

Post-Pandemic Transformation of Hospitality Teaching and Learning: A Study of Blended Learning, Digital Tools, And Practical Skill Development

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Abstract—The COVID-19 pandemic changed the nature of delivering hospitality education since it compelled institutions to switch the face-to-face, highly practice-oriented delivery to online and hybrid formats. The paper will transform the dissertation uploaded in the journal format research paper on the effects of post-pandemic teaching changes on the concept of flexibility and digital tools use and practical skill-building in the hospitality knowledge. The research will take a descriptive survey design on the basis of the aggregate outcomes of questionnaires provided in the dissertation. The dataset under analysis has 100 respondents and ten items on the Likert-scale that are central. The data was interpreted using percentage analysis, weighted mean scores, positive response rates and ranking. The most powerful results are associated with the improved learning flexibility, institutional adoption of blended learning, regular utilization of digital sources, access to materials with the help of Moodle, and the further significance of face-to-face practical workshops, with weighted averages of 3.47 and a positive response rate of 55 percent, respectively. The moderate support was reported concerning online theory learning, developing skills that are industry-related, simulations as a means of practical knowledge, and the balance between theory and practice with a weighted mean of 3.32. The lowest result that was found was in terms of whether or not hybrid education was a significant improvement in practical skills with the responses of the respondents being mixed with the weighted mean being 2.93. It can be concluded that the most effective post-pandemic hospitality education is the one where theory, access, and continuity depend on digital delivery, and the development of practical skills relies mostly on organized face-to-face workshops.

Index Terms—Hospitality education, blended learning, digital learning tools, post-pandemic teaching, developing practical skills.

I. INTRODUCTION

Hospitality education has historically depended on face-to-face instruction, demonstration, laboratory practice, internships, and direct service exposure because the discipline is inherently experiential and skill-intensive (Zopiatis et al., 2021; Shukla & Kulshreshtha, 2024). Face-to-face teaching, demonstration, lab work, internship, and first-hand service exposure have traditionally been the foundations of hospitality education since it is an experiential profession with highly qualified skills (Zopiatis et al., 2021; Shukla and Kulshreshtha, 2024). The COVID-19 crisis interrupted this traditional paradigm by shutting down the campuses and restricting internships and by compelling institutions to switch to online delivery quickly (Ratten, 2023; Rita and António, 2021). Accordingly, post-pandemic can now be considered a phase of not only recovery, but also structural change in education and learning (Dhoundiyal and Salunke, 2023; Kamble and Dandge, 2025). The learning outcomes of the hospitality programs are more complicated than those in purely theoretical ones since they are not limited to content knowledge but rather to operational competence, service behavior, and communication, as well as to professional confidence (Prabhu et al., 2021; Cloete et al., 2022). Online collaboration tools, learning management systems, video demonstrations, and enhanced continuity and accessibility, yet they also created the issue of whether practical capabilities could be created sufficiently via virtual tools (Peng et al., 2022; Sharma, 2022). This conflict between the digital convenience and embodied practice is what now characterizes the shift in the hospitality education (Kamble & Dandge, 2025; Shukla and Kulshreshtha,

2024). The current paper elaborates a research article that is ready to be published in the form of the uploaded dissertation restructuring its argument, making its academic structure more appropriate and more definite in its descriptive analysis of the reported survey data. The research is concerned with the shift in teaching techniques, the importance of online resources, and how students will view the development of practical skills in the post-pandemic environment. The article is especially useful in hospitality institutes trying to construct a sustainable hybrid pedagogy that would maintain the flexibility of academics and the preparedness to the industry.

II. REVIEW OF LITERATURE AND RESEARCH GAP

Available literature demonstrates that hospitality education after the pandemic is gradually shifting to hybrid education models where theoretical knowledge is provided online, and practical training is not lost and remains in real laboratories and workshops (Cloete et al., 2022; Dhoundiyal and Salunke, 2023).

The moving testifies to a more comprehensive understanding of how online education can help maintain flexibility, access, and continuity, yet it is not fully applicable in fields like culinary production, housekeeping, and front-office practice (Peng et al., 2022; Sharma, 2022). Surveys that investigate perceived learning in the time of the pandemic also show that the quality of interaction, support provided by the instructor, and self-efficacy have a significant influence on the student results in the educational process of hospitality (Prabhu et al., 2021). Meanwhile, researchers have observed the development of new requirements regarding digital literacy, crisis preparedness, health, and hygiene management, and service technologies in hospitality school programs (Ratten, 2023; Kamble and Dandge, 2025). The developments indicate that hospitality education now needs to equip learners to work in digitally mediated workplaces as well as providing training on service delivery (Rita and António, 2021; Shukla and Kulshreshtha, 2024).

Nevertheless, there are also some unresolved issues in the literature. To begin with, the beneficial outcomes of digitalization are disproportional due to the lack of equality in the infrastructure quality, faculty preparedness, or student learning preferences among

institutions (Sharma, 2022; Kamble and Dandge, 2025).

Second, despite the extensive support of hybrid learning, there is still limited evidence of how far it supports the practical competence and industry preparedness, specifically in a hospitality-related environment (Cloete et al., 2022; Peng et al., 2022).

Third, whether learner confidence and engagement can be achieved in online teaching and whether in-person practice is still needed remains a contentious issue, particularly when it comes to the teaching of operational subjects which require repetition, observations, and direct corrections (Prabhu et al., 2021; Zopiatis et al., 2021). Based on these investigations, the primary gap in research that will be covered in this paper is that there should be more empirical interpretation of how post-pandemic teaching modifications are perceived by learners in the hospitality industry, in particular, regarding flexibility, digital resource utilization, and development of practical skills. This paper thus transforms the dissertation into a brief empirical article which makes its literature, method, analysis and conclusions more in line with this gap.

III. OBJECTIVES OF THE STUDY

The focal point of the research is to analyze the impact of post-pandemic alteration in learning and delivery matters on hospitality education and building student competencies. The secondary research questions are: (i) to define key variations in instructional strategies implemented in the post-pandemic, (ii) to determine the usefulness of blended and digital learning technologies in hospitality education, and (iii) to determine how students perceive practical skill development in hybrid learning practices.

IV. RESEARCH METHODOLOGY

The research design used is descriptive survey design based on the empirical findings in the dissertation. The initial dissertation suggests an exploratory-descriptive model and the use of a questionnaire as a method to study the post-pandemic change in hospitality education. To achieve the objective of this journal paper, the analysis has been recreated using the aggregate percentage distributions presented in the final data section of the dissertation.

The sample under analysis is composed of 100 respondents who were selected by the convenience sampling method in the sphere of hospitality education. The profile of the respondents used in the dissertation reveals that 70 percent of the sample consisted of males whereas 30 percent consisted of females. The highest sample was 2631 years which comprised 45 percent of the total population, 2125 years (20 percent), 40 years and older (18 percent) and 3240 years (17 percent).

The empirical test is ten tabulated Likert-scale questions including flexibility of learning, online understanding of theory, online adoption of blended learning, online use of digital resources, access to LMS, acquisition of practical skills and balance between theory and practical training. Since dissertation is in the form of aggregate percentages and not respondent-level raw data, descriptive statistics is all that is used in the present paper. The findings were interpreted using percent percentage, positive response rate (Agree + Strongly Agree), negative response rate (Disagree + Strongly Disagree), weighted mean score and item ranking.

The scale was on a five-point scale with the Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5. Each item was weighted to come up with the weighted mean to find out the general direction in which the respondents had a perception. When using aggregate survey data, this method is suitable where one cannot use the available dataset to carry out inferential testing.

V. RESULTS AND DISCUSSION

The findings suggest that the view of respondents regarding the post-pandemic change in hospitality education is favourable concerning flexibility, the introduction of blended learning, and access to digital capabilities; nevertheless, the respondents remain pessimistic about the degree to which, in isolation, the increase in hybrid formats can foster practical competence. All in all, the weighted average of the ten items being analysed is 3.36 and this implies a moderate positive orientation but not a strong consensus.

Table 1. Respondent Profile

Category	Percentage
Male	70%
Female	30%
21–25 years	20%
26–31 years	45%
32–40 years	17%
40 years and above	18%

Table 2. Item-wise Descriptive Analysis

Construct	Mean	Positive %	Rank
Flexibility of learning	3.47	55	1
Theory understanding through online learning	3.32	55	2
Industry-relevant skill development	3.32	55	2
Institutional adoption of blended learning	3.47	55	1
Routine use of digital resources	3.47	55	1
Videos/simulations for practical understanding	3.32	55	2
LMS access to materials and assignments	3.47	55	1
Hybrid learning improves practical skills	2.93	30	3
Need for in-person practical workshops	3.47	55	1
Balance between theory and practice	3.32	55	2

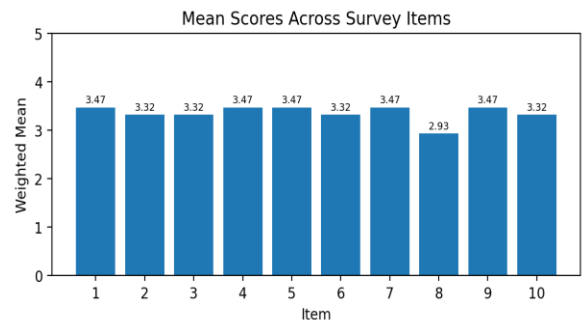


Figure 1. Weighted Mean Scores Across the Survey Items

The most rated items are increased flexibility of learning, institutional adoption of blended learning, regularized use of online materials, access of learning materials using LMS, and the enduring relevancy of face-to-face practical workshops. Each of these items indicates a weighted average of 3.47 and positive response rate of 55 percent. These results indicate that learners have no issue with the structural existence of technology and blended form of delivery in hospitality education, but nevertheless, they tend to place importance on physical practice as a fundamental pedagogical need. This explanation is in line with previous studies that suggest that hybrid models can be applied when digital technologies complement, but do not substitute, experiential learning (Cloete et al., 2022; Sharma, 2022).

It is mildly supported that online learning theory and acquisition of industry relevant skills online, the application of video and simulation to assist understanding in practice and blended learning to provide a balance between theory and practice. All these items have the weighted mean of 3.32 and a positive response rating of 55 percent. It can be seen that the trend suggests that the respondents recognize the relevance of digital modes to conceptual and supporting purposes, but they do not consider them as fully replacing embodied practice. This is in line with literature that has indicated that online provision is beneficial to hospitality students in terms of theoretical knowledge and flexibility, but they still require active interaction, and learning-based practice to develop competence on a greater level (Peng et al., 2022; Prabhu et al., 2021).

The least strong one is whether the concept of hybrid education has led to substantial enhancement of practical skills acquisition. This one has the lowest weighted mean that is 2.93 and only 30 percent of the positive responses, 35 percent of the neutral responses and 35 percent of the negative responses. The outcome is noteworthy since it, in turn, reveals the core conflict of post-pandemic hospitality pedagogy the institutionalization of blended learning does not necessarily result in the trust of practical skill building. This finding confirms the idea that applied hospitality education continues to rely on repetition, observation, direct feedback, and instantaneous work in a real or simulated physical setting (Kamble and Dandge, 2025; Zopiatis et al., 2021).

Combined, the results indicate that the post-pandemic transformation is a fact, yet not exhaustive. Hospitality education seems to have managed to incorporate the use of digital tools into the learning setting, but the current pedagogical issue is how hybrid models can be redesigned in a way that would tie together more closely practical work, exposure to industries, and simulation-based learning. That is, technology has enhanced continuity and access, but the quality of practice-based learning remains to be subject to institutional organization of the face-to-face skill formation (Ratten, 2023; Dhoundiyal and Salunke, 2023).

VI. PRACTICAL IMPLICATIONS

The research has a number of implications to hospitality institutes. To start with, lecture delivery, reading materials, submission of assignments and support in revision and even in guest lectures should be left to digital platforms. Second, the protection of practical modules must be ensured by organized workshops in the campuses, intensive sessions in the laboratory, demonstrations, and managed role-play. Third, the institutions are advised to invest in the development of the faculty to ensure that teachers are more suited to the concept of integrating LMS tools, video demonstrations, and discussion-based activities. Fourth, the curriculum development must include digital service capabilities, crisis preparedness, hygiene guidelines, and technology-enhanced customer engagement according to the developments in the hospitality industry.

VII. LIMITATIONS OF THE STUDY

The nature of the available data is a limitation to the paper. The dissertation presents aggregate findings in the form of percentage and not of raw data of the respondent which limits the analysis to the descriptive statistics. The sample is also convenience selected and seems to be student dominated which restricts generalization to other institutions and stake hold groups. Moreover, there were only ten questions in a questionnaire that were reported in a tabular manner that can be reconstructed in this journal paper. To test the associations between digital delivery, engagement, practical confidence, and employability more rigorously in the future, institutionally diverse

samples, valid scales, and inferential methods should be applied.

VIII. CONCLUSION

The post-pandemic world has changed the teaching and learning of hospitality to a traditional face-to-face approach based on digital platforms, LMS tools, and online resources and offered an all-inclusive learning experience. As indicated in the current study, this change has led to greater flexibility, increased access to digital platforms, as well as, normalized blended teaching practices. Nevertheless, the results also show that the least convincingly covered aspect of hybrid education is practical skill development. The most significant input of the post-pandemic change is the continuity in academics, the theoretical background, and more convenient access to learning opportunities, and the biggest pedagogy issue is the successful acquisition of practical hospitality skills. Thus, fully online delivery is not the best model to be used in the hospitality education but a strategically designed hybrid approach where technology supplements and does not substitute experience learning. This model can assist the institutions to be resilient, relevant in their industries as well as effective in their education in the coming years.

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