

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

FLEX MODEL OF BLENDED LEARNING IN HOSPITALITY AND TOURISM: ITS EFFECT ON
STUDENTS' COGNITIVE ABSORPTION AND ACHIEVEMENT IN TOU 045

A Thesis Presented to the
Faculty of the Graduate School
College of Business and Management
West Visayas State University
Iloilo City

In Partial Fulfillment
of the Requirements for the Degree
Master in Hospitality Management

by

Relanie Jean C. Eleaña

June 2021

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

APPROVAL SHEET

A Thesis for the Degree
Master in Hospitality Management

by

Relanie Jean C. Eleaña

Approved by the Research Committee:

LUIS A. ABIODA, EdD, Chair

JOERIZA M. TOLENTINO, DBM-HM, Member

CRISTY R. PAGENTE, DBM-HM, Member

PROF. JULIE C. CALIPAY, Adviser

MARIA CORAZON M. SAMORIN, PhD
Dean

June 2021

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

Eleaña, Relanie Jean C. "*Flex Model of Blended Learning in Hospitality and Tourism: Its Effect on Students' Cognitive Absorption and Achievement in TOU 045*". Unpublished Master in Hospitality Management Thesis, College of Business and Management, West Visayas State University, Iloilo City, June 2021.

Abstract

This quasi-experimental study determined if there is any significant difference on the students' achievement in traditional teaching approach and flex model of blended learning. A total of 30 respondents were selected through random sampling, and divided into two groups: those who were under the traditional teaching approach, and those who belong to the flex model of blended learning. The descriptive statistics employed were frequency count, percentage analysis, mean, and standard deviation, while Levene's test for equality of variances, paired samples test, paired samples correlation, and Person Correlation were used for inferential statistics. Significance level was set at 0.05 alpha. The Statistical Package for the Social Sciences (SPSS) software was employed in the analysis of the gathered data. Results of the study showed that students' pre-test and post-test levels of cognitive absorption are *high*, and the pre-test and post-test levels of achievement for both the traditional teaching method and the flex model of blended learning are *thoroughly satisfactory*. There is a significant difference in the students' pre-test and post-test levels of cognitive absorption in the flex model of blended learning, and in the students' pre-test level of achievement in the traditional teaching approach when classified according to sex. There is no significant difference in the post-test level of achievement in the traditional teaching approach when classified according to sex, and

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

the pre-test and post-test levels of achievement in the flex model of blended learning when classified according to sex. There are no significant differences in students' pre-test and post-test levels of achievement between the traditional teaching approach and flex model of blended learning. It appears that regardless of the teaching style or approach, students' level of achievement don't differ significantly. Students in the traditional teaching approach performed as well as the students in the flex model of blended learning. There is no significant relationship in the students' pre-test and post-test levels of cognitive absorption and achievement in the flex model of blended learning. It appears that students' level of cognitive absorption don't necessarily impact their level of achievement, and the type of teaching approach doesn't have a significant effect on students' achievement. In view of the findings, it is recommended that the hospitality and tourism educators should explore the other models of blended learning and their effects towards students' cognitive absorption and scholastic achievement. Colleges and universities offering hospitality and tourism management programs should monitor and evaluate blended learning methods currently being utilized and determine their effects towards student learning. Hospitality and tourism-related establishments should also look at the possibility of utilizing blended learning models in the training and development of the hospitality and tourism workforce. Future research should also be conducted for cognitive absorption and the different blended learning models. It may involve a larger sample size, subjects with different components, or across different fields and levels.

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

TABLE OF CONTENTS

Title	Page
Title Page	i
Approval Sheet	ii
Dedication	iii
Acknowledgments	iv
Abstract	v
Table of Contents	vii
List of Tables	ix
List of Figure	xi
List of Appendices	xii
Chapter	
1 INTRODUCTION TO THE STUDY	1
Background and Theoretical Framework of the Study	2
Statement of the Problem and the Hypotheses	5
Significance of the Study	7
Definition of Terms	8
Delimitation of the Study	9
2 REVIEW OF RELATED LITERATURE	11
Impacts of COVID-19 Pandemic to Education and the Hospitality and Tourism Industry	12
Blended Learning	23

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

Cognitive Absorption	29
Summary	32
3 RESEARCH DESIGN AND METHODOLOGY	35
Purpose of the Study and Research Design	35
Method	36
Participants	36
Data Gathering Instrument	38
Procedure	40
Data Analysis Procedure	41
4 RESULTS AND DISCUSSIONS	43
Descriptive Data Analysis	43
Inferential Data Analysis	50
5 SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	58
Summary of the Problems, Method, and Findings	58
Conclusions	62
Implications	67
Recommendations	68
References	70
Appendices	73

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

LIST OF TABLES

Table	Page
1 Distribution of Respondents	37
2 Pre-test and Post-test Levels of Cognitive Absorption in the Flex Model of Blended Learning	45
3 Pre-test and Post-test Levels of Cognitive Absorption in the Flex Model of Blended Learning according to different categories	46
4 Pre-test and Post-test Levels of Achievement in the Traditional Teaching Approach	48
5 Pre-test and Post-test Levels of Achievement in the Flex Model of Blended Learning	49
6 Levene's Test for Equality of Variances for the students' pre-test and post-test levels of Cognitive Absorption classified as to sex	50
7 Paired Samples Test for the students' pre-test and post-test levels of Cognitive Absorption	51
8 Paired Samples Correlation for the students' pre-test and post-test levels of Cognitive Absorption	51
9 Levene's Test for Equality of Variances for the students' pre-test and post-test levels of Achievement in the Traditional Teaching Approach classified as to sex	52
10 Levene's Test for Equality of Variances for the students' pre-test and post-test levels of Achievement in the Flex Model of Blended Learning classified as to sex	53
11 Levene's Test for Equality of Variances for the students' pre-test and post-test levels of Achievement classified as to Method (Traditional and Flex)	55

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

12	Paired Samples Test for the students' pre-test and post-test levels of Achievement for the Traditional Teaching Approach and Flex Model of Blended Learning	55
13	Paired Samples Correlation for the students' pre-test and post-test levels of Achievement for the Traditional Teaching Approach and Flex Model of Blended Learning	56
14	Correlations between the students' pre-test and post-test levels of Cognitive Absorption and Achievement in the Flex Model of Blended Learning	57

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

LIST OF FIGURE

		Page
Figure		
1	Paradigm of the Study	4

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

LIST OF APPENDICES

Appendix	Page
A Letter to the Program Head of the Hospitality and Tourism Management Department	74
B Letter to the TOU 045 Instructor	75
C Letter to the Respondents	76
D Data Gathering Instrument	77

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

References

- Agarwal, R., Sambamurthy, V., Stair, R. (1996). *Cognitive Absorption and the Adoption of New Information Technologies*. Tallahassee, Florida, USA.
- Aguinaldo, B., (2013). *Implementing Blended Learning in an Impoverished Academic Institution Using Bricolage Approach Model*. Isabela, Philippines: Isabela State University.
- Aristovnik, A., Keržic, D., Ravšelj, D., Tomaževic, N., Umek, L., (2020). *Impacts of COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective*. Ljubljana, Slovenia: University of Ljubljana
- Austria, M., Dasig Jr., D., Valderama, A.M., (2014). *Exploratory Study on Learner-Driven Blended Learning Environment*. Mandaluyong, Metro Manila, Philippines: Jose Rizal University.
- Brennen, P.G., (2017). *Experiential Learning in Hospitality Management Education*. (Doctorate Thesis). Northeastern University, Boston, Massachusetts, USA.
- Conrad, C., Bliemel, M. (2016). *Psychophysiological Measures of Cognitive Absorption and Cognitive Load in E-learning Applications*. Halifax, Canada: Dalhousie University.
- Garrison, R., Kanuka, H. (2004). *Blended Learning: Uncovering its Transformative Potential in Higher Education*. Calgary, Alberta, Canada.
- Graham, C. (2004). *Blended Learning Systems: Definition, Current Trends, and Future Directions*. San Francisco, California, USA: Birmingham Young University

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

71

- Halverson, L.R., Graham, C.R., (2019). *Learner Engagement in Blended Learning Environments: A Conceptual Framework*. San Francisco, California, USA: Birmingham Young University.
- Hinampas, R., Murillo, C., Tan, D., Layosa, R. (2018). *Blended Learning Approach: Effect on Students' Academic Achievement and Practical Skills in Science Laboratories*. Bukidnon, Philippines: Central Mindanao University.
- Robles, A.C.M., (2012). *Blended Learning for Lifelong Learning: An Innovation for College Education Students*. General Santos City, Philippines: Mindanao State University. *International Journal of Modern Education and Computer Science*.
- Singh, H. (2003). *Building Effective Blended Learning Program*. November - December 2003 Issue of Educational Technology, Volume 43, Number 6, Pages 51-54.
- Singh, H., Reed, C. (2001). *A White Paper: Achieving Success with Blended Learning*. Los Angeles, California, USA: Centra Software.
- Survana, V.D., Bhata, G. (2015). *A Study on Academic Achievement and Personality of Secondary School Students*. Kamataka State, India.
- Zhang, P., Sun, H. (2006). *Affective Quality and Cognitive Absorption: Extending Technology Acceptance Research*. Syracuse, New York, USA: Syracuse University
- <https://doh.gov.ph/covid-19/case-tracker>. Retrieved on April 01, 2021
- <https://en.unesco.org/news/13-billion-learners-are-still-affected-school-university-closures-educational-institutions>. Retrieved on April 01, 2021.

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF BUSINESS AND MANAGEMENT
GRADUATE SCHOOL
Iloilo City

72

<https://hospitalityinsights.ehl.edu/covid-19-impact-hospitality-workforce>. Retrieved on April 04, 2021.

<https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0108.xml>. Retrieved on April 04, 2021.

<https://www.pna.gov.ph/articles/1126042>. Retrieved on April 01, 2021.

<https://www.unicef.org/philippines/reports/impact-covid-19-crisis-households-national-capital-region-philippines>. Retrieved on April 02, 2021.

<https://www.statista.com/topics/6139/covid-19-impact-on-the-global-economy/>. Retrieved on April 04, 2021.

<https://www.undp.org/content/undp/en/home/coronavirus.html>. Retrieved on April 04, 2021.

<https://www.who.int/bulletin/volumes/89/7/11-088815/en/>. Retrieved on April 04, 2021.