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Lived Experiences of Hospitality Management Students on Synchronous and Asynchronous Learning Process: A Transcendental Phenomenology

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Abstract

The COVID-19 crisis has profoundly affected global education, necessitating a shift to online teaching. This study explores the lived experiences of Hospitality Management students undergoing synchronous and asynchronous learning, addressing the "practical-knowledge gap" or "action-knowledge conflict gap" in these two learning processes. Employing a qualitative approach and using transcendental phenomenology as its research design, the study aims to describe the challenges and adaptations in this new learning environment. Data were collected through structured interviews and analyzed using Moustakas' data analysis framework, revealing thirteen emergent themes from the horizons of participants, such as Challenges in Synchronous and Asynchronous Learning during the Pandemic, Financial Struggles and Internet Connectivity Issues, Impact on Mental Health and Wellbeing, Adjustments and Coping Strategies, Social and Emotional Impact, Learning Environment and Convenience, Preferences for Learning Modalities, Adaptability and Adjustments, Academic Achievements and Engagements, Reflection on the Learning Process, Positive Self-Perception, Adaptability and Resourcefulness, Motivation and Future Outlook, and grouped into five primary universal themes such as materiality, bodily concern, relationship to self and others, space, and causality. The findings emphasize the importance of adapting education for quality learning in the new medium and suggest implementing flexible learning modalities to accommodate diverse challenges faced by learners.

Keywords: Hospitality management students, Synchronous and asynchronous, Understanding lifeworld, Transcendental phenomenology, Qualitative Research

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Introduction

The profound global impact of COVID-19, as acknowledged by Islam et al. (2021), extends beyond economic and health crises to significantly disrupt the educational domain. This crisis has exposed vulnerabilities within our educational systems, necessitating a re-evaluation of existing paradigms. The study on Hospitality Management students' experiences during this period offers valuable insights into the intricacies of these disruptions. Financial struggles and internet connectivity issues emerge as critical concerns, underscoring the urgent need for equitable solutions. Beyond academic

challenges, the study prompts reflection on the intricate interplay between societal well-being, educational dynamics, and the pressing need for adaptive measures in the face of ongoing uncertainties.

The rapid evolution of remote teaching, once considered a diluted form of e-learning, has become an instrumental force in shaping the new normal, as emphasized by Hodges et al. (2020). This transformation extends beyond a mere adaptation; it reflects an education paradigm shift, reshaping the traditional classroom dynamics. The term "rescuer" encapsulates its role in salvaging educational continuity during unprecedented global disruptions. The shift to distance learning is not just a response to crises; it signifies a broader transformation in educational methodologies, emphasizing adaptability and technology integration. The study prompts contemplation on the enduring impact of this evolution, highlighting the need for sustained innovation and flexibility in educational frameworks.

In the realm of online education, the absence of physical meetings necessitates innovative tools to replicate the interpersonal dynamics of traditional classrooms. Synchronous and asynchronous learning tools, such as threaded discussions, instant messaging, and blogs, emerge as crucial instruments in this endeavor, as highlighted by Shahabadia et al. (2015); (Rapanta et al., 2020). These tools transcend the conventional boundaries of distance, facilitating not only the exchange of information between learners and instructors but also fostering a sense of social construct among the learners themselves. The incorporation of these tools represents a deliberate effort to humanize online courses, creating a virtual space where collaborative learning and meaningful interactions emulate the richness of face-to-face educational experiences.

To enhance online education, the use of online discussions has been highlighted as a significant learning activity shaped by physical and social contexts (Vallis & Arthars, 2022). Studies have shown that online discussions play a unique role in both face-to-face and distance teaching and learning (Raw & Ismail, 2021). Furthermore, the impact of the COVID-19 pandemic has accelerated the dissemination of innovative e-learning tools in higher education, emphasizing the need for effective asynchronous tools for interaction and collaboration (Ye & Pennisi, 2022).

Motivational characteristics, particularly technology acceptance, stand as pivotal factors influencing the attainment of learning satisfaction among learners. Chiu (2021) underscores the significance of engaging students in both online and offline learning, recognizing it as a prerequisite for their overall success. In the realm of online education, technology acceptance becomes a critical determinant of how well learners navigate and embrace digital tools, influencing their satisfaction with the learning process. Understanding and addressing these motivational elements is vital for educators and instructional designers, guiding the development of strategies that resonate with students' preferences and enhance their learning experience. The acknowledgment of technology acceptance as a key motivational factor prompts a broader consideration of the evolving role of technology in education, urging stakeholders to cultivate environments that not only integrate digital tools effectively but also align with students' motivational characteristics for a more fulfilling learning

To further explore the impact of technology acceptance on learning satisfaction, recent research by Rehman et al. (2023) emphasizes the importance of learners' satisfaction as a key factor influencing their decision to persist or drop out of online education. This highlights the critical role that technology acceptance plays in shaping the overall learning experience and outcomes for students. Additionally, the study by Sampath et al. (2022) delves into learners' perceptions, knowledge, and attitudes regarding the use of 3D technologies in manual therapy education, showcasing how different factors influence participants' views on technology in education.

Amid the emphasis on recent educational advancements, a prevailing belief is that the learning environment plays a pivotal role in meeting the diverse requirements of learners. The catastrophic events in recent times have ushered in a revolutionary phase in education. This transformation is characterized by the adoption of alternative learning delivery methods that transcend the traditional confines of time and location, as proposed by Zolfaghari and Shatar Sabran (2009). The shift towards "anytime and anywhere" learning signifies a departure from conventional pedagogical approaches, offering unprecedented flexibility to learners globally. Recognizing the

significance of the learning environment in this paradigm shift prompts a deeper exploration of the intersection between technology, pedagogy, and learner needs. As education continues to evolve, stakeholders are challenged to create adaptable learning environments that cater to the diverse requirements of learners, fostering an inclusive and dynamic educational landscape.

In recognizing the diversity among learners, it becomes imperative for educators to acknowledge that each individual possesses unique learning preferences. These preferences, often encapsulated as learning processes or styles, add a layer of complexity to the educational landscape. As such, understanding and catering to these diverse methods of learning are crucial for creating inclusive and effective teaching strategies. The term "learning styles" encapsulates the varied approaches individuals employ to grasp and internalize information, highlighting the need for flexibility in instructional methods.

Recent research by (Alimbudiono et al., 2022) emphasizes the importance of understanding students' motivation and learning styles, particularly in the context of studying from home, as these factors significantly impact academic performance. Furthermore, Karim et al. (2023) delve into the learning styles of undergraduate medical students and their preferences for teaching-learning methods, shedding light on the relationship between pedagogy and learning styles (Karim et al., 2023; . Looi, 2022) explores undergraduates' future preferred modes of learning during institutional closures, highlighting the need for adaptive teaching strategies in response to changing educational landscapes (Looi, 2022).

Moreover, the study not only sheds light on the lived experiences of students in synchronous and asynchronous learning but also contributes to bridging a practical-knowledge gap. This gap pertains to understanding how students in a specific educational context, such as SUC students, navigate and engage with these diverse learning processes. Addressing this gap is vital for educators and institutions aiming to enhance the effectiveness of their teaching methodologies by aligning them with the lived experiences and preferences of their student body.

The notion of a "Practical-Knowledge Gap" or "Action-Knowledge Conflict Gap" underscores the observed discrepancy between professional practices and research findings, a phenomenon well-documented in literature by scholars like Jacobs (2011), Müller-Bloch, and Kranz (2014), and Miles (2017). This gap signifies instances where real-world practices either deviate from established research findings or operate in areas where research is yet to provide comprehensive coverage. Identifying and addressing this gap is crucial for enhancing the alignment between theoretical knowledge and practical applications, promoting a more informed and effective approach within professional domains. It emphasizes the dynamic nature of knowledge dissemination and application, urging continuous efforts to bridge this gap for the betterment of professional practices. Therefore, this study sought to answer the following questions:

- a) What were the students' lived experiences in both synchronous and asynchronous learning process?
- b) What is the lifeworld of hospitality management students undergoing synchronous and asynchronous learning process?
- c) How do the students see themselves in the future with synchronous and asynchronous learning experiences?

These studies collectively illuminate the multifaceted impacts of the COVID-19 pandemic on education. From the challenges faced by students to the transformative role of technology and the imperative for equitable solutions, the educational landscape has undergone significant shifts. This study emphasizes the importance of adapting education for quality learning in the new medium and suggest implementing flexible learning modalities to accommodate diverse challenges faced by learners.

Literature Review

Exploring Lived Experience

In the rapidly evolving landscape of hospitality management education, the integration of synchronous and asynchronous learning environments has become increasingly prevalent. These modes of learning offer distinct advantages and challenges, shaping students' educational experiences and outcomes. Recent studies have delved into the nuances of these environments, shedding light on their effectiveness and impact on student engagement and well-being.

Yuyun's (2023) research on university student engagement in online learning provides valuable insights into the challenges faced by students in asynchronous settings. The study highlights a lack of interaction and content mastery as key obstacles. In asynchronous environments, students may struggle to stay engaged without real-time interactions with instructors and peers. This lack of immediate feedback and discussion can hinder their understanding and mastery of course content. To address this challenge, educators must design asynchronous activities that encourage active participation and foster a sense of community among students.

On the other hand, studies by Sanusi et al. (2022) and Wang et al. (2023) have explored the impact of synchronous and asynchronous methods on student well-being and the development of question-answer generation systems, respectively. Sanusi et al. (2022) research emphasizes the importance of balancing synchronous and asynchronous activities to promote student well-being. While synchronous interactions can enhance social connection and engagement, excessive synchronous sessions may lead to fatigue and burnout. Educators must carefully design their courses to strike a balance between synchronous and asynchronous components, taking into account the diverse needs and preferences of students.

Wang et al. (2023) study on question-answer generation systems highlights the potential of asynchronous learning environments to promote active learning and student-driven inquiry. By incorporating such systems into their courses, educators can empower students to take ownership of their learning process and engage more deeply with course material. This approach not only enhances student learning outcomes but also fosters critical thinking and problem-solving skills.

Moreover, integrating synchronous and asynchronous learning materials, as discussed by Utomo & Ahsanah (2022), can enhance student engagement and teamwork abilities. By combining real-time interactions with self-paced activities, educators can create a dynamic learning environment that caters to the diverse learning styles and preferences of hospitality management students. This approach not only enhances student engagement but also promotes collaboration and communication skills, which are essential in the hospitality industry.

The integration of synchronous and asynchronous learning environments in hospitality management education offers a wealth of opportunities for enhancing student engagement and learning outcomes. By understanding the challenges, benefits, and perceptions associated with these modes of learning, educators can design effective online learning environments that cater to the diverse needs of students. As highlighted in recent literature, a balanced approach that combines synchronous and asynchronous components is key to maximizing the benefits of online learning in hospitality management education.

Understanding Lifeworld

The lifeworld of hospitality management students engaged in synchronous and asynchronous learning environments is crucial for comprehending their subjective, everyday experiences and how these modes of learning influence their overall learning experience, perceptions, and interactions. Recent research has shed light on the nuances of these experiences, providing valuable insights into the impact of different instructional modes on students' educational journeys.

In the study conducted by Siregar et al. (2023); Vallis & Arthars (2022) and Cojuangco, F. et al. (2024) have explored students' perceptions towards synchronous and asynchronous learning modes, highlighting the importance of these modes in continuing the learning process, especially during challenging times like the COVID-19 pandemic. Additionally, research by Ferree et al. (2022)

and Mariati et al. (2022) has assessed the effects of case-based teaching and blended learning on students' knowledge and preferences, offering valuable insights into the effectiveness of different teaching methodologies.

Furthermore, studies by Bhadri & Patil (2022) and Zuhriyah & Laili (2022) have delved into the effectiveness of blended synchronous and asynchronous learning approaches, emphasizing the importance of integrating different modes of learning to enhance student engagement and learning outcomes. By considering students' perceptions and challenges in asynchronous and synchronous learning, as discussed by Azarias (2022) and Aryal & Balan (2022), educators can tailor their teaching strategies to create more effective and engaging learning environments.

Moreover, in the study conducted by Huang & Lee (2022) and Kholis (2022) have explored students' blended learning experiences during the COVID-19 pandemic, highlighting the significance of technology-based communication and the community of inquiry model in enhancing student engagement and learning outcomes. Additionally, research by Sanusi et al. (2022) and Yuyun (2023) has focused on students' perceptions of asynchronous and synchronous distance learning, providing insights into the impact of different learning modes on student well-being and engagement.

Understanding the lifeworld of hospitality management students in synchronous and asynchronous learning environments is essential for designing effective and engaging educational experiences. By considering students' perceptions, challenges, and preferences in different learning modes, educators can create tailored learning environments that optimize student engagement, learning outcomes, and overall satisfaction.

Future Self-perception

Understanding how students envision their future selves in the context of their experiences with synchronous and asynchronous learning is essential for comprehending how these experiences shape their aspirations, goals, and perspectives regarding their future in the hospitality management field. Recent research has provided valuable insights into the impact of different instructional modes on students' future self-perception.

Studies such as those by Fernandez et al. (2022) and Abbasi et al. (2023) have explored the role of synchronous and asynchronous learning in shaping students' self-discipline, self-regulatory authority, and self-study habits. These studies have highlighted how asynchronous learning, in particular, can enhance students' abilities to learn independently and develop essential skills for self-directed learning, which are crucial for their future success in the hospitality management field.

Moreover, research by Chen & Teh (2022) and Willess, Brian, (2023) has emphasized the positive impact of asynchronous learning on students' self-directed learning abilities and motivation. These studies have shown that asynchronous learning environments provide students with the autonomy and flexibility to engage with course materials at their own pace, fostering a sense of responsibility and ownership over their learning journey.

Furthermore, investigations by Ang (2024) and Ghilay (2022) have explored the effectiveness of asynchronous and synchronous distance learning in enhancing students' learning outcomes and engagement. These studies have highlighted the benefits of asynchronous learning in terms of time savings, flexible learning opportunities, and the ability to repeat lessons, which can positively influence students' future self-perception and academic achievements.

In addition, in the study of Osman (2022) and Zuhriyah & Laili (2022) have focused on the implementation of blended synchronous and asynchronous learning approaches, demonstrating how these modes of learning can enhance student satisfaction, engagement, and motivation. By combining synchronous and asynchronous learning methods, educators can create dynamic and interactive learning environments that cater to students' diverse learning styles and preferences, ultimately shaping their future self-perception and career aspirations in the hospitality management field.

Investigating how students envision their future selves in the context of synchronous and asynchronous learning experiences is essential for understanding how these modes of learning influence their aspirations, goals, and perspectives. By considering the impact of different instructional modes on students' self-discipline, motivation, and learning outcomes, educators can

better support students in achieving their future career goals and success in the hospitality management field.

Methodology

Research Design

In this qualitative research, Transcendental Phenomenology (TPh) serves as a fundamental underpinning. Originating from the philosophical insights of Edmund Husserl, it evolves into a profound approach to qualitative research methodology, aimed at comprehending the details of human experience Kittle, J. (2022). According to Lavery (2003), Transcendental Phenomenology directs its focus towards the subjective realm, emphasizing the individual's perception of the world over an objective representation of reality. In essence, TPh enables an exploration of the lived experiences and subjective interpretations that shape an individual's understanding of the world, contributing a nuanced perspective to qualitative inquiry.

Research Setting

The study is conducted in Eastern Visayas State University (EVSU), Region XIII, Philippines, and an institution of higher learning as its research locales. These institutions are essential in providing higher education in the region, rendering them ideal settings for investigating the challenges encountered by college students in synchronous and asynchronous learning.

Sampling Procedure

In the conducted study, purposive sampling was employed to select participants who were considered capable of providing the most relevant information and contributing to the understanding of the research problem Xiao et al. (2023); Mathebula, D. G., & Potokri, O. C. (2022). This sampling method allowed for the intentional selection of individuals who could offer unique insights and perspectives related to the research topic. The study focused on recruiting participants strategically to ensure that the data collected would be rich, diverse, and aligned with the research objectives.

Sample

The study aims to achieve data saturation with fifteen participants who meet specific criteria. Participants must be a college students in their second, third and fourth year, aged 18 years or older, and enrolled in Eastern Visayas State University. They should also be actively engaged in both synchronous and asynchronous learning methods. Additionally, participants must express willingness to take part in the study. These criteria are essential to ensure that the study captures a diverse range of experiences and perspectives, providing a comprehensive understanding of the challenges faced by college students in the current educational landscape.

Data Collection Method

According to Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008), formulating an effective interview schedule is essential. The questions incorporated should stimulate comprehensive insights into the study phenomenon, aligning with the research's overarching goals and objectives. A qualitative interview benefits from questions that are open-ended, avoiding mere yes/no responses, maintaining neutrality, sensitivity, and clarity.

To extract information from participants, an online interview format was employed. With explicit consent, an audio recorder will be utilized to ensure meticulous capturing of all relevant content. The discussion concludes only after thorough exploration facilitated by probing questions, ensuring a comprehensive collection of essential information from the participants.

Data Analysis Framework

Moustakas (1994) presents a comprehensive data analysis framework consisting of five interconnected stages. Initially, the process involves "Horizontalization," where the researcher identifies and delineates the various horizons within the data. Subsequently, these horizons are

methodically "Clustered into Themes," facilitating the identification of patterns and relationships. The third stage involves "Writing the Textural Description," wherein a rich and detailed narrative of the data is crafted. This is followed by "Writing the Structural Description," a step that delves deeper into the underlying structures and relationships within the data. Imagine possible structures of time, space, materiality, causality, and relationships to self and to others. Finally, the analysis culminates in "Finding the Essence," where the core essence or fundamental meaning of the phenomenon under study is distilled and articulated. This structured framework ensures a thorough and systematic exploration of qualitative data.

Evaluative Criteria for quality

In our study, we applied the evaluative criteria for quality as proposed by Lincoln and Guba (1985), which encompassed four key components: credibility, transferability, dependability, and confirmability. Credibility was ensured through persistent observation, triangulation of data sources, member checks, adherence to established qualitative research methods, and analysis of negative cases. This helped to establish the trustworthiness of our findings. Transferability was addressed by providing thick descriptions of the context and phenomena under study, as well as detailed descriptions of the participants. This allows readers to assess the applicability of our findings to other settings or populations. Dependability was established through external audits, detailed descriptions of methodological procedures, and the effectiveness of our data gathering and evaluation processes. This ensured the consistency and reliability of our results over time. Confirmability was achieved through the creation of an audit trail, triangulation of data sources, reflexivity in our research approach, and detailed methodological descriptions. These practices helped to ensure that our findings were grounded in the data and not influenced by personal biases. By adhering to these evaluative criteria, we aimed to enhance the rigor and validity of our study, ensuring that our findings were robust and credible.

Ethical Considerations

Guided by the ethical principles outlined by Amdur and Bankert (2011), the foundation of ethical conduct in research is built upon three key pillars. Firstly, "Respect for Persons" encompasses the essentials of informed consent, voluntary participation, absence of coercion, assurance of confidentiality, meticulous orientation of the research, relevance of data collection, and robust data security measures. Secondly, the principle of "Beneficence" extends beyond the significance of the study to include its positive impact on researchers, educators, students, the university, and others. It emphasizes the imperative to minimize or altogether avoid mental, physical, and emotional harm throughout the research process. Lastly, the principle of "Justice" underscores the commitment to providing equal opportunities for everyone to participate, ensuring fairness and inclusivity in the research endeavour.

Results and Discussion

The shift to online teaching due to the pandemic has highlighted the need to adapt education to the new medium by presenting various challenges in synchronous and asynchronous learning. One challenge is the adaptation of teaching methods to suit online environments, requiring educators to rethink their approach to instruction to maintain engagement and effectiveness. Financial struggles and internet connectivity issues have also been significant challenges, as students and institutions alike have had to grapple with limited resources and access to technology. Additionally, the impact on mental health and wellbeing has been profound, as students and educators navigate the isolation and stress of remote learning.

Adapting to remote learning has challenged the readiness of students in Eastern Visayas State University in several ways. Financial struggles and internet connectivity issues have created barriers to access, making it difficult for some students to participate fully in online classes. The social and emotional impact has also been significant, as students miss out on the social interactions and support

networks that are a vital part of the college experience. Adjustments and coping strategies have been necessary as students navigate new learning environments and modes of instruction, often requiring them to develop new skills and habits to succeed in remote settings.

Understanding students' experiences with synchronous and asynchronous learning is important for improving the learning process in the context of the pandemic. By gaining insight into students' preferences for learning modalities and their experiences and challenges, educators can tailor their approach to instruction to better meet the needs of their students. This understanding can also help educators identify areas where students may need additional support or resources, allowing them to provide targeted interventions to improve learning outcomes. Additionally, by reflecting on the learning process and considering students' positive self-perceptions, adaptability, and resourcefulness, educators can identify strategies for enhancing student motivation and future outlook, ultimately improving the overall learning experience during the pandemic and beyond.

Table 1 provides a structured overview of participant data, including essential information about individuals involved in a study. The columns in the table explain specific details: Participants in this column typically lists each participant, possibly assigned a pseudonym for confidentiality or anonymity. Pseudonym contains identifiers or pseudonyms associated with each participant, replacing their actual names to safeguard privacy. Graduation date column shows the date on which each participant graduated, providing a temporal context to their academic journey. Years in program indicates the duration each participant has been enrolled in the academic program under investigation, offering insights into their level of experience and engagement. Program specifies the academic program in which each participant is or was enrolled, helping categorize participants based on their field of study or specialization.

Table 1: Data of Participants			
Participants	Pseudonym	Graduation Date	Program
1	Roger	2022	
2	Irene		
3	Dalia		
4	Angela		
5	Bernie		
6	Erniel	2021	Bachelor of
7	Ferry		Science in
8	Karla		Hospitality
9	Jake		Management
10	George		(BSHM)
11	Lino	2020	
12	Cathy		
13	Hance		
14	Margarette		
15	Dante		

As shown in **Table 2**, identified 15 individual verbatim statements shared by the students. These statements represent non-repetitive, non-overlapping significant statements. These statements also reflected entire sentences and were a subjective extrapolation from the transcripts. No attempt was made to group these statements or to order them in any way. In this phase of analysis, we simply wanted to learn how individuals viewed the term, the ripple effect. Reading through their statements provides details about how individuals experience reinvestment in others. Moustakas (1994, p. 95) describes the horizon as “the grounding or condition of the phenomenon that gives it a distinct character.” As we think about each horizon and its textural qualities, we begin to understand the experience through our own self-awareness and reflection.

Illustrated in Table 2, we identified 15 individual verbatim statements expressed by the students. These statements represent non-repetitive, non-overlapping significant statements.

Characterized as complete sentences, these statements were subjectively extrapolated from the transcripts without any deliberate effort to categorize or sequence them. During this analytical phase, our primary objective was to gain insights into how individuals perceived the term "the ripple effect." The examination of these statements reveals nuanced details regarding how individuals encounter reinvestment in others. In alignment with Moustakas' conceptualization (1994, p. 95), a horizon is described as the grounding or condition shaping a phenomenon's distinct character. As we delve into each horizon and its textural qualities, a deeper understanding of the experience emerges through our own self-awareness and reflection.

Table 2: Horizontalization / Selected Significant Statement
Arranged According to Research Question

RQ1: What are the students' lived experiences in both synchronous and asynchronous learning process?

- "Lot of hardship during that time, including mental, emotional, and financially
- "I had a bit of a hard time but eventually adjusted"
- "The problem is a financial because it is also necessary to load to have internet"
- "experience as a pressured student"
- "hardworking one"
- "No matter how hard I try, my resources are limited"
- "challenging especially with the signal"
- "At this time, I became like a monkey (I climbed the trees near in our area just to find connection and thank God I did"
- "Lack of gadgets to perform well in school"
- "Attending classes through Google Meet sessions and answering modules through Google Classrooms"
- "I felt more pressure because I couldn't really understand the lessons and activities that were given"
- "It's hard to find an area where you can get a better connection"
- "I need to go ask my neighbor if it's okay to connect for a while"
- "It was very challenging, especially as a working student. I didn't know how to handle it at first, but all of those struggles are gradually being overcome during this pandemic"
- "I can relate to this learning process"
- "I needed to enjoy and challenge myself"
- "I feel more excited, but the other parts are a burden"
- "I am happy because it pushes me to explore more in this generation"
- "It's a big adjustment nowadays like before but it gives us to be strong to continue my studies"
- "Hard times situation because of pandemic"
- "When my professors sent the module through online, email and in the Google classroom"
- "On Google meet"
- "Presenting our reports & joining school activities through online"
- "Using Google Classroom, Google Meet, having an FB page or group, and attending any event and orientation"
- "It started during our second semester"
- "Assignments have deadlines and need to be submitted using Google Classroom"
- "Bond between my classmates, the school, the closeness that we can build"
- "Strong relationship between the students and the teacher because they can see each other everyday"
- "Interaction and the collaboration of my classmates"
- "knows how to be alert and attentive"
- "it's easy and difficult because all the subjects go together at the same time"

- “Happy but tiring”
- “In Online I am comfortable just being at home”
- “You know sir I am grateful for this opportunity, to be part of your survey, at least”

RQ2: What is the lifeworld of SUC students undergoing synchronous and asynchronous learning process?

- “Seeing that I stand out”
- “If there is an activity, it is easy to spend the day”
- “it's easier for me unlike when school is face to face”
- “I'm at home, and it's easy to answer the activities”
- “Even if you do activities, you can do them quickly and submit them”
- “You have enough time”
- “It's easy for me to answer the activities because they can be sent online, and that's the advantage; there's no hustle”
- “You don't need to travel to pass assignments or activities”
- “As for asynchronous, it doesn't seem challenging because it's already recorded”
- “It's easy, less difficult, and fun because it's only online”
- “This is more difficult if it is purely due to a lack of socialization with classmates”
- “The advantage I have as a student is that I can no longer go to school to attend our classes”
- “It will be left here”
- “Allowing myself to study and finish all my activities within a certain timeframe”
- “I am more comfortable at home unlike face to face you will be late sometimes unlike online you are there immediately”
- “I used to attend class and answer module through online”
- “I saw professors and classmates virtually”
- “It's easy because I can complete the activity quickly, ensuring a higher grade”
- “It's tiring, especially if aiming for a high grade”
- “Even if you take the exam at home, you can answer it well”
- “I can easily manage this online class”
- “I don't need to travel”
- “I am comfortable at home”
- “Can I set it up right away”
- “It's really easy”
- “The downside is that you don't gain knowledge, especially when it's laboratory work”
- “You won't understand anything because it wasn't actually applied”
- “I would be happier if it were a mix, there is online but also face to face”
- “Lectures are okay online, but in the laboratory, it's much better if it's face to face”
- “You are comfortable if you are at home”
- “I want to go back to the face-to-face modality teaching method”
- “I want the interaction between my teacher and my classmates. I would rather accept a lot of paperwork, projects rather than what we have today”
- “I don't chase time. I'm looking more for the actual lecture through face to face”
- “I can learn more if face to face; I understand the lecture better when onsite”
- “The interaction between me, my classmates, and my instructors is quite stressful”
- “Sometimes I cannot attend or submit the requirements on time because of an unstable internet connection”
- “Gives a great advantage because I can study on my own”
- “Reduced financial costs”
- “Live or recorded classes/presentations”
- “It's asynchronous, but there's no problem with it being recorded”
- “I wonder if it's that easy even here”
- “These thoughts really cross my mind when I'm about to become a student”
- “I have these thoughts that it will be very hard for me”

- “It's a big struggle for me”
- “I am active when it comes to recitation”
- “Answering the modules does not need to be done as soon as possible”
- “A great advantage at the same time”
- “A big adjustment because we don't have a stable internet connection”
- “I accidentally saw my manager so he asked me but I was holding my phone and he scolded me at that time so every time I was doing make up class and then my schedule conflicted I didn't really go to that anymore because I was traumatized at that time I.R. I'm still there”
- “Its not very easy to conquer because my times you will be really tired”
- “so stressful and challenging, considering my trauma and past issues about my experience”
- “Challenging and Motivated for those challenges that I've needed to learn”
- “very strong and bravest person”
- “It is really difficult for me to deal with those things”
- “It makes a student lazier in studying”
- “It will be the bridge for us learners to continue our studies despite this pandemic”
- “The learning process gives me the impression that it could be really difficult for us students to adjust”
- “A lot of factors could affect the process of learning”
- “It is really hard to focus when you are at home, and responsibilities at school and at home”
- “I always share ideas that I have”
- “I always participate”
- “allowing myself to study and finish all my activities within a certain timeframe”
- “It was in the second semester of first year, a time when I really had a hard time”
- “The problem is complex”
- “I would consider myself and of which I am very proud is during the time of our research activity”
- “During the reporting, a lot of my classmates were discussing their reports,
- “I was nervous”
- “He is truly proud of me”
- “It was very enjoyable because it was the moment where my classmates joined together”
- “the most exciting part is that we will not only meet but swim in the pool”
- “I thoroughly enjoyed and learned”
- “it's a great opportunity”
- “both negative and positive outcomes will occur”
- “I believe that it will be more productive and creative when it continues”
- “I can only do it for a limited time. That's why I have something to do with it”
- “In class, I stand out in group activities where I'm the one who motivates my classmates to do our activity”
- “In the present, what I need to do is to accept and adopt the changes that we have today”
- “The changes brought from synchronous to asynchronous are quite challenging as a student”
- “The changes are easily adopted because I can analyze the modern world using any technology, but the only problem is the connection on my part”
- “I feel grateful”
- “To experience such a new learning process may not be easy, but it's still worth experiencing”
- “It may not be new to some, but mostly, students undergoing such a learning process still find it hard to process.

- “As not everyone was able to experience it, and even some can't survive it, leading them to choose to drop out”
- “But I still salute them for being brave enough”

RQ3: How do the students see themselves in the future?

- “forced to study through the use of phones and gadgets and without interacting with our classmates physically”
- “molds me to be strong”
- “This taught me to study and learn on my own”
- “I find myself to study more to become resilient”
- “Thought me how to be strong”
- “as an empowered student”
- “I still believe that I can manage to find a job related in tourism and hospitality easily as long”
- “I feel disappointed because I will not again make this at the right time.
- “I'm doing and conquer the challenges that will come in my journey”
- “determined”
- “I've learned how to be more flexible”
- “Perceive myself as a strong, brave, and resourceful synchronous and asynchronous learning process product”
- “Gives me motivation to keep fighting and accomplishing
- “Just continue to learn because someday it will overcome our goal in life.
- “I have to improve in my own way to compete in the race”
- “limited learning”
- “a person who can manage to find solutions when problem arises”

Meaning Units or Themes

Thirteen themes emerged from this analysis about how participants experienced the synchronous and asynchronous learning process: Challenges in Synchronous and Asynchronous Learning during the Pandemic, Financial Struggles and Internet Connectivity Issues, Impact on Mental Health and Wellbeing, Adjustments and Coping Strategies, Social and Emotional Impact, Learning Environment and Convenience, Preferences for Learning Modalities, Adaptability and Adjustments, Academic Achievements and Engagements, Reflection on the Learning Process, Positive Self-Perception, Adaptability and Resourcefulness, Motivation and Future Outlook (see Table 3).

Table 3: Themes or Meaning Units and Evidence

Themes or Meaning	Evidence in Participants Statements
Challenges in Synchronous and Asynchronous Learning during the Pandemic	▪ “Since it is pandemic, we also had a bit of difficulty with synchronous and asynchronous, especially since he needs a strong internet connection” ▪ “Lot of hardship during that time, including mental, emotional, and financially” ▪ “I had a bit of a hard time but eventually adjusted”
Financial Struggles and Internet Connectivity Issues	▪ “My family experienced hardship due to financial problems” ▪ “I had a hard time because we didn't have money to purchase load” ▪ “experience as a pressured student” ▪ “No matter how hard I try, my resources are limited” ▪ “The synchronous type is good but the network is not always strong” ▪ “challenging especially with the signal”
Impact on Mental Health and Wellbeing	▪ “very challenging experience and exhausting process it's difficult to adjust. I feel like I'm always drowning”

Adjustments and Coping Strategies	▪ “I even experienced depression, I always got an anxiety attack every time when I am alone” ▪ “It is not good for my mental and physical health” ▪ “It was very challenging, especially as a working student. I didn't know how to handle it at first, but all of those struggles are gradually being overcome during this pandemic” ▪ “I encounter challenges during this pandemic are gradually being overcome” ▪ “I needed to enjoy and challenge myself” ▪ “I am happy because it pushes me to explore more in this generation” ▪ “It's a big adjustment nowadays like before but it gives us to be strong to continue my studies”
Social and Emotional Impact	▪ “Strong relationship between the students and the teacher because they can see each other every day” ▪ “Interaction and the collaboration of my classmates. ▪ knows how to be alert and attentive” ▪ “it's easy and difficult because all the subjects go together at the same time” ▪ “Happy but tiring”
Learning Environment and Convenience	▪ “Seeing that I stand out” ▪ “If there is an activity, it is easy to spend the day” ▪ “it's easier for me unlike when school is face to face” ▪ “It's easy for me to answer the activities because they can be sent online, and that's the advantage; there's no hustle” ▪ “You don't need to travel to pass assignments or activities” ▪ “It's easy, less difficult, and fun because it's only online” ▪ “It's easy because I can complete the activity quickly, ensuring a higher grade”
Preferences for Learning Modalities	▪ “I can easily manage this online class” ▪ “It's okay online as long as it's lecture subjects, but if it's a laboratory, it's better to do it face to face” ▪ “You are comfortable with ada kala ha balay” ▪ “I want to go back to the face-to-face modality teaching method” ▪ “I want the interaction between my teacher and my classmates” ▪ “I would rather accept a lot of paperwork, projects rather than what we have today” ▪ “Quite stressful” ▪ “Stressful because this kind of learning process requires the use of an internet connection” ▪ “Sometimes I cannot attend or submit the requirements on time because of an unstable internet connection” ▪ “Gives a great advantage because I can study on my own” ▪ “Reduced financial costs”
Academic Achievements and Engagements	▪ “I always share ideas that I have” ▪ “I always participate” ▪ “I am active when it comes to recitation” ▪ “allowing myself to study and finish all my activities within a certain timeframe” ▪ “I would consider myself and of which I am very proud is during the time of our research activity” ▪ “It was very enjoyable because it was the moment where my classmates joined together”

Adaptability and Adjustments	▪ “I believe that it will be more productive and creative when it continues” ▪ “I can't feel that I am a student. I had many opportunities and times that I did not handle well” ▪ “In the present, what I need to do is to accept and adopt the changes that we have today” ▪ “The changes brought from synchronous to asynchronous are quite challenging as a student” ▪ “The changes are easily adopted because I can analyze the modern world using any technology, but the only problem is the connection on my part” ▪ “I believe that it will be more productive and creative when it continues”
Reflection on the Learning Process	▪ “I would want to revisit the days when I should have been more active during the face-to-face classes” ▪ “I would have been more active and should have met all the deadlines for every activity” ▪ “I feel grateful” ▪ “To experience such a new learning process may not be easy, but it's still worth experiencing. ▪ “A new learning experience”
Positive Self-Perception	▪ “positive outcomes, and the type of performance I experience” ▪ “I have to improve in my own way to compete in the race” ▪ “I see myself that I will learn a lot” ▪ “I see myself as an independent person” ▪ “Person who can face struggles without any fear” ▪ “Person who can manage to find solutions when problem arise” ▪ “I've learned how to be more flexible” ▪ “I see in myself that I have a destination”
Adaptability and Resourcefulness	▪ “I'm doing and conquer the challenges that will come in my journey” ▪ “molds me to be strong” ▪ “I've learned how to be more flexible” ▪ “thought me how to be strong” ▪ “as an empowered student” ▪ “Perceive myself as a strong, brave, and resourceful synchronous and asynchronous learning process product” ▪ “Gives me motivation to keep fighting and accomplishing”
Motivation and Future Outlook	▪ “I have to improve in my own way to compete in the race” ▪ “I see myself that I will learn a lot” ▪ “I find myself to study more to become resilient” ▪ “a person who can manage to find solutions when problem arises”

Experiences in Synchronous and Asynchronous Learning Process

On the student's lived experiences in both synchronous and asynchronous learning process

Synchronous and Asynchronous Learning Process: Challenges in Synchronous and Asynchronous Learning during the Pandemic

The challenges of synchronous and asynchronous learning during the pandemic have been significant, affecting students' ability to adapt to remote educational environments. Lino's experience,

as he stated, "I had a bit of a hard time but eventually adjusted," reflects the initial struggles many faced in transitioning to online learning. Karla also highlighted the difficulties, mentioning, "Since it is pandemic, we also had a bit of difficulty with synchronous and asynchronous, especially since he needs a strong internet connection." Dante's perspective, "when the pandemic has started," indicates the abrupt nature of the shift to remote learning.

Additionally, Erniel, a second-year college student, shared, "I was in second year college student," highlighting the added challenge of navigating a new educational environment during such a tumultuous time. Despite these challenges, viewed by Dhawan (2020) and Fabriz et al. (2021) emphasizes the importance of innovative solutions and effective utilization of both synchronous and asynchronous teaching methods for optimal educational outcomes.

Synchronous and Asynchronous Learning Process: Financial Struggles and Internet Connectivity Issues

Financial constraints and internet connectivity challenges have emerged as significant hurdles in online education during the pandemic. Mukhtar et al. (2020) delve into the benefits, limitations, and recommendations for online learning in this period, emphasizing the crucial need to address internet connectivity issues to ensure effective online education. Participants echo these challenges, with Roger highlighting the financial aspect of accessing the internet, stating, "The problem is a financial problem because it is also necessary to load to have internet." Bernie expresses his struggle with limited resources, stating, "No matter how hard I try, my resources are limited." Ferry finds it "challenging, particularly with the signal", and also mentioned the difficulty of affording internet access, saying, "difficult to have money to buy for loads." while Lino laments his slow internet connection. Hance concludes by acknowledging the need to seek a better internet connection, stating, "I need to look for a better internet connection." Addressing these challenges is crucial for enhancing the online learning experience.

Synchronous and Asynchronous Learning Process: Impact on Mental Health and Wellbeing

Research by Pierce et al. (2020) and Holmes et al. (2020) extensively explores the impact of the COVID-19 pandemic on mental health and wellbeing, revealing a notable increase in anxiety and depression among individuals. The pandemic has highlighted various life circumstances, including financial hardships, internet connectivity issues, and social isolation, all of which significantly affect mental health (Pierce et al., 2020). Participants echoed these findings, with Jake describing the experience as "very challenging and exhausting," expressing difficulty in adjusting and feeling overwhelmed, stating, "I feel like I'm always drowning." Irene shared her struggles, mentioning, "I even experienced depression, I always got an anxiety attack every time when I am alone." Angela emphasized the negative impact on her mental and physical health, indicating the seriousness of the situation. These personal accounts underscore the profound effects of the pandemic on mental health.

Synchronous and Asynchronous Learning Process: Adjustments and Coping Strategies

Students in hospitality management have had to make significant adjustments and employ coping strategies to navigate the challenges of synchronous and asynchronous learning during the pandemic. According to (Barrot et al., 2021), these students have shown impressive adaptability, using a variety of strategies to handle this new educational environment (Barrot et al., 2021). Managing time effectively has become crucial, as students must balance academic tasks with other personal and professional obligations. Additionally, strong communication skills have been essential, given that students interact primarily through digital platforms. Proficiency in technology has been vital for successful participation in online learning, necessitating students to become proficient in various digital tools. Furthermore, flexibility has been key, with students required to adapt to new learning methods and remain open to different approaches (Barrot et al., 2021).

George stated, "It was very challenging, especially as a working student. I didn't know how to handle it at first, but all of those struggles are gradually being overcome during this pandemic." Lino added, "I encounter challenges during this pandemic are gradually being overcome." Cathy shared, "I can relate to this learning process." Hance mentioned, "I needed to enjoy and challenge

myself.” Margarette expressed, “I feel more excited, but the other parts are a burden.” Irene emphasized, “It’s a big adjustment nowadays like before but it gives us to be strong to continue my studies.” Dante described, “Hard times situation because of the pandemic.”

Synchronous and Asynchronous Learning Process: Social and Emotional Impact

The social and emotional well-being of hospitality students significantly affects their academic performance. Research indicates that stress is a prevalent issue among students in hospitality programs, particularly during work placements (Ramgoolam-Atchiamith et al., 2022; Jogaratnam & Buchanan, 2004). Stressors in the hospitality industry can profoundly impact students' emotional well-being and their ability to manage academic demands (Jogaratnam & Buchanan, 2004). Furthermore, students' experiences in the hospitality sector, such as watching travel programs or participating in work-integrated learning programs, can influence their travel intentions and overall career development (Tsou et al., 2022). Positive emotions, such as those elicited by engaging travel programs, are associated with expanded thinking and improved coping mechanisms, leading to enhanced well-being (Fredrickson & Branigan, 2005).

In relation to this, Angela emphasized the bond between her classmates and the school, highlighting the closeness that can be built. Hance mentioned the strong relationship between students and teachers, noting that daily interactions contribute to this connection. Margarette valued the interaction and collaboration among classmates. Dante acknowledged the importance of being alert and attentive. Bernie described the simultaneous easiness and difficulty of the subjects being taught together. Dalia expressed feeling happy but also tired. Erniel found comfort in online learning, appreciating the convenience of being at home. Ferry expressed gratitude for the opportunity to participate in the survey, noting that it helps him release his feelings and cope with the challenges of being a self-supporting student. Jake mentioned feeling more excited, but also burdened by other aspects of the situation.

On the life-world of hospitality management students undergoing synchronous and asynchronous learning process.

Synchronous and Asynchronous Learning Process: Learning Environment and Convenience

The convenience and flexibility offered by various learning environments, especially online and mobile learning, have become significant focal points in educational research. Traditional classrooms, once the standard, have now been augmented by online and mobile platforms, altering how students engage with educational content. In the study of Muthuprasad et al. (2021) and Jin et al. (2021) have underscored how convenience influences students' preference for online education, a trend exacerbated by the COVID-19 pandemic. This shift has not only affected where learning occurs but also impacted students' motivation, satisfaction, and interactions. Participants like Dalia find the transition beneficial, noting the ease of completing activities and submitting them quickly while having ample time. Bernie appreciates standing out in the online format, while Karla finds it easy to spend her day on activities. Dante echoes these sentiments, finding online learning easier compared to face-to-face instruction.

Synchronous and Asynchronous Learning Process: Preferences for Learning Modalities

The connection between learning style preferences and academic success among hospitality management students has been a topic of investigation in several studies. Almigbal (2015) discovered that a large portion of hospitality management students favored learning through various learning methods. Nevertheless, the study did not explore the direct link between learning styles and academic achievement. Conversely, Murphy et al. (2004) pointed out that students may be required to adjust to learning methods that differ from their preferences due to real-world limitations, implying that aligning learning preferences with actual learning experiences might not always be practical for hospitality management students. George stated, "I would be happier if it were a mix, there is online but also face to face." Dalia expressed, "Lectures are okay online, but in the laboratory, it's much

better if it's face to face." Margarette shared, "It's okay online as long as it's lecture subjects, but if it's a laboratory, it's better to do it face to face." Bernie highlighted, "Gives a great advantage because I can study on my own." These statements reflect the diverse preferences within the hospitality management student population regarding the mode of learning delivery.

Synchronous and Asynchronous Learning Process: Adaptability and Adjustments

Adaptability significantly influences how students navigate their academic journeys and achieve success. In class, "I stand out in group activities where I'm the one who motivates my classmates to do our activity", says Angela. "Sometimes I cannot attend or submit the requirements on time because of an unstable internet connection", shares Bernie. According to Erniel, "you have to log in and be online, be flexible, and have a connection with your classmates and teachers virtually". Karla believes that "in the present, what she needs to do is to accept and adopt the changes that we have today". Jake finds the changes brought from synchronous to asynchronous learning quite challenging as a student." In the study of Chen et al. (2023) and Soltani & Koechlin (2021) has explored the impact of adaptability on learning outcomes, emphasizing the importance of adjusting to new challenges and environments in the hospitality management field. The capacity to adapt to different environments, including online settings, is vital for hospitality management students' learning experiences and outcomes.

Synchronous and Asynchronous Learning Process: Academic Achievements and Engagements

Hospitality management experiences in online modalities, including synchronous and asynchronous learning, are intertwined aspects of the educational journey that significantly impact students' learning outcomes and overall success. Bernie "always shares ideas that he has" and is active when it comes to recitation. Erniel allows himself to study and finish all his activities within a certain timeframe. Hance finds it "very enjoyable because it was the moment where his classmates joined together". Cathy sees it as a "great opportunity". Margarette believes that "it will be more productive and creative when it continues". Research by Sinval et al. (2018) has emphasized the importance of academic engagement as a construct that describes student adaptation and achievement in higher education.

This underscores the critical role that engagement plays in shaping students' academic experiences and performance. Studies such as those by Luo et al. (2023) and Furo & Abbey (2020) have explored the relationship between learning engagement and academic achievement, highlighting the mediating role of engagement in influencing students' academic outcomes. The findings suggest that students who are more engaged in their learning process tend to achieve higher academic success, indicating a positive correlation between engagement and achievement.

Synchronous and Asynchronous Learning Process: Reflection on the Learning Process

Reflection on the learning process is a critical component of Hospitality Management education, enriching students' comprehension, critical thinking, and personal development. This process entails carefully contemplating one's experiences, actions, and results to extract meaning and insights for future learning. Mann et al. (2007) underscore the importance of reflection and reflective practice in health professions education, emphasizing its role in cultivating professional competence and enhancing reflective skills among learners.

Reflecting on their experiences with synchronous and asynchronous learning, participants shared varied perspectives. Cathy expressed a desire to revisit the days when she could have been more active during face-to-face classes, while Irene regretted not being more active and failing to meet all deadlines for every activity. Roger simply stated, "I feel grateful." Dante viewed the experience as challenging but ultimately valuable, stating, "To experience such a new learning process may not be easy, but it's still worth experiencing." Margarette described the experience as "A new learning experience." Lino acknowledged the difficulty of the learning process, especially for students unfamiliar with it, saying, "It may not be new to some, but mostly, students undergoing such a learning process still find it hard to process." Jake highlighted the challenges some students

faced, noting that not everyone was able to experience it, and some even chose to drop out. Karla commended those who persevered, saying, "But I still salute them for being brave enough."

On how the students see themselves in the future

Synchronous and Asynchronous Learning Process: Positive Self-Perception

Positive self-perception is a key factor in achieving academic success, especially in the field of Hospitality Management. Studies by Marsh & Martin (2011) and Marsh et al. (2005) have delved into the connection between academic self-concept and achievement, emphasizing the mutual influences between self-perception and academic results. A positive academic self-perception has been found to shape students' expectations, values, and decisions, ultimately affecting their academic performance. Roger looks forward to positive outcomes and the type of performance he experiences. Irene believes she has to improve in her way to compete in the race. Dalia sees herself that she will learn a lot. Angela perceives herself as an independent person. Erniel has learned how to be more flexible. Lino has learned to be strong. Cathy sees herself as an empowered student. Ferry sees in himself that he has a destination. Karla sees herself as an independent person, a product of both synchronous and asynchronous learning. Jake sees himself as a strong, brave, and resourceful product of synchronous and asynchronous learning. George feels that both have strengthened him in a way that encourages him to strive forward. Margarette focuses on what their goal desires in their life.

Synchronous and Asynchronous Learning Process: Adaptability and Resourcefulness

Adaptability and resourcefulness are crucial attributes that play a significant role in students' success in the realm of hospitality management education. Being able to adapt to new challenges, environments, and learning methods is essential for achieving academic goals and fostering personal development. Angela believes that she is doing and conquering the challenges that will come in her journey. Bernie feels that it molds him to be strong. Erniel has learned how to be more flexible. Jake sees himself as a strong, brave, and resourceful product of synchronous and asynchronous learning processes. George perceives himself as strong, daring, and resourceful. Margarette is motivated to keep fighting and accomplishing. Dante focuses on what their goal desires in their life. Cathy believes in continuing to learn because someday it will overcome their goal in life. The significance of academic adaptation in improving students' satisfaction and decreasing turnover intentions is evident. Effectively adapting to academic demands can enhance students' commitment to their educational path and overall program retention.

Synchronous and Asynchronous Learning Process: Motivation and future outlook

Motivation and future outlook play pivotal roles in shaping individuals' academic and personal growth, especially in the field of hospitality management. Studies by Zhang (2022) and Taylor et al. (2000) have investigated how positive mood, future outlook, and self-efficacy impact students' academic self-concept and well-being. A positive future outlook correlates with elevated levels of self-efficacy and academic self-concept, fostering students' motivation and active engagement in their educational endeavors.

Margarette believes she has to improve in her own way to compete in the race. Dalia sees herself that she will learn a lot. Erniel feels that this has taught him to study and learn on his own. Bernie finds himself studying more to become resilient. Ferry acknowledges the advantage of learning all the online modalities. Lino views the future as his, confident that he'll be able to use it. Karla describes herself as a person who can manage to find solutions when problems arise. Jake sees himself as a strong, brave, and resourceful product of synchronous and asynchronous learning processes. George is motivated to keep fighting and accomplishing. Margarette focuses on doing what their goal desires in their life. Dante believes in continuing to learn because someday it will overcome their goal in life.

Textural Description

The study on the lived experiences of Hospitality Management students in synchronous and asynchronous learning processes during the pandemic reveals a multifaceted exploration of challenges, adjustments, and reflections. Participants expressed their encounters with financial struggles and internet connectivity issues, underscoring the harsh reality faced by students navigating education amidst economic constraints and digital disparities.

Technical challenges and the diversity of learning platforms emerged as significant themes, illustrating the complexities of adapting to various online tools. Participants highlighted the profound impact of these challenges on their mental health and well-being, shedding light on the emotional toll brought about by the abrupt shift in learning modalities.

Amidst the adversities, students exhibited remarkable adaptability and resourcefulness, employing various coping strategies and adjustments to overcome obstacles. The study delves into the social and emotional impacts of this transition, emphasizing the importance of the learning environment's convenience in shaping the overall experience. Preferences for learning modalities varied among participants, reflecting the diverse needs and preferences within the student body. As students navigated the terrain of online education, they shared their experiences, challenges, and the adjustments made to achieve academic success and engagement.

Positive self-perception emerged as a crucial factor influencing adaptability and resourcefulness, contributing to the overall learning experience. Participants reflected on the learning process, acknowledging challenges and disappointments while highlighting moments of motivation and future outlook.

Concerns about future challenges lingered in participants' reflections, pointing towards the need for continued support and adaptive measures. This study provides valuable insights into the nuanced experiences of Hospitality Management students, offering a holistic understanding of their journey through the synchronous and asynchronous learning landscape during the COVID-19 pandemic.

Structural Description

Table 4 interprets the process of clustering horizons into themes and identifying a universal theme, providing a structured overview of the analytical framework employed in the study.

Clustering of horizons into theme: This section of the table likely outlines the different horizons identified during the analysis. A horizon, in the context of Moustakas' framework, represents a distinct aspect or dimension of the phenomenon being studied. The clustering process involves grouping these individual horizons based on shared characteristics, forming thematic categories. This step aids in organizing and making sense of the diverse perspectives or experiences captured in the data.

Universal theme: The table also highlights the emergence of a universal theme. This theme is an overarching, cross-cutting concept that transcends the individual clusters or thematic categories. It represents a common thread or fundamental essence that connects and unifies the diverse horizons and themes identified in the analysis. The identification of a universal theme adds depth and coherence to the interpretation of the data, revealing a broader, more comprehensive understanding of the studied phenomenon.

Table 4: Clustering of Horizons into Theme and Universal Theme

Research Questions	Cluster of Horizon into Theme	Universal Theme
Student's lived experiences in both synchronous and asynchronous learning process	Challenges in Synchronous and Asynchronous Learning during the Pandemic	Materiality
	Financial Struggles and Internet Connectivity Issues	Bodily Concerns
	Impact on Mental Health and Wellbeing	
The life-world of SUC students undergoing synchronous and asynchronous learning process	Adjustments and Coping Strategies	Relationship to Self and Others
	Social and Emotional Impact	Space
	Learning Environment and Convenience	
	Preferences for Learning Modalities	Relationship to Self and Others
	Adaptability and Adjustments	
	Academic Achievements and Engagements	Materiality
	Reflection on the Learning Process	Causality
How students see themselves in the future	Positive Self-Perception	Relationship to Self and Others
	Adaptability and Resourcefulness	Causality
	Motivation and Future Outlook	

Essence

The essence of the multifaceted challenges faced by hospitality management students during the pandemic, particularly in the context of synchronous and asynchronous learning, can be understood through the lens of their experiences and responses to adversity. The challenges, which include financial burdens, internet connectivity issues, and the profound impact on mental health and overall well-being, have been extensively explored in the literature of (Savitsky et al., 2020; Mishra et al., 2020; Baticulon et al., 2021; Abdulghani et al., 2020). These challenges have necessitated constant adjustments and the development of coping strategies to maintain a sense of balance amidst the chaos (Finstad et al., 2021; Pelikan et al., 2021; Usher et al., 2024).

Despite these challenges, hospitality management students have demonstrated remarkable adaptability and resilience, continuously adjusting their academic pursuits (Hicks et al., 2023; Moriarty et al., 2021). They have reflected on their learning process with introspection, maintaining a positive self-perception (Ardıç et al., 2022; Aznam et al., 2022), and shown adaptability and resourcefulness in adjusting their learning experiences to meet the demands of the new normal (Vidas et al., 2021; Adaramola et al., 2022). However, these adjustments have not been without challenges and disappointments, as students grapple with the limitations imposed by the pandemic on their learning journey (Mahadi et al., 2022; Angelopoulou et al., 2022).

Looking ahead, hospitality management students express valid concerns about future challenges, emphasizing the need for ongoing adaptation and resilience in the face of evolving circumstances (Guszkowska & Dąbrowska-Zimakowska, 2022; Steiner-Hofbauer & Holzinger, 2020). By linking these themes to universal aspects of the human experience, such as materiality, bodily concerns, the relationship to self and others, causality, and space, the study sheds light on the

profound effects of the pandemic on fundamental aspects of human existence (Khoshaim et al., 2020; Sari & Mualimin, 2021; Somma et al., 2021; Merwe et al., 2020).

The challenges faced by hospitality management students during the pandemic have not only shaped their academic experiences but also deeply impacted their personal growth and resilience. Their ability to adapt, reflect, and maintain a positive outlook despite adversity underscores their strength and determination in navigating these unprecedented times.

Implication of the Study

The implications of this study on the lived experiences of hospitality management students regarding synchronous and asynchronous learning processes are profound, revealing the intricate web of challenges they face in synchronous and asynchronous learning during the pandemic. These challenges, ranging from financial constraints to internet connectivity issues, have not only impacted their academic journey but have also taken a toll on their mental health and overall well-being. Despite these adversities, hospitality management students have exhibited remarkable adaptability and resourcefulness, which has positively influenced their self-perception and approach to learning.

Furthermore, the study underscores the interconnected nature of various aspects of the learning experience, aligning with universal themes such as bodily concerns, relationship dynamics, spatial considerations, material influences, and causal reflections. It emphasizes the critical need for educational institutions to prioritize mental health support, nurture meaningful social connections, provide adequate technological resources, and foster a reflective learning environment. The findings highlight the necessity for educational systems to remain agile and responsive, adapting to the evolving needs of hospitality management students in order to effectively address these challenges.

Research Limitation and Future Direction

While the study provides insightful information about the dynamics of online education in the field of hospitality management, it is important to recognize some limitations and explore potential areas for future research. The study focuses on the lived experiences of hospitality management students regarding synchronous and asynchronous learning processes. This section addresses the research limitations that were encountered throughout the study and suggests future routes that could be taken to resolve these limitations and enhance our comprehension of the experiences that students have in online learning settings. The study may have limitations related to the sample size and diversity of participants. A small or homogenous sample may limit the generalizability of the findings to broader populations of hospitality management students. Future research could address this limitation by recruiting a larger and more diverse sample of participants from different demographic backgrounds and educational settings. While transcendental phenomenology provides rich insights into participants' lived experiences, it may also present limitations in terms of researcher bias and interpretation. Researchers should acknowledge their own perspectives and assumptions and consider how these may influence the interpretation of the data. Additionally, alternative qualitative methodologies or mixed-method approaches could provide complementary insights and enhance the rigor of the study.

Prospective studies may utilize longitudinal frameworks to investigate the temporal progression of students' encounters with synchronous and asynchronous learning. Researchers could monitor shifts in students' opinions, preferences, and learning outcomes as they progress through hospitality management programs by conducting longitudinal studies. In order to provide a more thorough picture of students' experiences with synchronous and asynchronous learning, mixed-methods approaches could incorporate both qualitative and quantitative data gathering and analysis methodologies. Through the integration of many techniques, scholars can surmount the constraints of singular methodologies and acquire more profound understanding of the intricate processes being studied. The efficacy of particular treatments or instructional strategies targeted at improving students' experiences with synchronous and asynchronous learning in hospitality management education could be investigated through intervention studies. Researchers can determine the most

effective strategies for enhancing student engagement, satisfaction, and learning outcomes in online learning environments by putting these strategies into practice and assessing them.

Conclusion

The study on challenges in synchronous and asynchronous learning during the pandemic has highlighted the complex and interconnected nature of these challenges. Students faced significant hurdles, including financial struggles and internet connectivity issues, which not only impacted their learning but also their mental health and well-being. However, students also demonstrated adaptability and resourcefulness, reflecting positively on their self-perception. The experience prompted reflections on the learning process, with students recognizing the importance of adaptability and adjustments in achieving academic success.

This study connects to the universal theme by illustrating how bodily concerns, relationship to self and others, space, materiality, and causality are all intertwined in the learning experience. Bodily concerns, such as mental health, were deeply impacted, highlighting the importance of addressing these issues in educational settings. The relationship to self and others was reshaped by the need for adaptability, emphasizing the importance of social connections. Materiality, including internet connectivity and technology, played a crucial role in shaping the learning experience. Finally, causality was evident in students' reflections, showing how their actions influenced their academic achievements. These findings underscore the need for continued support and flexibility in educational approaches to address these challenges effectively.

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