

## Challenges faced by Hospitality Instructors due to Covid-19 Pandemic: An exploratory study on IHMs

Shreya Prasad<sup>1</sup>, Deeksha Khatri<sup>2</sup>

**Abstract.Purpose:** The purpose of this paper is to study the challenges faced by hospitality instructors and students due to occurrence of covid-19 outbreak.

**Background of the study:** With each passing day the spread of Covid-19 is increasing in the country. Spread of corona virus has not only forced a change in the working system but also had great impact on the education system. The current situation has rendered classroom teaching impossible.

**Problem Statement:** Issues have arisen before the students and teachers because of the shift from traditional classroom method of education to a non- traditional virtual mode. Some common problems are loss of personal contact, practical aspects of the syllabus as well as unstable data networks. It has been a challenge for the hospitality instructors to engage students on the virtual platform.

**Research Methodology:** Both primary and secondary data will be used for the research paper. Primary data will include a set of questions distributed among hospitality instructor and students. A structured closed ended questionnaire was developed and set to various faculties in different IHMs across India. This research paper will help us to identify the challenges faced by the hospitality instructors and the key areas on which we need to work upon so that the students can be taught in a better way.

**Findings:** It was found in this paper that instructors feel that offline classes are better than the online classes as due to poor network connectivity it becomes difficult for them to monitor the students.

**Keywords:** Hospitality, Education System, Covid-19, Teaching Methods. Instructors.

### 1 Introduction

The covid-19 had a huge impact on each and every sector across the globe. The education system in India and across the globe is no exception. The enforcement of lockdown and shut of colleges and educational institutions created a very bad effect on the lives of students and has brought a lot of challenges for the teachers/ instructors. The hospitality education system is also facing hardships as the practical aspects in hospitality aspects are getting affected. The students of hospitality institutes are in a dilemma right now and concerned about their jobs and training programs as the industry has been hard by this pandemic and suffering huge losses. Large number of employees have been losing their jobs. According to some recent studies around 32 crore students got affected due to closure of educational institutions. Due to the outbreak of covid-19 we have been again reminded by the nature that changes are inevitable. Due to this sudden outbreak the education system is forced to step into the technological field and make this technology an integral part of the teaching system. Till now traditional/ orthodox methods of teaching were used in the education system but due to the outbreak of this virus we have been forced to upgrade our education system with introduction of technology in it. Over 90% of student population was affected in January as per the reports of UNESCO which reduced to 67% till June. Due to the occurrence of this pandemic the education institutes were forced to close their premises. Not only the closure but examinations were also postponed which in turn affected the overall semester system of the colleges.

---

<sup>1</sup> Ms. Shreya Prasad, Assistant Lecturer, IHM Bhubaneswar, shreyaprasad1997@gmail.com

<sup>2</sup> Ms. Deeksha Khatri, PhD Research Scholar, M.D. University, khatriideeksha994@gmail.com

## 2 Objectives

- To know which mode of teaching is preferred by the IHM instructors.
- To study about the challenges faced by the hospitality instructors.

## 3 Literature Review

Due to the lockdown being implemented across the country all the classes in the universities and colleges were suspended and even the entrance exams were postponed for an indefinite time period. Health related crisis have always affected the hospitality and tourism industry. The tourism demand contracts as soon as a health-related epidemic occurs (Scott and Laws, 2005). Many diseases have occurred in the past which has greatly affected the tourism industry. The foot and mouth disease in United Kingdom in 2001 (Haydon et al, 2004), it also affected tourism industry badly. It spread through human contact with animals or their elements and respiration which has caused a great contraction in tourism sector (Baxter and Brown, 2004). Another pandemic that narrowed the tourism demand was SARS. It occurred in Asian countries Hong Kong, Vietnam, Singapore and China in 2002 which later impacted the entire world (McAleer et al, 2010). Avian Influenza is yet another example of pandemic that restricted tourism. There is still a debate as from where this disease originated but it majorly affected. Though many pandemics have occurred the industry has always bounced back with using it as an opportunity to inculcate new skills and greater innovations and more skilled hospitality professionals.

Misra (2020), firmly believes that the current situation of pandemic can be very well used as an opportunity where learning and collaborative teaching can take new forms. Teachers/ Faculty across the nation can collaborate to find ways to benefit from the situation. The pandemic situation has induced to learn and use the technology and there has been an increase in the digital literacy. The concept from “work from home” has made its mark and become primary way of working in the recent times. Due to the outbreak of corona virus many challenges have occurred in front of the instructors in the education system but it has also forced the system to explore Open and Distance Learning (ODL) which is being carried out using different digital technologies to fight against the current situation. Passugg (2020), stated this pandemic has increased the fragility and it has basically changed our social values. He further added that due to this pandemic new skill will be required by the hospitality professionals and it has also increased the resilience.

Pravat (2020), stated in his studies that covid-19 has created so many challenges for the instructors and the education system so that they can they can upgrade their infrastructure and their knowledge. Online mode is the only way through which studies are being carried these days. The classes are being conducted using conferencing apps like Google meet, Zoom, Cisco WebEx etc. WhatsApp group are created for students, teachers, parents and guardians for communicating the instructions for the lectures. Due to lockdown there has been an acceleration in the adoption of digital technology for teaching purpose. Earlier there was a state of confusion among the students and teachers due to the closure of the educational institutions as how to deal with the situation. Pravat (2020b), said that the best solution in the current situation is online teaching. So, the digital vision of India emerged as the best solution for the situation occurred due to covid-19. Due to occurrence of covid-19 there has been an increase in the learning management systems that the educational institutions use for teaching the students.

## 4 Research Methodology

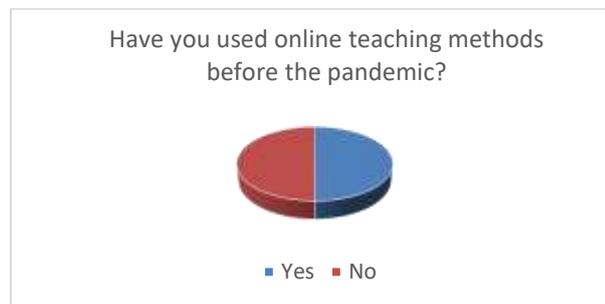
Both primary and secondary data will be used for the research paper. Primary data will include a set of questions distributed among hospitality instructor and students. A structured closed ended questionnaire was developed and set to various faculties in different IHMs across India.

#### 4.1 Sample size

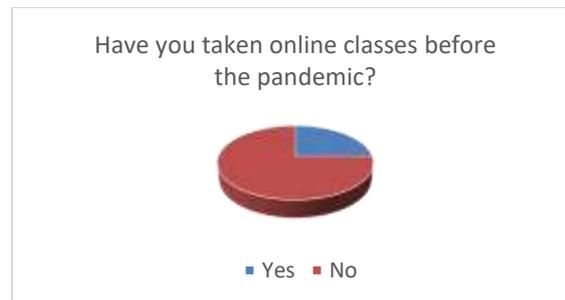
The population was faculties from all the IHMs. A structured questionnaire was formed and sent to hospitality instructors at various levels. 67 faculty members from various IHMs became our respondents. Convenient sampling was done.

### 5 Research Findings

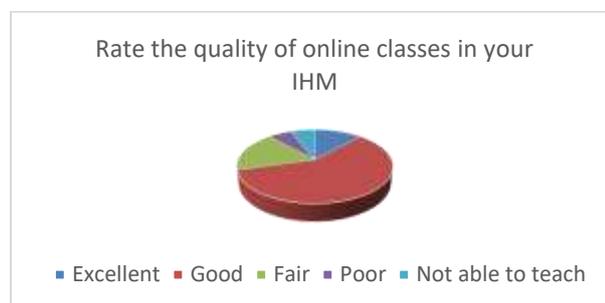
The first question that was asked in the questionnaire that was asked to respondents was about their designation. The purpose was that we want to know the challenges faced at various levels from various IHMs. The respondents were asked about their highest level of qualification. We found out that most of the respondents holds post graduate degree.



Then the respondents were asked whether they have used online teaching methods before the pandemic or not. 50% respondents said that they have used online methods before the pandemic and 50% replied negative.



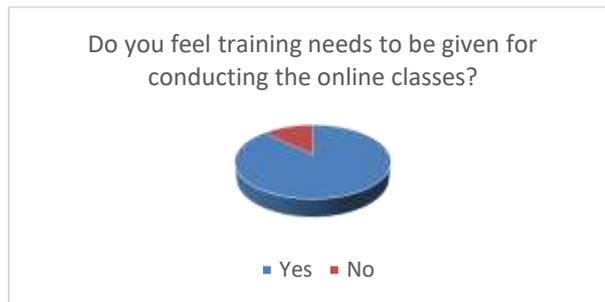
After that the respondents were asked if they have taken online classes before pandemic or not. 75% respondents have not taken online classes before the pandemic. Only 25% respondents have used this mode. So, for most of the respondents it was a completely new thing.



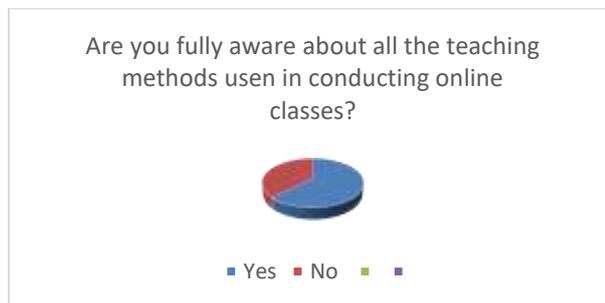
In the next question the respondents were asked to rate the quality of online classes in their institute. 62.5% respondents say that the level of online classes is GOOD in their institute. 18.8% respondents feel that is fair. Only 12.5% respondents say that the quality of online classes is excellent and 6.3% said that they are not able to teach through online mode.



Then the respondents were asked to rate the quality of offline classes. It was found that 62.5% have rated their offline classes to be excellent, 31.3% felt that it was 5.d and 6.3% rated them as fair.



87.5% respondents feel that training needs to be given for conducting the online classes and 12.5% felt that they do not require any training for conducting the online classes.



62.5% are fully aware of all the teaching methods used in the online classes.37.5% respondents are not aware of the teaching methods used in the online teaching mode.

In the last the instructors were asked about the challenges faced by them while taking online classes. Instructors were asked to rate the pointers indicating challenges compiled after interviewing certain instructors and bases on previous studies. It was found that instructors for them network connectivity and monitoring of students is most challenging. The instructors than firmly believe that online classes are proven to be less effective than offline as it lacks practical aspects. It was found that they believe that online interaction is lacking the practical aspect involved in hospitality and the real interaction with the students. However, time and expertise didn't affect the online efficiency of the instructors.

## 6 Limitations of the Study

The hospitality sector is widespread including hotels, restaurants, travel and tourism, pubs, bars and clubs etc. The hospitality subject is being taught in Central and State IHMs, in various government and private universities and university affiliated institutes, but due to limitation of time and resources available we were not able to cover such a wide area. The study of this paper was limited to IHMs only and the Faculties from the Universities and other colleges were not involved.

## 7 Implications of the study

The study can be implied to all the IHMs across India. The problems faced were more or less similar. The study was conducted during the pandemic hence the results can be beneficial in aiding any further researches being done on this topic. As researchers we tried to mobilize the responses of various faculties and pin pointed the problems being faced by them. Very little data was available on this topic hence this study can add to the knowledge we already have about the pandemics affecting the education field.

## 8 Conclusion

It can be concluded from the above findings that IHM instructors feel that the quality of offline mode is better in their institutes as compared to the online mode. Though the online methods are the need of the hour but offline methods are more preferred and has more practical implementations as compared to the online methods. Still training should be given to them to improve their online teaching skills. Instructors feel that poor network turns out to be biggest challenge for them. Due to this they find it difficult to keep a constant check on the students. Online classes have taken the essence of practical importance in the hospitality industry. Practical classes are really important in hospitality but due to closure of IHMs the students are compelled for online classes. Though practical teachings are being given to the students by the teachers but students are kept away from this. Video are made available to the students so that they can see how the things are done but due to non-commencement of on-campus classes students are not able to do practicals by themselves. Certain aspects have been the same irrespective of the mode of teaching like preparing the lesson plans, investing time and the expertise of the instructors.

## References

1. Misra Kamlesh (2020). Covid-19: 4 negative impacts and 4 opportunities created for education. Retrieved on September 25, 2020 from <https://www.indiatoday.in/educationtoday/featurephilia/story/covid-19-4-negative-impactsand-4-opportunities-created-for-education-1677206-2020-05-12>.
2. Pravat Ku. Jena (2020a). Challenges and Opportunities created by Covid-19 for ODL: A case study of IGNOU. International Journal for Innovative Research in Multidisciplinary Filed, Volume-6, Issue- 5, Pg. 217-222.
3. Pravat Ku. Jena (2020b). Online learning during lockdown period for covid-19 in India. International Journal of Educational Research, Volume-9, Issue- 5(8), Pg.82-92.
4. Study Abroad Life (2020). How Covid-19 will affect the Indian education system. Retrieved on May 25, 2020 from <https://www.studyabroadlife.org/how-covid-19-will-affect-the-Indian-education-system/>
5. Educationasia.in 2020. The Impact of COVID-19 on Education and Education Sectors, Know Here. Retrieved on September 25, 2020 from <https://educationasia.in/article/the-impactof-covid-19-on-education-and-education-sectors-knowhere>.
6. May 20, 2020 from [https://en.wikipedia.org/wiki/COVID19\\_pandemic\\_in\\_India](https://en.wikipedia.org/wiki/COVID19_pandemic_in_India) Wikipedia, Education in India Retrieved on September 24, 2020 from October 26, 2020 from <https://en.unesco.org/covid19/education-response>.
7. MHRD notice (20 March, 2020). COVID-19 Stay Safe: Digital Initiatives. Retrieved on May 25, 2020 from <https://www.mohfw.gov.in/pdf/Covid19.pdf>.
8. UNESCO. COVID-19 Educational Disruption and Response. Retrieved on WHO.
9. WHO Coronavirus Disease (COVID-19) Dashboard. Retrieved on September 20, 2020 from <https://covid19.who.int/> Wikipedia. Covid-19 Pandemic in India. Retrieved on [https://en.wikipedia.org/wiki/Education\\_in\\_India](https://en.wikipedia.org/wiki/Education_in_India).