

Original Research

The Challenges of Virtual Culinary Laboratory: A Quantitative Research in Senior High School Food & Beverage Service and Hospitality Management Course of EAC-Manila

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ABSTRACT

COVID-19 pandemic has resulted in a lot of damage not just in the Economy but in the part of how students perform throughout Virtual and Traditional Face to Face Set up in terms of the Culinary Laboratory. The pandemic has shifted learning practices and all activities were transferred online, including any type of laboratory activity. This study aims to know what is the lowest factor of virtual challenges student facing in the virtual laboratory, where professors and parents what specific factor student facing in the virtual world where they can adjust, support and give importance to the students that might give them motivation to participate and do their best and lastly to finish their requirements in the allotted time. The findings of the study shows that the lowest factor of virtual challenges in virtual culinary laboratory is “Teaching Method” and the other Factors has a Descriptive Equivalent of “Satisfactory” challenges as they are not just a negative impact to students’ performance but also a new source of opportunities that gives students new learnings, expanding their knowledge, creativity & resourcefulness, and lastly understand and embrace every difficulty situation.

Keywords: Culinary, Pandemic, Virtual set-up, Hospitality Management

INTRODUCTION

Technology has been advancing since the 1990s, with computers, machines, and even internet connections such as Wi-Fi, Bluetooth, and so on. We live in a technologically advanced era, but we cannot deny that there are still countries struggling to keep up with the virtual world, particularly in the field of culinary laboratories which are having virtual classes because of the pandemic. The rapid increase of

infected people with the said disease forced many countries to cease a fair amount of operations that involve direct contact with other people since this virus is new and is very vicious. Many sectors are affected by the said new normal and one of these is the educational department and as of today, every school is obliged to have blended learning (e.g. modular and online/distance learning) instead of traditional face to face learning to avoid the learners' exposure to this disease. Meanwhile, various

problems arise in this new learning modality especially in having the Culinary Laboratory among Culinary Arts and Hospitality Management students as the students, parents, teachers, and schools' current situations are unrecognized which include the technologies and internet connectivity for online learning, and also the teachers' knowledge in technology-integrated teaching. COVID-19 is a virus that has had a significant impact around the world, and as a third-world country, we lack the resources to cope with and provide effective resources to face this virus. The Philippines is one of the Asian countries with the highest number of COVID-19 cases, and in order to prevent it, minimal interaction and social distancing are required; thus, education is one of the sectors most affected by this virus. According to the research article made by the students of UPLB, due to the shift to online classes there was a decrease in the student enrollment in 2020 by 3 million from 27.7 million both private and public schools. The dip numbers lack resources & preparedness on the new set up. Students enrolled in courses requiring a high level of skills are particularly impacted, as a result of the implementation of online classes. As a consequence, face-to-face laboratories have been postponed. Laboratories are almost true-to-life experiences that students can adapt and apply to the real world, but due to the pandemic, this has not been the case, and students' performances have been dragged down and have not met the expectations that people have for those students who are enrolled in the specific courses. The purpose of this study is to know the challenges faced by the Culinary Arts and Hospitality Management students for a virtual culinary laboratory during this time of COVID-19. By which this could help the higher authorities to do an action that addresses the necessities for the

respondents for this new mode of education, and upon conducting this study, the running questions in our minds will be answered after having the results. By this time of pandemic, it is relevant to know the struggles faced by the students for the new mode of education that the higher authorities have implemented during the COVID-19 crisis.

METHODOLOGY

The study uses a quantitative research design utilizing convenience sampling for data collection. It aims to find patterns, averages, predictions, as well cause and effect relationships between variables being studied. Convenience sampling (also known as availability sampling) was used as it relies on data collection from population members who are conveniently available to participate in study.

RESULTS AND DISCUSSION

The overall Weighted Mean Rating of all factors apparently Learning Environment has 2.98, Resourcefulness has 2.96, Time Management has 3, Creativity has 2.96, Internet Connection has 2.98, Teaching Method has 2.94 and Financial has 3.095, Challenges come in many shapes, sizes, and danger levels. Attitude often determines whether people, students, schools and companies face these crises successfully or crumble under the pressure. No one wants to exist in crisis management mode forever. This attitude often generates the wrong results when no specific challenge is on the table. Challenges are the source of new opportunities to establish your professionalism, decision-making quality, and ability to focus on a problem and solve it. (Codename: Other Author (Lab Manager Articles, 2010). It is evident

that only the teaching method has a low over all weighted mean rating. The findings from this study revealed that most of the teachers' methods of teaching have a great effect on students' academic performance; based on these findings, Student-Centered Method and Teacher-Student Interactive Method were recommended in order to improve students' academic performance (Isa et al., 2020).

CONCLUSION

The outcome shows that Teaching Method in these factor talks about how the way students learn and communicate between the student-teacher relationship, within this explanation there are some misunderstandings to other students online virtual gives an communication barrier and they didn't know the other sides opinion and that is why the weighted mean rating is lower than to all factors but still most of students and the factors itself interprets as in Satisfactory level which means they're satisfied within the teaching method well, there's some misunderstandings between student-teacher communication and it is normal to all class and laboratories. Students of SHS FBS/HK & BSHM 1st to 4th year has been satisfied all along and not having a hard time on the common factors of challenges in virtual culinary labs. Challenges are the source of new opportunities to establish your professionalism, decision-making quality, and ability to focus on a problem and solve it. Challenges do not negatively impact a student's performance, these studies show. Students embrace the challenges and make it their advantage in order to balance and maintain their student performance in the virtual culinary lab. The results show students are satisfied with all factors

meaning these challenges are turned into opportunities.

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