



Assessing the impact of distance learning among hospitality management students at central Mindanao university

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Abstract

In recent years, distance learning has emerged as a transformative force in higher education, including hospitality management programs. This study aims to assess the impact of distance learning on students, educators, and the broader hospitality industry. Through a mixed-methods approach involving surveys, interviews, and analysis of academic performance, this research explores the effectiveness of distance learning in preparing students for careers in hospitality management. The study also investigates the challenges and opportunities presented by remote education, considering factors such as digital technology adoption, student engagement, and the changing dynamics of the hospitality sector. The findings shed light on the evolving landscape of hospitality education and provide insights for institutions and educators seeking to optimize distance learning in this field.

Keywords: Hospitality, management, university, education

1. Introduction

Background of the Study

This study examines the impact of distance learning on Third- year Hospitality Management students at Central Mindanao University. This paper seeks to see how potent Distance Learning is to learners' academic performance. The researchers included in the study the specific means for students to cope with the distance learning caused by the COVID-19 pandemic. As stated by UNESCO (2020), the education system has been hugely affected after the COVID-19 pandemic outbreak. Online classes cause students mental stress; Teaching via online platforms causes educators extra burden.

Learning is an interactive process between learners and teachers and study equipment in the teaching-learning method (UUSPN No. 20, 2003). In other words, learning is a process that assists students in their studies. The COVID-19 Pandemic has changed not only how people work but also how students study. During the pandemic, there is a greater emphasis on online learning as a convenient method of conducting learning setup. This kind of learning is a type of distance learning that allows for unlimited participation and interaction with learners and teachers by taking place online.

The popularity of online learning continuing education programs, specifically Hospitality Management, is rapidly increasing not only here in the Philippines but also in many countries. To better understand these, the researcher conducted this study, intending to uncover the hospitality management students' ways of coping with distance learning, determining the impact of distance learning, and exploring the effectiveness of distance learning as a mode of learning for the learners.

Education has been hampered by the COVID-19 Pandemic resulting in a shift to online learning. This study examines the impact of distance learning on Fourth-year Hospitality Management students at Central Mindanao University. This paper seeks to see how potent Distance Learning is to learners' academic performance. The researchers included in the study the specific means for students to cope with the distance learning caused by the COVID-19 pandemic. As stated by UNESCO (2020), the education system has been hugely affected after the COVID-19 pandemic outbreak.

Online classes cause students mental stress; Teaching via online platforms causes educators extra burden (Lei & So, 2021). The COVID-19 pandemic significantly hampered the fourth-year (4th) students' academic performance in 2021 and their entire learning experience. The most frequent issue was that students found it challenging to interact with instructors and other students online, which made online learning more difficult than face-to-face learning. Learning is an interactive process between learners and teachers and study equipment in the teaching- learning method (UUSPN No. 20, 2003). In other words, learning is a process that assists students in their studies. The COVID-19 Pandemic has changed not only how people work but also how students study.

During the pandemic, there is a greater emphasis on online learning as a convenient method of conducting learning setup. This kind of learning is a type of distance learning that allows for unlimited participation and interaction with learners and teachers by taking place online. The popularity of online learning continuing education programs, specifically Hospitality Management, is rapidly increasing not only here in the Philippines, but also in many countries. To better understand these, the researcher conducted this study intended to uncover the hospitality management students' ways of coping with distance learning, determining the impact of distance learning, and exploring the effectiveness of distance learning as a mode of learning for the learners.

Statement of the Problem

The purpose of this study is to identify the impact of Distance Learning among Hospitality Management Students in Central Mindanao University. This study specifically answers the following questions:

1. What is the impact of distance learning?
 - a. Academic performance,
 - b. Mental health,
 - c. Time Management,
 - d. Stay Organized; and
 - e. Stay Healthy?
2. Is there any significant relationship between distance learning and academic performance of the students?
3. Based on the results, what action plan can be made?

Objectives of the Study

Generally, this study would like to determine the Impact of Distance Learning among Hospitality Management Students in Central Mindanao University (CMU).

Specifically, the study aimed to

1. Determine the impact of distance learning classes,
2. Identify the significance relationship between distance learning and academic performance of the students, and
3. Determine the action plan to be made based on the results.

Significance of the Study

The study focuses on the impact of Distance Learning of Third-year Hospitality Management students at Central Mindanao University. Moreover, the results of the study will be beneficial to the following:

Students: The students will have other ways on how to cope up distance learning amidst the situation they are facing.

Teachers/Mentors: The result of the study will help the teachers to know the impact of distance learning towards the

students and struggles encountered.

Parents: The result of the study will help the parents to understand and identify the impact of the distance learning towards their children. Parents also know what they will provide for their children to survive this mode of learning.

Scope and Delimitation of the Study

This study will mainly identify and assess the impact and effectiveness of distance learning to 3rd year Hospitality Management students at Central Mindanao University.

The researchers will select 50% from a total population of 3rd year students randomly as a sample in conducting the study.

This study limits its coverage on the third year Hospitality Management students. Its main purpose is to identify the common problems that they encounter and to identify the ways of coping and surviving distance learning for the last year.

Definition of Terms

For a better understanding of this study, the following terms are defined in the context of this study COVID 19, is a term used for a highly contagious disease that is caused by SARSCoV-2 Virus.

Hospitality Management, this term refers to the program or course that is actively available in Central Mindanao University.

New Normal refers to a current situation, social customs, etc. that is different from what has been experienced or done before but it is expected to become unusual or typical.

Online classes are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor.

Pandemic occurring over a wide geographic area and affecting an exceptionally high proportion of the population. Distance Learning is a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student- teacher and student-student communication.

Theoretical Framework

This section discusses several theories and research articles. The literature review contains Hospitality Management, Pandemic, Distance learning, Academic Performance of the Learner on Distance Learning, mental health, Time Management, Health, and Organization. The researchers are convinced that the information produced from this literature demonstrates to support the study that will be conducted.

2. Review of Related Literature

2.1. Hospitality Management

According to the study of Dangi (2009) ^[16] presently, there has been an immense interest among a section of students to pursue hotel management education as a career in the hospitality industry. Apart from different institutions offering hospitality management, there are many Hotel Management and Training Institutes, which have cropped up in almost every state of the world imparting catering education to interested candidates. The systematic study of hotel management has taken up a big lead in recent times and there has been a growing tendency among the new generation to pursue this field of education for the sake of a different kind of lifestyle. Hotel management is a diversified field

composed of several areas. It provides an in-depth description of those sub-areas, which are of importance even for readers, managers, and proprietors who are involved in Hotel and Catering.

The increased competition and complexity in the tourism and hotel industry as well as the sophisticated demands of tomorrow's travelers, mean that tourism and hotel employees will need to be better educated. The emergence of several hotels has revolutionized the tourism and hotel industry. At the government and industry levels, Hotel Management institutes, Food Craft Institutes, and Travel Tourism Institutes have been established at certificate, diploma, and degree levels to improve the industry's experience (Peterson's Guide, 2003) ^[46].

As stated by Satyal (1999) Hotel management has become a profession that young people are proud to join and get trained for various level positions.

Hotel management education has proliferated into a series of courses offering technical certificate courses of a specialized nature, diplomas, basic training and degree program in hotel catering and tourism.

The study of Walker (2003) ^[55] shows that hotel management is interdisciplinary. It draws ideas from tourism, travel, economics, psychology, accounting and finance, food technology, management, food chemistry, microbiology, physics, architecture, engineering, marketing, law, etc. and from these disciplines are formulated approaches to systems and analytical tools designed to make the hotel a satisfying experience for people when they are away from home.

2.2. Pandemic

The decade 2020 started with a much unsettling and unfortunate occurrence of a new disease in the line of over 30 novel infections that the world has experienced in the past 30 years (Nkengasong, 2020) ^[53]. This time the nomenclature given to the new severe acute respiratory syndrome (SARS) outbreak was the novel coronavirus. Later termed COVID-19, the disease represented an atypical pneumonia that started in China and later spread across nations the world over. Countries like the United States of America, Brazil, India, Italy, Spain, France, South Korea, Italy, Iran, and many more have experienced unprecedented spread of the disease and life loss in the past several months.

The enormity of this outbreak can be imagined from the fact that even the leaders and prominent people couldn't escape from the infection, for instance, the virus infected British Prime Minister Boris Johnson, who had earlier warned citizens of the United Kingdom to prepare for the potential loss of lives in the country. Akin to COVID-19, the previous SARS outbreak was characterized by its rapid spread, which led to travel advisories issued by the World Health Organization (WHO) (Chuo, 2007) ^[53]. Travel restrictions and advisories have again revealed the vulnerability of the tourism and hospitality industry (De Sausmarez, 2004; Zhang *et al.*, 2020) ^[18].

The isolation of a cruise ship in Japan carrying virus-infected tourists marked only the beginning of the latest tragedy that continues to unfold. The outbreak brought fears among unsuspecting tourists who had to quarantine themselves while on board. The infections and deaths on board portended the future of the delicate tourism and hospitality industry across the globe.

The ongoing pandemic has also taken a serious toll on the education sector across the globe. The COVID-19 pandemic

has affected 90 percent of the student population globally, with more than 1.5 billion students from over 190 countries out of the schools (<https://en.unesco.org/covid19/educationresponse/globalcoalition>). The situation remains critical in higher education as well, but colleges are stepping up to the challenge of meeting the needs of students through online classes. It is worthwhile to mention that sectoral education, such as tourism and hospitality that increasingly depend on practical sessions, is likely to be affected significantly. The previous SARS outbreak also had a strong negative impact on hospitality and tourism education in Hong Kong (Law, 2005). Such educational effects were felt in Mainland China, Hong Kong, Singapore to even Canada (Feast and Bretag, 2005). In India's context, the tourism and hospitality industry has been gaining momentum for several years now, which has resulted in a major push for education in tourism and hospitality.

Due to the COVID-19 pandemic, the world's economy was shut down almost overnight (UNWTO, 2020). The pandemic has confronted the hospitality industry with an unprecedented challenge. Strategies to flatten the COVID-19 curve such as community lockdowns, social distancing, stay-at-home orders, and travel and mobility restrictions have resulted in the temporary closure of many hospitality businesses and significantly decreased the demand for businesses that were allowed to continue to operate (Bartik *et al.*, 2020). Almost all restaurants were asked to limit their operations to only take-outs.

Restrictions placed on travel and stay-at-home orders issued by the authorities led to a sharp decline in hotel occupancies and revenues. However, the reopening process has slowly begun, and authorities have started to ease restrictions, for example, allowing dine-in restaurants to reopen at a reduced capacity with strict social distancing guidelines, and gradually reducing restrictions on domestic and international travel.

According to Sydnor-Bousso *et al.* (2011) ^[48], there is limited research into the impacts of disasters on specific industries, echoing Ritchie's (2004) view about the tourism industry specifically.

Although travel, tourism, and hospitality industries are somewhat distinct, they significantly intertwine (Baum *et al.*, 2020) ^[5], and the World Bank (2020) notes the catastrophic impact of COVID-19 on the tourism industry's 'entire value chain, spanning airlines, bus and train companies, cruise lines, hotels, restaurants, attractions, travel agencies, tour operators, online travel entities, and others.

The scale and rapid onset of the COVID-19 pandemic – with travel bans, quarantine restrictions, closures of borders and tourist accommodation, and the worldwide grounding of flights – has had devastating economic impacts on the tourism sector (Gössling *et al.*, 2020) ^[21]. Additionally, there are social impacts due to associated furloughing and job losses, as the tourism and hospitality industries are very labor-intensive (WTO, 2020), with projections that technology may play a more important role in a post-pandemic tourism world, potentially leading to further job losses (Gretzel *et al.*, 2020).

2.3. Distance Learning

According to the book of Abraham S. Fischler, distance education has been defined as "institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect

learners, resources, and instructors". Distance Education, which is now also referred to as distance learning has already existed for years.

Many educational institutions have created solutions to their increasing educational needs through the development of distance education programs especially when COVID-19 spreads all throughout the world.

This type of learning allows educational paths to be determined by educators and students, who are separated by physical distance by using technology. It is also a form of education where students, educators, and teaching materials have a new way of presenting it and bringing it together through communication technology. Using a video, active learning, simulations, and electronic advances appeals to a variety of students with multiple learning styles.

There are numerous approaches to distance learning available today. Distance learning is formally defined as electronically mediated asynchronous and synchronous communication for knowledge construction and confirmation.

The Internet and related communication technologies serve as the technological foundation for e-learning. During a pandemic, for example, students specifically use Zoom Meeting and Google Meeting for a class course, to access learning materials such as video courses, pdf files, PowerPoint presentations, and other collateral materials. In the context of blended learning, educators in higher education have shifted their thinking in terms of transformative course and program redesign.

Online learning integrates independence (asynchronous online communication) with interaction (connectivity) that overcomes time and space constraints in a way that emulates the values of higher education. Online learning goes beyond the technology and tools to access information. The focus is shifted to the educational transaction in the form of a virtual community of learners sustainable across time (Garrison, 2010) ^[54]. Students must not undervalue the enormous value of face-to-face educational experience by doing so. Distance learning should not be regarded as a replacement for these experiences.

The power of blending online and face-to-face experiences is that it recognizes and integrates the enormous strengths of online learning to provide sustained, rigorous discourse while respecting the distinct advantages and preferences associated with face-to-face learning communities. The potential of e-learning to merge verbal and written discourse, unconstrained by time, has caused educators to rethink the possibilities for engaging campus-based students in face-to-face and online environments. This thoughtful blending of complementary face-to-face and online approaches to meet specific educational goals has been termed blended learning (Garrison & Vaughan, 2010) ^[54].

E-learning in the form of blended learning combines the best aspects of online and in-person education. However, blended learning is not without risk. It will force a fundamental rethinking and questioning of current approaches to teaching and learning. Approaches such as the lecture scrutinized their ability to engage students in critical discourse. E-learning has so far been described in terms of online and blended learning. It has also been claimed that e-learning is not the same as distance education. Distance has become almost meaningless with the proliferation of Internet technologies.

Communities of learners can sustain themselves productively across time and space in an e-learning scenario, and they are immeasurably enriched by the Internet. However, this does

not happen simply by implementing e-learning technologies. Vision is driven by ideas, and the central concept is the community of inquiry. This vision and theoretical framework provide the principles and guidelines that allow learning to become a viable option in higher education.

The goal of distance learning is to break down geography and time barriers. Learners may live in remote, sparsely populated, non urban, rural areas with no access to education. This type of learning allows education to reach those who are unable to physically attend university courses. One of its primary benefits is that students can study wherever, whenever, and whatever they want. The most significant advantage of distance learning is its flexibility.

Given that, more or less by definition, students participating in an online distance learning program will be operating with a greater degree of autonomy, it may be expected that those who will be the best suited to online learning will be those with the greatest propensity for self-regulated learning. This view is advanced in a review stating that "The benefits associated with virtual schooling are expanding educational access, providing high-quality learning opportunities, improving student outcomes and skills, allowing for educational choice, and achieving administrative efficiency. However, the research to support these conjectures is limited at best. The challenges associated with virtual schooling include the conclusion that the only students typically successful in online learning environments are those who have independent orientations toward learning, are highly motivated by intrinsic sources, and have strong time management, literacy, and technology skills.

These characteristics are typically associated with adult learners. This stems from the fact that research into and practice of distance education has typically been targeted at adult learners (Barbour, *et al*, 2009) ^[2].

The authors recommend maintaining the high level of adoption of modern educational technology facilities that the Department of Education and Commission on Higher Education adopted before the pandemic outbreak and have accelerated since the beginning of distance learning due to high satisfaction, a positive attitude, and few significant challenges.

2.4. Academic Performance of the Learner on Distance Learning

Traditional classroom education has challenges, benefits, and drawbacks; what about distance learning? Some countries may use this concept, but others face critical challenges, such as a lack of internet infrastructure, low incomes, a lack of technology and psychological support, and a lack of resources. Students, parents, and educators all over the globe have felt the unexpected ripple effect of the COVID-19 pandemic as schools have been closed to deal with the global pandemic. During these difficult times, educational systems attempt to maintain quality education for all.

In the period of emerging technologies, evaluating online learning student satisfaction is the vital part since it assesses the learning effectiveness which is the reflection of the course quality. Also, interaction is the most relevant factor. The three types of interaction are learner-learner, learner-instructor and learner-content. Thus, the best predictor of satisfaction among the three is the learner-instructor but the type of self-reported personality found that it significantly affects the three types of interaction (Weidlich and Bastiaens, 2018) ^[57].

Dada and Alkali (2019) ^[15] revealed that asynchronous and synchronous modes of learning on the student's performance positively influence the study habits of learners. It means that there is an improvement in the learners' academic performance. However many students in their living space have undergone psychological and emotional distress and have been unable to engage productively.

One example of that is procrastination. Procrastination can be considered a failure of self-regulation (Grund et.al, 2018) ^[23]. According to Piers Steel, procrastination is a "voluntary delay on the intended course of action despite expecting to be worse off for the delay."

Following its definition, Klingsieck (2013) expanded the idea of procrastination and redefined it as "the voluntary delay of an intended and necessary and/or personally important activity, despite expecting potential negative consequences that outweigh the positive consequences of the delay." Academic procrastination is defined as "procrastination restricted to the tasks and activities related to and/or relevant for learning and studying." Steel and Klingsieck (2016) ^[47].

Aside from procrastination, ineffective time management also affects the academic performance of the students. Many students find it hard to find a balance between their studies and their day-to-day lives – and worse, ineffective time management was associated with outcomes like poor sleep patterns and increased levels of stress. Several studies have identified the positive impact of time management. Time management skills have been shown to have a positive impact on student learning and student outcomes (Kearns & Gardiner, 2007; Kelly, 2002; McKenzie & Gow, 2004) ^[33, 35, 41] and Krause and Coates (2008) report that the capacity to successfully manage their time is the foundation of students developing good study habits and strategies for success. Time management offers individuals the means to structure and control their activities (Claessens, van Eerde, Rutte, & Roe, 2004) ^[58]. Effective time management can be especially difficult in a distance learning environment, where students are challenged to pace themselves — without the support from friends and peers that would help them stay focused in class.

The key message drawn from the literature, for students to have better academic performance, they must be aware of the factors that fill their time, have a good understanding of how long it takes to complete individual tasks, and be self-directed.

2.5. Mental Health

A study conducted by Lai J. *et al.*, (2020) shows that over 1200 healthcare workers providing care to COVID-19 patients in China reported higher levels of severe mental health symptoms in the frontline workers when compared to those in secondary roles (Lai J. *et al.*, 2020).

The study of Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action (2020) clearly stated that It is important to prioritize mental health care according to the life cycle (children, older adults, adolescents), people with preexisting mental pathologies, gender, ethnicity, migration, people in street condition, deprivation of liberty, hospitalized patients, and people with chronic pathologies. Interventions should be aimed at meeting needs according to each group at risk identified and within the framework of the public health strategies implemented by each country according to the stage of the pandemic in which it is located.

According to Bloom, D. E. (2019) Epidemics have individual and collective psychosocial impacts that could have a greater effect than the pandemic itself. Considering that the economic costs related to mental disorders are high, improving mental healthcare strategies could lead to high profits in both physical health and the financial sector. In addition to the fear of death, the COVID-19 pandemic has implications in other areas: loss of interaction with family and friends, closure of schools, companies, and public places, changes in work practices, unemployment, and isolation leading to feelings of powerlessness and neglect. Other especially vulnerable groups during pandemics are the elderly living in care homes, immune compromised people, patients with previous illnesses, the families of confirmed cases, and residents in areas with a high incidence of the disease (Guidance for Health & Psychosocial Support for COVID-19, 2020). Children exposed to quarantine have a higher possibility of developing acute stress, adjustment disorder, and pain (Gritsenko V. *et al.*, 2020) ^[22].

Additionally, Brooks S.K. *et al.*, (2020) ^[7] stated that during the quarantine, some stressors may impact individual behaviors such as its duration, fear of infection, frustration, boredom, a shortage of essential supplies, and inadequate news. Likewise, finances and social stigma are two factors that will be significant after confinement as well.

The study of Holt-Lunstad *et al.*, (2015) ^[30] shows that the sum of this literature, and some evidence from country-specific studies on COVID-19 suggests that for some people, mental distress in the form of stress, depression, and negative affect are likely reactions to the lockdown; therefore, people's wellbeing is likely to suffer. Indeed, increased loneliness, social isolation, and living alone are associated with increased mortality.

2.6. Time Management

Time control is fundamental to any student, and it is one of the keys to competing in the field and achieving achievements (Kelly, 2004) ^[36]. Research by Mandaku & Aloysius said that the ability to manage time affects someone's task.

Covey (1994) ^[12, 13] stated that time management cannot be separated from management. Self-management can be defined as a way for individuals to organize their lives with the principle of prioritizing what must be done on a priority scale. In line with the above, Macan (2000) ^[39] describes time management as time management where individuals first determine their needs and desires and then arrange them in terms of order of importance. The role of time management is indispensable in learning activities because time management is one of the internal factors that affect learning. Good time management is a driving force and impetus for individuals to learn so that in learning individuals will be more enthusiastic and less bored with the subject matter being studied and along with this can improve learning achievement.

Jafnihirida *et al.* (2019) ^[32] indicated that learning by using interactive learning modules is also very effective in learning. Thus, the use of online learning with the help of learning media and the ability of students to manage time to complete assignments needs to be considered by online learning actors. Research from Minarto (2018) ^[43] also states that time management is very influential on student achievement. Covey says that time management cannot be separated from self-management. Self-management can be defined as a way

for individuals to organize their lives with the principle of prioritizing what must be done on a priority scale. In line with the above, Macan describes time management as time management where individuals first determine their needs and desires and then arrange them in terms of order of importance.

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2.7. Organization

Being organized isn't just about putting things in place, it is also about developing the sense of traits successful people have. Organized people are organized because they've chosen to make organizing part of their daily practice. This is the reason why they are successful. You may be wondering what the routines of successful people are. In this chapter, the researchers will give you ideas on what to do in your everyday life. These activities are done by successful and notable people nowadays. In this regard, you will understand the value of being organized. You will see the habits to do day by day. From the earliest days of the student affairs field, deans and others recognized the importance of student activities and organizations, and they supported them with funds and professional attention. The rationale for participation in out-of-class activities has traditionally been based on the assertion that it complements the formal instruction of the college.

With the advent of the student development movement in the 1970s, student affairs professionals advanced the argument that participation in student activities enhanced or facilitated the total development of the student (Miller & Jones, 1981). The current technological advancements allow us to employ several ways to design online content. It is very important to consider the preferences and perceptions of learners while designing online courses to make learning effective and productive. The preference of the learner is related to the readiness or willingness of the learner to participate in collaborative learning and the factors influencing the readiness for online learning. In the section to follow, we summarize the learnings from the review of related literature. Warner *et al.* (1998) proposed the concept of readiness for online learning in the Australian vocational education and training sector.

They described readiness for online learning mainly in terms of three aspects: (1) the preference of students for the way of delivery as opposed to face-to-face classroom instruction; (2) students' confidence in the utilizing the electronic communication for learning which includes competence and trust in the use of the Internet and computer-based communication; and (3) capability to engage in autonomous learning.

The concept was further refined by several researchers like McVay (2000, 2001) who developed a 13-item instrument that measured student behavior and attitude as predictors. Subsequently, Smith *et al.* (2003) conducted an exploratory study to validate McVay's, (2000) questionnaire for online readiness and came up with a two-factor structure, "Comfort with e-learning" and "Self-management of learning". Later, several studies were taken up to operationalize the concept of

readiness for online learning (Evans (2000); Smith (2005).

2.8. Health

Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition. The health of all peoples is fundamental to the attainment of peace and security and is dependent on the fullest cooperation of individuals and States.

The Constitution of the World Health Organization, which came into force on April 7, 1948, defined health "as a state of complete physical, mental and social well-being." The writers of the Constitution were aware of the tendency to see health as a state dependent on the presence or absence of diseases: so they added to that definition that an individual, if he is to be considered healthy, should not suffer from any disease ("and not merely the absence of disease or infirmity"). In that way, the definition of the World Health Organization simply added a requirement to the previous position that allowed to declaration of someone healthy if no disease could be found: the step forward that could have been taken in the conceptualization of health as a dimension of existence which can co-exist with the presence of a disease or impairment was thus not taken.

The huge challenges that face societies aiming to improve the health of their citizens will not be appropriately answered if we do not change the paradigms of health and disease and design strategies for future work using these new paradigms. Their formulation and acceptance are a task that is before all of us and is urgent.

Research Paradigm

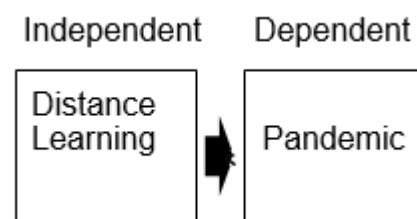


Fig 1: Schematic Diagram – it indicates the independent variable and dependent variable of the study

Methodology

This chapter discussed the research design, sampling procedures, and the instruments that researchers utilized to collect data. Additionally, this chapter demonstrated the data collection techniques and the statistical technique.

Research Design

This study used a descriptive research method which was designed for the researcher to gather information about the impact of distance learning to 3rd year Hospitality Management students of Central Mindanao University. This method is an efficient and effective way of collecting data in finding through survey questionnaires/interviews. This study will employ a qualitative approach in obtaining data to determine the results of the study and understand how the participants experience distance learning and how they coped with this mode of learning.

Participants of the study

The participants of this study will be the 3rd year Hospitality Management students at Central Mindanao University, Musuan, Maramag Bukidnon with experience of distance learning for the past year during the COVID-19 pandemic. We will be randomly selecting 50% from a total population of 3rd year students and providing them with a survey questionnaire.

Sampling Procedure

The researchers are conducting a study to investigate the impact of distance learning on hospitality management students at Central Mindanao University. There are around 56 randomly selected students to complete the surveys. The researchers will prepare a survey questionnaire to be used in collecting information from the students. Researchers might acquire helpful information about the issue by conducting face-to-face survey.

Instrumentation

The instruments of this study will be plotted at the College of Human Ecology, Central Mindanao University campus, Musuan, Maramag Bukidnon. The research questionnaire has two (2) parts; the first part is the student profile. The second part indicates the academic performance, Mental health, Organization, and Time Management wherein the respondents will choose between the choices on the given categories that are prepared by the researchers.

Scale

Descriptive Meaning

4 Strongly Agree

3 Agree

2 Strongly Disagree

1 Disagree

Data Gathering Procedure

The researchers will ask permission from the office of the Dean's office of the College of Human Ecology and the Chairman's office of the Human Ecology Department to survey Hospitality management students specifically from the second-year and third-year levels. The researchers will send letters to selected students to ask permission from them to be the respondents for the research study. The researchers will set a schedule for the distribution of the survey questionnaire and to personally meet the respondents. The researchers will provide a questionnaire to the respondents. After the distribution of survey questionnaires, the researchers will collect the questionnaire and set a schedule to record all the answers of the respondents concerning the researchers' study.

Descriptive Research Technique

This study used the descriptive method technique to get the respondents' opinions about distance learning. By conducting face-to-face interviews, this method assists us in identifying the phenomenon of distance learning. To gather data and information about how respondents are coping with distance learning, researchers will distribute a questionnaire to the respondents. And what strategies they use particularly to overcome the difficulties of online distance learning. Additionally, researchers will be able to comprehend and be

knowledgeable about the concept of distance learning.

Ethical Consideration

This document attests that the goal of the study is to evaluate the impact of distance learning on Central Mindanao University's third- year Hospitality Management students to meet the requirements of the course HM 95 Research Methods in Hospitality. The third- year Hospitality Management students will be given a questionnaire by the researchers asking about the purpose of the study, their right to decline participation, knowledge of the study's confidentiality restrictions, and the desire to receive a copy of the findings. The owners will attest to their willingness to comply and the absence of any coercion by signing a consent form.

Presentation, analysis, and interpretation of data

This chapter shows the presentation of analysis and interpretations of gathered data related to the statement of the problem. The following data in this chapter are the results of the survey conducted by the researchers.

Demographic Profile

Demographic profile shows the number of the gender and age of the population.

Table 1: Shows the demographic profile of the respondents.

Indicators	Frequency	Percent
Gender		
Male	15	26.9
Female	41	73.1
Total	56	100

Table 2: Demographic Profile of the Respondents

Indicators	Frequency	Percent
Age		
19	2	3.6
20	18	32.1
21	32	57.1
22	4	7.1
Total	56	100

The respondents of the study were the 3rd year Hospitality Management students of Central Mindanao University. The researchers included the basic information on the respondent's age and gender only.

The Impact of Distance Learning among the Hospitality Management Students of Central Mindanao University. The impact of distance learning on Hospitality management students. No one was prepared for the sudden shift in the landscape of education due to the undeniable effect of the COVID-19 pandemic. Which has forced all teaching and learning activities to shift to online platforms. Hospitality management students are not exempted from this transition. This sudden change has caused disruptions in the learning process and all kinds of impacts.

Legends

4- Strongly Agree (SA) 3- Agree (A)

2-Disagree (D)

1- Strongly Disagree (SD)

Table 3: Academic performance

Indicators		3	2	1	Total
Academic Performance					
1. Able to manage my study time effectively	12	41	2	1	56
2. Motivated every time we have online class	4	37	11	4	56
3. Get good grades	10	40	4	2	56
4. Easily adopt the lessons	3	40	8	5	56
5. Learned a lot of learnings during our discussion	3	45	7	1	56

As shown in table 2, 45 of the students, which is equal to 80.3%, agreed they've learned a lot during the distance learning class discussion. Due to the COVID-19 pandemic, many schools and institutions in Hong Kong have shifted from offline to online teaching due to the implementation of social distancing rules.

In hospitality education, online learning has been an effective supplement to conventional offline teaching and learning. Online teaching is not new to hospitality instructors. However, not everyone is familiar with the full online

teaching mode. There is 1 respondent which is equivalent to 1.8% of the total population who strongly disagrees with not being able to manage their study time effectively. Lastly, there is 1 respondent who strongly disagrees that they have learned a lot during the class discussion. 41 students equivalent to 73.2% agree, 12 students that are equivalent to 24.1% strongly agree, two students that are equivalent to 3.6% disagree and one student that is equivalent to 1.8% strongly disagree that they can manage their time effectively during distance learning.

Table 4: Mental Health

Indicators	4	3	2	1	Total
Mental Health					
1. Distance learning can affect the mental health	6	2	5	3	56
2. Distance learning can cause depression	10	32	10	4	56
3. Distance learning can cause weight loss	9	31	11	5	56
4. Distance learning can affect daily routine (e.g., eating, exercise, etc.)	18	24	10	4	56
5. Distance learning can make the body weak.	11	27	13	5	56

Table number 3 indicates the students' mental health during distance learning. Most of the respondents agree that distance learning can affect mental health and depression with 32 respondents which is equivalent to 57.1% of the total respondents. While three respondents are equivalent to 5.3% who answered strongly disagree that distance learning can affect mental health. Based on the survey most of the students agreed that distance learning can affect mental health and can cause depression. Based on the survey most of the students agreed that distance learning can affect mental health and can cause depression. Students experiencing mental health difficulties are less likely to complete and/or pass a course or module.

There are 32 students are equivalent to 57.1% who agree, 16 students that is equivalent to 28.6% who strongly agree, five students that are equivalent to 8.9% who disagree, and three students that are equivalent to 5.3% who strongly disagree that distance learning can affect mental health. 32 students equivalent to 57.1% who agree, 10 students are equivalent to 17.9% who strongly agree, 10 students are equivalent to 17.9% who disagree, and 4 students that is equivalent to 7.1% who strongly disagree that distance learning can cause depression. 31 students are equivalent to 55.4% agree, 11 students that are equivalent to 19.6% disagree, 9 students that are equivalent to 16.1% strongly agree, and 5 students that

are equivalent to 58.9% strongly disagree that distance learning can cause weight loss.

Another 24 students equivalent to 42.9% who agree, 18 students that is equivalent to 31.1% who strongly agree, 10 students that are equivalent to 17.9% who disagree, and four students that is equivalent to 7.1% who strongly disagree that distance learning can affect daily routine. 27 students are equivalent to 48.2% agree, 11 students that is equivalent to 19.6% strongly agree, 10 students that are equivalent to 23.1% disagree, and five students that is equivalent to 8.9% strongly disagree that distance learning can make the body weak.

Additionally, students are more likely to experience or develop mental health problems than non- students, implying that studying and university culture are significant contributing factors (Brown, 2016; Ribeiro *et al.*, 2018; Tinklin *et al.*, 2005; Winzer *et al.*, 2018) [8, 50]. According to Davies, 2013, we include both 'common' mental health issues, such as depression or anxiety, and also more 'severe' issues, such as schizophrenia or psychosis, in our definition of mental health conditions. Overall academic performance was coded. Students with mental health issues are less likely to complete and/or pass a course or module, are more likely to drop out of university, and get lower grades (Eisenberg *et al.*, 2009) [19].

Table 5: Time Management

Indicators	4	3	2	1	Total
Time Management					
1. Keep my workspace so that I can work efficiently	13	39	4	0	56
2. Take a positive attitude towards frustration and failure	7	43	4	2	56
3. Use a highlighter pen or underlining to emphasize key facts in my lecture notes.	15	5	2	4	56
4. Doing tasks in order of their importance	15	36	4	1	56
5. Try to complete one task before going on to the next.	18	31	5	2	56

Based on the table above, shows that out of the 56 respondents, 43 or 76.9% of them answered that they practice a positive attitude towards frustration and failure.

This illustrates that students surprisingly it helps them to feel happier and more relaxed, which in turn makes it easier for them to concentrate on tasks at hand and absorb new information. Taking a positive attitude is no guarantee for success, but it could improve academic performance for students who struggle with a certain subject and the way they manage their time.

This agrees with the article written by Lang Chen (2018), "A good attitude opens the door to high achievement, which means you then have a better attitude, getting you into a good circle of learning. And it can probably go the other way and be a vicious circle, too." While one or 1.8% of the research respondents strongly disagree that they are doing their tasks in order for them to manage their time and tasks.

From the above discussion, it implies that the students, for them to manage their time, take a positive attitude towards frustration and failure. It encourages them to try again, find another way, and follow these steps to achieve their goals.

39 students equivalent to 69.6% agree, 13 students that are equivalent to 23.2% strongly agree, four students that are

equivalent to 7.1% disagree, and zero students that are equivalent to 0% strongly disagree that they keep their workspace so that they can work efficiently. 43 students equivalent to 76.9% agree, seven students that are equivalent to 12.5% strongly agree, four students that are equivalent to 7.1% disagree, and two students that are equivalent to 3.6% strongly disagree that they take a positive attitude towards frustration and failure. 35 students are equivalent to 62.5% agree, 15 students that are equivalent to 26.8% strongly agree, four students that are equivalent to 7.1% strongly disagree, and two students that are equivalent to 3.6% disagree they highlight pen or underlining to emphasize key facts in the lecture. 36 students are equivalent to 64.3% who agree, and 15 equivalent students to 26.9% who strongly agree, four students that are equivalent to 7.1% who disagree, and one student that is equivalent to 1.8% who strongly disagree that they are doing tasks in order of importance.

31 students equivalent to 55.4% agree, 18 students that are equivalent to 32.1% strongly agree, five students that are equivalent to 8.9% disagree, and two students that are equivalent to 3.8% strongly disagree that they try to complete one task before going to the next.

Table 6: Staying Organize

Indicators	4	3	2	1	Total
Staying Organize					
1. Being organized is essential.	32	20	4	0	56
2. Messy study area makes you feel uncomfortable	31	19	5	1	56
3. Organized study area is important.	37	17	2	0	56
4. Organized study area drives you to work well.	34	20	1	1	56
5. Organized surrounding help you think better	36	17	3	0	56

The highest result shows that an organized study area is important

37 students are equal to 66.1 percent of the total population who strongly agree with the statement. Hills (2000) [28], asserts that a very conducive and supportive learning environment promotes students' study habits and may have a positive effect on their academic performance, but that students reading and studying in an uncomfortable environment may find it challenging to study, which may harm their academic success.

The lowest result shows that there is one student which is equivalent to 1.9% of the total population of the respondents who strongly disagrees that a messy study area makes them feel uncomfortable, and one student who strongly disagrees that an organized study area drives them to work well.

32 students equivalent to 57.1% strongly agree, 20 students that is equivalent to 35.7% who agree, four students that are equivalent to 7.1% who disagree, and zero students that is equivalent to 0% who strongly disagree that being organized

is essential.

Another 31 students equivalent to 55.4% strongly agree, 19 students that are equivalent to 33.9% agree, five students that are equivalent to 8.9% disagree, and one student that is equivalent to 1.9% strongly disagree that a messy study area makes you feel uncomfortable. 37 students equivalent to 66.1% strongly agree, 17 students which are equivalent to 30.4% who agree, two students that are equivalent to 3.8% who disagree, and zero students that are equivalent to 0% strongly disagree that the organized study area is important. 34 students equivalent to 60.7% who strongly agree, 20 students that is equivalent to 35.7% who agree, one student is equivalent to 1.9% who disagree, and 1 student is equivalent to 1.9% who strongly disagree that organized study areas drive work well. 36 students are equivalent to 64.3% who strongly agree, 17 students that is equivalent to 30.4% who agree, three students that are equivalent to 5.4% who disagree and zero students that is equivalent to 0% who strongly disagree that organized surrounding help thinks better.

Table 7: Health

Indicators	4	3	2	1	Total
Health					
1. Maintaining good health is essential	38	17	1	0	56
2. Interested in eating nutritious food such as vegetables and fruits.	31	23	2	0	56
3. Put a great focus on my health	25	26	4	0	56
4. Always take good care of my health	21	30	3	2	56
5. Had enough time with my doctor to get my concerns addressed	12	30	7	7	56

The highest result shows that an organized study area is important

37 students are equal to 66.1 percent of the total population who strongly agree with the statement. Hills (2000) ^[28], asserts that a very conducive and supportive learning environment promotes students' study habits and may have a positive effect on their academic performance, but that students reading and studying in an uncomfortable environment may find it challenging to study, which may harm their academic success.

The lowest result shows that there is one student which is equivalent to 1.9% of the total population of the respondents who strongly disagrees that a messy study area makes them feel uncomfortable, and one student who strongly disagrees that an organized study area drives them to work well.

32 students equivalent to 57.1% strongly agree, 20 students that is equivalent to 35.7% who agree, four students that are equivalent to 7.1% who disagree, and zero students that is equivalent to 0% who strongly disagree that being organized is essential.

Another 31 students equivalent to 55.4% strongly agree, 19 students that are equivalent to 33.9% agree, five students that are equivalent to 8.9% disagree, and one student that is equivalent to 1.9% strongly disagree that a messy study area makes you feel uncomfortable. 37 students equivalent to 66.1% strongly agree, 17 students which are equivalent to 30.4% who agree, two students that are equivalent to 3.8% who disagree, and 0 students that are equivalent to 0% strongly disagree that the organized study area is important. 34 students equivalent to 60.7% who strongly agree, 20 students that is equivalent to 35.7% who agree, one student is equivalent to 1.9% who disagree, and one student is equivalent to 1.9% who strongly disagree that organized study areas drive work well. 36 students are equivalent to 64.3% who strongly agree, 17 students that is equivalent to 30.4% who agree, three students that are equivalent to 5.4% who disagree and zero students that is equivalent to 0% who strongly disagree that organized surrounding help thinks better.

Table 8: Significant relationship between distance learning and academic performance of the students

1	A few percent of our respondents experienced difficulties when it comes to their mental health, time management, staying organized, and maintaining their health and most especially, in terms to their academic performance but the majority of the results of our data collected, the majority of the respondents had a good experienced even with the new mode of learning.
2	Online learning enhances learning by encouraging students to employ numerous learning methodologies at their disposal and boosts their dedication to studying their majors.
3	The virtual world is an excellent educational environment that offers users experience-based information acquisition.
4	Evidence suggests that the best forms of distance learning may enhance how students learn and what they learn while also providing high-quality learning experiences. Students learn how to do research, spend their time, study on their own, and problem-solve.

Table 9: Suggested Action Plan

Indicator	Action Plan	Indications of Attainment
Academic Performance	Students must be responsible for their academic achievement	Participate in every class discussion
		Study the given lessons
Mental Health	Students should give importance to their mental health	Having enough time to rest
		Avoid negative thoughts
Time Management	Students should manage their time to adapt the lesson	Pass their requirements ahead of time
		Do activities according to their priority
Stay Organized	Students should practice having positive and organized environment	Clean area study
		Organize schedule class
Stay Healthy	Students should time outdoor activities give for	Practice regular exercise such as jogging and hiking
		Eat healthy foods and stay hydrated

Likert Scale Theory

The Likert scale, a rating system, used in questionnaires, is designed to measure people's attitudes, opinions, or perceptions. Subjects choose from a range of possible responses to a specific question or statement; responses typically include "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." Often, the categories of response are coded numerically, in which case the numerical values must be defined for that specific study, such as one = strongly agree, two = agree, and so on. The Likert scale is named for American social scientist Rensis Likert, who devised the approach in 1932.

This kind of scale is widely used in social and educational research. When using Likert scales, the researcher must consider issues such as categories of response (values in the scale), size of the scale, direction of the scale, the ordinal nature of Likert-derived data, and appropriate statistical analysis of such data.

Generally, a Likert scale presents the respondent with a statement and asks the respondent to rate the extent to which

he or she agrees with it. Variations include presenting the subject with a question rather than a statement. The categories of response are mutually exclusive and usually cover the full range of opinions. Some researchers include a "don't know" option, to distinguish between respondents who do not feel sufficiently informed to give an opinion and those who are "neutral" on the topic. The size of a Likert scale may vary. Traditionally, researchers have employed a five-point scale (e.g., strongly agree, agree, neutral, disagree, strongly disagree). A larger scale (e.g., seven categories) could offer more choices to respondents, but it has been suggested that people tend not to select the extreme categories in large rating scales, perhaps not wanting to appear extreme in their view. Moreover, it may not be easy for subjects to discriminate between categories that are only subtly different. On the other hand, rating scales with just three categories (e.g., poor, satisfactory, good) may not afford sufficient discrimination. An even number of categories, as in a four-point or six-point Likert scale, forces respondents to come down broadly "for" or "against" a statement.

A feature of Likert scales is their directionality: the categories of response may be increasingly positive or increasingly negative. While the interpretation of a category may vary among respondents (e.g., one person's "agree" is another's "strongly agree"), all respondents should nevertheless understand that "strongly agree" is a more positive opinion than "agree." One important consideration in the design of questionnaires is the use of reverse scoring on some items. Imagine a questionnaire with positive statements about the benefits of public health education programs (e.g., "TV campaigns are a good way to persuade people to stop smoking in the presence of children"). A subject who strongly agreed with all such statements would be presumed to have a very positive view of the benefits of this method of health education. However, perhaps the subject was not participating wholeheartedly and simply checked the same response category for each item.

To ensure that respondents are reading and evaluating statements carefully, a few negative statements may be included (e.g., "Money spent on public health education programs would be better spent on research into new therapies").

Summary, conclusion, and recommendation

This chapter contains the summary, and conclusions of the study; the findings of which are used as a basis for generating the recommendations endorsed by the study.

Summary

The purpose of this study is to evaluate the effects of distance learning on Central Mindanao University's third-year hospitality management students S.Y. 20222023. The researchers wanted to know the demographics of the respondents, how distance learning affected the third-year students studying hospitality management, and whether there was a substantial connection between distance learning and the student's academic performance. The study also seeks to identify a possible course of action.

One hundred twelve (112) third-year students majoring in hospitality management from Central Mindanao University are regarded as respondents to the study. The respondents were chosen by the researchers using a random selection process.

For this study, the researchers' approach to data collection and information gathering is descriptive research. Using a Likert scale, respondents may rate how much they agreed or disagreed with a series of inquiries about how distance learning affected third-year students majoring in hospitality management.

The significant relationship between distance learning and the academic performance of students at Central Mindanao University was determined by tabulating the data gathered by the researchers.

Conclusion

Based on the result of the data collected, the following conclusions were drawn:

The results of the data collected from the study of the impact of distance learning conclude that the majority of the respondents in their academic performance were able to learn a lot during the online discussion. It shows that distance learning is an effective mode of learning during the COVID-19 pandemic. Additionally, aside from its positive effects on students' academic performance it also shows that distance

learning can affect the mental health of the students such as mental distress.

Time management is organizing activities ahead of time to divide time, and most of the students take a positive attitude towards frustration and failure for them to manage their time effectively and productively. The life of a college student consists of a lot of activities, requirements, and homework, and with that staying organized is essential. One factor that helps to have productive learning is to have an organized study area as it shows that students are ready to learn, having fewer distractions, and it also helps to focus on studying. It cannot be denied that during the rise of the pandemic, health was being ignored but the respondents can recognize that maintaining it is essential.

Lastly, it is clear that despite the transition in the mode of learning, the majority of the respondents were still able to adapt to the changes which resulted in a positive outcome. Regardless of the adjustments that the respondents faced during the distance learning majority are still able to feel as if the instructors are right there with them using Web applications such as Google Meet to maintain the performance of the students in terms of academics. It is indeed that distance learning is packed with many benefits not just to the teachers but also to students.

Recommendations

Based on the findings and conclusions, the researchers presented the following recommendations and suggestions:

Based on the findings and conclusions, the researchers presented the following recommendations and suggestions:

1. Students should manage their time to adapt to the lesson.
2. Seminars should be organized in various schools or facilities to enlighten students more about the possible implications of social media usage on their academic performance.
3. Parents should monitor and support their children during distance learning.
4. Students should give importance to their mental health.
5. Students should give time for outdoor activities (jogging, walking, and exercise)
6. Spending long periods looking at the computer screen is one of the culprits for eye strain. Students should take regular breaks away from the computer screen.
7. Students should not forget to socialize or have family time.

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