

Implementation of Blended Learning in Hospitality Education and Training in Kumasi Technical University: Challenges and Recommendations for Success

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Abstract

It is evident that several higher learning institutions in Ghana have implemented blended learning, nonetheless little empirical knowledge has been established regarding the effectiveness, benefits and challenges of the new learning model. This study employs a quantitative research design to develop empirical narratives that address the research gap portrayed above. Data were gathered from hospitality students through five-point Likert scale questionnaire. Descriptive statistics (mean, standard deviation and relative importance ranking) are used as the data analysis approach. Cost and quality of internet services reduced the participation of students in forums and discussions on virtual learning platforms. Factors such as limited learning materials, limited student-lecturer engagement as well as outsourcing of assignments and quizzes were key challenges that impede the learning outcomes of hospitality blended learning across universities. Enhancing the effectiveness of blended learning outcomes, hospitality education requires strategic measures such as partnership with mobile network and internet service providers. This recommendation will practically remedy the implications of internet cost on effectiveness of blended learning model. Strategic partnership with mobile and internet service providers will enable universities offer dedicated as well as cheap internet services to students which in turn will boost their participation in virtual classrooms.

Keywords: Blended Learning, Hotel Training, Skill Acquisition

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1. Introduction

Blended learning has several comparative advantages in contemporary times since it offers teachers, lecturers and students multiplier effects such as improved flexibility in teaching and learning, enhanced learner engagement, affordance, improved access to learning opportunities among others (Ozadowicz, 2020). The pedagogic method has been the traditional teaching and learning methodology over the past centuries. Nonetheless, literatures (Tang et al., 2023; Wuxue, 2023; Setiadi, 2021; Min et al., 2023; Vilo & Tan, 2023, Suryono et al., 2023 etc.) have suggested that; the practice of blending learning is gradually gaining momentum across the globe. Covid-19 pandemic in particular became the facilitator of blend learning which has now become an integrated teaching and learning framework for academic institutions across the globe. Ghana has over the past decade developed its digital infrastructures thereby making adoption and acceptance of technologically inclined teaching and learning models within the Technology Acceptance Model theoretical model relatively easier. The TAM advances two arguments that portray the acceptance of new models based on perceived benefits and challenges. Blended learning is commonly defined in literature as the integration of face-to-face and technologically moderated teaching and learning approaches (Ayuwardani et al., 2023). Blended-learning is typically achieved through conscious integration of some facet of traditional methods and digital media such as media, online teaching and learning, digital discussions and forums etc. Blended-learning approach offers a route or virtual learning opportunities for students across different academic fields. Thus, the adoption and integration of digital learning offers students the flexibility to combine work and academic work. Imperatively, blended-learning as stressed upon by Xu et al. (2020) provides students with different strands of opportunities such as enhanced engagement with peers, improved content appreciation etc. Despite its, rapid development and adoption rate, the effectiveness of blended learning among different classifications of students has been contentious. According to Thai et al. (2020), academic institutions often times do not implement blended-learning within the context of demographic variations of students. Thus, students between the ages of 18 and 35 years tend to be more adaptive and successful within the framework of blended-learning more than those above 35 years. According to Albeta et al. (2023), the utilisation rate of technologically inclined learning models among younger individuals tend to be more pronounced than those older individuals. Moreover, married and career students also find it somehow time consuming to blend their family and work-related duties and blending learning models. More so, the implementation of blended learning was more dominant among lecturers while students were left on the fringes. The narratives above clearly suggest that, the implementation of blended-learning in higher learning institutions may be significantly difficult for students. Hospitality education in particular is practically based. Thus, programs such as food and beverage, food development, hotel management, food technology etc. require more face-to-face and practical approach. Hence, successful and effective implementation of blended learning in hospitality education may be problematic (Wuxue, 2023). It is evident that several higher learning institutions in Ghana that offer hospitality education (Kumasi Technical University, Kwame Nkrumah University and Science and Technology, University of Cape Coast etc.) have implemented blended learning, nonetheless little empirical knowledge has been established regarding the effectiveness, benefits and challenges of this new learning model. Thus, the effects of blend learning on the effectiveness of teaching and learning practical-based academic programs such as hospitality has not been widely established in literature in the context of Ghana. This study sought to resolve the research gap and also make recommendations towards re-tweaking of the new teaching and learning approach for progressively positive outcomes.

2.1 Theoretical Model

Two theories including the Technology Acceptance Model and Institutional Theories were used as the underlying theories of the study.

2.1.1 Technology Acceptance Model

Technology Acceptance Model (TAM) was propounded by Davis (1985) and further developed by the same author in 1989 to provide a theoretical explanation to the factors that predict or drive the adoption of information technologies. The theory has its inception between employed in different academic fields to explain the adoption of technologies based on two major assumptions. The underlying assumptions of the model are 1) perceived benefits (usefulness) and perceived ease of use.

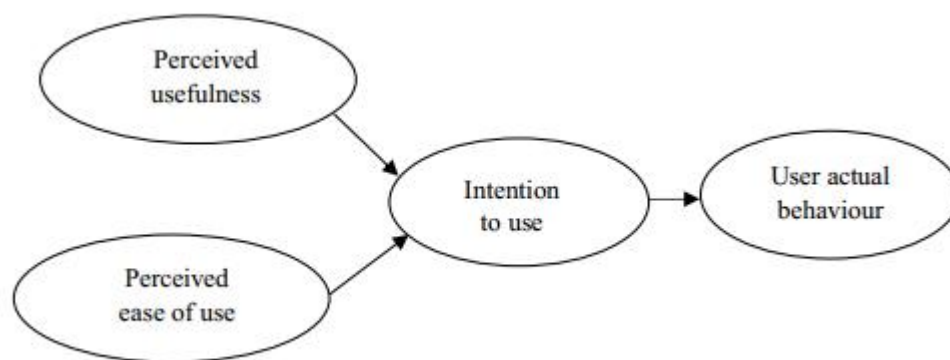


Figure 1: Technology Acceptance Model (Davis, 1989)

According to Davis (1985), the behavioural intentions of users (students and lecturers) towards new technologies (digital learning) is shaped by the benefits both stakeholders intend to derived from utilizing the technology. Thus, students are likely to accept blended learning if the perceived benefits such as flexibility, affordance, wide learning opportunities, better appreciation of content, fostered interactions of peers are optimized (Muller et al., 2023). The second assumption that influence intention to use is the perceived ease of use of blended learning. This assumption is explained by the factors that facilitate or impede the utilisation of blended learning. Thus, factors such as affordable internet data, constant availability of internet connectivity or network, usability of digital learning platforms, user support etc. are classified as the intervening factors that can facilitate or hinder the adoption rate of blended learning technologies. The TAM is without criticism. According to Min and Yu (2023), the user actual behaviour towards a new technology is not only influenced by perceived benefits or perceived ease of use. Thus, certain institutional principles, values and policies also shape the implementation of new technologically inclined teaching and learning approaches. This justified the application of institutional theory as the augmenting theory of the study.

2.1.2 Institutional Theory

Institutions are commonly defined as rules, norms, and beliefs that describe the reality of the academic institution, explaining what is and is not, what can be acted upon and what cannot (Hoffman,1999). Institutions are usefully viewed as performance scripts that provide stable designs for chronically repeated activity sequences, deviations from which are counteracted by sanctions or are costly in some manner (Jepperson, 1991). Organizations operate in a

setting where other institutions put some pressure on them; institutional environments are characterised by the elaboration of rules and requirements to which individual organizations must conform if they are to receive support and legitimacy (Scott, 1995). Institutional arrangements are fundamental to understanding organization because of the ways in which they tend to be reproduced without much reflection in practice (Muller et al., 2023). In adoption of blended learning, institutional theory helps us to understand how consensus is built around the effectiveness of blended learning and how policies, frameworks and practices associated with blended learning are developed and accepted (Jennings & Zandbergen, 1995). This theory is used to understand different types of external factors that force a higher learning academic institution to initiate or adopt a new practice such as blended learning. Therefore, this theory is used to link to the institutional drivers of blended learning models. Essentially, institutional policies, processes and frameworks set the strategic objectives and directions as well as ambitions (Alberta et al., 2023). In effect, management of higher learning institutions formulate and implement policy initiatives with expectations of changing the behaviour and attitudes of students and lecturers towards positive outcomes. Thus, innovative policies such as blended learning models may be implemented by universities with the ultimate goal of improving the quality of education.

2.2 Existing Literatures

Several studies have been carried out on blended learning across the globe especially during the peak periods and aftermath of Covid-19 pandemic. For instance, Lima et al. (2021) examined the effectiveness of blended learning within the context of technology acceptance model across ten public universities in Colombia. The study observed that, demography (age and marital status), internet affordability and network coverage were the two dominant factors that affected the effectiveness of blended learning in those ten universities. Internet availability among students in urban centers were positive (high) hence, such students were able to adapt effectively to blended learning than those in rural areas with limited internet accessibility. Regarding age, adaptability rate among students between the ages of 18 and 40 years was 42.8% higher than those above 40 years. Similar observations were made in the studies of Xu et al. (2020); Zimba et al. (2021) and Raes et al. (2020) where younger students had higher adoption rate than older students. These studies explained that, younger students were technologically savvy hence found little difficulties in utilizing online learning comparative to their older colleagues. Moreover, Lima et al. (2021) and Gao et al. (2020) found that, adaptation to digital learning was lower among married and career students than single and non-career students. According to both studies, married and career students often times experience marital and career role conflicts hence they find it extremely difficult to adapt to digital learning under such circumstances. These studies observed that, the submission rate of assignments as well as participation in online quizzes among married and career students were 31.09% lower than single and non-career students. Although Saboowala and Mishra (2021), Chiu (2021) and Muller and Mildemberger (2021) observed that, blended learning offered some level of flexibility in teaching and learning at universities. Nonetheless, the effectiveness of blended learning was low in terms of learning outcomes. Chiu (2021) in particular observed that the rate of cheating in terms of assignments, term papers and online quizzes were very high. Thus, 65% of students who were engaged in the study of Chiu (2021) often times outsourced their term papers and online assignment to consultancy firms. Another 32% also confessed on seeking help from their colleagues during online assignments. These events as reported by Chiu (2021) implicate the quality of teaching and learning outcomes.

3. Materials and Methods

The study adopted quantitative research design as well as explanatory research approach. The choice of these methods was premised on the fact that, the study intended to rely on a more scientific approach that led to research findings that were mathematically and statistically verifiable. Application of quantitative research design in particular enabled the study adopt an unbiased data collection approach (questionnaire) which was based on measurement items that were already established in literature (Mehrad & Zangeneh, 2019). Moreover, application of explanatory research approach enabled the study answer research question and also determine the predictors of effective blended learning in a more scientific approach (Mohajan, 2020). The population of the study consisted of hospitality postgraduate students sampled from three universities (Kumasi Technical University, Kwame Nkrumah University of Science and Technology and University of Cape Coast). These universities were chosen because of they have implemented blended learning models in tourism and hospitality programs. The sample size of the study (286) was determined through census and head count of hospitality students in the aforementioned universities. Sampling or selection of the participants was based convenience sampling. Data of the study variables were gathered through five-point Likert scale questionnaire. Reliability and validity of the measurement items will be done through Cronbach Alpha analysis. Descriptive statistics (mean and standard deviation) were used to measure the central tendencies of the responses which were used to measure the study constructs. Statistical inferences through bootstrapping technique was used to determine the statistical effect of certain predictors on effectiveness of blended learning model. Statistical Package for Social Science was used as the analytical software.

4.1 Results and Discussions

4.1.1 Demography of Respondents

Table 1 shows the data on the demographic profile of the respondents.

Characteristics	Frequency	Sampled %
Gender	286	100
Male	108	37.78
Female	178	62.22
Age (Years)	286	100
18-30	77	27.27
31-40	109	38.11
41-50	69	24.12
51-60	33	11.54
Career/employment status	286	100
Not employed (non-career student)	69	24.12
Employed (career student)	217	75.88
Years of experience with blended learning	286	100
Less than 1 year	77	26.92
1-2 years	162	56.65
Above 2 years	47	16.43

Marital Status	286	100
Married	209	73.08
Not married (never married, divorced, widowed, separated)	77	29.92

Source (Field Data, 2024)

Table 1: Demography of Respondents

Results in Table 1 shows that 62.22% and 37.78% of the respondents were females and males respectively. The data clearly gives an indication that women participation in hospitality education is on the ascendency in Ghana. The results further show that 38.11% of the respondents were between the ages of 31 and 40 years. It can also be seen that 27.27%, 24.12% and 11.54% of the respondents were between the ages of 18 to 30 years, 41 to 50 years and 51 to 60 years respectively. The data implies that, the age of majority of postgraduate hospitality students is clustered between 31 and 50 years. The inference drawn from this data is that, majority of postgraduate hospitality students are relatively old. Inference from Table 1 shows that 75.88% and 24.12% of the respondents were career and non-career students respectively. This implies that the affordance and flexibility of blended learning is offering vast opportunities for individuals in the working class to enroll in hospitality education in higher learning institutions. Majority (56.65%) of the respondents had used blended learning for at least between 1 and 2 years. Another 26.92% and 16.43% of the respondents had less than 1 year and above two years usage experience of blended learning respectively. Table 1 further shows that 73.08% and 29.92% of the respondents were married and unmarried students respectively. The demographic information about the respondents are expected to help the study ascertain the effects of variables such as age, marital status and career status on students' adaptation to blended learning.

4.2 Effectiveness of Blended Learning

Table 2 shows the measure of central tendencies of the statements which were used to explore the effectiveness of blended learning on a five-point agreement Likert-Scale.

Measurement Items (statements)	Mean	SD
I have sufficient knowledge on blended learning	2.04	1.71
I am able to log onto the virtual/digital classroom platform with ease	3.18	1.21
I am able to upload my assignments onto the virtual/digital classroom platform with ease.	3.10	1.59
I am able to participate in forums and discussions on the virtual/digital classroom platform with ease.	3.43	1.52
I participate in online quizzes with ease.	3.27	1.62
Blended learning generally as effective as the face-to-face traditional teaching and learning method.	2.01	1.96
I often times outsource my assignments and quizzes.	3.61	1.28
Blended learning has increased access to learning for career students	4.63	0.73
Blended learning has increased learning engagement with lecturers.	2.16	1.68
Blended learning has increased learning engagement with colleagues/peers.	4.28	0.93
Blended learning has increased flexibility (e.g., it enables me to learn on my own time and schedule).	4.31	0.91

Scale: 1=Strongly disagree 2=Disagree 3=Neutral 4= Agree 5= Strongly agree

Source (Field Data, 2024)

Table 2: Descriptive Statistics: Effectiveness of Blended Learning

The results show that majority (mean= 2.04) of the respondents disagreed on having sufficient knowledge on blended learning. This implies that, blended learning as an integrated learning model is entirely new to majority of the postgraduate hospitality students who participated in the study. This finding connotes to the empirical findings of Saboowala & Mishra (2021) and Chiu (2021). Essentially, blended learning is a new model that diffused to several parts of globe due to the implications (lock-downs, homestays, mobility restrictions etc.) on the educational sector. The model of blended learning is essentially new within the context of Ghana; hence it is not surprising when majority of the respondents had little knowledge on the model as integrated into hospitality education. The results also show that majority of the respondents fairly agreed on being able to log onto (mean= 3.18) and also upload their assignments (mean= 3.10) and term papers on virtual learning platforms implemented by their respective universities. Despite being new, students are progressively offered orientations on how to adapt to blended learning. Thus, students are taken through training on how to log on, upload assignments and also participate in forums. This explains why majority of the respondents fairly agreed to the fact that they are able to participate in forums, discussions (mean= 3.43) and online quizzes (mean= 3.27). Nonetheless, majority of the respondents disagreed on the comparative advantage (effectiveness) of blended learning over conventional face-to-face methodology. Studies such as Tonbuloglu and Tonbuloglu (2023) have raised contentions on the effectiveness of blended learning relative to face-to-face learning. According to Tonbuloglu and Tonbuloglu (2023), several students outsource their assignments, quizzes and examinations to consultants due to low level of monitoring and supervision on virtual teaching and learning platforms which are integrated within blended learning models. It was therefore not surprising when majority of the respondents in this study fairly agreed that they also outsource their assignments and quizzes to consultants. This setback of blended learning implicates the quality of teaching and learning outcomes (Tonbuloglu & Tonbuloglu, 2023; Min & Yu, 2023). Reduction of interaction time between lecturers and students was reported as one of the drawbacks that implicates the effectiveness of blended learning. This observation was also observed in the study when majority of the respondents disagreed (mean= 2.16) that blended learning increase learning engagement with lecturers. Blended learning is often delivered on virtual platforms. Hence the physical distance between students and lecturers makes it extremely difficult for both parties to interact. Students may resort to phone calls and e-mails to reach out to their lecturers. Nonetheless, busy schedules of the latter may implicate the effectiveness of phone and e-mail communication between the two thereby implicating progress, monitoring and supervision of students. With increased accessibility, majority of the respondents agreed that blended learning has increased both access to hospitality education among career individuals (not different from existing literatures such as Setiadi (2021) and Zimba et al. (2021). Enrollment in hospitality education has increased of the last five years in the three universities due to implementation of blended learning models. Thus, majority of postgraduate students are career individuals who are actively engaged in the private and public sectors. Blended learning models through online learning has made it possible for such individuals to enroll and acquire hospitality education based on the affordance and flexibility that the contemporary learning model offers. From the results and narratives above, it can be said that mean=4.28) and improved flexibility of learning schedules (mean= 4.31). These observations are the general effectiveness of blended learning as integrated within hospitality education is low. The next section of the analysis focuses on the challenges that impede effectiveness of blended learning.

4.3 Barriers/Challenges to Effective Blended Learning

Table 3 shows the measure of central tendencies of the statements which were used to explore the challenges that impede effectiveness of blended learning on a five-point agreement Likert-Scale.

Measurement Items (statements)	Mean	SD
High cost internet service (e.g., the cost internet service impedes my ability to fully participate in forums and discussions)	4.44	1.56
Unreliable internet service (e.g., quality of internet service at my area is poor thereby affecting my usage of the virtual classroom).	4.21	1.44
Unavailability of technical support on virtual learning platforms	4.43	1.57
Inadequate institutional support (e.g., timely responds to technical challenges on virtual learning platforms)	4.41	1.57
Role conflict (e.g., I encounter family and work-related work conflicts which impede my participation in forums and discussions)	4.42	1.58
Complexities of the user interface of the digital learning platform (e.g., I find it difficult to navigate the online/virtual learning platform).	4.43	1.57
Cost of travelling to campus for face-to-face schedules is very high since I live in a remote area.	4.42	1.56
My location is very far from campus so I am not able to fully participate in face-to-face aspect of the blended learning approach.	4.41	1.58
Access to learning materials on virtual learning platform is limited	4.40	1.57
Interactions with lecturers is very difficult and limited.	4.29	1.49

Scale: 1=Strongly disagree 2=Disagree 3=Neutral 4= Agree 5= Strongly agree

Source (Field Data, 2024)

Table 3: Descriptive Statistics: Challenges That Impede Effectiveness of Blended Learning

Hight cost of internet (mean= 4.44) and complexity of user interface (mean= 4.443) were ranked as the 1st and second major challenges that impede effectiveness of blended learning which is implemented through virtual classrooms. Internet is seen as the spine of virtual learning in recent times. Hence cost as elaborated in the technology acceptance model serves as a major hinderance to user behaviour on virtual learning platforms. Although the institutions through its policies as assumed in the institutional theory may implement blended learning as an innovative learning model to expand its accessibility, nonetheless, issues such as cost hinders the utilisation rate of virtual learning as encountered by the respondents in this study. Majority of the respondents were relatively old. Hence their inclinations to technologically inclined learning models seem to be low (Raes et al., 2020). Hence complexities in the user interface of virtual learning platforms reduces log-on rates, contributions to discussions and forums as well as participation in online quizzes. Older students with little knowledge on websites, mobile applications, virtual learning platforms find it somehow difficult navigating such platforms thereby limiting their participation within the framework of blended learning (Tang et al., 2023). Unreliable internet (mean= 4.21), unavailability of technical support (mean= 4.43), role conflicts (mean= 4.42), inadequate institutional support (mean= 4.41), lack access to learning materials (mean= 4.40), reduced interactions with lecturers (mean= 4.29) and cost of traveling to campuses (mean= 4.42) were also cited as major challenges that impede effectiveness of blended learning. As already discussed, the spine of blended learning is inherent on internet service. Hence the entire model is expected to encounter challenges when there are issues of poor internet connectivity. Although internet connectivity in urban areas is good than those in rural areas. Nonetheless, some remote students in rural communities with poor internet connectivity suffer delays in

terms of their participation in forums and discussions on virtual learning platforms as well as submission of assignments and participation in online quizzes. Such students often times seek help from their colleague in urban centered regarding participation in assignments and forums. This inherently impede the effectiveness, efficiency and quality of blended learning outcomes. Unlike campus education where students have free unlimited access to libraries and learning materials, blended learning has some limitations in this regard. Majority of additional learning materials are source from closed source online repositories (example, Jstor, Sage, Francis and Taylor, Emerald etc.) which require some access fees and institutional log-in requirements. Limited access to academic materials also impedes the scope learning which translates into reduced quality of blended learning outcomes (Muller et al., 2023). Role conflict is one of the major challenges that career as well as married students face. Combination of work and family related duties with academic roles often times lead to time-based role conflicts. The expectations from both work and family roles often times lead to delayed submission of assignments and participation in forums and discussions on virtual learning platforms.

4.4 Predictors of Effective Blended Learning Outcomes

The study also sought to determine the statistical effect of certain predictors on the effectiveness of blended learning approach. The results provided in this section are based on standardized findings through bootstrapping inferential statistics. The results under this section are essentially presented in Table 4.

Paths	Effect β	SD	T-statistics	P-values	95.0% Confidence Interval	
					<i>Lower bound</i>	<i>Upper bound</i>
Age -> E-BLM	-0.261	0.072	-4.293	0.000	0.597	1.653
Marital status -> E-BLM	-0.269	0.109	-5.192	0.000	0.973	1.286
Career status -> E-BLM	-0.310	0.132	-7.302	0.000	0.529	0.946
Internet quality -> E-BLM	-0.224	0.212	-4.000	0.000	0.477	0.822
Internet cost -> E-BLM	-0.434	0.142	-8.051	0.002	0.885	1.318
Institutional support -> E-BLM	-0.341	0.158	-5.886	0.000	0.431	0.956
User friendliness of virtual classroom -> E-BLM	-0.360	0.172	5.917	0.000	0.785	1.028

Note: E-BLM= Effectiveness of Blended Learning Model Source (Field Data, 2024)

Table 4: Paths of Causal Estimations Using Bootstrap

Results from the Table 4 shows a statistically significant inverse relationship between age and effectiveness blended learning ($\beta=-0.261$, $SD=0.072$, $t=-4.293$, $P=0.000$). Essentially, the observed β of -0.261 implies that, increase in age of the postgraduate predicted 26.1% decrease in effectiveness of blended learning. As already discussed, older individuals tend to have challenges with new technologies hence it is not surprising to see an inverse effect of age on effectiveness of blended learning. Again, the results in Table 4 shows a statistically

significant inverse association between marital status ($\beta = -0.269$, $SD=0.109$, $t=-5.192$, $P=0.000$), career status ($\beta=-0.310$, $SD=0.132$, $t=-7.302$, $P=0.000$), internet quality ($\beta=-0.224$, $SD=0.212$, $t=-4.000$, $P=0.000$), internet cost ($\beta=-0.434$, $SD=0.142$, $t=8.051$, $P=0.000$), institutional support ($\beta=-0.341$, $SD=0.158$, $t=-5.886$, $P=0.000$), user friendliness of virtual classroom ($\beta=0.-360$, $SD= 0.172$, $t= -5.917$, $P=0.000$) and effectiveness of blended learning model. Results from the inferential statistics imply that, internet cost and reliability are major issues that implicate the effectiveness of blended learning. Moreover, lack of institutional support such as delayed responses on various online learning platforms also caused decline in the effectiveness of blended learning model. These are actual challenges within the blended learning frameworks of the three universities which must be remedied to achieve progressive improvement in learning outcomes.

5. Conclusion

Blended learning has become an integrated learning model which is widely implemented by universities across Ghana. Despite its affordance and flexibility, there are still complex challenges that must be addressed to enhance its effectiveness in terms of learning outcomes. Demographic characteristics such as age, marital status and career status are major predictors of the effectiveness of blended learning. Thus, older students with little knowledge on virtual learning, web browsing and internet search encounter challenges such as logging in to virtual learning classrooms, navigating virtual learning classrooms, participating in discussions and forums on virtual learning classroom, participating in online quizzes and submission of term papers and assignments. Married as well as career students also encounter role conflicts which impede their effective participation in forums, discussions and online quizzes. Cost and quality of internet services also reduce the participation of students in forums and discussions on virtual learning platforms. Factors such as limited learning materials, limited student-lecturer engagement as well as outsourcing of assignments and quizzes are key gaps that also impede the learning outcomes of hospitality blended learning across universities. Outsourcing in particular is attributed to lack of security and verification integrations in virtual learning platforms. Hence students are able to share their log-in credentials with consultants who performance and submit academic tasks such as assignments and quizzes on behalf of the latter. Enhancing the effectiveness of blended learning outcomes hospitality education requires strategic measures such as partnership with mobile network and internet service providers. This recommendation will practically remedy the implications of internet cost on effectiveness of blended learning model. Strategic partnership with mobile and internet service providers will enable universities offer dedicated as well as cheap internet services to students which in turn will boost their participation in virtual classrooms. From the national point of view, it has become imperative that the government expands internet service and coverage across the country. The government must acknowledge that, blended learning has become an integral learning model which is utilized by universities in the country. Hence it becomes imperative to further develop the internet capacity and coverage to enhance internet access to virtual students in remote areas. Universities must integrate security features for verifications such as visual cryptography to authenticate log-in to their virtual learning platforms. This will remedy impersonations on their respective virtual learning platforms. Moreover, implementation of visual cryptography will also remedy remote outsourcing of assignments and quizzes. The study could not explore the perspectives of lecturers who are key stakeholders in the implementation of blended learning model. Future studies must focus on exploring the views and opinions of lecturers to expanded the narratives on the effectiveness and challenges of blended hospitality education learning model.

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