

## **SUSTAINABILITY OF STUDENT'S ACADEMIC FOREFRONT; THE POST PANDEMIC EFFECTS – A HOSPITALITY CASE STUDY**

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**ABSTRACT** The COVID-19 pandemic affected educational systems across the world, causing major disconnect to the regular structured academic teaching styles for both student and teachers. When the World Health Organization declared COVID-19 to be a pandemic on 11 March 2020, few could have foreseen the catastrophic effects the virus would have on the education of the world's children. Globally, the education of almost 77 million children and young people was interrupted. As per UNICEF reports, 23 countries that implemented nationwide closures; 40 had local closures, impacting about 47 percent of the world's student population. Nearly 147 million children missed more than half of their in-person schooling between 2020 and 2022. As of 12 January 2021, approximately 825 million learners were affected due to educational institutions and universities closures in response to the pandemic.

The online classes could not really justify the theory and practical teaching, students lost out totally on hands-on trainings, in the subjects that demand more practical learning. The virtual modes used could not justify or compensate; the student's actual learning. Students were disconnected and lacked enthusiasm; that resulted to learning poverty – causing concerns on the student's insufficient skill sets for especially the job seekers in the service industry.

This case study intends to bring out the post pandemic effects on the student's set-backs in academic practical learning; and how best they could be successfully rectified to benefit students.

**Key Words:** Academic learning; Disconnect; Practical Learning; Learning Poverty.

**Introduction:** The world experienced seismic changes with the Covid-19 Pandemic – that moved education online. Over 1,725 billion students had been affected due to closures. This closure has certainly interrupted learning – such as physical face to face interactive learning; practical learning; conducting of seminars; work-placements and student experiences. For many of us, online teaching via through Zoom, Google Hangout etc. was certainly something new and with different curriculum's, teaching styles, and student engagement, this teaching style became a bit more challenging.

The world is still facing changes in the Tourism and Hospitality Education with student's academic progress. Today tourism and hospitality education is global, being the most powerful tool for the future world. Students are encouraged to develop their interpersonal skills, communication and IT competencies to survive in the service industry. Education plays a major role to develop skills, both practical and theory knowledge is very important in the students learning process.

Since online education was the need of the hour, and in some places the online classes continued for a while during the post pandemic ; that has brought about further student disconnect and lack of enthusiasm; that has resulted to learning poverty – causing concerns on the student's insufficient skill sets for especially the job seekers in the service industry.

Major Problems faced by students during their online classes 1) Lack of motivation. 2) Lack of in-person interaction. 3) Lack of discipline. 4) Lack of digital literacy. 5) Technical issues. 6) Loss of practical learning. To sum it up: COVID 19, the scariest nightmare of all time:-

1) Online classes, the adoption rate is around 50-60% whereas in the classroom the adoption was around 80-90%. Online classes affect the eyes of the students due to long hours in front of the blue screen. Small children like the playschool and the primary grades must not have this type of class because they have low concentration power, and these small kids do not have the ability to sit for a longer time in front of the blue screen. Lots of poor students do not have access to laptops and computers; all these students are naïve, think there should not be this disparate education.

2) Surely there are lots of disadvantageous factors like there are no exams; students are being given marks by the internals. Many students were promoted too. This may impact their careers in the future. These factors are going to be a foreshadow to the effected children's further life.

3) I being a degree student, share my experience on the Covid-19 Lockdown and Unlock for student's life. During this corona virus time students, had advantages and disadvantages. I was initially happy about the virus because there was a lockdown all over India, there were no schools and colleges, had an ash life initially enjoying all the day with playing games, watching movies right from the morning to the night. Soon, I thought there was no more movies for me to watch. Got fed-up and was waiting for the situation to turn normal so I can meet friends and relatives. Still, things are not settled to meet the friends and relatives. Slowly taking online class after some time in the lockdown period onwards. Initially online classes felt good, a new experience, complete change in the situation of the class's atmosphere. After a month started knowing the disadvantages and to this type of education. Finally came to know that this virus is not a blessing to students but a foreshadow of the student's further life to the need to adjust the online mode of education. I also understood that I was missing out totally on hands-on practical learning for hospitality operational subjects, which would have some effects on my future career.

**Review of Literature:** Virtual classes cannot be of interest to students who are tactile learners. Conventional classroom socialization is another major missing in online learning. Students only communicate with their fellows digitally and never see fellow students in person, and thus the real-time sharing of ideas, knowledge and information is partially missing from the digital learning world (Britt R, 2006).

One might argue that remote learning may offer an advantage for individuals who are unable to attend a traditional full-time face-to-face university due to personal or financial circumstances. Also, the flexibility of asynchronous remote learning may provide wider access. And even within traditional higher education institutions, hybrid or blended forms may help improve the quality of face-to-face teaching by moving content delivery online and focusing in-person sessions on active learning

(Bowen, 2012; Riffée, 2003). Also, education areas that require the physical presence of the learner may see more growth as students may prefer these programs to enhance their skills for post study job placements. Based technologies, use of AR, VR, and Holography for training, and capacity building and public health policy (Haleem et al., 2020).

The higher education institutions and universities need to plan the post-pandemic education and research strategies to ensure student learning outcomes and standards of educational quality. WHO on 11th March 2020 (WHO, 2020). The COVID-19 outbreak had a devastating impact on ... (Xiang et al., 2020) with a massive jolt to the education systems both in developed and delivery of quality standard education. Xiang, Y. T., Li, W., Zhang, Q., Jin, Y., Rao, W. W., Zeng, L. N., et al. (2020). The current circumstances are unique; unlike normal digital learning situations, as some might argue, it is more accurately crisis learning (Pace, Pettit, & Barker, 2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. Murphy, M. P. A. (2020).

The career plans of many students are at risk due to this sudden interruption in their practical component of education. The recruitment of skilled staff is becoming a huge challenge which may continue to exist for the coming months due to lack of sufficient skills.

Objective of the study: The Covid-19 reshaped education with complete digital transformation, but could not really justify the theory and practical teaching 100%. Students lost out totally on hands-on trainings, in the subjects that demand more practical learning. Their set-backs in academic practical learning; played an important role on how the gaps can be bridged and rectified to benefit students. Therefore, the objective of the study is based on:

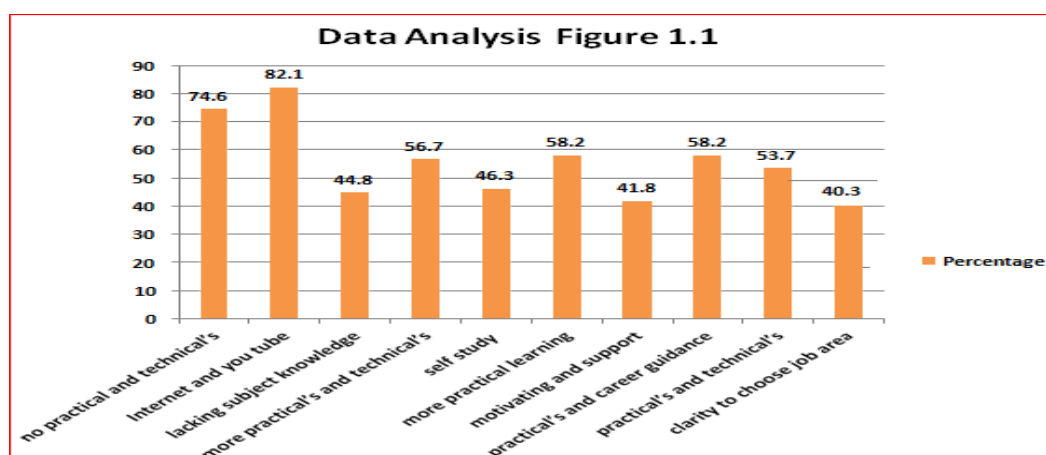
- 1) To understand students gaps for their academic practical learning, during the pandemic?
- 2) To analyze the survey data from learners.
- 3) Understanding the students loop holes on practical education and measures that can help improvements for their success.

4) Giving suggestions for learning poverty, improvements and betterment - win-win for teacher and student.

**Methodology:**

- The data has been collected for the proposed topic through goggle questionnaire
- Period of study: 2019 - 2023
- Target students of UG of BBA (Tourism & Hospitality Management and B.Sc (Hospitality & Hotel Administration)
- Sample size: 120
- Static tools: frequency analysis
- Data Analysis and Discussions:

Sample size 120 students of BBA and B.Sc of Hospitality and Tourism Management.



From the above Figure 1.1, The Variables have been listed, according to the goggle questionnaire of sample size 120 with the most acceptable responses with percentage listings.

Variable s	Short Form	Major Answers	Percentage
V1	Effect of academic online	no practical and technical's	74.6
V2	Efforts to learn practical subjects	Internet and you tube	82.1
V3	Not qualifying Job Interviews	lacking subject knowledge	44.8
V4	Skill improvement for placement	more practical's and technical's	56.7
V5	Effort to improve weak area	self study	46.3

V6	Offline classes helped	more practical learning	58.2
V7	Faculty support in learning	motivating and support	41.8
V8	Student expectation	practical's and career guidance	58.2
V9	Expectation from practical faculties	practical's and technical's	53.7
V10	Student best practice from offline classes	clarity to choose job area	40.3

### **Conclusion and Suggestions:**

There were really no best practices that could have been implemented for the universities and higher educational institutions to follow. The teaching stream however made with innovative pedagogy, and changing methods of teaching could not justify the online learning platform to match offline, especially when it came to effective practical lands-on learning.

Post-pandemic educational institutions really have the need to identify the issues that they students faced and have lost out on their technical skills. Educational Institutes will have to re-work on their educational vision and mission to ensure student learning outcomes and standards of educational quality are not compromised. The higher educational institutions especially the hospitality colleges, must be ready for a tough road ahead post-pandemic where their decisions will shape and steer the future of their students.

How to make a rapid recovery from this learning poverty; National coalitions for learning recovery - including governments, families, educators and businesses - will be needed, says the report: "It is not enough for children to return to school. The curriculum and teaching must adjust to meet students' learning needs." Countries urgently need to focus on the most cost-effective ways to counter learning poverty, says the World Bank, by following its Rapid Framework.

### **Under the framework, education systems should:**

- Reach every child and keep them in school/college
- Assess learning levels regularly
- Prioritize teaching the fundamentals

- Increase the efficiency of instruction, including through catch-up learning
- Develop psychosocial health and wellbeing.

“We have solutions that can work at scale and in government systems,” says Dr Benjamin Piper, Director of Global Education at the Bill & Melinda Gates Foundation. “Committing to substantial learning recovery programmes is a start, but the composition of those programmes matter: measure learning outcomes, but also invests in improving instruction through structured pedagogy or teaching at the right level interventions while increasing instructional time.”

### **Best Traits for betterment for learning: Post Pandemic**

Qualities of a good teacher	Traits to be cultivated by students
Good teachers are good listeners	Give complete Ears’ to the students question ordoubts
Good teachers focus on collaboration	Teaching all types of students
Good teachers are engaging	Encourage class to share experiences, tap theircoursework focusing on practical learning.
Good teachers show patience and empathy	Hear the student completely without reacting

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