



Impact of Learning Competencies under Hybrid Laboratory Class Modality to the Academic Performance of AIMS Hospitality Management Students

¹Angeline Clarisse P. Ibay, ²Allana Shaznae J. Musngi, ²Kyra Gayle C. Veronica, & ²Sofia Monique O. Villareal

Abstract

The study was designed to analyze the impact of the learning competencies under hybrid laboratory class modality on the academic performance of AIMS hospitality management students particularly in ELECT 323AL1 Food and Beverage Operations in terms of (1) learning competencies gained by the AIMS hospitality management students under the hybrid modality, (2) the academic performance of AIMS hospitality management students under hybrid modality in ELECT 323AL1 and, (3) the relationship between the learning competencies and academic performance. Using the descriptive-correlation design, the study aims to describe the underlying impact of the learning competencies on the academic performance of the students and correlate it. This study used the purposive sampling technique which has a total of twelve (12) key respondents. To gather the data, a researcher-made survey was used. An online survey was done and all the statistical data was prepared for treatment. This study utilized frequency and percentage, weighted mean, and Pearson r to treat the data. Results showed that all of the students were able to learn and gained essential learning competencies that include functional, interpersonal, and critical thinking competencies. Moreover, the average mean of the academic performance has a descriptive rating of outstanding. Data also showed that learning competencies have no significance on the academic performance of the students.

Keywords: *competencies, hybrid, laboratory, performances, hospitality management*

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About the authors:

¹Corresponding author. Bachelor of Science in Hospitality Management student. Asian Institute of Maritime Studies. Email: ibayangelineclarisse@gmail.com

²Bachelor of Science in Hospitality Management student. Asian Institute of Maritime Studies.



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Introduction

Online classes started to be implemented to deliver education during the pandemic while ensuring the health, safety, and welfare of all learners, teachers, and education personnel. As a method of flexible learning that is commonly utilized nowadays, online classes in the Philippines consist of courses that are held online. Students attend either online or modular classes. It aims to help students learn from a distance in a high-quality way by using digital self-learning modules, radio, TV, and the Internet (Child Hope, 2021).

Hybrid learning is a teaching style that combines technology and digital media with traditional instructor-led classroom activities, allowing students to tailor their learning experiences (Panopto, 2019). Hybrid learning has become a priority in the educational delivery system because of the benefits it provides. The situation of training needs and transformative experiences in the progression of competency-based learning from concept to theory to the new reality of hybrid learning is described (Mallillin et al., 2021). Hybrid learning combines the advantages of Internet learning with some of the benefits of face-to-face learning. Then, it optimizes the effectiveness of classroom training and improves the reinforcement of web-based components (Rovai & Jordan, 2002). This allows students to comprehend their lessons more thoroughly. Since some lectures are still delivered online, particularly for the skills required for face-to-face laboratory performance, this harms their performance because hands-on demonstrations are only conducted behind their screens or gadgets.

Competency-based learning is essential in the curriculum prescribed in various educational institutions. It can be used to assess the quality of hybrid learning. It refers to the grading, assessment, academic reporting, and student performance systems. As the learner progresses, it demonstrates the expected learning skills and knowledge. It determines the proficiency and competency of a subject area, or a specific course as developed and standardized in learning. Competency-based learning has thus emerged.

Hybrid learning modality is now adopted by the Asian Institute of Maritime Studies which is a non-profit and non-stock educational and training institute. It has been operating under a Quality Management System that has been certified to the ISO 9001:2015 Standards as well as the National Requirements. It is one of the tops performing maritime schools in the

Philippines that offers various programs. One of which is the Bachelor of Science in Hospitality Management.

During the pandemic, the institution implemented full online classes, in which students took their lectures and laboratories online. This is a challenge for hospitality students because most of their tools and equipment are not available at home. A face-to-face demonstration of the task is also required for them to effectively learn various competencies. But, as the situation improved and the restrictions became less stringent, AIMS eventually shifted to a hybrid class modality. In this setup, students were able to take their lectures online, while laboratories will be conducted face-to-face at their respective institutions.

The purpose of this study is to determine whether the institution's and other universities' adoption of hybrid learning has a positive impact, if it is effective in developing students' skills and knowledge, and if it is a viable approach for churning out competent students. This study will also provide an analysis of whether or not the students were successful in acquiring critical capabilities that meet industry standards.

The study aims to explore the effectiveness or the impact of hybrid classes in the learning acquisition of the students and the instructional models used in applying this learning method. With this, the researchers want to know the impact of hybrid laboratory class modality on hospitality students' learning competencies. Generally, the study aims to determine the impact of hybrid laboratory class modality on hospitality management student's learning competencies and performance.

Methodology

The study used a descriptive-quantitative research design that determined the impacts of learning competencies under hybrid laboratory class modality on the academic performance of hospitality management students. Descriptive-correlation design is used to describe the relationship between or among the variables. Moreover, this design is much more pertinent to use as it describes if there is a significant relationship between the learning competencies gained by the students and the student's academic performance. With this, the degree of the relationship was determined if there is a significant impact that affects the student's performance.

This study chose students from the Asian Institute of Maritime Studies particularly, fourth-year Hospitality Management students as they have significant knowledge and experience regarding the topic. The total number of fourth-year students is twelve (12). Moreover, purposive sampling was used in this study that ensures that all participants or respondents met the criteria as well as the characteristics needed for the study.

The study used a survey questionnaire as a form of research instrument. This questionnaire was divided into three learning competency categories. It consists of a statement that determined whether the students were able to acquire these competencies while they are under a hybrid laboratory class modality and if it has an impact on their academic performance. Moreover, questions are toned down to assist students in better understanding the question to obtain more accurate data. The researchers used social media to disseminate the questionnaires to avoid physical contact that also helped the researchers to collect data systematically. In addition, the questionnaire was reviewed by the research adviser, statistician, and two other validators, specifically linguistic and technical professionals that guaranteed that the questions are connected with the problem statement.

Lastly, given that this modality has a lot of limitations when it comes to how these students will learn, the researchers made use of the theory or the learning competencies that were developed by Abouchacra (2021) to justify the competencies gained by the students instead of the learning competencies that was presented by TESDA since these students took almost all of their laboratories online and not on a normal setup wherein laboratories are done on a face-to-face basis in which the competencies from TESDA are based on.

Results

The respondents in the hospitality management study showed strong agreement across various competencies gained through hybrid learning. Methodological competencies received an average weighted mean of 3.88, indicating agreement among the respondents. Interpersonal competencies, specifically oral, written, and visual communication skills, all garnered "agree" ratings. Notably, expressing thoughts freely during hybrid learning received the highest weighted mean of 4.00. Working with diverse teams also yielded positive results with an average weighted mean of 3.92, and three statements hit the highest mean of 4.00, emphasizing the ease of collaboration, obtaining new ideas, and valuing teamwork during hybrid learning. Most communication in this mode occurred online, facilitating collaborative

idea exchange due to ample online resources. Critical thinking competencies were also affirmed by the respondents, with most statements rated as "agree" (3.83), and the statement on academic assessments enhancing critical thinking scored the highest weighted mean of 4.17.

Academic performance, measured by numerical scores, demonstrated a mean of 1.26 and a standard deviation of 0.06, indicating a normal distribution. This suggests that most students achieved high grades in ELECT 323AL1 Food and Beverage Operations. In terms of the distribution of academic performance, 25% of the sample achieved an "Outstanding" academic performance, comprising three out of twelve hospitality management students. The analysis regarding the relationship between gained competencies and academic performance showed a Pearson r of 0.374 with a p -value of 0.230, suggesting an insignificant relationship.

Conclusion

Base from the results, hybrid laboratory class modality shows a positive or good impact on student's academic performance but only as an alternative tool since it is still more effective when students will learn under the traditional mode of learning in which they will have a face-to-face setup, especially with this kind of program wherein there is a lot of laboratory activities to be done. It can be seen that all of the responses fall under agree which means that this modality is still incomparable to the traditional mode of learning.

From the data, learning competencies have no relationship or significance to the academic performance of the students. With that, the study would like to recommend increasing the number of participants or respondents as this study only surveyed twelve (12) students which might affect the results given the fact that hybrid learning will still be implemented in the following academic year.

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