

ONLINE LESSONS DURING THE PANDEMIC: IN THE CASE OF TOURISM STUDENTS

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Abstract: *A year ago, strict quarantine was declared in almost all countries around the world to protect against covid 19 disease. For this reason, traditional learning to shift to online platforms compulsory without any preparation. As a result, both teachers and students faced certain challenges (technical, Financial , and psychological) in the online learning process. The purpose of our study was to assess the extent to which these issues affected the learning process of students and the extent to which students evaluated the online system during the quarantine period and the extent to which they were satisfied with this learning. A survey was conducted among the tourism students in YTIT after the ending online lessons. The results showed that almost all students have suffered from Internet instability. However, online education could not had a negative impact on the learning process of many students. Results also revealed that all students preferred to study in an offline environment than in an online learning environment. Students common problems and satisfactions are further discussed.*

Keywords : *Covid 19, Pandemic, Tourism students, Online learning, e-learning*

1. Introduction. The COVID-19, first declared by the World Health Organisation (WHO) on December 31, 2019, is now expanding across the world. The

estimated number of international confirmed cases reached more than 26.7 million by September 4th, 2020(WHO). Psychological conditions linked to the COVID-19 pandemic, such as anxiety and depressive symptoms, are receiving interest from psychiatrists(Dubey et al., 2020). Many countries have used quarantine to fight COVID-19(Brooks et al., 2020). In the face of global pandemic, all higher education institutions around the world are facing the same crisis in finding ways to serve students electronically.pandemic. 1.6 billion students, or 91% of all students on the universe, were unable to attend typical education at the height of the global crisis. (United Nations Educational, Scientific and Cultural Organization, 2020). This was possibly the largest platform movement in educational history, according to a variety of opinions. (Darrin Thomas, 2020). During the pandemic, e-learning is has become highly popular (Radha et al., 2020). In general Elearning is described as type of content internet - based. (Roger et al., 2009). The pandemic of COVID19 has pushed every educational institute towards online learning, although nobody was ready for this transition. Many studies have proven that moving to online learning is a substantial, however required, element of the learning process (Bao, 2020; Halim, Hashim, & Yunus, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020; Yee, 2013; Zhu, Chen, Avadhanam, Shui, & Zhang, 2020). Hospitality education is not exempt from these guidelines. All courses, are delivered through online platforms. In hospitality education, online learning is an effective complement to traditional offline teaching and learning. Online education is not new to hospitality coaches The complete online learning mode, on the other hand, is not intuitive to everybody. Most instructors are not prepared for this sudden transition (Maslen, 2020). (Wong,2020) has shown that online learning during COVID-19 is stressful for all stakeholders. Students have computers or laptops and data roaming cards to access Wi-fi Additionally, many students who have lost motivation to study have been forced to transfer claims online, struggled to use the technology they need, and are usually discouraged by social isolation Goes with the distant. (Hall & Batty, 2020; Hobbs, 2020). All of this happened so suddenly that there had been no time to implement student support strategies. While it is impossible

to say that both students and teachers are uncomfortable with e-learning, there was anxiety that participants were being affected. Common complaints, not limited to epidemics, are related to students' access to e-learning, financial pressures, and teacher competence (Harrison et al., 2017). Also, organizations should provide each instructor with technical resources and support (such as a computer, stable internet connection, camera, and microphone). Institutions, instructors, and students had to adjust to a modern educational setting in a short period of time. Students with a high degree in neuroscience may lack the confidence to express their opinions online. Meanwhile, students who are often inactive in traditional classrooms can actively express their views online. Numerous factors such as the degree of reliability of the Internet, the security of the online platform used, and the potential loss of students' attention contribute to the associated anxieties (Bao, 2020).

2. Literature review. 2.1 Impacts of Covid 19 on education. COVID-19 pandemic has affected all levels of the education system (Nicola, 2020) Around the world (in 192 countries), educational schools have either temporarily closed or implemented regional closures, affecting around 1.7 billion learners. (UNESCO. Education: From Disruption to Recovery, 2020) Although many colleges and universities have stopped teaching in the classroom, undergraduate and graduated students must instead rely on online instruction. (Sahu p, 2019). This method of learning offers an alternative to minimizing either student-to-student interaction or student-to-lecturer contact (Progholapati A, 2020). However, many students are unable to access online education due to a shortage of resources or instruments as a result of the economic and digital divide (UNESCO, 2020). The global lockdown of higher education institutions might lead to huge (and possibly unequal) disruptions in students' learning; disruptions in internal evaluations; and the cancellation or elimination of public assessments for qualifications (Simon Burgess, 2020).

2.2 Students Satisfaction. Student satisfaction is a primary indicator of sustained desire to study in the online learning environment (Edens, 2011). Student satisfaction shows how students felt about their learning experience (Alqurashi, 2019).

Researchers discovered that device consistency, content quality, and perceived utility all have a positive impact on online learning, while the user's machine self-efficacy has a positive impact on their satisfaction (Ramayah, Ahmad, & Tan, 2012). Students' behaviors and assessments in their online courses, according to (Marks et al. 2005), can be used to assess student satisfaction. Furthermore, the time, location, and speed versatility of an online class may have an impact on student satisfaction. Furthermore, primary determinants such as student enthusiasm, learning style, teacher awareness and facilitation, instructor input, engagement, and course structure affected students' satisfaction significantly (Eom, Ashill, & Wen, 2006).

3. Methodology. 3.1 Sample and procedure. Data collection was done during the period from March 13th to March 27th, 2021. The setting of this study was used to conduct the study among tourism students studying Yezhu Technical institute (YTIT) which is located in Tashkent. An online teaching was started in this institute on 16 March 2020 which was conducted every day using the ZOOM application. Data were collected from 50 undergraduate tourism students who were taking online courses during the pandemic COVID19. Random sampling was employed in the selection of courses with a sample size of N = 50 students from the selected courses. Demographic statistics indicate that 50% of the sample was male and 50% was female. This study created and uploaded a survey instrument on the Google platform in Uzbek . The aim and uses of data of the questionnaire were briefly explained at the beginning of the questionnaire. An online google form questionnaire link was shared in Telegram social media platform which is widely used among Uzbekistan students.

3.2. Development of the research instrument.

Study's questionnaire covered 24 questions (22 multiple choice, 1 checkbox, and 1 paragraph) divided into five sections: Questions of first section asked about the demographic information of participants were included in the first segment (gender, age, and academic year).The second section evaluated the effect of COVID-19 pandemic on the study and the online learning (the effect of online learning on academic performance, electronic device used to study online, time spent per day in online learning, common problems encountered in the online learning, and

suggestions to improve the online learning). This section consisted of ten questions as follow: three single-choice questions, three multiple-choice questions, one Likert-scale question, and three questions with free text answer. These questions for first and second section are structured for research were adopted from [Muhamed A.A Mahdy \(2020\)](#). In Section three, the researchers asked the students to rate their anxiety. Nine items regarding anxieties (three items on learning, three items on technical, and three items on financial anxieties) were adopted from [Mohamed et al. \(2011\)](#). Fourth section includes questions about students satisfaction was obtained from [Aldas-Manzano et al. \(2011\)](#) and [Olsen and Brown \(2018\)](#). The final part would include a Likert scale for assessing understanding. It included eleven statements using 5 point Likert scale (1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree). All the structured statement used in this section are taken from [Dipti Koirala \(2020\)](#).

4.Results. 4.1. Demographic characteristics of respondents. Table 1. Respondent demographic characteristics.

[Table 1.](#) describes the demographic characteristics of the respondents. From the 50 respondents in the study, 25 (50%) are male and 25 (50%) are female. The majority of the respondents were 20–22 years old (54%, n = 27). The 23–25 year old age group represented 30% (n = 15) of the respondents and the 17–19 year-old age group (16%, n = 8). Most of the respondents were in the third year of their degree (66%, n = 33), and the rest of the respondents were in their second year (34%, n = 17).

4.2 The effect of Covid 19 Pandemic on academic performance. The current data showed that most of participants 38% (n = 19) believed that COVID-19 pandemic were considerably affected their academic performance whereas 26%,(n = 13) were greatly affected, 18% (n = 9) moderately affected, and 8% (n = 4) were slightly affected. Whereas, only 10% (n = 5) of participants reported that lockdown had not affected on their academic performance.

4.3 Evaluation of Online Education During COVID-19 Pandemic Data showed that participants used several electronic devices to study online. The most used device was the smartphone (52%) followed by laptop (26%) and personal computer (6%),

while the least used device was the tablet(16%). The studying hours spent for online learning ranged from <1 h/day to 14 h/day with an average of 3.1 ± 1.9 h/day. Regarding the frequency of online studying hours, about 46% ($n = 622$) of participants spent up to 3-6 h/day in online learning, while 20% ($n = 23$) of participants spent 1 h/day, 18% ($n = 9$) of participants spent 2h/day and 16% ($n=8$) of participants spent 7-14h/day.

4.4 Common problems and and recommendations

The common problems encountered by most of the students who completed the survey are: spending long time in online learning makes the students loss their motivation to participate; also they feel tired with sleeping issues; the availability of internet to students live in provincial and rural areas; loss of interest and the availability of learning devices, such as laptops, tablets, and smartphones devices to access the internet and view the online materials. The students' recommendations regarding improvement of the online learning were summarized as follows: increase the available time to solve the online tests; improve the way of teaching to encourage students to learn and attract them to study online. The survey demonstrated that more than half of the students (58%) had technical anxieties related to the stability of Internet used in online teaching is not reliable and (41.7%)financial anxieties such as additional expenditures (computer,wifi) than on compus classes.

4.5 Students satisfactions. This research shows that almost all students (34%) at Yeju technical Institute in Tashkent satisfied with the efficiency of the online classes and online classes had met (30%) students learning needs. Other table shows that (56%) students less satisfied online classes were taken via Zoom because of weakInternet stability.

4.6 Perception of students towards online classes. Table 2 shows the perception of students towards online classes. Less than half of the students (40%) strongly disagreed to " Learning is the same in class and at home on the Internet". Most students (44%) strongly agreed to "Learning environment is better in college than at home."

Table 2 : Perception of students towards online classes ($n=50$)

5. Conclusion. The study concluded that the offline education system was better, more convenient, and more student-friendly than the online education system. It is known that due to the low speed and stability of the Internet in our country, this education system can cause a numerous of inconvenience for students living in a rural area and outside the city.

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