

Assessing the Preparedness towards Home-Based Online Learning among Hospitality Management Students of Gordon College

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Abstract: *the beginning of 2020, the world was hit by a global crisis in the form of the COVID-19 pandemic. As a result, various community lockdowns have been imposed and schools shifted to new educational approach. One of the educational approaches would be the home-based online learning where students attend classes virtually. The aim of this study was to research the preparedness of students towards home-based online learning. Quantitative method has been used; respondents of the study are identified using stratified random sampling. There are 128 respondents used in this study, who are currently using home-based online learning. The data is gathered through an online survey on social media platforms via electronic comprehensive surveys and questionnaires in Google Forms. The data gathered was tabulated and analyzed using weighted mean. Based on the findings, the 3 factor in assessing the preparedness of students towards home-based online learning; availability of resources, environmental structure, and student's, performance have strongly satisfied interpretation. Meaning the hospitality management students are prepared in online learning. The findings in this study will help both the students and instructors understand.*

Keywords: Preparedness, Covid19, Pandemic, Home-based Online Learning

1. INTRODUCTION

As the Covid19 pandemic affects the entire world. People had to cancel gatherings and stay at home. With this, the educational system in the Philippines shifted to an alternative way of learning delivery to students. Students take classes at home, mostly online and a few offline learners due to lack of internet connectivity or students who are not privileged to have Online Learning.

In Gordon College, most of the students are already adapting the Synchronous and Asynchronous mode of learning as well as the instructors. Long term community travel restrictions have already affected the way Hospitality Management students learn and make tasks including laboratory activities.

The College of Hospitality and Tourism Management, is one of the departments that is very affected because, Where Hospitality Management students most of the lessons that needed is face to face such as Cooking, Baking, Bartending, Housekeeping and more. It is hard to do all of this school works if it's only at home because not all students or home has equipment for this specific laboratory activities. However, due to the students' eagerness to complete their studies in college, they continue to progress even during these difficult times.

This chapter primarily presents the different researches and other literature from foreign and local researchers, which have significant bearing on the variables

included in the research. It focuses on several aspects that will help in the development of this study. The study is generally concentrating on the effectiveness of adapting to the new normal education of Hospitality Management students of Gordon College.

According to Pallathadka (2020) currently the world is having and experiencing a devastating second wave of COVID 19, online learning is still a very important factor and relevant mode of learning during a pandemic. One of the benefits of social media and video apps is that they allow students and teachers to communicate and be connected with staff and management transparently and visually. Students and faculty communicated with each other and participated in formal classes online when physical appearance was not possible due to the Covid-19 lock-down.

The COVID-19 pandemic's impact have caused the temporary suspension of traditional mode of learning. Students in their last years of high school and university are in an unprecedented circumstance that makes it difficult to see the future clearly. Students in high school and universities may not be able to continue their education as a result of the continues pandemic crisis, it affects everyday life, costs, and other financial concerns of everyone. It is concerning how vulnerable the academic environment set up is. The condition of each students has led to constant stress and unpredictable tomorrow. The pandemic condition generated a sense of exclusion and painted a picture of injustice in the academic school system (Butnaru, Niță, Anichiti, & Brînză, 2021).

Despite the advantages of e-learning, there are a number of challenges that have never been faced by the students in their traditional learning environment. The difficulties encountered in an online learning system could negatively impact students' educational performance. These difficulties may include their cognitive issues, technical anxieties, learning style preferences, etc. However, the studies unveiled that the use of effective and efficient tools, and suitable online learning strategies would lead to better educational achievements (Kuama, 2016).

According to Tria (2020) today COVID-19 pandemic has brought us remarkable and astonishing challenges and has affected the educational system of the world, and no one knows when it will end. One of the options and choice for every country is to put plans and processes in place to restrict the virus and stop the crisis, as infections are continuing on the rise all over the world. In the context of education, the new normal mode of learning should be taken into account in the formulation and execution of the "new normal educational policy" in order to maintain and offer excellent education despite lockdown and community quarantine. Moreover, education in the midst of online education in this pandemic is never daunted as technology is revolutionizing the era of the digital world that transforms the learning and knowledge sharing approaches (Arkorful & Abaidoo, 2015; Soomro et al, 2018).

The educational systems in the Philippines and around the world have been affected by the coronavirus 2019 (COVID-19). In particular, it affected the more than 2,000 private and public universities and colleges in the Philippines, which will serve more than 1.83 million students by 2020. These changes in pedagogy created both opportunities and threats to the quality of education.

In the current academic year, all experiences are taken virtually through various learning management systems, social media platforms, and learning applications that are new to most teachers and students. The abrupt closure of basic and higher education institutions in the country disrupts the academic calendars that resulted in online, distance, modular, and flexible learning known as "New Normal."

Magsambol (2021) reports that an online survey by the multisectoral group Movement for Safe, Equitable, Quality and Relevant Education (SEQuRE) revealed that 86.7 percent of students who participated in modular learning, 66 percent in online learning, and 74 percent in blended learning said the alternative modes of learning made them "learn less" than they would have in a traditional face-to-face setting.

The study was performed between June 25 and July 12 among 1,278 instructors, 1,299 Grades 4 to 12, and 3,172 parents, and discovered that only 5.4 percent under blended

learning, 5.7 percent under modular learning, and 9.1 percent under online learning "learned more."

This study aimed to assess the preparedness towards home-based online learning among Hospitality Management students of Gordon College for the Academic Year 2021 – 2022.

In light of the conclusions, it sought to answer the following:

1. How may the student respondents be described in terms of:
 - 1.1. Sex;
 - 1.2. Year level.
2. How prepared towards home-based online learning is the hospitality management students of Gordon College, in terms of:
 - 2.1. Availability of Resources;
 - 2.2. Environmental Structure; and
 - 2.3. Student's Performance?
3. Is there a significant difference between the factors affecting the preparedness towards home-based online learning and the respondents' demographic profile?
4. What are the implications of the findings of the study?
5. Based on the conclusions, what are the recommendations of the study?

Conceptual Framework

The researchers used input-process-output model to represent the relationship between the demographic profile of respondents and factors affecting the preparedness towards home-based online learning among hospitality management students of Gordon College.



This research focuses on the elements that influence online learning. Virtual classroom has a very different environment compared to regular face-to-face classroom sessions. The online courses' design and delivery have a huge impact on students' satisfaction, learning and retention in the online courses (Irani 2005). In a survey on the popularity of online learning coursework, Sciarini et.al (2012) uncovered that almost 35% of hospitality management students said that the traditional learning mode delivery of material is almost the same as in the online learning mode. In the other hand over 50% said that traditional learning mode was more efficient and effective. When it comes to the giving and providing new content of learning, only 20% of respondents thought online learning mode delivery was superior and more accurate. The survey by Sciarini, Beck, and Seaman provides some insight into students' perceptions of online learning, which may be used in this study. According to Song (2010) reported that critics of web-based learning programs have concerns regarding integrity and effectiveness. Their concern are that online learning lack face-to-face interaction and because of the isolation, it lacks appropriateness of content material. Critics argue that traditional classroom environment cannot be replicated on the internet in terms of social presence. Facilitators of traditional classroom methods of education usually receive instantaneous verbal cues from students with regards to their understanding of material. Online instructors do not always receive immediate feedback from students in terms of course content and instructions.

Availability of resources play an important role in assessing the preparedness towards home-based online learning. This supports the study of Kathawala & Wilgen (2004) that some higher education institutions also lack the necessary equipment and software to offer online learning. Traditional educators believe that online learning does not adequately replicate face-to-face education and should not be used to replace it. The definition of online learning incorporates more than just the use of the internet. It is defined as the delivery of learning materials and content through the many forms of technology, like e-learning, computer-based learning, and multimedia technologies. When it comes to environmental structure, the design of educational facilities is one of the most significant aspects in modern education. Cooper (2018) claims that learning from home is more engaging, easy, fun, and giving students a great chance to advance their education. Getting new skills, enhancing new abilities, and advancing their career. Finally, your mental health well-being must be prepared and supported in the learning environment. Students can maintain and develop their positive attitude and learning motivation by studying in a environment that is relaxing and comfortable. Additionally, Song (2010) determined that when it comes to the students' motivation is one if the key factor to finish easily their coursework and activities.

Figure 1. Conceptual Framework

2. METHODOLOGY

The research design used in this study is descriptive research, according to Ary (2010: 426) research design dealt with what is the plan of researchers and how to conduct the research to get a new and diversely knowledge investigation is required. According to Gay (1992: 217), the information and data is collected in descriptive research in order to test the hypotheses. Descriptive research can incorporate multiple variables for analysis not unlike other methods who requires only one variable.

The research aimed to determine how the said factors will assess the preparedness towards home-based online learning among BSHM students of Gordon College.

The researchers came up with choosing the BS Hospitality Management students as the population to find out the preparedness towards of home - based synchronous online learning. The researchers utilized stratified random sampling to randomly select 128 respondents; 67 3rd year and 61 4th year Hospitality Management students in Gordon College of the academic year 2021-2022. The total population of the study is 276 hospitality management students. To ensure that the data is not distorted or biased, the respondents were randomly selected from the 3rd year and 4th year BS Hospitality management students.

This research was conducted at Gordon College, located at Tapinac Oval Sports Complex, Donor St., East Tapinac Olongapo City, 2200 Philippines. Gordon College, originally known as Olongapo City Colleges, was founded in 1999 as a public educational institution. The Olongapo City Government is in charge of the institution. The aforementioned college began as a training center that assisted people in obtaining skills required for employment at the former US Naval Base. The facility was later transformed into a degree-granting institution when it closed.

Figure 2. Locale of the Study



3. RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Table 1. Distribution on Respondent’s Profile According to Sex

Sex	Frequency	Percent
Male	47	36.7 Percent
Female	81	63.3 Percent
Total	128	100 Percent

The table 1 showed that 81 or 63.3% of the respondents are female while 47 or 36.7% of the respondents are male. This table implies that the majority of the respondents are female.

Table 2. Distribution on Respondent’s Profile According to Year Level

Sex	Frequency	Percent
3rd Year	67	52.3 Percent
4th Year	61	47.7 Percent
Total	128	100 Percent

Table 2 shows the frequency and percentage of Distribution on Respondent's Profile Based on Year Level. The majority of respondents are from the third year, with 67 respondents and a percentage of 52.3 percent. While respondents in their fourth year have 61 frequency with a percentage of 47.7 percent. So the total frequency for both third and fourth year students is 128 while the total percentage for both third and fourth year students is 100.00 percent.

Preparedness towards Home-Based Online Learning

Table 3 to 5 shows the respondents’ preparedness towards home-based online learning in terms of availability of resources.

Table 3. Preparedness towards Home-based Online Learning in terms of Availability of Resources by Laboratory Tools and Equipment

	Indicators	Weighted Mean	Descriptive Interpretation
1	I improvise tools and equipment that are not readily available at home.	3.54	The respondents strongly agreed that they are prepared towards home-based online learning.
2	When I have the tools and equipment at home, I do better performance.	3.57	The respondents strongly agreed that they are prepared towards home-based online learning.

3	When I have the ingredients at home, I do better performance.	3.60	The respondents strongly agreed that they are prepared towards home-based online learning.
4	I am good at using the laboratory tools and equipment that is available in our home.	3.43	The respondents strongly agreed that they are prepared towards home-based online learning.
5	Proper care of tools/equipment helps me be more productive	3.61	The respondents strongly agreed that they are prepared towards home-based online learning.
Overall Mean		3.55	The respondents strongly agreed that they are prepared towards home-based online learning.

Table 3 shows the mean score of 3.55 for preparedness towards home-based online learning which all the respondents strongly agreed that they are prepared for. The question “Proper care of tools/equipment helps me be more productive” has the highest mean score of 3.61 with descriptive rating strongly agreed that they are prepared towards home-based online learning. “I am good at using the laboratory tools and equipment that is available in our home” has the lowest mean score of 3.43 with the descriptive rating strongly agreed that they are prepared towards home-based online learning. Virtual laboratories are essentially simulated experiments conducted using computer software (often through the Internet), that offer numerous advantages for both student learning and the logistics of educational experiences (Oser & Fraser, 2015).

Table 4. Preparedness towards Home-based Online Learning in terms of Availability of Resources by Internet Connectivity

	Indicators	Weighted Mean	Descriptive Interpretation
1	I can easily access the Internet as needed for my studies.	3.25	The respondents strongly agreed that they are prepared towards home-based online learning.
2	Access to good internet connection improves my school performance.	3.46	The respondents strongly agreed that they are prepared towards home-based online learning.

3	My internet connection allows me to easily explore and study conveniently.	3.38	The respondents strongly agreed that they are prepared towards home-based online learning.
4	Sometimes, I use cellular data in joining online classes to cope with the discussion.	3.41	The respondents strongly agreed that they are prepared towards home-based online learning.
5	Access to good internet connection allows me to communicate with the class efficiently.	3.54	The respondents strongly agreed that they are prepared towards home-based online learning.
Overall Mean		3.41	The respondents strongly agreed that they are prepared towards home-based online learning.

Table 4 shows the overall mean score of 3.41 for preparedness towards home-based synchronous online learning in terms of availability of resources by Internet connectivity which majority of the respondent were rated in all items as strongly agree that they are prepared towards home-based online learning. The questionnaire "Access to good internet connection allows me to communicate with the class efficiently" has the highest weighted mean score of 3.54 with descriptive interpretation of strongly agree, respectively. "I can easily access the Internet as needed for my studies" has the lowest weighted mean score of 3.25 with descriptive interpretation of strongly agree. According to Pete, J., & Soko, J. (n.d.) Internet connection is a key factor in the access and use of digitized educational resources.

Table 5. Preparedness towards Home-based Online Learning in terms of Availability of Resources by a Device

	Indicators	Weighted Mean	Descriptive Interpretation
1	I have enough devices to support my online class.	3.19	The respondents agreed that they are prepared towards home-based online learning.
2	I have enough devices to complete and edit my laboratory videos.	3.16	The respondents agreed that they are prepared towards home-based online learning.

3	I have good quality devices to complete and edit my laboratory activities.	3.20	The respondents agreed that they are prepared towards home-based online learning.
4	When I have new device/s, it makes things easier.	3.52	The respondents strongly agreed that they are prepared towards home-based online learning.
5	Proper care of devices helps me be more productive.	3.45	The respondents strongly agreed that they are prepared towards home-based online learning.
Overall Mean		3.30	The respondents strongly agreed that they are prepared towards home-based online learning.

Table 5 shows the mean score of 3.30 level of preparedness towards Home-based Online Learning in terms of Availability of Resources by a Device which all the respondents agreed that home-based online learning is effective. the questionnaire "When I have new device/s, it makes things easier." has the highest mean score of 3.52 with the descriptive interpretation of strongly agreed "I have enough devices to complete and edit my laboratory videos." has the lowest mean score of 3.16 with the descriptive interpretation of Agreed. After the advent of internet technology, the next technological revolution was development of wireless mobiles, smartphones, tablets and handhelds that are ubiquitous, reasonable, and flexible (Higgins, Xiao, & Katsipataki, 2012). According to Anon (2019) Mobile technology has been widely accepted by students not merely for social networking but also for the sake of making education more customized as per their learning needs.

Table 6 and 7 shows the respondents' preparedness towards home-based online learning in terms of environmental structure.

Table 6. Preparedness towards Home-based Online Learning in terms of Environmental Structure by Barrier

	Indicators	Weighted Mean	Descriptive Interpretation
1	Sometimes, I attend online class while doing household chores.	3.44	The respondents strongly agreed that they are prepared towards home-based online learning.

2	Sometimes, I recite in class with background noise.	3.44	The respondents strongly agreed that they are prepared towards home-based online learning.
3	I find ways to focus in studying when the weather is hot.	3.21	The respondents agreed that they are prepared towards home-based online learning.
4	I sometimes seek for financial means to support my online class.	3.29	The respondents strongly agreed that they are prepared towards home-based online learning.
5	I relax occasionally when studying for a long period of time.	3.20	The respondents agreed that they are prepared towards home-based online learning.
Overall Mean		3.32	The respondents strongly agreed that they are prepared towards home-based online learning.

Table 6 shows the overall mean score of 3.32 for preparedness towards home-based online learning in terms of environmental structure by barrier which all respondents are rated on all items as strongly agreed. "Sometimes, I attend online class while doing household chores", "Sometimes, I recite in class with background noise", "I sometimes seek for financial means to support my online class".

While the following questionnaire has a rating of Agreed. "I find ways to focus on studying when the weather is hot", "I relax occasionally when studying for a long period of time. According to Vladimir (2015) Student motivation increases when learners can construct relative knowledge and demonstrate learning. Thus, student motivations towards online learning are enhanced with clear organization, communication, interaction and presence of the instructor. Terada (2018) says Regular breaks throughout the school day—from short brain breaks in the classroom to the longer break of recess—are not simply downtime for students. Such breaks increase their productivity.

Table 7. Preparedness towards Home-based Online Learning in terms of Environmental Structure by Background and Study Area

	Indicators	Weighted Mean	Descriptive Interpretation
1	I have a study area which motivates me to study well.	3.08	The respondents agreed that they are prepared towards

			home-based online learning.
2	My study area allows me to store and organize my files.	3.12	The respondents agreed that they are prepared towards home-based online learning.
3	My study area allows me to concentrate and give attention during online class.	3.10	The respondents agreed that they are prepared towards home-based online learning.
4	When I have a decent background, I open my camera during online classes.	3.32	The respondents strongly agreed that they are prepared towards home-based online learning.
5	My study area has good lighting which helps me focus in online class.	3.02	The respondents agreed that they are prepared towards home-based online learning.
Overall Mean		3.13	The respondents agreed that they are prepared towards home-based online learning.

Table 7 shows a overall mean score of 3.13 for Preparedness towards Home-based Online Learning in terms of Environmental Structure by Background and Study Area which all the respondents rated on all items as Agree. "When I have a decent background, I open my camera during online classes." has the highest mean score of 3.32 with descriptive interpretation of Strongly agreed. "My study area has good lighting which helps me focus in online class." has the lowest mean score of 3.02 with the descriptive interpretation of Agreed. According to StuCred (2020) Academic success involves thorough preparation, effort and diligence. We have now understood the importance of a dedicated study area during this era of online classes. Students deserve a place or a spot where they can get fully involved in their studies. Once you took your seat in the study area you automatically get a feeling that this place is for studies. You can get more focused in your studies by having a dedicated study area.

Table 8. Preparedness towards Home-based Online Learning in terms of Student's Performance by Motivation

	Indicators	Weighted Mean	Descriptive Interpretation
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1	I am able to set new goals when I receive good scores.	3.60	The respondents strongly agreed that they are prepared towards home-based online learning.
2	If there is an easy activity, I submit it ahead of time during my free schedule.	3.49	The respondents strongly agreed that they are prepared towards home-based online learning.
3	I usually take a break after submitting my activities.	3.46	The respondents strongly agreed that they are prepared towards home-based online learning.
4	I motivate myself and encourage my fellow students to do their best.	3.34	The respondents strongly agreed that they are prepared towards home-based online learning.
5	I am motivated when the instructor is fair and impartial in grading.	3.49	The respondents strongly agreed that they are prepared towards home-based online learning.
Overall Mean		3.48	The respondents strongly agreed that they are prepared towards home-based online learning.

Table 8 shows the overall mean score of 3.48 for preparedness towards home-based synchronous online learning in terms of student’s performance by motivation in which the majority of the respondents were rated in all items as strongly agree that they are prepared towards home-based online learning. The questionnaire "I am able to set new goals when I receive good scores." has the highest weighted mean score of 3.60 and a descriptive interpretation of strongly agree while the "I motivate myself and encourage my fellow students to do their best." has the lowest weighted mean score of 3.34 with descriptive interpretation of strongly agree. As defined by Brophy (2010), motivation is a term that explains "the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behaviour" (p. 3). Motivation influences what we learn and how we learn it. Motivated students show more active engagement and interaction and have higher performance and better results (Schunk et al., 2008).

Table 9. Preparedness towards Home-based Online Learning in terms of Student’s Performance by Class Engagement

	Indicators	Weighted Mean	Descriptive Interpretation
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1	I reach out to instructor/s who efficiently respond to students’ concerns.	3.35	The respondents strongly agreed that they are prepared towards home-based online learning.
2	When I am confused, I raise concerns to the instructor/s, who are open to students’ concerns during online class.	3.11	The respondents agreed that they are prepared towards home-based online learning. Online learning is effective.
3	I can focus in class when the instructor consistently provides good online lectures.	3.51	The respondents strongly agreed that they are prepared towards home-based online learning.
4	I grab the opportunity to recite when I have an idea about the topic.	3.36	The respondents strongly agreed that they are prepared towards home-based online learning.
5	I open my camera during online class to show engagement.	3.05	The respondents strongly agreed that they are prepared towards home-based online learning.
Overall Mean		3.28	The respondents strongly agreed that they are prepared towards home-based online learning.

Table 9 shows the Preparedness towards Home-based Online Learning in terms of Student’s Performance by Class Engagement. We have the Indicators, Weighted mean and Descriptive Interpretation. "First indicator is I reach out to instructor/s who efficiently respond to students’ concerns." with a Weighted mean of 3.35 and a Descriptive Interpretation of "The respondents strongly agreed that they are prepared towards home-based online learning." For number two Indicator it has "When I am confused, I raise concerns to the instructor/s, who are open to students’ concerns during online class." with a Weighted mean of 3.11 and Descriptive Interpretation of "The respondents agreed that they are prepared towards home-based online learning. Online learning is effective." and for the third Indicator it has "I can focus in class when the instructor consistently provides good online lectures." with a weighted mean of 3.51 and has a Descriptive Interpretation of "The respondents strongly

agreed that they are prepared towards home-based online learning.” and for the fourth Indicator it has “I grab the opportunity to recite when I have an idea about the topic.” with a weighted mean of 3.36 and a Descriptive Interpretation of “The respondents strongly agreed that they are prepared towards home-based online learning.” and for the fifth and last indicator it has “I open my camera during online class to show engagement.” with a weighted mean of 3.05 and Descriptive Interpretation of “The respondents strongly agreed that they are prepared towards home-based online learning.” so the overall mean and descriptive interpretation is 3.28 that means The respondents strongly agreed that they are prepared towards home-based online learning. Furthermore, (Tay, L. Y., Lee, S.-S., & Ramachandran, K., 2021) technology plays a key role but the considerations to design online learning environments that meaningfully engage students are complex. This exploratory, qualitative study attempted to elicit eight mathematics teachers' considerations and perspectives in designing online home-based learning lessons for the engagement of elementary and secondary students. Data were gathered through interviews. Ground-up thematic analyses were conducted.

Shapiro-Wilk Test of Normality of Factors Affecting the Preparedness Towards Home-based Online Learning

Table 10. Shapiro-Wilk Test of Normality of Factors Affecting the Preparedness Towards Home-based Online Learning in terms of Sex

Sex	Statistic	df	Sig.	Decision
Male	0.977	47	0.465	Not Significant
Female	0.987	81	0.601	Not Significant

Since the P value of male (0.465) and female (0.601) are greater than the significance level of 0.05, the test of normality of Factors Affecting the Preparedness Towards Home-based Online Learning in terms of sex is approximately normally distributed.

Table 11. Differences between the factors affecting the Preparedness towards Home-based Online Learning and Sex

Sex	No. of Respondents	Mean	Levene's Test for Equality of Variances		T test for Means		Decision
			F	Sig.	t	Sig. (2-tailed)	
Male	47	3.33	0.977	0.325	-0.553	0.581	Not Significant
Female	81	3.36					

The table 11 shows there is no significant difference between the factors affecting the preparedness towards home-based online learning and sex. The F-value of 0.977 with corresponding probability value of 0.325 is greater than the significant level of 0.05 indicates that the male and female

variances are approximately equal. Based on this, the independent t-test assuming equal variance was used to test for the equality of means. The t static of -0.553 with corresponding probability value of 0.581 is greater than the significance level of 0.05, tells us that there is no significant difference between the factors affecting the preparedness towards home-based online learning and sex.

Table 12. Shapiro-Wilk Test of Normality of Factors Affecting the Effectiveness of Home-based Synchronous Online Learning in terms of Year Level

Year Level	Statistic	df	Sig.	Decision
3 rd Year	.980	67	.349	Not Significant
4 th Year	.980	61	.416	Not Significant

Table 12 shows no significant difference of normality of factors affecting the preparedness towards home-based online learning in terms of year level. The P value of 0.349 and 0.416 are greater than the significance level of 0.05, the test of normality of factors affecting the effectiveness of Home-based Synchronous Online Learning in terms of year level is approximately normally distributed.

Differences between the factors affecting the Preparedness towards home-based online learning and the Demographic Profile of Respondents

The table 13 shows there is a significant difference between the factors affecting the preparedness towards home-based online learning and year level. The F-value of 0.037 with corresponding probability value of 0.847 is greater than the significant level of 0.05 indicates that the 3rd year and 4th year variances are approximately equal. Based on this, an independent t-test assuming equal variance was used to test for the equality of means. The t static of -2.459 with corresponding probability value of 0.015 is less than the significance level of 0.05, tells us that there is a significant difference between the factors affecting the effectiveness of home-based synchronous online learning and year level.

Table 13. Differences between the factors affecting the Preparedness towards home-based online learning and Year Level

Year Level	No. of Respondents	Mean	Levene's Test for Equality of Variances		T test for Means		Decision
			F	Sig.	t	Sig. (2-tailed)	
3 rd Year	67	3.29	0.037	0.847	-2.459	0.015	Significant
4 th Year	61	3.42					

Profile of the Respondents

- 67 respondents (52.3% of the total respondents) are from the third year. While respondents in their fourth year have a frequency of 61 (47.7% of the total respondents). The total frequency of respondents would be 128 or 100%.
- 81 or 63.3% of the respondents are female while 47 or 36.7% of the respondents are male. This table implies that the majority of the respondents are female. According to (Kehoe & Pitkow, 1996) Some investigations of online survey response behavior suggest that, in contrast to traditional surveys, men may respond to web-based surveys in greater proportions than women, although other studies report that similar to traditional survey modes, women respond in greater proportions than men (Kwak & Radler, 2002; Sax et al, 2004).

Preparedness towards Home-based Online Learning in terms of Availability of Resources, Environmental Structure, and Student performance

1. In terms of Availability of Resources:
 - All the respondents strongly agreed that they are prepared towards home-based online learning in terms of Laboratory tools and equipment.
 - All the respondents strongly agreed that they are prepared towards home-based online learning in terms of internet connectivity.
 - All the respondents strongly agreed that they are prepared towards home-based online learning in terms of availability of device.
2. In terms of Environmental Structure:
 - All the respondents strongly agreed that they are prepared towards home-based online learning in terms of barrier.
 - All the respondents agreed that they are prepared towards home-based online learning in terms of barrier.
3. In terms of Student's Performance:
 - All the respondents strongly agreed that they are prepared towards home-based online learning in terms of motivation.
 - All the respondents strongly agreed that they are prepared towards home-based online learning in terms of class engagement.

Significant Difference between the Preparedness towards Home-based Online Learning and the demographic profile of the respondents

There is **no significant difference** between the factors affecting the preparedness towards home-based online learning to the demographic profile of the respondents in terms of sex.

There is a **significant difference** between the factors affecting the preparedness towards home-based online learning to the demographic profile of the respondents in terms of year level.

4. CONCLUSIONS

In general, the proponent findings show that home-based learning environments are not uniform places, but rather provide a variety of teaching and learning alternatives. The findings also show direct connection between online settings and Gordon College's criteria for student involvement and determinants of preparedness for home-based online learning among Hospitality Management students. Furthermore, the demographic profile of the respondents was only important at the year level, according to the data collected, while the sex was not. In light of the findings presented, it revealed that the hospitality management students are prepared towards home-based online learning.

During the academic year 2022-2023, the study assessed students' readiness for home-based online learning. These combine students' experiences with online teaching and learning with existing findings from various online learning studies to assist refine future education online learning.

Implication of the Study

From the factors of availability of resources, it all seen that all the respondents are strongly agreed based on the indicators that are given in each factor the first is the availability of laboratory tools and equipment which are very important to all hospitality management students to have because it enables their skills to enhanced and trained themselves even if it is in online. Also, internet connectivity is the prior need for the time of new normal and availability of devices. According to Radovic-Makovic (2010), online hospitality courses are becoming more popular than normal institutions delivering face-to-face instruction. As compared to the traditional ways of learning, online learning has increased study efficiency, which results in studies being completed in a shorter time frame.

This favors the learner, especially when he is eager to start his career in the workforce as soon as he completes his studies. Online learning is becoming popular when delivering information in the fastest time. But one major thing to consider on this is that there are some hospitality management

students who are not yet able to adapt to the new set of online learning, it becomes hard for them to do better in their laboratories because of having lack of tools and equipment and also the problem for having bad internet connectivity along with the availability of devices. According to (Calderaro, 2015) in some areas of the world, like Myanmar, where students do not have the opportunity to have a regular internet connection, online learning is still only something they can hope for. Some institutions also lack the technology and software to implement online learning. In some quarters, traditional educators are of the opinion that online learning does not replicate face-to-face instruction to the extent of replacing it. It will take some time for educators who are in responsible positions to make changes. The hospitality industry should also accept students who have completed online courses on par with traditional institutions.

Furthermore, the factors like environmental structure and student performance can vary also to all hospitality management students who are experiencing the new set of online learning. Indicators like barriers, motivations, and class engagement are resulted in strongly agree. Now the implications of this are that students may experience various barriers like noise barriers and etc., that cause their class performance to be interrupted and some of the students were not able to have their own personal space to study during online classes Assareh & Bidokht (2011) arranged E-Learning barriers dependent on four zones they influence: students, educators, teaching plans, and schools. E-Learning barriers identified with students incorporate monetary issues, inspiration, evaluation, detachment from peers, deficient E-Learning abilities and experience, warmth, and social space. E-Learning barriers comprise different angles, for example, information confinements and evaluation challenges.

5. RECOMMENDATIONS

In light of the conclusions, the researchers recommend the following:

1. Time management for studying, working, or completing house chores is one of the best things to accomplish when using an online learning system because if you can manage your time effectively, you can also manage your schoolwork and other duties.
2. To do the school works immediately if you will not do anything to avoid cramming because if students start cramming school works, it will just repeat and repeat until the school works pile up and it is much harder to do, so the researchers' recommendation is to do the school activities already if you have time to make it much easier to do and school works will not pile up.
3. The researchers recommend setting goals every day and writing down what you need to do for that day so that students will be inspired to do the chores that they need to do because students will be motivated if they check their list of things that need to be done.

4. To spend time with yourself and family to talk about school and life, and to give yourself time to rest even if it is only for a few minutes, because talking to someone, especially your family, can boost your motivation to keep going even when schoolwork is difficult.
5. Students must motivate themselves every day in order to inspire themselves to complete their school activities and studies, even if it is difficult at times. Students can motivate themselves by thinking about their dreams and goals in life.

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