as relational skills.

Moreover, Dimalibot et al., [24] found out that, majority of the graduates are presently employed, all the identified work-related values particularly professional integrity was possessed by the respondents, school related factors is very essential for the employability as it has a

greatest influence on their employment, and proposed curriculum enhancement and program maybe sustained for improvement to produce greater employability rate of the graduates. In addition, Mejia, et al., [21] revealed that the program competitiveness of LPU-B is a manifestation of the different awards, recognition and citations at both local and international scene. The linkages are marked by the placement of the graduating students at different levels of the hospitality industry both locally and internationally.

Drawing on qualitative data gathered from educators based in the United Kingdom, this paper examines their perceptions of significant challenges facing contemporary hospitality management education. These include engaging contemporary students, particularly through new technologies; the growing presence of international students; institutional constraints, resource pressures and the distinctiveness of hospitality management education; ongoing tensions between hospitality's intellectual development and its practice focus; and new course designs, delivery models and partnerships. The study also explores their views on how those are likely to evolve in the future. The findings suggest that many of the key challenges are not unique to the hospitality management area, but they also highlight many pressing concerns specific to this sector. Importantly, the findings help to identify how individuals and institutions are responding to particular challenges in higher education [25].

Furthermore, Kumar, [26] proves that hospitality graduates have great opportunity towards an employment globally. As part of the curriculum, there was an interface between the institute and industry in the form of occupational experience and other short-term training courses. There is a need of educational and administrative reforms in hospitality institutes, teaching and research. Teacher's perks and pays are to be made comparable to other sector to attract better talent in hospitality education. There is lot of scope of research and projects on various aspects of hotels. There could be very innovative, meaningful and useful for society as well as Industry. So, Higher education and research bodies are required to recognize it as important and potential area for study.

## CONCLUSIONS AND RECOMMENDATION

Majority of the concerns relate to unstable internet connection, adjustment on virtual class environment in the new normal and having less understanding on the utilization of technology or on the adaptation to technology for teaching instruction. Educators of tourism and hospitality know themselves and very much aware about their weak points and areas that they really need to evolve in this time where virtual classroom is fully implemented. Hospitality and Tourism

Educators in response to the challenges are currently adapting to the technological innovations as to the learning management system and equipping the teachers for the betterment of the teaching strategies and materials.

The University and College may explore other online platforms appropriate for teaching and learning process. The college may sustain technology and technical literacy by providing extensive training of faculty to ensure that online education is of high quality. The Dean of the college may look into a form of hybrid teaching and learning combining new and improved online resources with the face-to-face provision that is so valuable and valued by students for future use. The faculty may explore online formative assessment other than MyLPU to have variety of online tools. Internet Connectivity may be solved by providing data and sources of internet to those faculty and students who suffer unstable or no connectivity. The future researchers may conduct similar study using different variables such as: online learning environment of the teacher and students, work life balance of teacher in time of pandemic and learning and teaching progress in virtual class environment.

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