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Indian Hospitality Congress has conferred "Aspiring Researcher Welcome Award " to Dr. Vinay Rana for the year 2015-16. He has also received the "Educator of the year award 2016" by International Society for Hospitality Education.

This edited book is a compendium of research knowledge for university undergraduate / college students/research students and hospitality educators. The book through its research contents delves into the current and emerging trends, challenges in hospitality and tourism industry along with perspectives of women in Hospitality and Tourism Industry.

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Trends, Issues and Women in Hospitality and Tourism Industry

Edited By: Dr. Vinay Rana



SCHOOL OF HOTEL MANAGEMENT & HOSPITALITY

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TRENDS, ISSUES AND WOMEN IN HOSPITALITY AND TOURISM INDUSTRY

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PREFACE

International tourism is the world's largest export earner & an important factor in the balance of payments of many industries. For many destinations across the nation, tourism is an important part of their economy. The developing nations view tourism as a source to improve upon their economy whereas the developed nations view it as a stimulus for furthering their economic growth. The effect of tourism creates a multiplicative effect and thus leads to better growth and opportunities within the society and the country as a whole. There has been a major change in the interest and motivation for travel around the globe. The interest is changing giving a paradigm shift to tourist behavior and patterns. Accordingly various stakeholders need to relook at their policies and for new developments in the field of product designing and development. This changing nature of tourism is impacting inter – organizational, relations, collaborations, completion, innovation and marketing.

This book through research contents delves into the current and emerging trends, challenges in hospitality and tourism industry along with perspectives of women in Hospitality and Tourism Industry. The book has four sections. Section A, covers chapters on “Issues and trends in food /cuisine”, Section B covers chapters on “issues and trends in hospitality human resources”, Section C covers chapters on “ issues and trends related to women in hospitality & tourism” industry Section D covers chapters on “general Issues and trends related to hospitality & tourism industry”.

A number of people have contributed significantly to the realization of this book and must be acknowledged. The contributors to this book are well-known individuals from hospitality education in India and overseas Universities. I am grateful to all those who believed in this project and contributed with chapters or advise. Without their contribution, this book would have never materialized.

(Dr. Vinay Rana)

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Section- B

***Issues and trends in
hospitality human
resources***

An Exploratory Study about Students Learning Capabilities in Today's Pedagogic Trends Based on Gender Differences

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ABSTRACT

In today's educational research, there has been considerable interest in issues related to gender and the interactive classroom using the social learning sites (web 2.0), as there are more needs to meet and enhance students' capabilities. Some evidence suggests that male and female university students experience the interactive environment differently. The authors conducted a study on technology adoption at a private university in Selangor, Malaysia, with 249 students as respondent. One of its purposes was to identify how gender matters in the process of technology adoption in university-level teaching. This study used quantitative research approach to identify the Asian student learning capabilities through Edmodo, a social learning site. The significant differences were found between the way male and female students identified their learning capabilities in this new pedagogical trends. Results suggest that females were more likely to use student-centered pedagogical approaches in teaching than males. Females had lower confidence and less experience in the use of computers in teaching. They tended to learn how to use technology from others, whereas males were more likely to learn from their own experience. This study can be considered as a starting point towards gender differences and the interactive classroom to achieve the 21st century skills among Asian countries research arena.

Key words: *Gender, 21st century skills, Social Learning Site, Edmodo, Student learning capabilities*

Introduction

Over the last decades, computer technology has been changing many aspects of higher education in the way of teaching and learning. The adoption of technology at higher education has become an important research topic, where many studies focus on the acceptance and preference to integrate the technology in the teaching and learning. But only limited studies carried out on identification of students learning capabilities based on gender differences. The purpose of this study is not to generalize the findings but to investigate within the student's capabilities in order to further social, cultural or educational researches. Researches exist regarding the cultural or educational aspect of the learner but very few are related to emerging paradigm of the 21st Century Skills. The Confucius way of learning, as part of most Asian countries, values behaviors, efforts, respects, sensibilities and rationalities in the learning process (Tweed, R.G, & Lehman, D.R, 2002). Previous researches on the learning preferences were done in the field of hospitality, tourism and culinary arts. Balasubramanian, Jaykumar and Fukey (2014) showed the interest from Asian students to use web platform such as Edmodo in a learning context. Can Asian learners bloom in the 21st Century Skills paradigm? By using their finding, it could be interesting also to:

- Identify the Asian student learning capabilities through social learning platform.
- Identify whether there are any differences between the two gender in the learning using technology

Literature Review According to Hall and Ames (1987, p64) and Wong (2004) the conception and over usage of "rote learning", "spoon -feeding", teacher centered style and heavy memorization of the

knowledge in Asians classroom is a misconception of the way it is. Confucius learning style has nothing to do with memorizing as an absorption of information but a more thorough, systematic and organized methodology integrating reflection, wisdom, critical thinking, synthesizing in an open minded, fair and autonomous way (Hall, D, & Ames, R, 1987; Kim, H.K, 2003). The lecturer has a predominant place in the learning experience of the student and one the main role is to generate creativity and critical thinking. ‘Love of learning’ (hsueh), ‘reflecting’ (ssu), ‘realizing’ (chih), ‘living up to one’s word’ (hsin), and ‘signification’ (yi) are the central development powers (Hall, D, & Ames, R, 1987, ch.1) in the Confucian concept. Those powers will be important in the transformation of the student and will help the development of the mind. Core values, behaviors, awareness, open-mindedness, reflection and meta-cognition are key element in the Confucius learning style (Confucius, 1993a; Confucius, 1993b; Elliott, J, & Tsai, C.T, 2008). Also, according to Corcoran (2014), western learning theories such as Behaviorism, Liberalism, Connectivism, and Humanism can be observed in the Confucian concept.

For the past decade, U.S. has developed a new learning paradigm aiming all the public schools of the country (Partnership for the 21st century learning, 2016). The new learning paradigm, called 21st Century Skill is emphasizing on key skills that a student must have. The learner, by developing those skills, will then able to develop abilities and competencies that will be useful in their future career and necessary to be competitive (Glossary of education reform, 2016; Jenkins, H, 2009; Learning-theories.com, 2016; Wagner, 2008).

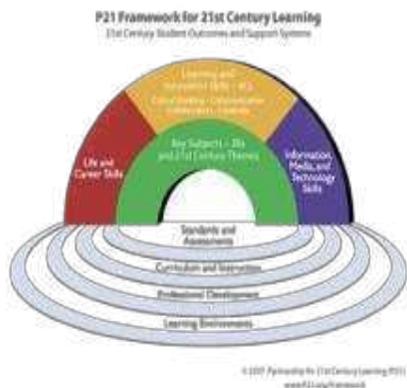


Figure 1: P21 Framework

The term “21st century skills” do not only refers to a set of skills or knowledge but also to habits and character traits. The P21 Framework is also supported by the Institute of museum and library services (2016), an American legal institute, which identify the directions that the teacher will have to adopt in their pedagogic strategies. The development of knowledge remains important but the development of skills will also have its importance. Cultural and social competencies are as important as digital and media literacies; those competencies will be developed in accordance with other key skills such as collaborative problem solving, adaptation, multitasking, distributed cognition, collective intelligence, networking and negotiation (Jenkins, H, 2009). P21 classify the above list of skill into few categories: Learning and Innovation Skills, Life and Career Skills, Information, Media and Technology Skills. The evaluation methods, summative or formative, should include technologies in order to assess but also to let the learner experience and learn at the same time. The use of technologies also makes the learning experience more efficient and productive (Partnership for the 21st century learning, 2016). RASE Pedagogical model developed to support teachers to use online learning platform such as Moodle, Blackboard, etc in effective, student-centered and engaging way to achieve intended outcomes in their modules. The RASE model indicates that content Resources are not sufficient for

full achievement of learning outcomes, we also need to plan Activities for students to engaged in using resources, Support to ensure that students are provided help and tools to independently solve emerging difficulties and lastly Evaluation to inform about student's progress and serve us a learning tools to understand what else we need to do in other to ensure that learning outcomes are being achieved.

Hypothesis Development

The following hypothesis was formed to shed light on the research gap:

Hypothesis 1 (H1): *There is a positive impact on student's preference to use Social Learning Platforms through accessing the Edmodo-based resources.*

Hypothesis 2 (H2): *There is a positive impact on student's preference to use Social Learning Platforms through Edmodo-based activities.*

Hypothesis 3 (H3): *There is a positive impact on student's preference to use Social Learning Platforms through Edmodo-based sharing informations.*

Hypothesis 4 (H4): *There is a positive impact on student's preference to use Social Learning Platforms through Edmodo-based evaluation.*

Hypothesis 5 (H5): *There is a significance differences on gender towards the student's preference to use Social Learning Platforms through Edmodo-based evaluation.*

Methodology

Research methodology refers to the nature of research design and gain knowledge about the world and instructs the researchers in the way the research is constructed and conducted (Sikes, P, 2005). This study mainly relies on quantitative research approach to address the objectives by gathering and analyzing of numerical data with a sample of 249 respondents of private university at Selangor, Malaysia. All respondents were targeted with purposive samplings technique, the most practical method in order to collect primary data. The Independent variable in this study will cover the personal data of the students, use of Edmodo for RASE pedagogical model and finally the dependent variable will be student preference on use of Edmodo as a learning platform to cover all components in RASE pedagogical model.

Data Analysis and Findings

The quantitative results of this study are analyzed using the Statistical Package of Social Sciences (SPSS), measuring the frequency, mean and standard deviation. The university student preferences to use Edmodo platform were analyzed by using a 5 pointed Likert-scale. Finally the results were analyzed and grouped in terms of Resources, Activity, Support and Evaluation (RASE) pedagogical model to understand the student preference and to investigate the students' abilities in comparison to the 21st Century Skills.

Demographics of the respondent: The results in the table 1 shows that the female respondent (55.4%) is higher than male ones (44.6%) and also showed that most of the respondents were above the age of 20 years (65.9%) were the remaining respondents falls between the ages of 18-20 (32.9%) and 15-17 (1.250 respectively). With respect to respondents (students) enrolled course followed by degree (90.8%), diploma (8.0%) and only (1.2%) were masters programme in this study.

Table 1. Demographic Breakdown of the Respondent (n=249)

	Frequency (F)	Percentage (%)
Gender		
Male	111	44.6
Female	138	55.4
Total	249	100.0
Age		
15-17	3	1.2
18-20	82	32.9
Above 20	164	65.9
Total	249	100.0
Enrolled Course		
Diploma	20	8.0
Degree	226	90.8
Master	3	1.2
	249	100.0

Reliability of the Study: In the research study, reliability of the measures was assessed by examining the consistency of the respondents' answers to all items in the measure (Nunnally, 1978). Cronbach's alpha reliability coefficients were used to measure the internal consistency of each measure and the below Table 2 shows the overall reliability (internal consistency) of the study was found to be coefficient alpha of 0.966, which is deemed acceptable (Wang, Y and Qualis, W 2007)

Table 2. Overall Reliability of the Study (n=249)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.966	0.966	25

Correlations of the Study: In the present study correlation analysis was employed since "correlation analysis involves measuring the relationship between two or more variables; it considers the joint variation of two measure (Churchil, A.G, 1979)". The results of the correlation in the Table 3 proves that it is significant as all the variables correlation coefficient is less than 0.90 and significant at the 0.01 level.

Table 3. Correlation of the Study

Scales	1	2	3	4	5
Resources	1.00				
Activity	0.810**	1.00			
Sharing	0.780**	0.872**	1.00		
Evaluation	0.750**	0.797**	0.855**	1.00	
Student Preference	0.800**	0.735**	0.745**	0.682**	1.00

*Note: ** All the Correlations are significant at the 0.01 Level (2-tailed)*

Regression Analysis: The results in Table 4 validates that there was a positive correlation with a R^2 of 0.678 and "F" value of 128.6 at a significant level of $p < 0.000$. It is interesting to know through regression analysis that the students preference towards accessing the resources (H1) and sharing information (H3) among the peers and teachers through Edmodo (online platform) were accepted as it was significant with the p-value of 0.000 and 0.002 respectively wherein the other two variables (H2 and H4); Activity and Evaluation was rejected as the results shows it was not significant (p-value: 0.433 and 0.874). Moreover, constructs jointly explain 67.8% of the variance (R^2) which is

considered as very good.

Table 4. Regression Analysis Output

Dependent Variable: Student Preference on Use of Edmodo as Learning Platform				
Independent Variables	β	t-value	pb	Hypothesis
H1: There is a positive impact on student's preference to use Social Learning Platforms through accessing the Edmodo-based resources.	0.540	8.28	0.000	Accepted
H2: There is a positive impact on student's preference to use Social Learning Platforms through Edmodo-based activities.	0.065	0.79	0.433	Rejected
H3: There is a positive impact on student's preference to use Social Learning Platforms through Edmodo-based sharing informations.	0.277	3.11	0.002	Accepted
H4: There is a positive impact on student's preference to use Social Learning Platforms through Edmodo-based evaluation.	-0.012	-0.16	0.874	Rejected
Note: R ² = 0.678, F = 128.6, P < 0.00 ^o				

Table 5 reflects the results of Independence Sample t-test for gender differences towards the students preference on today pedagogy with reference to the RASE-based learning practices. The t-statistics for equality of means on student's preference is 0.213 and not significant as p-value is 0.831 (2-tailed). There is no significant difference on gender in the student's preference towards the use of RASE-based learning. The mean value of male and female in the table 5 also explains that the male students are performing and preferred to use the recent pedagogy on integration with technology compare to female students.

Table 5: Independent t-Test on Gender difference

Group Statistics						
	Gender	N	Mean	Std. Deviation	T	p
Student Preference	MALE	111	20.4865	4.20360	0.213	0.831
	FEMALE	138	20.3768	3.90059		
Resource	MALE	111	20.0811	3.83556	0.261	0.794
	FEMALE	138	19.9565	3.66453		
Activity	MALE	111	20.0631	4.45845	0.739	0.461
	FEMALE	138	19.6522	4.28484		
Sharing	MALE	111	19.5225	4.47792	0.216	0.829
	FEMALE	138	19.3986	4.51201		
Evaluation	MALE	111	19.4865	4.42280	-0.169	0.866
	FEMALE	138	19.5797	4.25091		

Discussion and Conclusion

The finding shows that Asian students also extends their interest towards learning engagement through online learning platform as it drives to improve various skills such as communication, collaboration, information literacy, leadership, creativity and so on. The tested hypothesis allows to improve their teaching and learning practices and consequently increases the student's preference to use social learning platforms to acquire 21st Century Skills, whereby the students learning capabilities can be improved. It is also interesting to highlight that most of the new acquiring skills among the

Asian student truly resembles those of the 21st Century Skills explained in the initial stage of this study. This study offers insight on the potential of the Asian student's capabilities towards the P21 framework. Although the present work does not show results from empirical evidence, we deem that future studies involving large sample would improve the validity of the results. Moreover, cross-cultural studies are recommended to compare the university student 21st Century Skills in developed and emerging countries.

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