Impact of COVID-19 on Hospitality Educators

Abstract

The outbreak of Corona virus has severely affected the entire human race including the Hospitality and Tourism industry all over the globe since January 2020. The outbreak of COVID-19 has affected industries in a major fashion and also all education institutes at a large scale within India and overseas. Although the option of online classes or virtual mode of classes has come into practice, hospitality and tourism education remained scant during COVID and the entire lockdown period in India. Multiple educators from various institutions have lost their job or were suspended till further notice or terminated during the pandemic. It was almost a common practice for most of the institutions to retain their teaching staff with half of their remuneration during the last one and half years. It was very challenging for each educator to survive during this uncertain time. The main focus of this research paper is to identify the effect of COVID-19 on hospitality educators from different states of India and to suggest better strategies to overcome this for the sake of higher education in India. This paper looks into the way Hospitality Educational institutions have approached the pandemic to explore the various practices/strategies and recommend the best ones for the future.

Keywords: COVID-19, Hospitality Educators, Education, Best Practices.

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1. Introduction

The COVID-19 pandemic has tormented the world for almost the last two years. Initially, this virus spreads in the community in East Asia, Europe, and North America. Subsequently, the spread of the corona virus has majorly affected the nations which have high populations. (Baum & Thanh Hai, 2020) The year 2020 has begun with a miss fortune in the occurrence of a new disease in line with almost 13 infections that enter world has experienced in thelast 30 years. (Kaushal & Srivastava, 2021)But this time world has faced severe acute respiratory syndrome (SARS) as a novel corona virus which has later on pronounced COVID-19. The brutal impact of the chronic virus has already suppressed the epidemic of 2002-2003. Due to this infectious disease, over 10 million of the world's population have beenreported dead due to cross infections 5, 00,000. (COVID-19 Coronavirus Pandemic, 2022)Due to the outbreak of COVID-19, travel restrictions and social distancing have been imposed on the tourism and hospitality industry to check the further spread of inspections in the world community. (Foroudi, Tabaghdehi, & Marvic, 2021)Due to COVID-19 tourism and hospitality business has become standstill and become particularly disrupted by the pandemic. The initial lockdown on 23rd March 2020 grounded the tourism business.

For many countries around the world, tourism is the backbone of revenue generation. The reason behind this is it generates the maximum amount in foreign exchange. But due to the COVID pandemic, stakeholders and shareholders who are directly or indirectly associated with the tourism business are mostly affected. (Kumar, 2020)Indian subcontinent which is the home of various religions, and has more than 38 world heritage sites have attracted world tourist to visit India. (Tourism, 2019)At the beginning of 2020 tourism and hospitality business was flourishing at its optimum level. India was unaware of the consequences of the SARS-COV (formally known as COVID-19) which originated in central China of Hubei province and has infected the Indian tourism market on a large scale.

Due to the impact of the corona virus, not only the core hospitality and tourism business has suffered a lot but also its academic sectors. Many renowned educational institutions like IHMs, autonomous colleges, and universities throughout the nation have been forced to remodel their offline classes into online ones. Even the majority of teachers have been forced to conduct their offline practical classes online during the last one and half years.(Times, 2022) Many of the hotels in India and abroad have denied accepting thenumber of industrial trainees during the period of the last one and half years due to COVID which already

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demotivated the learners and left the educators in anxiety on how to place the students during these uncertain times.(Joshi & Sathe, 2021)

1.1 Research Objectives

The objectives of this research are to:

- Ascertain the impact of covid-19 on hospitality educators in particular.
- Identify various best practices adopted by educational institutions to support their employees during COVID-19.
- Bring out various challenges faced by hospitality educators during the pandemic for whatsoever reasons.

1.2 Research Hypothesis

H1 – All employees were taken care of by their organizations during the Covid pandemic.

1.3 Limitations

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The number of educators in a country as large as India is enormous and as such it was difficult to get a fair representation of all states and institutions. Further as much information was directly related to their employment and employer many educators were restrained in their responses or some forthrightly rejected to be a part of the survey.

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2. Review of Literature

2.1 Impact of COVID-19 on world tourism

Rob Law has suggested in his research that the outbreak of COVID-19 severely affected major tourist destinations like Hong Kong. Since January 2020 as an impact of the COVID pandemic all hospitality and tourism academics remains scant and all hospitality and tourism academicians remain at home due to the complete lockdown. As the spread of the virus was at a peak level; almost all the colleges and universities were closed. All academicians were suggested to design their curriculum through e-learning and to conduct classes in virtual mode or online. (Rob & Huiyue, 2021)

According to the report of UNESCO, COVID-19 caused a severe impact on all education sectors starting from nurseries to university levels. Specifically, those locations which were

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highly populated in terms of mobility or local populations; had a high chance of risk factors of spreading the coronavirus in the community. (UNESCO, 2020)

In the past few decades, the considerable growth of the tourism industry and the simultaneous growth of the hospitality business have created a huge demand for qualified professionals. (Airey & Tribe, 2005) As a result of the same, it has shown the requirement of hospitality and tourism studies to fulfil that demand. As per the guidelines of multiple academics, hospitality and tourism academics do not focus on only theoretical frameworks; it also includes tons of practical learning and industrial learning on a global platform. (Liburd, Mihalic, & Guia, 2018)

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There are multiple barriers to online education and e-learning platforms in the field of hospitality and tourism education. Before the implementation of ICT in the field of hospitality and tourism industry some challenges like institutional or even technological barriers we have faced, as researchers said in their studies. (Goh & King, Integrating Information & Communication Technologies (ICT) into classroom instruction: Teaching tips for hospitality educators from a diffusion of innovation approach, 2020)

Although the implementation of communication technology played a major role in the hospitality and tourism education system; however, it has affected many learners and educators in terms of adopting a new way of learning and understanding. (Rodney, 2020)Both students and teachers are facing challenges due to a lack of close communication during online classes. However, online teaching and e-learning are justified and provide many advantages to learners and educators during the pandemic. (Goh & Sigala, Applying the Technology Acceptance Model to Understand Hospitality Management Students' Intension to Use Electronic Discussion Boards as a Learning Tool, 2020)

Researchers have emphasized the curse of the coronavirus on hospitality stock returns in China. According to them due to the uncertainty of the COVID pandemic condition of the Chinese stock market is unpredictable. They have also found that microeconomic fluctuation and hospitality stock returns are affected side by side in China. (Lee, Lee, & Wu, 2021)

According to the researcher, disasters like COVID-19 not only affected all educational institutions around the globe but also created multiple problems for learners. To reduce the challenges many institutions have adopted virtual classrooms and e-Learning tools to provide education to their students through online mode. Since hospitality and tourism are those

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sectors that involve theoretical as well as practical learning; learners and educators are facing challenges at the initial level. (Kukreti & Dani, 2020)

As an impact of the coronavirus many hospitality and tourism organizations were working with a limited number of staff and stopped new hiring. It was a challenge for educated hospitality and tourism institutions to place their students for employment or industrial training. However, the supervisors have communicated and guided their new employees to be in the current situation; it was very challenging for all. (Dhawan , 2020)

2.2 Consequences of COVID-19 on Hospitality Education

The hospitality and tourism industry is trying to sustain its status in the academic field of higher education. The outbreak of COVID-19 has made hospitality and tourism education start a new phase of learning in terms of online or virtual education. (Lei & So, 2021) Unlike other industries, the hospitality and tourism education sectors suffered a lot due to the outbreak of coronavirus. Many hospitality and tourism educators have lost their jobs during this crisis period; also, many students have discontinued their courses due to a lack of finance and other socioeconomic constraints. Many of the educationists who were continuing their jobs and some well-known institutions and universities lost their jobs during the last two and half years. (Séraphin & Yallop, 2020)

Hospitality and tourism industries are an obvious source of income generation for any nation but during pandemics, they forgot that it has potential in the field of education and hospitality academics. (Seraphin, Bah, Fyall, & Gowreesunkar, 2021)As explained by many of the researchers are range and level of training are necessary for tourism and related subjects to contribute potential in under education over education or recruitment for staff in the industry. (Boella & Turner, 2020) Hospitality and tourism education are skill-based learning which requires industrial visits, practical learning, and guidance from mentors. (Thanh Hai & Baum, 2020) Kunwar explained that “tourism is the hallmark activity of contemporary times, and tourism education is believed to be the backbone in supporting the industry. Generally speaking, tourism education provision follows the trend in the industry.” (Kunwar, 2018) The consistent growth of the tourism and hospitality sectors required highly educated employees. No doubt that to employ trained hoteliers a nation must work on proper training of fresher hospitality and tourism professionals. (H, Kavanaugh, & Cong, 2007)

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Unlike previous SARS outbreaks, the current situation of the COVID-19 pandemic is raising its claw over countries like the United States, Brazil, and India. (Mohanty, 2020) The effect of the pandemic on the tourism and hospitality industry in India is becoming very critical for both corporate and education sectors which are causing huge unemployment rates. According to recent research, the potential jobless in academic sectors of the hospitality industry in India has been estimated at almost approx. 10 million which is 12% of the educational and industry workforce. (Radhakrishnan, 2020)

In the field of hospitality and tourism education, learning through various practice sessions, experimental learning, and discussions comes under theoretical classroom learning. (Chang & Chu, 2009) According to Glassdoor research, almost 52% of international and domestic internship in the USA has been withheld or postponed during the pandemic.

To fulfil the demand for internship and placements, virtual or remote internships has been taken place. Many international events and hospitality offline programs are converted into virtual modes. Almost all the universities and colleges have postponed their exams and online classes and were waiting to have further instructions from the government to resume. For travel and tourism and hospitality sectors have dropped down to 92% since March 2020. (Stansell, 2020) Many of the MNCs have cancelled their internship due to less production and financial constraints.

According to the researcher's point of view, the perception of online teaching and learning played an important role during the pandemic. Online learning is the best suitable measure during this pandemic situation; since both teacher and students can maintain their social distancing as well as can follow the quarantine policy effectively. However, there are some challenges to hospitality and tourism learning outcomes. Since this technical learning depends on practical experience in the industry and through practical learning. Both teachers and students have faced a lot of challenges during this outbreak of COVID-19. (Sut Ieng Lei & Amy Siu Ian So, 2021)

In the case of tourism and hospitality higher education academicians generally support that online education can be a better complement to offline education. (Dawson, 2019) By using advanced technology students can involve themselves in virtual field trip platforms in a diverse environment. (Patiar, et al., 2020)

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In addition to that by using the e-Learning platform, every student has the possible chance to have collaborative learning and sharing of knowledge among themselves. It is also true that to conduct online classes or have the complete use of virtual learning; both the learners and the educated even the institutions should have proper gadgets tools and training to convert the offline classroom into virtual mode. (Portillo, Garay, Tejada, & Bilbao, 2020)

Indian researchers have found in the research that in the case of higher education like management (B.B.A or M.B.A) or Hotel Management courses in Indian universities are getting new phrases of learning through online education, online distance learning, and e-learning platform. (Gopal, Singh, & Aggarwal, 2021) The result shows that see you independent factors like course design quality of the educated learning outcomes of the students and feedback are going to improve the performance of the students in the case of higher education. (Aggarwal, Goyal, & Nobi, 2018)

According to a study, due to the spread of covid-19 all over the country, the digitalization of education and usage of online platforms are at a peak. Both students and the educated are getting benefited the same as they no longer have to attend their classes by visiting the institutions; rather they can communicate, discuss, or may reserve their queries during online classes. (Mohapatra, 2020)

Thanks to the universities and the government they have already informed adopted online learning by using various platforms like zoom Microsoft teams and Google meet. During this crisis period where it was very challenging for the student as well as for the faculties as well. But somehow this usage of virtual platforms has made education accessibility much cheaper and acceptable to many. (Gowreesunkar, Maingi, Roy, & Micera, 2021)

Researchers have ascertained in their studies that due to the severity of covid-19 hospitality and tourism education has to remain standstill. Maximum institutions were closed or forced to close to avoid the spread of the virus in the community. Since hospitality education is not confined to theoretical classes; it requires practical and industry-based learning. (Nicole , Gough, & Taylor, 2019) Performance evaluation of students or arranging of the internship has become a challenge to the academicians as well as to the learners due to the pandemic. (Shah, Chowdhury, & Gupta, 2020)

The covid-19 crisis has affected hospitality and tourism education overnight. A sudden change has forced learners and teachers to adopt virtual learning to survive during a crisis.

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The immediate impact of the covid-19 pandemic has forced many colleges and universities to stop their examinations due to the lockdown. Many of the teachers were jobless as a consequence of the lockdown and pandemic. All recruitment processes and job offers have been stopped till further notice. (Dopson, Lee, Lee, & Lara, 2021)

Researchers are proposed that covid-19 has hit the country and affected all industries. All sectors are trying to adjust to the pandemic situation. As government thought the lockdown will be the only effective measure to fight against the spread of the coronavirus. All schools and colleges including hospitality institutes suffered due to the lockdown across the nation. As a result, academic institutions obtained the alternative of traditional classrooms to virtual learning. Researchers explained that not only learners, but educators are also sufferers because of the pandemic. Many of them are jobless due to malpractices and lack of retention of the employees in the organization. (Singh, 2020)

2.3 Effect of COVID-19 on hospitality and tourism business in India

The Prime minister of the government of India imposed a lockdown initially for 21 days and recommended social distancing to avoid the spread of the coronavirus in the local community. The Indian government also cancelled all domestic and international flights to check the further spread of Covid-19. (Prida & Ray, 2021) Since all domestic and international transport facilities were closed due to the complete lockdown; almost 66.4% of the decline in international tourists was a major impact of the coronavirus in the Indian tourism market. (Guha, 2020) Divulging the consequences of lockdown, have a predominant adverse effect on the hospitality and tourism sectors in India. Many of the hotel authorities have already adopted remedial measures to survive this challenging situation. (Joshi & Bhaskar, 2020)

The coronavirus has affected the whole country. All fields are suffering and the hostility and tourism industries are suffering at maximum level. Apart from the industry entering the teaching system is majorly affected due to pandemics. Compared to other industries hospitality industry has a complete downfall globally in the economy as well as in employment. Researchers are hopeful that in the coming few years the industrial get time to recover and will find possible ways to survive. After the lockdown, for skill delivery online education was the only option; however, it was very challenging for the facilitators of multiple issues such as lack of knowledge, lack of acceptance from both the side of teachers' and learners' points of you and many more. (Kwok, 2021)

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Researchers have explored that teaching which is a very much stressful job and during pandemics, they have faced a massive scale due to distance learning or distance education. As a result of limited social support and also from the organization; this mild level of stress and anxiety converted into depression during the second wave of COVID-19. (Jakubowski & Sitko-Dominik, 2021)

Professionals from the hospitality industry are mostly affected by the COVID-19 pandemic. Not only most people have lost their jobs, but they have witnessed a significant change in the job market. Educationists who belong to this industry have faced many challenges. (Yelmame , 2022) Considering the current scenario of the pandemic, various research in the field of hospitality and tourism education sector has gained interest. (Choi, Charles, Mazalan, & Zaliha, 2021) Since the initial outbreak of COVID-19, the rapid spread of the virus has caused concern around the world. The idea of social distance in many the government adopted to check the spread in the community. (Christina & Dogan , 2020)

Comment [T10]: Not only most people have lost their jobs, but also they have witnessed

At the beginning of COVID-19, most educational institutions were malpractice to discontinue their teaching staff or continue their staff will fewer wages. Such malpractices are continuing in most institutions. Educators are too struggling to arrange food on their tables. Even they have been forced to choose other academic fields to other sectors. (Ramakrishnan & Gowda, 2020)

2.4 Consequences of COVID-19 on Hospitality and Tourism Educators

Research paper titled “Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany”. By (König, Jäger-Biela, & Glutsch, 2020) due to these unprecedented times, teachers were forced to learn or adopt online teaching techniques. Until March 2020, regular classes were going so the examinations and other practical leanings and exposures. But lockdown confronted teachers, students, and parents to accustom to online classes through virtual mode.(Huber & Helm, 2020) Besides that, teachers have been forced to develop new strategies to control their students during online classes and in resolving their queries.(Johannes , Daniela J, & Glutsch, 2020) During the new normal of Covid hospitality and tourism sectors are changing faster than ever so are the education sectors. It's getting a challenge for hospitality educators to bring trust among students so that they must continue their courses and join the industry. The practice of online classrooms may become easier for students & teachers to connect without visiting institutions. On the contradictory, it caused

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extensive mental stress due to a lack of social life balance & lengthy Work from Home (WFH) almost for all educationists.(Sigala, 2021)

As an impact of COVID-19 disease, drastic changes occurred in the educational industry. Most of the institutions, schools, colleges, and universities were closed for almost three semesters. It affected almost 862 million people globally and 50% population belongs to the students and teachers' group.(M Viner, et al., 2020) Many of the teachers have faced challenges as they do not have a sufficient internet connection and lack interaction via a social media platform. Since the immediate impact of covid-19 has forced teachers to immediately adopt virtual platforms for the transmission of knowledge; it's become tough for everyone.(Quezada, Talbot, & Quezada-Parker, 2020) To survive in this challenging time few teachers were optimistic while others found traces while working on technical glitches.(Gupta & Sahu, 2021) Out of many professions, teaching is usually one of the most stressful and demanding jobs; but due to its own distinctive practical learning challenges in hospitality and tourism academics, it was very stressful for all the teachers.(Mahmood, 2020)

3. Research Methodology

This research was conducted based on mainly primary data using a questionnaire circulated and data collected from hospitality educators within India. Hospitality educatorswere asked about the HR practices of their organizations and also about steps taken by their management to sustain during COVID. They were also asked to comment on their dependency on salary, other income sources, and challenges faced during covid. Also, secondary data was used to understand or to come out with the research gap in the particular field, and based on the research gaps the questionnaire was designed and primary data collected. Over 300 questionnaires were received from various respondents however initially the research instrument was tested with a sample of 20 respondents and after validating the questionnaire, the same instrument was shared with more than 300 respondents of which we received 285 responses of which somewere incomplete or not proper so after data cleansing, we could complete this research with 160 responses from 8 respondents spanning 20 universities/institutions.

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Comment [T13]: Why did you choose 20 respondents? Were they enough to represent all educators getting employed in India? It would be better, if you explained this further.

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4. Data Analysis

The responses were scrutinized and analysed via SPSS. The reliability of the dataset was tested by use of Cronbach's alpha.

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Table 1. Reliability Statistics&Case Processing Summary

Case Processing Summary		
	N	%
Cases Valid	160	100.0
Excluded	0	0
Total	160	100.0
a. Listwise deletion based on all variables in the procedure.		

Reliability Statistics	
Cronbach's Alpha	N of Items
0.874	34

Table 1. represents the Reliability Statistics & Case Processing Summary of our research work. Here the Cronbach's Alpha showed a score of 0.87 which is a significantly high score denoting very good internal consistency among the variables.(Field, 2009)

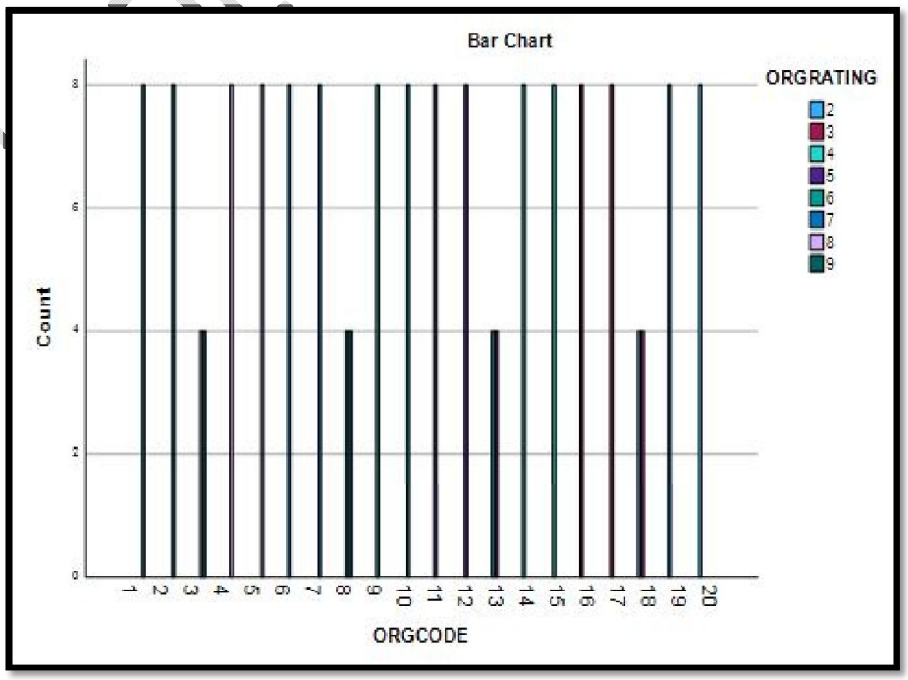
Table 2. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PP	160	0	1	0.38	0.486
AIBA	160	0	1	0.44	0.498
Da	160	0	1	0.34	0.476
FHIS	160	0	1	0.44	0.498
PFESIC	160	0	1	0.44	0.498
TDMS	160	0	1	0.81	0.392
LP	160	0	1	0.5	0.502
EOTL	160	0	1	0.66	0.476
SWF	160	0	1	0.62	0.486
ROT	160	0	1	0.25	0.434
FSR	160	0	1	0.66	0.476
RR	160	0	1	0.44	0.498
FI	160	0	1	0.5	0.502
EWC	160	0	1	0.37	0.486
AIFR	160	0	1	0.5	0.502
WLG	160	0	1	0.62	0.486

AMLM	160	0	1	0.47	0.501
WH	160	0	1	0.41	0.493
VF	160	0	1	0.5	0.502
HRM	160	0	1	0.5	0.502
EOS	160	0	1	0.75	0.434
LO	160	1	1	1	0
OC	160	0	1	0.96	0.191
FP	160	0	1	0.96	0.205
INC	160	0	1	0.3	0.46
SA	160	0	1	0.17	0.376
FD	160	0	1	0.34	0.474
FOWL	160	0	1	0.46	0.5
PCUT	160	0	1	0.53	0.501
CORG	160	0	1	0.61	0.49
RSTOP	160	0	1	0.84	0.37
DS	160	0	1	0.7	0.46
GHRP	160	0	1	0.6	0.491
RP	160	0	1	0.47	0.501
Valid N (listwise)	160				

From Table 2. represents the Mean and Standard Deviation of the 160 respondents on various questions that were presented to them. The maximum possible score was 1 and minimum was 0 for each of the questions.

Figure 1. Cross Tabs



Above Figure 1. is a graphical representation to analyse the responses on organization ratings by their employees. The graph shows that most respondents were very much similar in their responses and rating of their organization. Figure 1. is a graphical representation which shows how the respondents has rated their organization so the graph represents the Organizational Code on the x axis and the Organizational Rating on the Y axis.

4.3 Correlations

Table 3. Correlations between Organizational Rating & HR Practices

Correlations between Organizational Rating & HR Practices			
Avg_HRP	Pearson Correlation	1	.992**
	Sig. (2-tailed)		<.001
	N	160	160
ORGRATING	Pearson Correlation	.992**	1
	Sig. (2-tailed)	<.001	
	N	160	160
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4. Correlations Between Organizations Response During COVID and Organizational Rating

Correlations Between Organizations Response During COVID and Organizational Rating			
Avg_RDC	Pearson Correlation	1	.587**
	Sig. (2-tailed)		<.001
	N	160	160
ORGRATING	Pearson Correlation	.587**	1
	Sig. (2-tailed)	<.001	
	N	160	160
***. Correlation is significant at the 0.01 level (2-tailed).			

Table 3. and 4. shows the correlation between Organizational Rating & HR Practices whereas table 4.3.2 represents the Correlations Between Organizations Response During COVID and Organizational Rating. In both case the correlation is significant as 0.01 level and on comparison we

can see that there is reduced correlation from HR Practices to Response During Covid. The average employee responses to General HR Practices of the Organization and the Average Scores of the organization's Response During Covid were tested using correlations with organizational rating & both showed a significant level of correlation.

4.5Regression

The above results were further confirmed by the **Regression Analysis** as shown below:

Table 5. Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992[a]	0.985	0.985	0.285
a. Predictors: (Constant), Avg_HRP				

ANOVAa						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	827.195	1	827.195	10207.07	<.001[b]
	Residual	12.805	158	0.081		
	Total	840	159			
a. Dependent Variable: ORGRATING b. Predictors: (Constant), Avg_HRP						

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	0.442	0.055	8.051	<.001
Avg_HRP	10.027	0.099	0.992	101.03	<.001
a. Dependent Variable: ORGRATING					

The Regression analysis of Table 5 can able to explain 99% of the problem & it is able to verify the finding the correlation analysis.(Golberg & Cho, 2010)

Table 6. Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587[a]	0.345	0.341	1.866
a. Predictors: (Constant), Avg_RDC				

ANOVA[a]						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	289.628	1	289.628	83.146	<.001[b]
	Residual	550.372	158	3.483		
	Total	840	159			
a. Dependent Variable: ORGRATING						
b. Predictors: (Constant), Avg_RDC						

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.719	.440	.587	3.905	<.001
Avg_RDC	6.198	.680		9.118	<.001
a. Dependent Variable: ORGRATING					

This regression analysis of Table 6 can able to explain above 58% data and this also in line of earlier corelation analysis. (Dubey, Kothari, & Awari, 2016)

5. Key findings

Based on the results of the analysis done using SPSS it was obvious that employees' rating of their organization was strongly dependent on the HR Practices followed by the organization. It is also evident that even organizations which had good HR Practices were not equally reasonable and transparent in their response during the COVID pandemic period. From the analysis, we can state that organizations with a rating of 7 and above are those which have good HR Practices and need to be the benchmark by others. Organizations with a rating between 5 to 6 are on the right track and need to work on their HR Practices in line with Higher Rated Organizations. Organizations ratings below 5 which are 6 in number must seriously look into and learn from other organizations, otherwise, they may not be able to sustain. On detailed inquiry, it was founded that few organizations took some special steps to support employees during covid. A few of these are mentioned below:

- One organization provided a bracketof 70% of salary for all employees during covid and all dues were settled as arrears later when the situation was normal.

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- Another organization tied up with their banker to provide interest-free loans to their employees which were later on paid back by their employer.
- A few organizations provided their employees with normal growth and development even during the COVID period as they had reserve funds to handle contingencies and situations.

It is also evident that most organizations did not have any backup/contingency plan to face unforeseen situations or exigencies like COVID. Thus, the response toward Covid from some otherwise good organizations with decent HR practices was also found wanting. Employees faced pay cuts and were laid off which added to their stress and burdens.

The Hypothesis which was tested "H1 – All employees were taken care of by their organizations during the Covid pandemic" stood rejected. Many employees lost jobs and were left without any source of sustenance.

6. Conclusion and Recommendations

Comment [T16]: Your conclusion and recommendations are too long, I think.

Based on this research study we have understood that the hospitality education industry in our country has faced many challenges during COVID-19. According to the respondents,who are mainly Teachers from various institutions of Hotel Management or Universities, we have understood few organizations are having very good HR policies and have provided growth to their staff in terms of increments and other benefits in the past two years. However, even all of the organizations have not responded very well or have beensupportive to their employees during the pandemic. It is also observed that a majority of the institutions took steps to remove the employees from their jobs without any prior notice or paid 70% of the remuneration or paid half of the monthly remuneration to their staff. Through the research process,it was also noticed that many of the employees left their organization due to loss of employment or were stuck in the same organization due to a lack of availability of employment during the pandemic. Very few organizations responded effectively to support their staff without any deduction in their monthly salaries and also provided growth and increment during the last two years. It was a challenging scenario for the majority of the educators especially where most of them were dependent on their job as a primary source of income and suffered due to the loss of their employment. The respondents have shared their opinion that, even if the institutions have already received their semester fees from their students; it was a practice for most of the institutions to provide half of the monthly remuneration or deduction in their salaries. Many of the institutions and even the universities

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that have strong HR policies and practices also deprived their staff as they were happy to take advantage of the circumstances and maximize their profits. This lack of concern for Human Assets is a major concern to be addressed by both the government and other authorities.

Based on this study and the responses it can be brought to the focus for all educators and institutions to note their shortfalls and learn from other that scored well in trying times.

- The employees who were focused on their primary income as a source of revenue generation or monthly income must look to secure alternative sources of income to fight or survive during challenging times like Covid in the future. It is advised to the employees that they should not be totally dependent on their primary source of income as during a crisis it will be very challenging for them.
- For educational institution like universities or colleges, it is recommended that they should follow certain regulations and create reserves or should have a sufficient backup plan to run the operations as well as retain their existing staff without any disturbance.
- For those organizations that have repeatedly lain off their employees or have deducted their monthly remuneration for the last two years even after the pandemic; they should rectify their HR practices as well as should follow the guidelines on how other universities are progressing in retaining their staff even during challenging time rather than cut off or deduction in salaries.
- Institutions must try their staffs or must develop proper infrastructure and training for the teaching staff to get better outcomes in terms of online classes and usage of digital learning methods. As it is already been seen that most of the employees were not ever or have enough knowledge to operate such digital platforms during COVID;
- It is also recommended to the management of the institutions that they should be aware of their responsibilities to support their employees during challenging times. Because in a competitive employment market like India where there is a maximum number of manpower available; such organizations may not able to sustain themselves in the job market because of such practices.

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7. References

Comment [T18]: References should be arranged alphabetically.

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