EFFECTIVENESS OF ONLINE PLATFORMS IN THE EDUCATION AND TRAINING OF THE TOURISM STUDENTS

[*]Kim Hazel L. Alolod
[**]Klarenz Julius R. Ocampo
[***]Sheir Mae G. Relata
[****]Paolo Jay S. Santos
[*****]Rafaella Andrea C. Villanueva
[******]Carl Francis T. Castro
[*******]Fe Corazon C. Villanueva

Abstract

As the world began experiencing the unforeseen pandemic, malls, resorts, amusement parks and other establishments, and school's shutdown. With this sudden event, educational institutions all over the world are turning into online learning to continue the practice of educating students as we never know when will this pandemic ends. However, some college students whose course is skill-based, they kind it disagreeable when it comes to training. As online learning began since last year, virtual training also arises. Students are not allowed to do the actual training or the on-the-job training ever since the pandemic. This study sought to provide proper analysis of the effectiveness of online platform being on-use in the education and training of the tourism students. The respondents of this study were 3rd year and 4th year tourism students in different state colleges and universities in Malolos, Bulacan. The research methodology was based on primary data by using questionnaire through Google Forms. The results show that tourism students adopt the new learning system in terms of performance, engagement and strategies. The only variable that affects them is the concentration and the quality of teaching.

Keywords: Online Platforms, Education, Training, Tourism Students, Effectiveness.

Introduction

E-learning or online learning has been used until now since the COVID-19 arose and the pandemic began. People knew that Coronavirus disease or COVID-19 is an infectious disease. According to the WHO, most persons infected with the virus will experience mild to moderate respiratory symptoms and will recover without the need for medical treatment. On the other hand, some will get dangerously ill and require medical assistance. People over 65 and those with underlying medical disorders, including cardiovascular disease, diabetes, chronic lung disease, or cancer, are more likely to acquire serious illnesses. The most excellent method to avoid and slow down transmission is to be thoroughly informed on the disease and how it spreads.

According to eLearning Industry, educational institutions worldwide are turning to online learning platforms to continue the practice of educating students. Online learning is currently used not just for academic purposes but also for learning extracurricular activities for students.

With these online learning platforms, some college students whose course is skill- based, they kind it disagreeable when it comes to training. As online learning began last year, virtual training also arises. Students are not allowed to do the actual or on-the-job training ever since the pandemic. And students began to claim that it is somewhat unfair and virtual training is entirely different from real training in terms of performances, learning's, and experience.

This study sought to properly analyze the effectiveness of online platforms being on-use in tourism students' education and training during the COVID-19 pandemic.

Statement of the Problem

The researchers decided to evaluate how online platforms are effective in the education and training of tourism students. As part of the problem, the researchers also determine the professors' responsibilities and quality service among the schools in Malolos, Bulacan.

The questions underlying this research are:
1. What is the demographic profile of the respondents in terms of:
   1.1 Age

*-*******Tourism Department, College of International Tourism and Hospitality Management, La Consolacion University Philippines.

1.2 Gender
1.3 Year Level
1.4 School Attending
2. What is the assessment of the respondents in an e-learning program over the usual actual mode of learning in terms of?
   2.1 Concentration
   2.2 Learning
   2.3 Knowledge and Skills
3. How do Tourism Students adapt to the new learning system in terms of:
   3.1 Performance
   3.2 Engagement
   3.3 Strategies
4. How does the instructor provide a potential learning outcome and active learning strategies to enhance students satisfaction in a virtual format in terms of:
   4.1 Effectiveness
   4.2 Attention
   4.3 Experience
5. Does the online classes and online training meet the expectation and satisfaction of the tourism students in terms of:
   5.1 Learnings
   5.2 Quality
6. Is there any significant relationship between demographics and online platforms in the education and training of tourism students?
7. What possible recommendations can we make to improve online education and online training for tourism students?

Hypotheses

(Ho): There is no significant relationship between demographics and online platforms in the education and training of tourism students.

(Ha): There is a significant relationship between demographics and online platforms in the education and training of tourism students.

Significance of the Study

Data given will provide the instructors with information on how the number of students affects the student's academic and performance in this new e-learning and modular mode. The results will enable the professors to improve their duties to help plan the advancement of tourism education concerning the new learning system.

This study will provide students information regarding the impact and effect of the new learning system. This study will evaluate the academic performance, the student attitude and approach, the skills learned, and the quality of the training program in the given time frame. Data gathered will also help the students improve both academic and online performance.

Researchers may acquire new knowledge, deeper insight, and a clearer perspective which may assist them in employing effective learning to ensure the better performance of the students.

Parents are to observe students' performance regarding how effective the new learning mode is. They can have an idea on facing the new learning system in a pandemic crisis to attain effective education for their pupils.

The department of college of international tourism could get some informative feedback regarding the e-learning and training program system in tourism management that serves as a tool to ensure the improvement of e-learning and modular education.

Scope and Delimitation of Research

The study is focused on the effectiveness of online platforms in the tourism students in Private Higher Education Institutions in Malolos, Bulacan, towards their education and training. This study limits its coverage on the 3rd and 4th year students of universities and colleges. Its primary purpose is to identify the effectiveness of the online platform in the chosen respondents towards their education and training.

The present study has been made to understand and analyze the effectiveness of online platforms for tourism students who undergo training and demonstration in their studies. This study could help the respondents, professors or instructors, the department, and the parents since the researchers aimed to provide the results after conducting the study to benefit a lot.

Theoretical Framework

According to Picciano, A.G. (2017) [8], learning theories are intended to clarify and assist us with seeing how individuals learn; nonetheless, the literature is perplexing and broad enough to fill whole segments of a library. It includes numerous disciplines, including brain science, social science, neuroscience, and obviously, training. Three of the more famous learning hypotheses-behaviorism, cognitivism, and social constructivism will be featured to shape the establishment for additional conversation. Notice will likewise be made of a few other learning theories pertinent to online training.

Behaviorism: As the name suggests, is concerned with how individuals act. It developed from a cause-and-effect positivist mindset. In another way, the activity causes the reaction. Behaviorism in education is the study of how pupils behave while learning. Behaviorism focuses on studying how students react to specific stimuli that may be evaluated, quantified, and controlled for each individual when repeated. Behaviorism focuses on what can be seen rather than on the mind or

cognitive processes. To summarize, if you can't see it, you can't study it.

Cognitivism: Cognitivism has been viewed as a reaction to behaviorists' "rigid" reliance on predictable stimulus and response (Harasim, 2012, p. 58). Cognitive theorists supported the idea that the mind plays a significant part in learning, focusing on the time between the appearance of an external stimulus and the student's reaction. They recognized mental processes like motivation and imagination as critical components of learning that connect environmental cues to student responses.

Social Constructivism: According to Picciano, A.G. (2017) [8], several education theorists, particularly Lev Vygotsky, John Dewey, and Jean Piaget, worked alongside behaviorism and cognitivism. Their goal with social constructionism was to characterize and explain teaching and learning as complex interacting social events involving teachers and pupils. Learning, according to Vygotsky, is issue solving, and the social creation of problem solutions is the foundation of the learning process. The learning process, according to Vygotsky, is defined as the creation of a "zone of proximal development" in which the teacher, the student, and a problem to be solved coexist. The teacher creates a social environment in which the learner can assemble or construct the information needed to solve the challenge with the help of others.

According to Picciano, A.G. (2017) [8], in the same way no single learning theory has developed for instruction in general, no single learning theory has emerged for online education. Many ideas have occurred, most derived from the fundamental learning theories previously discussed. Several approaches will be evaluated in this part to see if they are fit for the online environment.

Research Methodology

Quantitative Approach
The research study used a quantitative approach. Quantitative approaches investigate numerical data and frequently necessitate the use of statistical tools to assess the information gathered. This enables the measurement of variables, as well as the establishment of links between them. It accurately portrays that the researchers will depend on the following data that has been collected. The quantitative is what researchers most see fit to use in our study because researchers want to know the effectiveness of online platforms in the education and training of tourism students in Malolos, Bulacan.

Population and Sample of the Study
This study selected college tourism students from Private Higher Education Institutions. Researchers found that tourism students undergo training in their third and fourth years. These students are capable of rendering the possible data that we need. It is also helpful because the respondents are on the same course as the researcher.

A total of 100 tourism students are selected. As a result, the total number of replies is 100. Our respondents were from Malolos, Bulacan-based private higher education institutions. The goal of this study was to determine the efficiency of online platforms for tourism students' education and training.

The researcher utilized a simple random sample procedure to reach the desired 100 responses. A simple random sample is a subset of a population chosen at random. Each member of the population has an exact equal probability of being chosen in this sampling approach.

Research Instruments
The researchers used the survey questionnaire to gather the data that researchers needed. The instrument is researchers made, and it undergoes questionnaire validation via Cronbach Alpha. All variables were operationalized using the literature on the effectiveness of online platforms in the education and training of tourism students.

A validation process was carried out on the questionnaire created for the study. An expert specialist carefully examined the research questions and the questionnaire to ensure acceptable and effective. Following the validation of the questionnaire, 20 tourism students from La Consolacion University in the Philippines participated in a pilot test of the instrument. The researchers-made instrument was undergone validation of the instrument via Cronbach Alpha. The result of Cronbach's Alpha is 0.973 means that the instrument was very efficient to use for the researcher's study.

Data Processing and Analysis
The tool used for the data analysis is a five-point Likert Scale. The Likert Scale is mainly used for questionnaires and in survey research. According to La Marca (2011), the practical side of the Likert Scale is that they are the most universal method for survey collection. Therefore, they are easily understood. The responses are easily quantifiable and subjective to the computation of some mathematical analysis.

The researcher used Google Form and Google Spreadsheet to collect responses from the respondents. To minimize inaccuracies and assure the legitimacy and authenticity of the survey data,

the researcher will utilize Microsoft Office, primarily Microsoft Excel. The researcher also used Statistical Packages for Social Sciences (SPSS) v. 26 to automatically calculate raw data.

The descriptive-correlation technique was utilized to analyze and interpret the collected data. The researcher used the descriptive methodology to react to the issue statement on the respondents' demographic profile, the assessment of the respondents in an e-learning program over the usual actual mode of learning, how do tourism students adapt to the new learning system, how does the instructor provide a potential learning outcome and active learning strategies to enhance student satisfaction in a virtual format, and does the online classes and online training meet the expectation and satisfaction of the tourism students. The research will employ graphs and other descriptive metrics such as the measure of central tendency (mean) and dispersion (standard deviation). Table No. 1 will be used as a classification scale to convey the mean verbally.

Weight/Scale	Mean Range	Verbal Interpretation	Classification
5	4.51 – 5.00	Strongly Agree / Very Satisfied	Positive
4	3.51 – 4.50	Agree / Satisfied	
3	2.51 – 3.50	Neither agree nor disagree / Neither Satisfied nor unsatisfied	Neutral
2	1.51 – 2.50	Disagree / Unsatisfied	Negative
1	1.00 – 1.50	Strongly Disagree / Very unsatisfied	

Table 1: Rating Scale

The researcher will use Pearson product-moment correlation and eta-square to answer the problem of the significant relationship of respondent's demographics and online platforms in the education and training of tourism students for the inferential approach. The Pearson product-moment correlation coefficient (Pearson's correlation) is a measure of the degree and direction of relationship between two variables measured on at least an interval scale. While eta-square measures the association between two variables measured nominal and interval scale. Based on the Pearson r and η^2 value, Table No. 2 will determine the strength of the association between the two variables. The researcher's significant level (or α) is 0.05. If the estimated p-value is greater than 0.05, it simply signifies that there is no significant link between the variables; otherwise, there is a statistically significant relationship.

Perfect	Negative			No-Correlation		Positive			Perfect
	Strong	Moderate	Weak			Weak	Moderate	Strong	
-1	-0.8	-0.5	-0.1	0	0.1	0.5	0.8	1	

Table 2: Correlation Coefficient Scale

Results and Discussions

Table 3: Respondents Demographics

Variable	Frequency	Percentage
Age		
20	28	28%
21	51	51%
22	20	20%
23	0	0%
24	0	0%
25	1	1%
Gender		
Male	25	25%
Female	75	75%

Year Level 3rd		
year	72	72%
4th year	28	28%
School Attending		
BSU	29	29%
CEU	13	13%
LCU	49	49%
P STI	9	9%

Table 3 shows the demographic profile of the respondents in terms of age, gender, year level, and school attending.

Most of the respondents are 21-year-old female tourism students in their 3rd year level at La Consolacion University Philippines.

Table 4: Summary of Assessment of E-learning Program over the Usual Actual as Mode of Learning

Summary	Mean	Interpretation
Concentration	3.96	Agree
Learning	3.46	Neither agree nor disagree
Knowledge and Skills	3.28	Neither agree nor disagree
Overall Weighted Mean	3.57	Agree

Legend: "1.00 – 1.50: Strongly Disagree","1.51 – 2.50: Disagree","2.51 – 3.50: Neither agree nor disagree","3.51 – 4.50: Agree", and "4.51 – 5.00: Strongly Agree"

Table 4 shows the summary of assessment of e-learning programs over the usual actual mode of learning. It is shown in the table that concentration has the highest weighted mean of 3.96 with a verbal interpretation of Agree. While Learning and Knowledge and Skills have a weighted mean of 3.46 and 3.28, respectively, and are interpreted as neither agree nor disagree. Overall, the respondents assessed the e-learning program over the usual actual mode of learning as Agree with a weighted mean of 3.57.

Based on the results, concentration has the highest weighted mean among the three variables. This means that concentration affects the students in e-learning mode compared to the usual actual mode of learning. In the study of Balan, A and Montemayor, T. (2020), attention span or concentration shows no significant relationship in the online learning of college students. This also found in the study of Kumar and Assistant's in 2019 that there is no significant relationship between asynchronous learning performance and students' attention benefits. However, only synchronous learning has been found to have a significant relationship to attention benefits.

Table 5: Summary of the Adaptation in the New Learning System

Summary	Mean	Interpretation
Performance	3.89	Agree
Engagement	3.80	Agree
Strategies	3.74	Agree
Overall Weighted Mean	3.81	Agree

Legend: "1.00 – 1.50: Strongly Disagree","1.51 – 2.50: Disagree","2.51 – 3.50: Neither agree nor disagree","3.51 – 4.50: Agree",
and "4.51 – 5.00: Strongly Agree"

Table 5 shows the summary of the adaptation in the new learning system. It is shown in the table that performance has the highest weighted mean of 3.89,

followed by engagement which has a weighted mean of 3.80. And lastly, Strategies has a weighted mean of 3.74. Overall, the respondents assessed

adaptation in the new learning system as Agree with a weighted mean 3.81.

Performance has the highest mean among variables in adapting to the new learning system. This means that tourism students quickly adopt the new learning system in terms of performance. They still follow the implemented class schedule and aim to improve their test results. In the study of Gopal, R. et al.

(2021) [4], one of the factors that affect student performance is prompt feedback. Students can enhance their performance by Gusing prompt feedback as a self-evaluation technique. Unlike in the actual mode of learning, students can know what scores they've got on a test after a week. But in the new learning system, some students didn't have the chance to view their scores.

Table 6: Summary of Learning Outcome and Strategies

Summary	Mean	Interpretation
Effectiveness	3.80	**Agree**
Attention	3.84	**Agree**
Experience	3.99	**Agree**
Overall Weighted Mean	**3.88**	**Agree**

Legend: "1.00 – 1.50: Strongly Disagree","1.51 – 2.50: Disagree","2.51 – 3.50: Neither agree nor disagree","3.51 –
4.50: Agree", and "4.51 – 5.00: Strongly Agree"

Table 6 shows the summary of learning outcomes and strategies. It is shown in the table that Experience has the highest weighted mean of 3.99 - followed by attention which has a weighted mean of 3.84. And lastly, effectiveness has a weighted mean of 3.80. Overall, the respondents assessed learning outcomes and strategies as Agree, with a weighted

mean of 3.88.

Based on the results, when it comes to enhancing student satisfaction in virtual format, experience has the highest mean. This means that learning outcome and active learning strategies to improve students' satisfaction is based on experience.

Table 7: Summary of Expectation and Satisfaction in Online Platform

Summary	Mean	Interpretation
Learning	3.67	**Satisfied**
Quality	3.72	**Satisfied**
Overall Weighted Mean	**3.70**	**Satisfied**

Legend: "1.00 – 1.50: Very Unsatisfied","1.51 – 2.50: Unsatisfied","2.51 – 3.50: Neither satisfied nor unsatisfied","3.51 – 4.50:
Satisfied", and "4.51 – 5.00: Very Satisfied"

Table 7 shows the summary of expectation and satisfaction in online platform. It is shown in the table that quality has the highest weighted mean of 3.72. They were followed by learning which has a weighted mean of 3.67. Overall, the respondents assessed expectation and satisfaction in online platform as Satisfied with a weighted mean of 3.70.

Based on the results, quality has the highest weighted mean among the two variables. This

means that the tourism students are satisfied with the quality of education in an online platform or e-learning mode. In the study of Pham, L. et al. (2019) [7], the total quality of e-learning services was favorably associated with e-learning student satisfaction, which has a beneficial effect on e-learning student loyalty. Additionally, the overall quality of e-learning services directly influences e-learning student loyalty.

Table 8: Relationship Between Demographics and Online Platforms in the Education and Training of Tourism Students

	r-value /n^2	p-value
Age	-0.067	0.509
Gender	0.011	0.290
Year Level	0.006	0.453

School Attending	0.010	0.814

Correlation was significant at .05 level (2-tailed)

Table 8 shows the relationship of respondents' demographics to the online platforms in the education and training of tourism students and corresponding correlation coefficients and p-value. Its shows that age, gender, year level, and school attending have a fragile association with online platforms in the education and training of tourism students. Age, gender, year level, and school attending show no significant relation with online platforms in the education and training of tourism students.

Based on the results, when it comes to the education and training of tourism students, age, gender, year level, and school attendance have only a minor correlation with the use of online platforms. Age, gender, year level, and school attending show no significant relation with online platforms in the education and training of tourism students. In the study of Nyarko, E.A. et al. (2017) [6], it was determined that factors such as age, gender, marital status, and geographic distance had no significant impact on eLearning satisfaction and online education.

According to the students' recommendations for the new learning mode in the midst of the Pandemic, teachers should be courteous when submitting students' activities and restrict the number of assignments they provide to students to manage their work. In the study of Nworie, J. (2021) [5], Higher Education leaders must rethink how to design, advance, and deliver system-wide online training, learning from the pandemic experience. When colleges reopen, institutional leaders must be ready to reassess their online learning commitments, shifting priorities to fulfill demands at all levels. Leaders should reassess these courses, record methods to improve quality and adopt creative approaches for maximum efficiency. Leaders must also participate in professional growth while they evaluate the emergency. This professional development will help them better comprehend online learning and instructional technologies, which will help them formulate policies.

Conclusion and Recommendations
In the light of findings of the study, the following conclusions were drawn:
1. Out of 100 respondents, 49% are from La Consolacion University Philippines and mostly are females in their 3rd year level in college.
2. Hence the participation of the students in e-class, they get distracted and loss their concentration due to the presence of noise in their surroundings. It is hard to focus on studies, especially when taking an exam or doing activities if unpleasant noises surround your study place.
3. Tourism students adopt the new learning system in terms of performance and engagement, but in strategies, they do not fully embrace it as it has the lowest mean in the variable. And the technology they use for online class doesn't affect them that much, but exam systems in online class do, as some platforms used for an exam has a time limit that makes students focused on time rather than on questions.
4. The students' learning outcomes mostly come from experience, as many students agreed on the questions under the variable experience. Many of the tourism students agreed that the instructor's willingness to share their skills and participate in actual demonstrations gives them a potential learning outcome.
5. Online classes and online training met the expectation and satisfaction of the tourism students. However, they are neither satisfied nor unsatisfied about learning effectively from online classes. The question under the variable quality, "students were satisfied with the quality in teaching provided by the professor," has the lowest mean.
6. Demographic profile of students had no significant relationship in the online platform. Thus, it doesn't affect the education and training of the tourism students.

In conclusion, online platforms are effective in the education and training of tourism students regardless of age, gender, year level, and school attending. It really depends on the students' approach and quality in teaching the professors or instructors.

And according to the findings of this study, education through an online platform still became beneficial for tourism students, regardless of the pandemic and their demographic profile; nevertheless, it is still depending on how tourism students will adopt and approach the new system of teaching from the instructors. The following statements are recommendations from the study's researchers to enhance online education for tourism students:
1. Distance learning creates a more significant gap between instructors and their tourism students than usual; in this instance, instructors must continue to improve their relationship to interact and engage more with their tourism students even though it is an online education;
2. Tourism students must reflect on their learning and adopt the new educational system;
3. Instructors should encourage the tourism

students to ask questions and develop a communication plan;

4. Instructors should continue providing proper guidance for completing course activities and gaining a deeper understanding of course content.

Higher Education must observe the quality of teaching of every professor as students' learning outcomes, and satisfaction is based on the quality of teaching.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

References

1. Balan, A., Montemayor, T. and Dalisay, J., (2021). "The Influence of Online Learning towards the Attention Span and Motivation of College Students."
2. Barrot, J., Llenares, I. and del Rosario, L., (2021). "Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines". Education and Information Technologies, 26.
3. Chowdhary, N.R., Seraphin, H. & Tiwari, P., (2020). "Impacts of COVID-19 on tourism education: analysis and perspectives". Journal of Teaching in Travel & Tourism. Retrieved from https://www.tandfonline.com/doi/full/10.1080/15313220.2020.1850392
4. Gopal, R., Singh, V. & Aggarwal, A., (2021). "Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19". Education and Information Technologies, Vol 26.
5. Nworie, J., (2021). "Beyond COVID-19: What's Next for Online Teaching and Learning in Higher Education?". Retrieved from EDUCAUSE: https://er.educause.edu/articles/2021/5/beyond- covid-19-whats-next-for-online-teaching-and-learning-in-higher-education.
6. Nyarko, E. A., Twoli, N. and Khatete, D., (2017). "Learner Demographic, Resource Characteristics, and Responsiveness to eLearning". International Journal of Education and Research.
7. Pham, L., Limbu, Y., Bui, T., Nguyen, H. & Pham, H., (2019). "Does e-learning service quality influence e-learning student satisfaction and loyalty?", Evidence from Vietnam. International Journal of Educational Technology in Higher Education.
8. Picciano, A.G., (2017). "Theories and Frameworks for Online Education: Seeking an Integrated Model". Online Learning, 21(3), 166-190.
9. Reporters, U.Y., (2020). "Learning Online: Problems and Solutions". Retrieved from UNICEF: https://www.unicef.org/northmacedonia/stories/learning-online-problems-and-solutions.