The Role Of Video-Centric Social Media As A Contemporary Educational Tool For Hotel Management Programs.

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Abstract

With the ever changing ICT facilities, the tools used in educational system are changing rapidly. The pandemic has hastened the fast changing face of the education as all the educational activities have resorted to online methods. Some of these institutes have created their own video channels on various social media platforms supporting video telecasts. All the social media platforms which support video telecasting in some way or other are termed as Video-Centric Social Media (VCSM) in this research paper. YouTube, Facebook-live, Instagram-Live are the examples of VCSM. This study tries to find out whether these VCSM platforms can become an educational tool for Hotel Management. It also tries to find out which core subjects of the Hotel Management can utilise these platform as teaching pedagogy.

Hotel management program has always been a skill and practical oriented program. The core subjects namely Food Production, Food & Beverage Service, Front Office & Housekeeping are basic subjects allied with four core departments of Hotels and Restaurants are practical oriented. Since the institutes are closed since lockdown to tackle COVID-19, the theory subjects are been taught through online resources. The main problem is with these core subjects which also include a major chunk of practicals. This paper tries to check whether VCSM platforms can be used to teach the practicality of the subjects and if yes then which are the subjects can be taught with the help of these platforms.

The data will be gathered though a structured questionnaire developed for students to check the viability of the learning though these platforms. Formal interviews will also be conducted to check the preference of the faculty. The research will be helpful to develop different teaching pedagogy for subjects where VCSM can be used as a teaching tool.

- **Key words**

Social Media, Video Centric Social Media, Contemporary Education, Educational Tool, Hotel Management, Core Subjects, Teaching Pedagogy.

- **Introduction**

On 23rd March 2020 strict lockdown was imposed in India which jeopardised every sector starting from manufacturing till the education sector. Work from home was made mandatory for every working professional and in similar fashion learning from home was the need of the hour. Students, teachers completely relied and spent hours on new platforms such asGoogle-Meet, Zoom, Microsoft teams and even on social media platforms such as You tube, Facebook Live etc. Exams were taken online with the help of Google quiz and Moodle applications. Teachers were trained in Institutes to learn the new features of social media which can be used while teaching, trying their best to make it worthwhile and an interactive class like it has always been.

Before the new normal as well we have seen educational software applications such as Udemy, Coursesera and Upgrad which offer certificate courses and are also accepted as an added benefit worldwide. Similarly students rely on the Internet mostly to search for information. It starts with checking videos on different social media platforms, then sharing and commenting on the same. The growing content and learning resources on social media platforms suggests that social media can be used as it has pedagogical affordances and can be used as potential tool for teaching and learning (Otchie &Pedaste, 2020).Apps such as Google meet, Zoom, Microsoft teams are really helpful while conducting webinars or workshops. Similarly many teachers opted for Facebook live and Instagram reels as it allows bringing practical knowledge of outside world in the classroom. Moreover social media platforms are used by everyone as it is easier, convenient to exchange information and

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communicate to each other. It's a medium where students interact, discuss, conduct polls, quizzes and are able to establish connections for betterment of their career.

Social media platforms are very much useful while sharing a theoretical subject, but it is difficult to teach a practical based subject which gives hands on experience in an undergraduate degree program. This Research tries to identify if video centric social media such as You Tube, Facebook Live and Instagram Reels can be used as educational tool for Hotel Management practical and theory based subjects.

Following are the **Video Centric Social Media (VCSM)** considered for this research paper -

Facebook Videos

Today , India has become worlds biggest facebook market with a total of 310 million Facebook users which is over 10% (Mansoor, 2021). Facebook live helps the Institutes and schools to stand out as it has facility of live video streaming through the its pages and groups.The live video streaming is helpful during baking, cooking food for teaching purpose. The app has several users who share recipes through FB stories and also they use the FB live option during teaching. Students or participants can ask questions immediately to the faculty during the live video streaming. Facebook also promoted their own platform by launching online resource guide for educational communities in the month of April 2020, during pandemic. The resource guide helps to understand how to collaborate and continue learning process by using Facebook products such as Facebook pages,Facebook groups, Facebook Live, Messenger, Whatsapp and Instagram. By using these products any student or teacher / professor can create groups for their class, add document, pictures of a field study, conduct a virtual tour of a place, conducting live workshops, demonstrations and taking practical based subject.The same video can be saved and used as reference in future. Students usually use this app for sharing their creativity after an practical or a hands on experience.

YouTube

Another web based application is YouTube which is the most popular app used for content (video) sharing purpose. Institutes are more benefited by this medium as the Institute creates a channel which is shared to people as per their preference. Once video is shared it can be kept open to share, comment and like a particular video (Lawensohn, 2009). Like Facebook it is one of the most popular sites on the Web and has around 6 million visitors every month. This social media platform was used as learning tool as many students visited and searched for videos which would improve their knowledge.Teacher, professors also have created their own channels through which they upload tutorials, videos, quizzes which are really helpful it does not cost anything extra.Since the pandemic YouTube has garnered many visitors as people visit the application to search for informative and entertainment videos. Many Hotel Management Institutes' teachers/ professors used YouTube Live feature for the purpose of conducting live demonstration, practical of core hotel management subjects such as Food production, Food & Beverage and Accomodations.Many faculties also engaged the students by inviting experienced employees, chefs of Hotels to speak about the Industry and improve students' knowledge.

Instagram Videos

This is a feature in Instagram which is part of Instagram Stories that allows users to broadcast live videos.Students and teachers can create their groups, share content, study material to students, create stories and live videos which stay on the Instagram page for 24 hours. Any individual can host polls, contest share images of lessons, project work,engage with students (Bochevar & Lifashiva, 2017).The video get saved on the account which can be referred in future. Institutes also use this feature for marketing purpose, teaches can promotes their and their students' work by posting images on Instagram.

Current Teaching Pedagogy for Hotel Management Programs

Hotel management programs include core subjects which comprise of food production, food & beverage service, housekeeping and front office. These subjects are related to core functions of hotels and hospitality. These courses have both the theory as well as practical component. Rather, practical components of these courses are as important as theory subjects. The theory is taught by offline teaching methods with inclusion of ICT facilities like power-point presentations, videos, etc. The practical for these courses are conducted offline in the laboratories set-up for these respective departments. Students are taught to prepare and serve the food by actually cooking it in kitchen labs. Housekeeping is the subject related to upkeep of the infrastructure and the tasks are taught by the tutors where students actually perform the tasks. Various practical content of front office like check-in, upselling is taught through role-plays in the lab.

Allied courses of these programs include the courses which are not a part of hotel industry but are necessary to develop the knowledge, etiquettes and skills of the core departments. These courses include courses like food commodities, development of generic skills, lenguages, communication skills and life-skill subjects. Mostly all of these courses are theory only subjects and hence are taught in classrooms in offline setting with the help of ICT facilities.

Hotel Management programs also include some management courses like marketing management, human resource management, total quality management, etc. These subjects are taught by subject experts in offline

setting with some help of ICT facilities. Most of these courses concentrate more on basic concepts in management.

- **Objectives of the study**
1. To study the concept of video centric social media.
2. To study the effectiveness of video centric social media on students when it is used as an educational tool.
3. To find out the areas where video-centric social media can be utilised as a teaching pedagogy in Hotel Management.

- **Hypothesis**

H_1– Video centric social media is a better teaching tool than live online lectures for hotel management

H_2- Video centric social media can be used for teaching non-core subjects of hotel management than core hotel management subjects.

- **Literature Review**

The research paper titled "The impact of social media on student academic life in higher education", by Boateng & Amankwaa (2016), tries to find out the impact of social media on students opting for higher education. The paper mentions that using social media for education is relevantly new and is mainly used for thinking skills, collaboration and knowledge construction. The institutes have used the social media as a connection between mentors and students. It was found that students use social media the most and hence the students opting for higher education were chosen for this study. The study finds out that social media is often used by institutions for uploading academic documents, as a discussion and assignment portal and some self-study work. The paper does not include any particular faculty in education.

Erkoc et. Al (2015) consider Facebook, Twitter, Instagram and Flickr for their research titled "the use of social media in education: a review of recent research". The researchers found out that the wide use of these social media platform in Turkey, led to institutions using social media as well mainly to support teaching and learning processes. This ia a literature review based paper and does not include any primary data.

Mukhaini & Al-Badi (2014) mention that social do have impact on education in the paper titled 'The Adoption of Social Networking in Education: A Study of Use of Social Networks by Higher Education Students in Oman'. This study considers Facebook, Twitter, YouTube, Classroom 2.0 as the social media platforms. The paper finds out that the use of social media has positive impact on education as it has risen as a powerful tool for information and knowledge sharing. The researchers also mention that social media is used by colleges to connect with all stakeholders and to communicate with them directly. This paper finds out that YouTube has been the most preferred social media platform by students as the videos can be accessed anytime.

In the research paper titled 'Use of social media in education: positive and negative impact on the students', by Raut & Patil (2016), the researchers try to find out how the social media impacts on students. The paper states that these social media have positive impact on society as well as on students. These social media platforms have made it easy for the colleges to interact and converse with many people at single time. The paper also states that this social media has negative impact as well as students get too engrossed in the platform and it becomes unhealthy addiction if used too often.

The research paper titled 'artificial intelligence: a better and innovative technology for enhancement and sustainable evolution in education system', by Tilak (2020), focuses on use of technology called as Artificial intelligence in education field. The data has been gathered through structured questionnaire to check the viability of AI in education. The researcher has found out that AI can prove to be a better option for education system and educators are willing to utilise the AI as a teaching method. The study does not consider the student's view and neither related to any specific faculty in education. The study has included only artificial intelligence with no reference to social media or any sort.

Research titled 'towards an understanding of social media use in the classroom: a literature review', by Beemt et al. (2020), highlights the pros and cons of using social media as a pedagogy for teaching. It states that many teachers refrain from utilising social media as pedagogy as they see these platforms as technological distractions for the students. The research is based on secondary data as it is a literature review based paper. The paper notes that ambiguous results and poor quality of education are often the results of utilising the social media.

Raja (2018) in research paper titled 'Social Media on Education', studies how social media can be incorporated in teaching methods and what are the effects of social media on education. The research finds out that the interaction of students and teachers becomes hassle-free and easy due to the use of social media platforms. Students can access the recordings from anywhere at any given time, provided all the recordings are uploaded on social media by teachers. The paper considers facebook, twitter, YouTube platforms for this research.

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- **Research Methodology**

Primary Data

Primary data has been collected through gathering responses from framed questionnaire. The questionnaire was filed by 128 students studying various Hotel Management programs in Pune, India. These programs include 4 years degree program – Bachelors of Hotel Management and Catering technology, 3 years degree program of BBA or BSC in Hotel Management and Diploma in Hotel Management/ Hotel Operations. The Likert's scale was used to gather the responses.
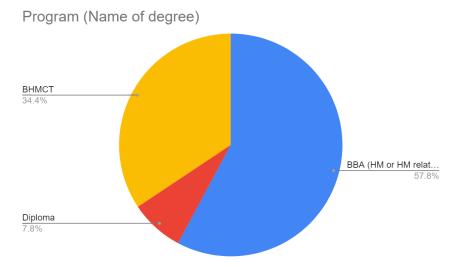
Secondary Data

Secondary data was gathered by referring to various books, research papers, academic articles, news articles, government reports and white papers.

Sampling

Convenience random sampling was selected by researchers. 128 responses have been gathered for this research paper.
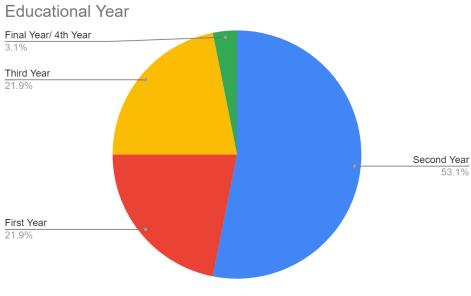
- **Data Reporting and Interpretation**

  The data was collected through structured questionnaires. 128 filled this questionnaire. Following is the data interpretation for the same.

Program (Name of degree)

BHMCT
34.4%

BBA (HM or HM relat…
57.8%

Diploma
7.8%

(Chart 1: Program (Name of Degree)

From all the samples it can be seen that the majority students were from 3 year degree program which included either BBA or BSC in Hotel Management which was calculated to 57.8% of the total sample. 34.4% students were from four years degree program of BHMCT and only 7.8% students were diploma students (Ref. Chart 1)

Educational Year

Final Year/ 4th Year
3.1%

Third Year
21.9%

Second Year
53.1%

First Year
21.9%

(Chart 2 – Education year)

The Role Of Video-Centric Social Media As A Contemporary Educational Tool For Hotel
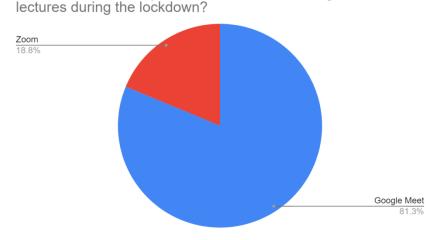Management Programs.

Chart 2 shows the academic year of students. Majority of the students (53.1%) are from second year of their respective programs. The first year students and third year students, both were 21.9% and only 3.1% students were from Fourth (Final) year of BHMCT program.

Did your college/ institute conduct online lectures during the lockdown?
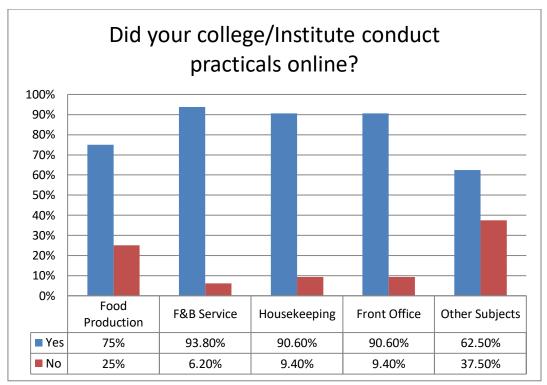
No
1.6%

Yes
98.4%

(Chart 3 – Did you college/Institute conduct online lectures during the lockdown?)

This question was framed to check whether theory lectures were conducted during the time of lockdown imposed to tackle the spread of virus. It was found out that 98.4% attended their theory lectures which were conducted through various online platforms like Google meet, zoom, etc. only 1.6% students answered that they did not attend the online lectures on regular basic. 81.3% students from sample attended their online classes on Google-Meet and 18.8% attended the lectures through Zoom. Google-Meet was preferred more as it does not restrict the meet on time basic. Other platforms like Microsoft Teams, Moodle were included in the questionnaire as well. (Refer chart 4)

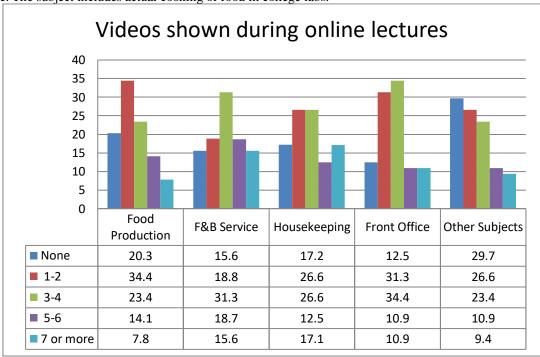**What was the online platform used for conducting online lectures during the lockdown?**

Zoom
18.8%

Google Meet
81.3%

(Chart 4 – online platforms used to conduct lectures)

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Did your college/Institute conduct practicals online?

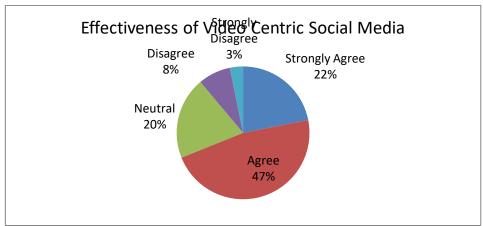|	Food Production	F&B Service	Housekeeping	Front Office	Other Subjects
Yes	75%	93.80%	90.60%	90.60%	62.50%
No	25%	6.20%	9.40%	9.40%	37.50%

(Chart 5 – Online Practical sessions)

Practical is a major component of Hotel Management programs. Practicals are conducted for all core hotel management courses and some allied or life skill courses in the curriculum. It was seen that practicals were also conducted online for all core subjects which included Food production (75%), Food & Beverage Service (93.8%), Housekeeping (90.6%) and Front Office (90.6%). 62.5% respondents also attended the practical for other subjects like Yoga, Development of Generic Skills, etc. It can also be seen that some of the food production practicals were missed (25%) as it is very difficult to conduct the practical for this particular subject online. The subject includes actual cooking of food in college labs.

Videos shown during online lectures

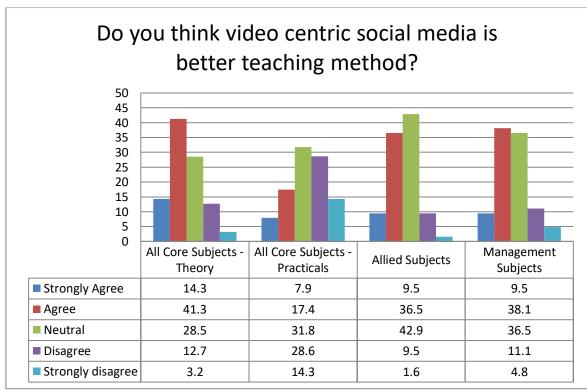|	Food Production	F&B Service	Housekeeping	Front Office	Other Subjects
None	20.3	15.6	17.2	12.5	29.7
1-2	34.4	18.8	26.6	31.3	26.6
3-4	23.4	31.3	26.6	34.4	23.4
5-6	14.1	18.7	12.5	10.9	10.9
7 or more	7.8	15.6	17.1	10.9	9.4

(Chart 6 – Videos shown during online lectures)

It can be seen from chart 6 that videos were shown to students for all core as well as other subjects. Videos are usually shown to impact the knowledge and to show the current scenarios in industry. It can be seen that there was no subjects for which the videos were not shown. Most the videos were shown for the core subjects compared to other subjects. F&B service and Front office were the individual core subjects to utilised these

videos the mostfollowed by Housekeeping and Food production. Most of these videos were related to the topics which are part of the said subjects. It becomes easier for students to understand some concepts or procedures when videos are shown. Many tutors also show the videos to students in offline teaching. These videos are either created by the colleges and institutes or the videos from other social media platforms were used. It also helps students to go and see the video even after the lectures are over when the videos are sourced from various video centric social media platforms.

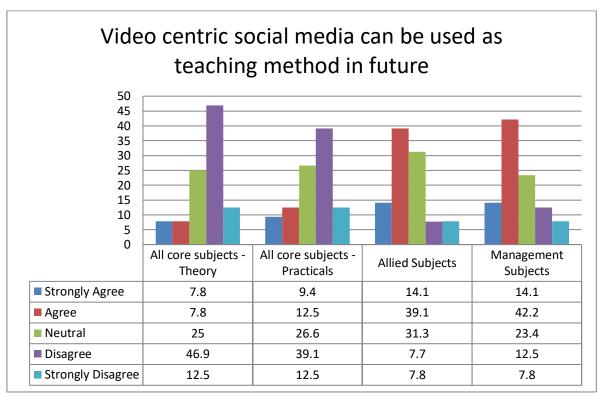
(Chart 7 – Effectiveness of Video Centric Social Media

Chart number 7 shows the perception of video centric social media by students. The question was framed to check how student's perceive the videos as a teaching pedagogy. 69% students were positive about the video centric social media usage as a teaching method. But it was limited to teaching theory and other subjects. Students still fell a little hesitant about conducting any practical session through it. 22% strongly agreed to the perception and 47% agreed to it. 20% sample could not say whether these platforms are effective or not. 8% disagreed to the effectiveness of video centric social media and only 3% disagreed strongly to it.

	All Core Subjects - Theory	All Core Subjects - Practicals	Allied Subjects	Management Subjects
Strongly Agree	14.3	7.9	9.5	9.5
Agree	41.3	17.4	36.5	38.1
Neutral	28.5	31.8	42.9	36.5
Disagree	12.7	28.6	9.5	11.1
Strongly disagree	3.2	14.3	1.6	4.8

(Chart 8 – do you think video centric social media is better teaching method?)

It can be seen from chart 8 that students answered positively about VCSM platforms to be used only for theory subjects of all allied and management subjects and also to only theory sessions of the core subjects of hotel management. 55.6% students positively answered that VCSM can be better option to broadcast the theory sessions of all core subjects. The videos can be kept on the channels as long as mentors want and so that

students can refer to these lectures anytime from anywhere. This was the prominent benefit of the VCSM as per the sample. But on other hand students do not think that VCSM is a better way to teach practical component of any subject for that matter. Most of the students who responded positively were in either first or second year of their degree programs. Only 25.3% were on positive side when asked about the use of these platforms to teach practical components of core subjects. Most of the students thought allied and management subjects can be taught through this method. It can be seen from the chart 8 that majority of the students have positively responded for use of VCSM to be included in the teaching pedagogy of allied and management subjects.

Video centric social media can be used as teaching method in future

	All core subjects - Theory	All core subjects - Practicals	Allied Subjects	Management Subjects
■ Strongly Agree	7.8	9.4	14.1	14.1
■ Agree	7.8	12.5	39.1	42.2
■ Neutral	25	26.6	31.3	23.4
■ Disagree	46.9	39.1	7.7	12.5
■ Strongly Disagree	12.5	12.5	7.8	7.8

(Chart 9 – VCSM can be used as teaching method in future)

Chart 9 shows the inclination of the students to VCSM to be utilised as a teaching method in future. It can be seen that on one hand students have positively responded to include the VCSM as a teaching method for allied (39.1% agree & 14.1% strongly agree) and management (42.2% agree & 14.1% strongly agree) subjects. But when it comes to core-subjects of hotel management which include food production, food & beverage service, housekeeping and front office students still think offline method or classroom teaching is what they would prefer in future. More than 60% students have disagreed or strongly disagreed for the concept of inclusion of VCSM for teaching core theory subjects and around 50% disagree for inclusion of VCSM for teaching practical of core subjects as well. This is due to the implementation of the theoretical subjects into actual practical. The theory and practical included in the curriculum of the hotel management courses go hand in hand so conducting one component online through VCSM and another by offline method is not a practical solution. Students did accept it for the time being but it can be seen that it can not be continued after the restrictions have been relaxed. Most of these respondents who felt that core subjects should be taught in offline settings were into their third and final years of the degree programs. But most of the students irrespective of their academic year, agreed that allied and management subjects can be taught using VCSM. A lot of students also thought that these VCSM can be used to upload the recorded lectures and can be used in a better manner than conducting actual online lectures through various platforms like Google Meet, zoom, etc.

- **Hypothesis testing**

H$_0$ – Video centric social media is not better teaching tool than live online lectures for hotel management
H$_1$ – Video centric social media is a better teaching tool than live online lectures for hotel management
T-test has been used to test this hypothesis. The test tries to find out if VCSM as a variable has affected the population of interest or not. This test has been carried out to check whether video centric social media have better effect on the sample size than live sessions. The results of the test are as follow –

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\left(s^2\left(\frac{1}{n_1} + \frac{1}{n_2}\right)\right)}}$$

Difference Scores Calculations
Mean: -1.13
$\mu = 0$
$S2 = SS/df = 414.74/(128-1) = 3.27$
$S2M = S2/N = 3.27/128 = 0.03$
$SM = \sqrt{S2M} = \sqrt{0.03} = 0.16$
T-value Calculation
$t = (M - \mu)/SM = (-1.13 - 0)/0.16 = -7.09$
The value of t is -7.092115. The value of p is < .00001. The result is significant at $p < .05$. The computed p-value (0.00001) is lower than the tabulated (0.05), hence the result is significant. It can be concluded that null hypothesis (H_0) has been rejected and alternative hypothesis (H_1) has been accepted. It can be further concluded that **video centric social media is a better teaching tool than live online lectures for hotel management.**
H_0 - Video centric social media can be used for teaching core subjects of hotel management than non-core hotel management subjects.
H_2 - Video centric social media can be used for teaching non-core subjects of hotel management than core hotel management subjects.
The statistical tool used to test this hypothesis is Analysis of Variance (ANOVA). This test compares the means of different treatments and determines if there is a significant change in the means. This test has been utilised to check if VCSM can be used for teaching either core subjects or non-core subjects of the hotel management program. The result of the test is as follows –

$$F = \frac{MS_{group}}{MS_{error}}$$

Summary of Data

	Treatments				
	1	2	3	4	Total
N	128	128	128	128	512
$\sum X$	322	342	440	438	1542
Mean	2.5156	2.6719	3.4375	3.4219	3.012
$\sum X^2$	954	1078	1660	1658	5350
Std.Dev.	1.0647	1.1371	1.0777	1.1197	1.1754

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Result Details

Source	SS	df	MS	
Between-treatments	91.0234	3	30.3411	$F = 25.0661$
Within-treatments	614.9063	508	1.2104	
Total	705.9297	511		

The f-ratio value is 25.0661. The p-value is $< .00001$. It can be seen that from the testing that computed value of p is lower than tabulated value, hence the result is significant at $p < .05$. So the null hypothesis (H_0) is rejected and alternate hypothesis (H_2) is accepted. It can be further concluded that **video centric social media can be used for teaching non-core subjects of hotel management than core hotel management subjects.**

- **Suggestions and recommendations**

Following suggestions have been made by the researchers' depending on the findings of the study. These suggestions are given on basis of type of courses included in Hotel Management curriculum.

Core Subjects (Theory) – Tutors can take help of the VCSM while teaching the core subjects of hotel management. It can include things like showing pre-recorded videos, providing links of the videos on VCSM to students. Students can opt for these videos any time they need if the videos are made available through VCSM. Hence, a blended pedagogy of offline and online through VCSM can be adopted for these courses.

Core Subjects (Practical) – It is not suggested or recommended that any practical should be conducted through online or VCSM for Food Production or Food & Beverage courses as students need to actually work with the food to understand the preparation and service. So these courses should be taught through offline system itself. But these offline sessions can be recorded and uploaded on VCSM for future reference. Housekeeping is one of the course which can be taught through videos on VCSM except for the technical concepts like bed making where students need hands-on experience. Front Office can be a course which can use VCSM to quite an extent as it deals more with interpersonal skills more than technicality.

Allied Subjects (non-core)–VCSM can be used to an optimum level to teach these courses. Most of these courses do not have any practical components. So tutors can make use of VCSM for teaching these subjects. It can be used through creation of recorded videos or taking help of those videos which are already been created by some other users.

Management Subjects (non-core)– These are another set of courses where VCSM can be used effectively as a teaching pedagogy. These are more conceptual courses, and the concepts can be taught by amalgamation of recorded sessions and other available videos.

- **Limitations**

Following are the limitations of this study –
1. This study has been conducted for Hotel Management programs only and no other educational faculty has been taken into consideration.
2. The study was conducted within Pune city.
3. This study does not consider any psychological factors.
4. This study has not considered any financial factors related to the topic.
5. This study concentrates on student's perception and feedback only.

- **Conclusion**

As COVID-19 has halted most of the industries, education is not spared from this halt to. Most of the colleges/institutes including Hotel Management programs has resorted to online lectures/session so that students

do not miss on any part from the planned syllabus. But teaching the practical oriented courses online has proved to be a unique challenge for hospitality educators.

This challenge can be partially overcome by utilising video centric social media for rendering the lectures. While utilising VCSM one has to keep in mind that these platforms can be used effectively for allied subjects or for management subjects where practical component is not prominent. For the practical oriented core courses of Hotel Management curriculum like Food Production, F&B Service, Housekeeping & Front Office, VCSM can only be used as assistance in teaching pedagogy for theory part. VCSM is not an effective pedagogy for conduction any practical related to core-courses/ subjects of hotel management.

Hotel Management colleges/institutes thus can adapt to a blended way where core subjects can be taught offline and allied subjects or management subjects can be taught online and of which the videos can be uploaded on the VCSM so that students can have open access to the past lectures for limited time.

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