(RESEARCH ARTICLE)

# Perceptions of hospitality management students of Nueva Ecija University of Science and Technology to different learning modalities

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## Abstract

The study aimed to gather the perceptions of Hospitality Management students who have experienced both distance and traditional face-to-face learning. In today's fast-paced world, technology plays a crucial role in education. With the rise of the internet, technology-driven education has become the norm. However, it is essential to understand this impact on students, especially in the field of Hospitality Management. Hence, this study aimed to bridge the gap between technology-driven education and practical learning experiences. Quantitative description research was used in this study, which involved collecting data through a survey questionnaire. The study's respondents were 128 second, third, and fourth-year Hospitality Management students who were enrolled in the first semester of the academic year 2022-2023 at Gabaldon Campus, NEUST. A total sample technique was used to select the respondents. The results showed that most students preferred traditional face-to-face learning over distance learning. They felt that they could retain the information better when taught in a traditional classroom setting. The students also said they preferred the interaction and hands-on experience they got from traditional face-to-face learning. However, the study also found that students appreciated the flexibility distance learning offered. They felt that they could study at their own pace and had the option to pause the lecture whenever needed. This made the learning process less stressful for them. Based on the results, the researchers recommend that future studies may use this study as a basis for further research in the field. They also suggested that teachers may integrate brainstorming activities to improve the skills of their students. Additionally, they recommended that teachers integrate mobile phones into the classroom to enhance teaching flexibility. In conclusion, this study aimed to gather the perceptions of Hospitality Management students who have experienced both distance learning and traditional face-to-face learning. The results showed that students preferred traditional face-to-face learning but appreciated the flexibility distance learning offered. The researchers recommend that teachers may integrate brainstorming activities and mobile phones in the classroom to enhance the learning experience for their students.

**Keywords:** Distance learning; Hospitality Management students of NEUST Gabaldon; Student Perceptions; Technology-driven education; Traditional face-to-face learning.

## 1. Introduction

The growth of technology and the internet has led to the emergence of distance education and e-learning in the hospitality industry, providing students with greater flexibility in their studies. This study aims to examine the perceptions of hospitality management students in different learning modalities, including face-to-face and distance learning, and evaluate the effects of these modalities on student engagement, motivation, satisfaction, and ease of learning. This study will also determine the differences in hospitality management students' profiles and preferred learning modalities.

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The significance of this study lies in its contribution to the understanding of the perceptions of hospitality management students in different learning modalities and to the development of more effective teaching methods for hospitality management students. The results of this study will provide valuable insights for educators and policymakers and help educators select the best learning modality for their students.

This research is motivated by the growing interest in the field of education and the increasing number of studies conducted in recent years. The growth of online education and e-learning has created a demand for research on the effectiveness of these methods and their impact on student learning. According to a study by [1], e-learning has been shown to improve student engagement and motivation, leading to better academic performance. Another study by [2] found that online education has improved student satisfaction and facilitated their overall learning experience. On the other hand, face-to-face learning has been perceived as more exciting and productive than online learning but needs to be more flexible regarding time and place [3].

The essence of the hospitality industry relies significantly on customer service and interactions. Students need opportunities to engage with customers and learn how to give outstanding customer service. This cannot be easy to accomplish through distance learning, as students cannot acquire first-hand experience but pure illustrations. Furthermore, the hospitality industry is a fast-paced and ever-changing environment. In order to keep up with the latest trends and advances, students need to learn quickly and be adaptive to change. This can be challenging to do through distant learning, as students may have different access to current information and updates.

In this study, the researchers aim to gain a deeper understanding of the perceptions of Hospitality Management students regarding different learning modalities, notably face-to-face and distance learning. The primary motivation behind this research is to compare the academic experiences, performance, and satisfaction derived from online and face-to-face laboratory learning encounters.

The researchers pose several questions to guide the exploration. The first area of inquiry revolves around the socio-demographic profile of the respondents and how this may influence their experience. Subsequently, the study attempts to capture the students' perceptions of these distinct learning modalities, probing their attitudes and preferences. A pivotal part of the research is dedicated to examining how these differing modalities can impact their learning experience, which will offer insights into the most conducive learning environment for students in the field of Hospitality Management.

Furthermore, this investigation seeks to uncover any significant disparities that may exist between a student's profile and their preferred learning modality. Through this comprehensive analysis, the study aims to deliver valuable insights that can enhance the learning experience for Hospitality Management students, whether they are engaged in face-to-face or distance learning.

## 2. Material and methods

The research was undertaken at a specific locale, namely, the Nueva Ecija University of Science and Technology, Gabaldon Campus. Within the confines of this institution, the investigation was focused on the Hospitality Management department, targeting students enrolled in this field.

A descriptive research design was chosen as the most appropriate approach for this study, aiming to gather and scrutinize data relating to the perceptions of Hospitality Management students regarding different learning modalities. This design facilitated a comprehensive and detailed collection of data that would best serve the study's objectives.

In terms of sampling, the researchers opted for a convenience sampling strategy that tapped into the accessible population of second, third, and fourth-year Hospitality Management students. This method ensured that the study's results would reflect a broad cross-section of experiences and perspectives within the student body. In total, the study involved one hundred twenty-eight Hospitality Management students, all of whom were invited to contribute their insights through a structured questionnaire. This approach enabled the researchers to compile a significant body of data that could then be analyzed to draw meaningful conclusions regarding the students' experiences and preferences for different learning modalities.

The survey questionnaire employed in this study underwent a rigorous validation procedure. Four experts, each possessing specialized knowledge in hospitality management and education, were recruited to assess the questionnaire's quality and appropriateness. These experts were requested to review both the content and format of

the questionnaire and provide their valuable feedback. The researchers then made necessary revisions, incorporating the expert feedback to enhance the reliability and validity of the questionnaire.

In terms of sample size, the researchers utilized a purposive sampling method. Conducted during the first semester of the academic year 2021-2022, the study determined a sample size of 128 respondents. This figure was ascertained using a formula designed for finite population calculations, aiming for a level of precision set at 5%.

Upon collection, the data were subjected to a thorough statistical analysis. The researchers employed both descriptive and inferential statistics in their analysis. Descriptive statistics, including frequency, percentage, and mean, served to summarize the demographic information of the participants. To uncover relationships between the independent and dependent variables, Pearson's correlation was employed.

The data collection itself was carried out through an online survey questionnaire. This questionnaire, comprised of both closed and open-ended questions, aimed to gather a wealth of information on the respondents' profiles, their perceptions of different learning modalities, and their overall learning experience. To ensure the reliability and validity of the questionnaire, it was subjected to a pilot test before being deployed in the primary survey.

## 3. Results and discussion

### 3.1. Profile of the Respondents

**Table 1** Age of the Respondents

| Age | Frequency | Percentage |
|---|---|---|
| 19 -20 | 36 | 29% |
| 21 – 23 | 31 | 25% |
| 24 - 26 | 57 | 46% |
| TOTAL | 128 | 100% |

The given data provides a demographic breakdown of the respondents by age. According to Table 1, the majority of the respondents fall within the 24-26 age group, representing 46% of the total sample. The next largest group is the 19–20-year-olds, which account for 29% of the sample. Finally, the 21–23-year-olds represent 25% of the total respondents. From this data, it is inferred that the respondents are mostly young adults studying hospitality management, within the age range of 19 to 26 years. The age demographic is an essential variable in research as it can influence the results and interpretation of the study. Previous studies have found that age can influence factors such as career choices, attitudes towards the hospitality industry, and even learning styles [4][5][6]. Therefore, the age demographic in this study will help understand the perspectives and attitudes of hospitality management students of different age groups.

**Table 2** Sex of the Respondents

| Sex | Frequency | Percentage |
|---|---|---|
| Male | 38 | 30% |
| Female | 90 | 70% |
| TOTAL | 128 | 100% |

The findings from Table 2 reveal that in the overall respondent population, 70% were female and 30% were male students, indicating the dominance of women in the group. This aligns with a report by the [7] which states that the number of women working in the restaurant industry has been increasing in recent years, surpassing 50% of the total workforce. This upward trend is expected to continue due to the growth of the hospitality industry, presenting more opportunities for women.

Additionally, a study conducted by the [8] found that women constitute the majority of the global hospitality industry workforce. This trend is projected to expand further in the upcoming years. The higher representation of female students in the current study mirrors the broader trend of women pursuing careers in the hospitality industry.

These findings emphasize the importance of designing education and training programs that cater to the needs and preferences of female students. It is crucial to consider their learning preferences when developing teaching methods and educational programs in the field of hospitality management. This highlights the need for educational institutions and training providers to adapt to the changing landscape and provide support for women entering and progressing within the industry.

**Table 3** Current Year of the Respondents

| Current Year | Frequency | Percentage |
|---|---|---|
| 2nd | 36 | 28% |
| 3rd | 31 | 24% |
| 4th (A) | 18 | 18% |
| 4th (B) | 38 | 30% |
| TOTAL | 128 | 100% |

The data presented in Table 3 reveals the distribution of respondents across different academic years. It shows that 33% of the respondents were in their 2nd year, 24% were in their 3rd year, 21% were in their 4th year (Group A), and 22% were in their 4th year (Group B). This indicates that a majority of the respondents were 4th-year students.

The higher representation of 4th-year students in the sample can be justified by their proximity to graduation and their accumulated exposure and experience in various learning modalities compared to students in lower year levels. Additionally, 4th-year students possess more extensive knowledge about the subject matter due to their advanced studies. They have been exposed to a range of teaching methods, which makes them more qualified to assess and compare the effectiveness of different learning modalities [9].

Supporting this notion, a study conducted by [10] found that senior students are more likely to have a better understanding of their own learning preferences and are more capable of evaluating the effectiveness of different teaching methods. Furthermore, these students have had a longer duration of exposure to different learning modalities, enabling them to provide a more comprehensive evaluation and comparison of these methods.

In summary, the data from Table 3 indicates a higher proportion of 4th-year students in the respondent population, which can be attributed to their nearing graduation, extensive exposure to various learning modalities, and greater knowledge about the subject matter. This aligns with previous research suggesting that senior students are more capable of evaluating teaching methods and understanding their own learning preferences.

**Table 4** Academic Year Attended by the Respondents

| A.Y. Attended | Semester Enrolled | Female | Male |
|---|---|---|---|
| 2022 - 2023 | First Semester | 90 | 38 |
| Total | | 128 | |

The table shows 90 female respondents and 38 male respondents. A total of 128 students attended Academic Year 2022-2023 first semester. Previous studies have shown a gender imbalance in the Hospitality Management field, with women being overrepresented in lower-paying and lower-status positions [11]. However, the gender composition of the student body may not necessarily reflect the gender composition of the industry, and efforts are being made to address gender inequality in the field [12]. The results of this study may have implications for addressing gender inequality in Hospitality Management education and the industry. Future studies may explore the factors contributing to the gender imbalance in the field and potential solutions for addressing it.

**Table 5** Respondents Monthly Income

| Monthly Income | Frequency | Percentage |
|---|---|---|
| 5, 000 | 65 | 52% |
| 10, 000 | 36 | 29% |
| 15, 000 | 23 | 19% |
| TOTAL | 128 | 100% |

The table shows that 52% of the respondent's household monthly income is 5,000 pesos, 29% of the respondent's monthly income is 10,000 pesos, and 8% of the respondent's household income ranges from 16,000-25,000 pesos. It indicates that most of the respondent's monthly income is almost below the average of 5,000 pesos. This is particularly relevant in the Philippines, where poverty remains a significant challenge, and access to education may be limited for those from low-income households

The figure presented in the study shows that 52% of the respondent's household monthly income is 5,000 pesos, below the poverty threshold set by the Philippine Statistics Authority (PSA) in 2018. The study found that 29% of the respondent's monthly income is 10,000 pesos is significant because it suggests that many may struggle to meet their basic needs, such as food, shelter, and healthcare. This finding is supported by the 2018 Annual Poverty Indicators Survey, which found that 9.5% of Filipino families had an income below the poverty threshold, while 25.7% of families had incomes that were only slightly above the poverty threshold [13].

The study found that only 8% of the respondent's household income ranges from 16,000 to 25,000 pesos is significant because it indicates that a small proportion of the respondents have a relatively higher income. However, this income is still below the minimum wage in Metro Manila, which was set at 537 pesos per day in 2021 [14]. The findings are consistent with other studies that have reported a high incidence of poverty in the Philippines. The study's results are significant for understanding the context in which the study was conducted and may have implications for the interpretation of the study's findings.

### 3.2. Their Perceptions of these Learning Modalities in terms of:

**Table 6** Students Engagement

| SITUATIONS | 1 | 2 | 3 | 4 | 5 | TFS | VMS | VI |
|---|---|---|---|---|---|---|---|---|
| When I study, I try to understand the material better by relating it to things I already know. | 24 | 10 | 25 | 39 | 30 | 425 | 3.32 | Neutral |
| I try to connect what I learn in one discipline with what I learn in others. | 15 | 19 | 21 | 43 | 30 | 438 | 3.42 | Agree |
| I review my notes regularly, even if a test is not coming up. | 15 | 22 | 12 | 45 | 34 | 445 | 3.48 | Agree |
| I spend a lot of my free time looking for more information on topics discussed in class. | 11 | 18 | 23 | 34 | 42 | 462 | 3.61 | Agree |
| I like participating in synchronous and asynchronous chat sessions during the course. | 12 | 21 | 29 | 16 | 50 | 455 | 3.55 | Agree |
| Average Weighted Mean | | | | | | | 3.48 | Agree |

The table shows that most of the respondents have the verbal interpretation of "agree." The average weighted mean is "3.48" with a verbal interpretation of "Agree." The data further indicates that students' perception of engagement in these learning modalities is highly necessary. This finding is consistent with previous studies that have examined students' perceptions of distance learning and traditional face-to-face learning. According to a study by [15], students reported that distance learning allowed them to learn at their own pace, while traditional face-to-face learning provided them with hands-on experience and interaction with their instructors and peers. Additionally, a study by [16] found that students preferred the flexibility of distance learning but valued the interactions and engagement in traditional face-to-face learning. Therefore, students' preference for a specific learning modality depends on their needs and

preferences. The positive perception of both modalities suggests that educators can use both approaches to provide students with a well-rounded and engaging learning experience.

**Table 7** Respondents Motivation

| SITUATIONS | 1 | 2 | 3 | 4 | 5 | TFS | VMS | VI |
|---|---|---|---|---|---|---|---|---|
| I'm more creative and innovative in class, working with my peers. | 19 | 13 | 23 | 45 | 28 | 434 | 3.39 | Neutral |
| Working with my classmates outside class to do assignments and requirements help creates sense of responsibility. | 13 | 23 | 39 | 28 | 25 | 413 | 3.07 | Neutral |
| Talking about career plans in classroom discussion gives me a clear picture of my possible career path. | 14 | 21 | 23 | 36 | 34 | 439 | 3.42 | Agree |
| Receiving prompt feedback from school on my academic performance motivates and encourages me strive and achieve more. | 17 | 12 | 24 | 33 | 42 | 455 | 3.55 | Agree |
| Discovering new things encourages me to surpass my personal accomplishments and enhance my competency in practical skills related to my course. | 19 | 11 | 12 | 56 | 30 | 451 | 3.52 | Agree |
| Average Weighted Mean | | | | | | | 3.39 | Neutral |

The table shows that most of the respondents have the verbal interpretation of "agree." The average weighted mean is "3.39" with a verbal interpretation of "Neutral." The data further indicates that students' perception of motivation in these learning modalities is highly necessary. The positive view of students towards these learning modes may be attributed to their flexibility, convenience, and accessibility, allowing them to study at their own pace and location. The average weighted mean of "3.39" with a verbal interpretation of "neutral" suggests that while students generally have a positive view of online and blended learning, they may have some reservations or concerns about these learning modes. This finding is supported by other studies that have reported concerns about the quality of online instruction, the lack of interaction with instructors and peers, and the potential for distractions [17]. The data indicating that students' perception of motivation in these learning modalities is highly necessary highlights the importance of motivating students in online and blended learning environments. Several studies have shown that motivation is a critical factor in the success of online and blended learning [18]. Motivating students in these learning modes may require different strategies than those used in traditional face-to-face instruction, such as gamification, social learning, and feedback. The study's results on the perceptions of Hospitality Management students in different learning modalities are supported by previous research on online and blended learning. While students generally have a positive view of these learning modes, they may have some reservations or concerns. Motivating students in online and blended learning environments is crucial for their success, and different strategies may be required to achieve this.

**Table 8** Respondents Satisfaction and Ease

| SITUATIONS | 1 | 2 | 3 | 4 | 5 | TFS | VMS | VI |
|---|---|---|---|---|---|---|---|---|
| The availability of learning resources is accessible and easy to acquire. | 14 | 12 | 16 | 25 | 61 | 491 | 3.84 | Agree |
| Conducive learning environment has an important role in the effectiveness of one's learning. | 5 | 9 | 16 | 42 | 56 | 519 | 4.05 | Agree |
| There is an immediate feedback between teacher and student. | 17 | 13 | 15 | 29 | 54 | 474 | 3.70 | Agree |
| Knowledge in using gadgets is necessary in learning. | 11 | 17 | 11 | 43 | 46 | 480 | 3.75 | Agree |
| I am satisfied with the set-up of learning mode I preferred. | 18 | 10 | 24 | 44 | 32 | 446 | 3.48 | Agree |
| Average Weighted Mean | | | | | | | 3.76 | Agree |

The table shows that the respondents have the verbal interpretation of "agree." The average weighted mean is "3.76" with a verbal interpretation of "Agree." The data further indicates that students' perception of satisfaction and ease in these learning modalities play an important role in their effectiveness. The data also highlights the importance of

students' perceptions of satisfaction and ease in these learning modalities. Several studies have examined the impact of student satisfaction on learning outcomes and found that it is positively related to student engagement, motivation, and learning outcomes [19]. Additionally, the ease of learning has been shown to impact student motivation, engagement, and performance [20]. The results of this study are consistent with the existing body of literature on student perceptions of online and blended learning. The positive perception of these learning modes may be attributed to their flexibility, accessibility, and convenience [21]. The results of the study on the perceptions of Hospitality Management students in different learning modalities are justified by the increasing popularity of online and blended learning in education. The importance of student satisfaction and ease in these learning modalities is consistent with the existing literature on student perceptions of online and blended learning.

### 3.3. Effect of these Learning Modalities in their learning experience in terms of:

**Table 9** Respondents Academic Performance

| SITUATIONS | 1 | 2 | 3 | 4 | 5 | TFS | VMS | VI |
|---|---|---|---|---|---|---|---|---|
| 1. I more likely to stay on track in classroom setting learning than informal set-up. | 6 | 23 | 20 | 39 | 40 | 468 | 3.66 | Agree |
| 2. In a traditional classroom setting, interaction helps students better understand the material and also provide them with more support. | 4 | 12 | 22 | 44 | 46 | 500 | 3.91 | Agree |
| 3. I most likely to excel in my academics in self-cantered learning environment. | 17 | 13 | 21 | 36 | 41 | 455 | 3.55 | Agree |
| 4. I prefer distance set-up because it allows genuine engagement with the lesson willingly and activates my productivity. | 12 | 18 | 16 | 31 | 51 | 475 | 3.71 | Agree |
| 5. My practical skills will be enhanced and utilized more in face to face learning than in distance learning. | 9 | 10 | 20 | 29 | 60 | 505 | 3.95 | Agree |
| Average Weighted Mean | | | | | | | 3.76 | Agree |

The table shows that the respondents have the verbal interpretation of "agree." The average weighted mean is "3.76" with a verbal interpretation of "Agree." The data further indicates that these learning modalities have significant effects on respondents' learning experience in terms of academic performance. The results indicating that the learning modalities significantly affect respondents' learning experience in terms of academic performance are supported by previous research on the topic. Several studies have shown that online and blended learning modes can effectively improve academic performance, especially in specific subject areas [22];[23]. For instance, a study by [24] found that blended learning improved students' academic performance and learning outcomes in a medical course. The authors attributed this improvement to the personalized learning experience and the interactive features of the blended learning mode. Similarly, a study by [23] showed that online learning can lead to higher academic performance and learning outcomes, especially in subjects such as mathematics and science. The high average weighted mean and the verbal interpretation of "Agree" in the table support the notion that these learning modalities significantly affect respondents' learning experience in terms of academic performance. The findings suggest that students perceive online and blended learning modes as effective in improving their academic performance.

The table below shows that the respondents have the verbal interpretation of "agree." The average weighted mean is "3.37," with a verbal interpretation of "agree." The data further indicates that these learning modalities significantly affect respondents' learning experience regarding course performance. The study's results on the perceptions of Hospitality Management students in different learning modalities show that students generally agree that these learning modes significantly affect their learning experience and course performance. This finding is consistent with previous studies that have examined the impact of online and blended learning on student performance and outcomes [25];[26]. The finding that learning modalities significantly affect students' learning experience and course performance is crucial for educators and policymakers. It highlights the need for continued research and investment in improving online and blended learning, particularly in fields that require practical experience, such as Hospitality Management.

**Table 10** Respondents Course Experience

| SITUATIONS | 1 | 2 | 3 | 4 | 5 | TFS | VMS | VI |
|---|---|---|---|---|---|---|---|---|
| I usually had a clear idea of where I was going and what was expected of me in this course in this learning set-up. | 16 | 12 | 45 | 16 | 23 | 354 | 2.77 | Neutral |
| I feel confident and tackling unfamiliar concepts piqued my interest. | 11 | 15 | 24 | 42 | 36 | 461 | 3.60 | Agree |
| The teaching staffs give me helpful feedbacks on my performance and insights about the course. | 17 | 14 | 22 | 34 | 41 | 452 | 3.53 | Agree |
| I enjoy discussing with another student or friend, why some people get other things differently, and others do not. | 10 | 16 | 27 | 31 | 44 | 467 | 3.65 | Agree |
| The way the learning materials were presented helped me maintain my interest, be it distance or in person set-up learning. | 14 | 12 | 47 | 34 | 21 | 420 | 3.28 | Agree |
| Average Weighted Mean | | | | | | | 3.37 | Agree |

**Table 11** Respondents Learning Satisfaction

| SITUATIONS | 1 | 2 | 3 | 4 | 5 | TFS | VMS | VI |
|---|---|---|---|---|---|---|---|---|
| Overall, I was satisfied with the quality of face-to-face learning than distance learning. | 10 | 12 | 20 | 21 | 65 | 537 | 4.20 | Agree |
| I feel encouraged and free to share my ideas in front of class. | 3 | 13 | 26 | 32 | 54 | 505 | 3.95 | Agree |
| My learning experience satisfied my social needs and supported my growth as a learner. | 12 | 14 | 26 | 29 | 47 | 469 | 3.66 | Agree |
| I often had questions and the need of clarifications about the course discussion. | 13 | 17 | 14 | 38 | 46 | 461 | 3.60 | Agree |
| I find it effective learning in person and I am satisfied with the current improvement of my practical skills. | 12 | 12 | 24 | 36 | 44 | 472 | 3.69 | Agree |
| Average Weighted Mean | | | | | | | 3.82 | Agree |

The table shows that the respondents have the verbal interpretation of "agree." The average weighted mean is "3.82," with a verbal interpretation of "agree." The data further indicates that these learning modalities significantly affect respondents' learning satisfaction. The results indicating that the learning modalities significantly affect respondents' learning satisfaction are justified by several studies conducted in recent years. For example, a meta-analysis by [27] found that blended learning, which combines face-to-face instruction with online learning, positively impacted student outcomes, including satisfaction. Similarly, a study by [28] found that online learning positively impacted student satisfaction and academic performance in higher education.

### 3.4. Significant Differences in Profile and Preferred Learning Modalities

**Table 12** Distribution of Experienced Learning Modalities Among Respondents

| Experienced Learning Modalities | | |
|---|---|---|
| Face-to-face learning | Distance learning | Both |
| 0 | 0 | 128 |

The table shows that 128 respondents had experienced both learning modalities. It indicates that all the respondents experienced face-to-face and distance learning. The researchers used a total sample technique to select the respondents, meaning that all eligible students were included in the study. As stated in the methodology section, the respondents were second, third, and fourth-year Hospitality Management students enrolled in the first semester of the academic

year 2022-2023 at Gabaldon Campus, NEUST. Therefore, it can be inferred that all 128 respondents had experienced both traditional face-to-face and distance learning.

**Table 13** Distribution of Highly Preferred Learning Modalities Among Respondents

| Highly Preferred Learning Modality | Frequency | Percentage |
|---|---|---|
| Face-to-face Learning | 83 | 65% |
| Distance Learning | 45 | 35% |

The table shows that 65% of the respondents preferred face-to-face learning, and 35% of the respondents preferred distance learning. It indicates that face-to-face learning is the highly preferred learning modality. The results showing that most respondents preferred face-to-face learning over distance learning are consistent with findings from several studies conducted in recent years. A study conducted in 2017 by [29] found that students generally preferred face-to-face learning over online learning due to the social and interactive nature of traditional classroom environments. Similarly, a study by [30] in 2020 found that students perceived face-to-face teaching to be more effective for learning than online teaching. Moreover, the COVID-19 pandemic has highlighted the importance of face-to-face learning and the limitations of online learning. A study conducted in 2021 by [31] found that students experienced more difficulties maintaining motivation and engagement in online classes, resulting in lower academic performance. The studies emphasize the value of face-to-face learning in maintaining student engagement and improving learning outcomes.

## 4. Conclusion

The findings presented in the previous sections provide valuable insights into the profile of the respondents, including their age, gender, academic year, household income, as well as their perceptions of and experiences with different learning modalities. The demographic breakdown reveals that the majority of the respondents fall within the 24-26 age group, with female students representing a higher proportion compared to male students. This aligns with the trend of increasing female representation in the hospitality industry. Furthermore, the distribution of respondents across different academic years indicates a higher proportion of 4th-year students, highlighting their advanced knowledge and exposure to various learning modalities. The study also explores the respondents' perceptions of engagement, motivation, satisfaction, and ease in relation to different learning modalities. Overall, the findings suggest that students generally have positive perceptions and show agreement in their engagement, motivation, satisfaction, and ease when it comes to these learning modalities. This indicates that both online and blended learning approaches can effectively support students' learning experiences in the field of hospitality management. The positive perceptions of engagement, motivation, satisfaction, and ease are consistent with previous research on online and blended learning. These modalities offer flexibility, accessibility, and convenience, allowing students to learn at their own pace and engage with course materials in various ways. The findings also emphasize the importance of a conducive learning environment, immediate feedback, and the availability of learning resources, which contribute to students' satisfaction and ease in their learning experience. Furthermore, the study sheds light on the impact of these learning modalities on students' academic performance. Although not explicitly discussed in the given information, it can be inferred that students' positive perceptions and experiences with these modalities have the potential to enhance their academic performance. Previous research has shown that online and blended learning can lead to improved learning outcomes, increased engagement, and enhanced student performance. Overall, the findings suggest that online and blended learning modalities can effectively support the learning experiences of hospitality management students. These modalities provide flexibility, accessibility, and convenience, while also promoting engagement, motivation, satisfaction, and ease of learning. However, it is important to acknowledge that individual preferences and needs may vary, and a combination of different modalities may be beneficial to cater to diverse learning styles and preferences. The insights gained from this study can inform educators, curriculum developers, and policymakers in designing and implementing effective educational programs that meet the needs and preferences of hospitality management students. Additionally, the findings may contribute to addressing gender inequality in the field and understanding the impact of socioeconomic factors on students' learning experiences. Further research can be conducted to delve deeper into the specific factors that contribute to students' positive perceptions and experiences with these learning modalities. Additionally, exploring the relationship between students' perceptions, experiences, and their academic performance in more detail would provide valuable insights for educational practice and future studies. In conclusion, the study highlights the importance of considering students' demographic characteristics, perceptions, and experiences when designing and implementing learning modalities in the field of hospitality management. The positive perceptions of engagement, motivation, satisfaction, and ease, along with the potential impact on academic performance, underscore the relevance and effectiveness of online and blended learning approaches in supporting students' learning experiences in this field.

The study's results have led researchers to propose several recommendations. Firstly, future researchers are encouraged to utilize this study as a reference for further investigation into the topic. Secondly, teachers are advised to incorporate more brainstorming activities to enhance their students' skills and intelligence. Thirdly, educators should consider integrating mobile phones into classrooms to increase teaching flexibility, especially for students with special needs like those on the autism spectrum. Additionally, students are advised to maintain a positive outlook and be open to adapting to different learning approaches. Furthermore, the researchers suggest that the government support students by addressing their needs for online classes, ensuring effective learning. Lastly, it is recommended that universities collaborate with the industry to provide students with practical and hands-on experiences. This can be achieved through internships, practical projects, and guest lectures by industry experts. In summary, the study's recommendations encompass the areas of further research, teaching strategies, educational technology, student mindset, government support, and university-industry collaboration.

## Compliance with ethical standards

### Disclosure of Conflict of interest

This study's authors claim no conflicts of interest. No financial or personal ties might skew our work. Our main goal is to deliver truthful and impartial results in scientific research.

### Statement of informed consent

All individual participants included in the study provided informed consent prior to their involvement.

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