

Effects of Covid-19 on Educational Tourists' Eating Habits and Cooking Skills

Benedict Igwebuike Agwuncha

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Approval of the Institute of Graduate Studies and Research

Prof. Dr. Ali Hakan Ulusoy
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science in Tourism Management.

Prof. Dr. Hasan Kılıç
Dean, Faculty of Tourism

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science in Tourism Management.

Prof. Dr. Ali Öztüren
Supervisor

Examining Committee

1. Prof. Dr. Ali Öztüren

2. Assoc. Prof. Dr. Mine Haktanir

3. Assoc. Prof. Dr. Hale Özdoğaç Özgüt

ABSTRACT

Covid-19 has not only halted people from active participation in daily activities but has also influenced the personal eating habits and cooking skills of educational tourists. These raised concerns about why, what, and how people eat irrespective of their various environmental, religious, socio-cultural, and political backgrounds. Based on these challenges, educational tourists start to adapt to changes in their eating habits and cooking skills. Currently, the results on the effects of Covid-19 on educational tourists' eating habits and cooking skills are scarce.

The purpose of this study is to fill the literature gap on the effects of Covid-19 on educational tourists' eating habits and cooking skills. Eating habits and cooking skills are vital parts of healthier food choices, which help overcome various diseases.

In this qualitative study, the data collected from 29 Edu-tourists studying at Eastern Mediterranean University (EMU) in North Cyprus using face-to-face interviews. Findings showed that Covid-19 had ripple effects such as; learning and improving cooking skills, hygiene consciousness, exercising, excess eating, etc., and educational tourists' eating habits and cooking skills.

One main contribution of this study is the knowledge expansion on eating habits and cooking skills. Future studies were discussed.

Keywords: Covid-19; cooking skills; eating habits; educational tourists, Northern Cyprus.

ÖZ

Covid-19, insanları günlük aktivitelere aktif olarak katılmaktan alıkoymakla kalmadı, aynı zamanda eğitim amacıyla seyahat eden turistlerin kişisel yeme alışkanlıklarını ve pişirme becerilerini de etkiledi. Bu sorunlar çevresel, dini, sosyo-kültürel ve politik geçmişlerine bakılmaksızın insanların neden, ne ve nasıl yediklerine ilişkin endişeleri artırdı. Bu zorluklara dayanarak, eğitim turistler yeme alışkanlıkları ve pişirme becerilerindeki değişikliklere uyum sağlamaya başladı. Halihazırda, Covid-19'un eğitim turistlerinin yeme alışkanlıkları ve yemek pişirme becerileri üzerindeki etkilerine ilişkin sonuçlar azdır.

Bu çalışmanın amacı, Covid-19'un eğitim turistlerinin yeme alışkanlıkları ve yemek pişirme becerileri üzerindeki etkilerine ilişkin literatür boşluğunu doldurmaktır. Yeme alışkanlıkları ve pişirme becerileri, çeşitli hastalıkların üstesinden gelmeye yardımcı olan daha sağlıklı yiyecek seçimleri için hayati faktörlerdir.

Bu nitel çalışmada, Kuzey Kıbrıs Gazimağusa'da eğitimlerini sürdüren 29 turistten yüz yüze görüşmelerle veri toplanmıştır. Bulgular, Covid-19'un turistlerin öğrenme çalışmaları, yemek pişirme becerileri, hijyen bilinci, egzersiz davranışı, yeme alışkanlıkları ve yemek pişirme becerileri üzerinde çeşitli etkileri olduğunu göstermiştir. Bu çalışmanın temel katkılarından biri, yeme alışkanlıkları ve yemek pişirme becerilerindeki bilginin genişletilmesidir. Tezin sonunda, öneriler ve gelecekteki çalışmalar için öneriler irdelenmiştir.

Anahtar Kelimeler: Kovid19, Pişirme becerileri, Beslenme alışkanlıkları, Eğitim turizmi, Kuzey kıbrıs.

DEDICATION

I am dedicating this thesis to my parents for their immeasurable contributions.

I pray the Almighty God bless and protect them in life.

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Chapter 1

INTRODUCTION

1.1 Background

Educational tourists' eating habits and cooking skills are among the concerned areas, especially during the Covid-19 pandemic outbreak. People are careful when it comes to what they eat. The challenge among educational tourists to adapt to change in eating habits and cooking skills (Hollywood, Surgenor, Reicks, McGowan, Lavelle, Spence, & Dean, 2018; and Bumbac, Bobe, Procopie, Pamfilie, Giușcă & Enache, 2020) is a concern due to fear of infection of Covid-19 virus infection (Agrawal & Sharma, 2020). Further, Pavlidis & Markantonatou, (2020) found great importance of gastronomic tourism (the practice of cooking or eating good food) as a strategy in defining the image of a destination and as a driving force for tourism development. Also, local food and changes in tourist eating habits in a sun-and-sea destination were explored by Santos, Santos, Pereira, Richards, & Caiado, (2020). The result showed that educational tourists change their eating habits during holidays. These studies show the changes as well as the importance of healthy eating habits among educational tourists. Also, Abraham, Noriega & Shin, (2018) studied eating habits and knowledge of nutritional requirements. The results showed that the tourists make unhealthy food choices, but they know healthy nutrition requirements. This also shows the importance of eating habits among educational tourists.

1.2 Statement of the Problem

The problem in this study is the literature gap on the effects of Covid-19 on educational tourists' eating habits and cooking skills. This supports the suggestion by Asher, Jakstas, Wolfson, Rose, Bucher, Lavelle & Shrewsbury, (2020) that; there is a need to promote evidence-based teaching of cooking and food skills given that the prevalence of the diet-related chronic disease is escalating rapidly global, and the relationship between cooking and food skills with diet quality and rising interest of cooking education programs. Moreover, the importance of tourist's cooking skills is necessary, particularly during the Covid-19 pandemic outbreak. The knowledge of cooking skills can help educational tourists' avoiding unnecessary disease infections. Most of the fast foods eaten by educational tourists' might not be prepared in a hygienic environment. As such, tourists need to be able to cook by themselves. Following this need, Bernardo, Jomori, Fernandes, Colussi, Condrasky & da Costa Proenca (2018) researched the positive impacts of cooking skills intervention among Brazilian educational tourists. The results showed an increase in cooking confidence, cooking attitude, knowledge of cooking, confidence in the consumption of fruits & vegetables, availability & accessibility of fruits and vegetables at home. However, eating fast food and snack bars decreased. Adapting to these changes has ripple effects such as a decrease in eating fast food, snack bars, and unemployment for tourists and the restaurateurs who work at these restaurants.

Consequently, although eating habits and cooking skills are necessary for well-being, the lack of literature about the effects of Covid-19 on the tourist's eating habits and cooking skills can cause more harm than not because it can guide people on how to manage their wellbeing during pandemics. Further, the Covid-19 outbreak compelled

people to adjust their eating habits and cooking skills. The increasing fear of spreading the Covid-19 virus affected tourists to adapt to changes in what they eat, how they cook, and where they eat. This topic is necessary because of educational tourist's contributions to developing the country's economy. For example, in the middle, many parents prefer their children to return home so that they can be together, eat and drink from the same pot. They believe that doing so will go a long way to avoid contracting the virus. Besides, most tourists who usually rely on food delivery were afraid to order again and start cooking their food by themselves because they are not sure of who is infected. It is quite necessary to note that the outbreak of the Covid-19 pandemic made many changes to the educational tourist(s) eating habits and cooking skills. This research gap was filled by the respondent's answers to the questions of how the Covid-19 outbreak influenced educational tourists' eating habits and by suggesting that cooking skills are necessary for emerging adults (educational tourists).

1.3 Purpose of this Study

The purpose of this study is to fill the literature gap on the effects of the Covid-19 pandemic on educational tourists' eating habits and cooking skills. Eating habits and cooking skills are necessary parts of healthier food choices, and as such, encouraging the acquisition of cooking skills is important at all ages because it may contribute to healthier food consumption. Therefore, the acquisition of cooking skills and associations with healthy eating is encouraged (Hagmann, Siegrist & Hartmann, 2020) and can help people and tourists to overcome the challenges of diseases. The majority of studies have written on tourists' eating habits, for example, Santos, Santos, Pereira, Richards, & Caiado, (2020), and on the importance of healthy eating. Yet, others wrote on improving tourists' cooking skills, while some other scholars wrote on healthy eating cooking skills. Nevertheless, knowing the effect of the Covid-19 pandemic on

tourists' eating habits and cooking skills is necessary because it will help overcome Covid-19 challenges. The qualitative method is considered necessary for this study because it is intended to understand (explore) the effect of the Covid-19 outbreak on educational tourists eating habits and cooking skills.

1.4 Significance of this Study

Parental Dishes

This study shows the importance of healthy eating among educational tourists who are usually away from home known for healthier parental dishes. Most parents indeed wish that their children eat home dishes because they believed that home-prepared foods have kcal and more nutritious than non-home foods. On this note, Martins, Machado, Louzada, Levy & Monterio, (2020) suggested that parents' cooking skills confidence potentially protect their children against ultra-processed foods, indicating the need for revaluing cooking to promote healthy eating.

Increasing Power of Food Industries and Retailers

The increase in the number of food industries globally is a concern because it decreases the consumption of home-cooked dishes rich in nutrition. Besides, the increasing food industries and retailers are because of a lack of interest in cooking skills among young generations. Moreover, people believe that this can increase the intake of refined grains that is very unhealthy and can cause obesity problems, diabetes, and heart disease (Liu Simin, 2002).

Tourist (s) Future Nutritional Wellbeing

According to Utter, Larson, Laska, Winkler, & Sztainer (2018), the impact of developing cooking skills early in life may not be apparent until later in adulthood

when individuals have more opportunity and responsibility for meal preparation. It shows the need to emphasize home cooking programs in the academic curriculum because developing cooking skills at adolescent ages can help tourists become masteries later in adulthood. Doing so will promote healthy eating habits that help to fight diseases such as the Covid-19 pandemic.

1.5 Research Questions

To understand the effects of Covid-19 on the educational tourists' eating habits and cooking skills, it will be a good idea to develop insightful and enticing research questions as follows:

1. How has the Covid-19 outbreak influenced educational tourists' eating habits?
2. What is the relationship between the educational tourists' cooking skills and eating habits?

1.6 Content Structure

Following the above research questions, it is good to give a sketch of the thesis. There are five chapters in all. The current one is chapter one, which introduces the subject and discusses the background of the study. Chapter 2 is about the literature review, and chapter 3 is about the methodology of the study. Chapter 4 is about the findings. Above all, the study concludes with chapter 5 with discussions, conclusions, and recommendations. Next is chapter two.

Chapter 2

LITERATURE REVIEW

Educational tourists involve in learning by traveling to different places in search of various forms of knowledge. However, as the Covid19 outbreak emerges, it brought challenges that negatively and positively affected their eating habits and cooking skills. It made them conscious of what they buy and eat. As a result, some of them start learning how to cook their foods by themselves while others improved their cooking skills.

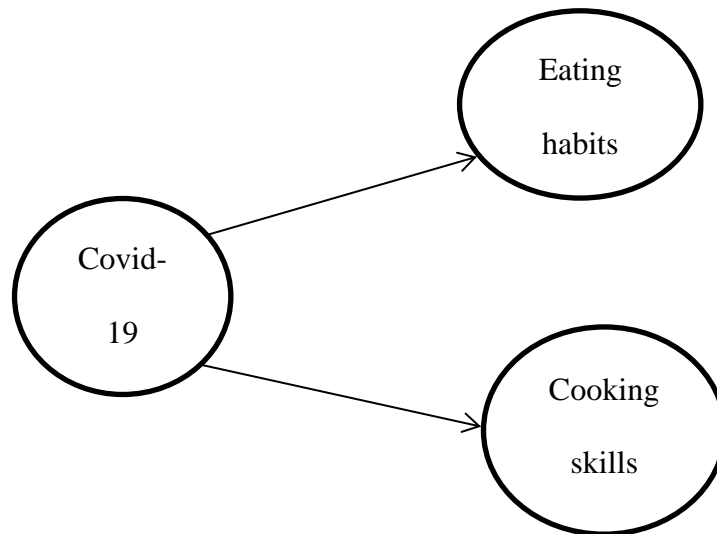


Figure 1: Conceptual Model Guiding the Study on the Effect of Covid-19 on Educational Students' Eating Habits and Cooking Skills. Source: Author's Design

2.1 Educational Tourists

Tomasi, Paviotti & Caicchi, (2020) defined educational tourists as higher educational institutional students in international mobility programs, whose overall experience at

the destination includes leisure and tourism activities. Educational tourists also refer to those who study/gain educational knowledge by traveling to different places (Maga & Nicolau, 2020) as such, traveling serves as a means of education. However, the concept of educational tourist presents tourism as a supportive learning device where learners acquire knowledge through real-life practice such as travel, leisure, long-stay, etc (Borsari, Garrido, & González, 2021; McNair, Friginal, & Camacho, 2020; Roberson, 2018). However, the challenges they face while traveling often leads to changes in decision-making and in turn affect their wellbeing. On many occasions, the decisions they made affect their eating habits and cooking skills. But literature covering these challenging experiences are scares. Hence knowing their experiences and why they travel (Kara & Mkwizu, 2020; Dale & Ritchie, 2020) will help future tourists. On this note, the push and pull travel motivations and behavior of Mainland Chinese international educational tourists' to Zealand were examined using data from 200 questionnaires. The results showed that the push factors motivating Chinese educational tourists include; human relationships, entertainment, escape, and relaxation. Besides, the pull motivating factors include; accessibility and hospitality (Lin & Liu, 2020). However, their motivations vary according to demographic features. Additionally, their traveling behaviors show that they like traveling with friends and family by private and public transport and stay in hotels for short periods based on internet information.

Moreover, Ramirez & Portillo, (2020) addressed the need to cover the knowledge gap of educational motivation as a key motivator to religious tourism. Using interview data from 242 visitors about learning experiences. The results showed a strong predictive power of indirect effect between educational motivation, environmental, rural, and

cultural motivation. On this note, the mediating role of motivation in building tourists' loyalty in creative tourism such as experience quality, perceived value, and satisfaction was examined and the result showed that educational tourist motivation, experience quality, perceived value, and tourist satisfaction determine tourist loyalty for creative attractions. Tourist motivation mediated the relations (Suhartanto, Brien, Primiana, Wibisono & Triyuni, 2020).

Similarly, Park, Kim, & Xu, (2020) examined the motivations of educational food tourists to visit food museums and restaurants as emerging food tourism attractions. The study used in-depth interviews with domestic Chinese food tourists in Hangzhou Cuisine Museum and restaurants. The result showed that their motivations were based on individual, social and institutional levels. The individual motivations include seeking education and knowledge alongside sensorial, embodied experience, and transformative escapism. Social motivations (Vanduhe, Nat, & Hasan, 2020) include social togetherness and kinship. Institutional motivations include food authenticity and media exposure. Nair & Sinha, (2020) examined how destination-choice-based motivations redefined educational tourist's choices for future travel decisions and post Covid-19 choices using 449 online survey data. The study results showed that destination choice-making was influenced by three motivators and they include; accessibility & discounting, health & hygiene, and the history of low incidences of Covid-19. Besides, travel history and destination selection motivators; such that participants who had long quarantine experiences show their motivations on accessibility & discounting and health & hygiene, and people with no international travel experience were more concerned with low Covid-19 incidences. With these

studies, one can agree that educational tourists experience different changes (Arcodia, Novais, Cavlek, & Humpe, 2020) that affect their eating habits and cooking skills.

Similarly, understanding the learning effects of educational tourists is necessary because it can unveil any link with their eating habits and thus direct the areas that should be improved. On this note, McGladdery & Lubbe, (2017) examined whether international educational tourism fosters learning purposes. The study used data from 1,152 Grade, two Learners, in 16 South African exclusive high schools. The result showed that some types of international educational tourism are more conducive to global learning more than others, and to achieve significant global learning, educational tourists need to be assisted while experiencing cultural differences. As such, improving the experiential learning of educational tourists (Schreck, Weilbach & Reitsma, 2020) is necessary for Covid-19 periods, and the knowledge of cultural differences may involve carefulness about eating habits which is linked to cooking skills. Also, Saini & Rich, (2020) examined the need to increase experiential learning in Meadow House Hospice in Ealing using data from ten healthcare professionals. Results showed that experiential learning could be improved using personalizing learning, continuing to see, and preference for experiential learning. Also, educational tourist's common features include traveling to learn, a desire to learn, wishing to experience something different, and preference for experiential learning.

Moreover, Badau & Badau, (2018) outlined the impacts of educational, recreational, metric, and satisfaction of adventure education activities in the urban tourism environment. Results showed that improvement of physical, technical, educational, recreational potential and participation of students were possible through participation of education program in an adventure in urban tourism environment. This indicates

that educational tourism creates different impacts on tourists. Confirming this, Gössling, (2018) examined the problems, complexities, and opportunities in tourist learning. tourism and sustainability by arguing that travel supports positive active learning outcomes for sustainability. Particularly, desirable learning in tourism may be limited, and passive learning processes that define social norms are often related to outcomes that are harmful to lifestyle.

Contrarily, the impact of gender and Covid-19 limitations on physical activity and sedentary behavior in Spanish University tourists was analyzed using data from 16 Universities with 13,754 questionnaires. Results showed that educational tourists reduced moderate and vigorous physical activity of Covid-19 limitations and increased sedentary time. Besides, women managed the limitations of Covid-19 better than men (Larrad, Mañas, Labayen, Gross, Espin, Aznar & Irazusta, 2021). This implies that the Covid-19 outbreak negatively limited educational tourists' activities and movements but regarding physical activities, women tend to manage the challenges better. Consequently, the psychological impacts of Covid-19 (Li, Cao, Leung, & Mak, 2020) among educational tourists were analyzed in seven states in the United States using data from 2534 educational tourists'. Results showed that; non-Hispanic Asian women tourists were in fair/poor health of below-average relative family income. Alternatively, those who knew someone infected with Covid-19 experienced higher levels of psychological impact while students who were non-Hispanic white, above-average social class, spent at least two hours outside, or less than eight hours on electronic screens were likely to experience lower levels of psychological impact (Browning, Larson, Sharaievska, Rigolon, McAnirlin, Mullenbach, & Alvarez, 2021).

This suggests that effortless to recognize and address educational tourists' mental health challenges during Covid-19 have lasting health and educational implications.

Notwithstanding, there may be other impacts of educational tourism on the economy despite the challenges of Covid-19. The studies above show the importance and impacts of educational tourism on educational tourists and areas. However, it could be that educational tourists contribute to the development of an economy. On this note, Soyer, Ozgit, & Rjoub, (2020) analyzed the effect of international students as tourists on a gross domestic product of a small island for sustainable economic development. Their study results showed that educated human capital contributes to economic growth as education, knowledge, and information rises, they promote the GDP. Besides, Tomasi, Paviotti & Cavicchi, (2020) argued that educational tourism can foster developments through Universities, and international students as educational tourists benefit both the destination and themselves. This can lead to sustainable destination development (Safshekan, Ozturen, & Ghaedi, 2020).

Subsequently, McGladdery & Lubbe, (2017) argued that the nature and scope of educational tourism as a market segment and a theoretical concept has been understudied. Following this view, it is necessary to assess the potentials of educational tourism for future directions in the sector. In the same vein, the study by Ostela, (2020) suggested mapping out possible educational travel operations in Finland with suggestions for future undertaking. Results of the study showed that some providers and actors are willing to collaborate to develop educational travel in Finland to develop educational tourism products for public benefits. these studies show that educational tourism has a lot to offer despite the challenges especially during the outbreak of Covid-19 as they travel far and near. On this note, it is necessary to explore

how Covid-19 affected educational tourists as they undertake exploratory learning in different parts of the globe.

2.2 Covid-19 Outbreaks

Covid-19 (coronavirus disease) is defined as an illness caused by a novel coronavirus now called severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; formally called 2019-nCoV) and was first identified amid an outbreak of respiratory illness cases in Wuhan City, Hubei Province, China. Among the various challenges faced by educational tourists, the Covid-19 pandemic records the worst impact and it is still shaking the academic world. In light of this, Sahu Pradeep, (2020) opined that due to Covid-19 diseases, universities closed, and it affected the mental health of tourists and academic staff. Also, Dutta & Smita, (2020) opined that there were mental, physical, and economic interruptions in tourist's learning, a decrease in study hours, and motivation to study. The Covid-19 pandemic outbreak affected virtually every aspect of human life. According to Gualtieri, Cinelli, Bigioni, Soldati, Attinà, & Ferraro, (2020), the impacts of Covid-19 are huge on populations but, its consequences are reflected on lifestyles. By implication, this means that the consequences have effects on both eating habits, mental and emotional moods. These challenges can lead to adjustments in eating habits and cooking skills. However, it discourages restaurateurs because it decreases sales and business growth. Yet it is a welcomed development as far as tourist's wellbeing is concerned. Above all, Covid-19 can lead to food insecurity (Leddy, Weiser, Palar, & Seligman, 2020).

During the Covid-19 periods, food insecurity increased because of restrictions and fear of infections and tourists were at the peak of these experiences. This also made some of the educational tourists change their eating habits, and others started cooking.

Owens, Silva, et al., (2020) conducted a study to determine the prevalence and social determinants of food insecurity among college tourists during the Covid-19 pandemic. Results showed that losing part-time work because of Covid-19 laid off, change in current living arrangements, and being furloughed determined the strongest food insecurity among college tourists. This means that Covid-19 can affect tourists' eating habits and cooking skills both positively and negatively. To some, it can help them to learn how to cook, to others, it can make them start eating foods that are more nutritious and to be more careful in selecting what to eat (Antunes, Frontini, Amaro, Salvador, Matos, Morouço & Gonçalves, 2020).

More apparently, the impacts of Covid-19 may also be reflecting on the lifestyle and behaviors of educational tourists so, exploring this field is necessary to monitor changes. On this note, Wen, Kozak, Yang, & Liu, (2020) wrote on the influence of Covid-19 on the lifestyle choices of Chinese educational tourists, travel behavior, and tourism preferences in long and short-term undertakings. The study used a synthesis of news media outlets and related literature on tourism marketing, management, and tourist behavior. Results showed that Covid-19 affected Chinese educational travelers' consumption patterns, luxury trips, and health, wellness tourism, slow and smart tourism that may control future tourism activities. Consequently, Grozinger, & Parsons, (2020) examined the impact of Covid-19 on Australia's educational tourists and tourism exports using data from Reserve Bank's regional and industry liaison program for analysis. The result showed that the pandemic outbreak led to lingering negative effects on demand for travel and long-haul airline capacity, closed borders, and international travel restrictions. These two studies above show that Covid-19 indeed halted the travel export of educational tourists. Tiwari, Séraphin, &

Chowdhary, (2020) examined the impact of the Covid-19 pandemic on tourism educators as regards future challenges in tourism and ways to reintroduce and enhance tourism education in the post-Covid19 phase. The study used data from 22 respondents in 15 different institutions across the world. Results showed that the impacts of Covid-19 on tourism education differ because tourism educators were from different countries, and this shows the need to apply digital learning & teaching; need to redesign the curriculum, collaboration with the industry's stakeholders & government, and the worrisome situation of the industry's job loss.

Van, Giang & Ngoc, (2020) examined the impacts of Covid-19 on perceptions and behaviors of University educational tourists from Vietnam using interviews and questionnaire data from 440 Vietnam University educational tourists conducted through social media platforms such as Google form and Facebook. Results showed that Vietnam educational tourists had negative experiences. So, their perception of the dreaded pandemic suggests; danger to public activities, travels, face-to-face classes, productive works, team works, public places, and everything that has to do with public association. Based on these perceptions, they behaved differently such as; avoiding public activities, teamwork, public transportations, shared meals, and became sensitive to the pandemic.

According to Tolsgaard, Cleland, Wilkinson, & Ellaway, (2020) Covid-19 pandemic affected medical educational tourists' choices as they pay huge sacrifices. Clinical training as a resource advantage has no value if their potentials to provide basic demands by patients is not achieved. This study shows that Covid-19 significantly interrupted workplaces and campus-based medical education tourists were withdrawn from teaching and redirected to staffing helplines online learning. Based on these

findings, Cleland, et al., (2020) suggested ways of adapting to the impacts of Covid-19 by sharing stories and practices. Considering areas of concern in medical education and training tourists in campus-based teaching and clinical learning, selection and assessment, and educator needs are a key focus. Above all, the study findings suggest two important lessons; Covid-19 is a time for colleagues to help and support each other globally and change the shape of medical education and training with available potentials for the future.

Higgins-Desbiolles, (2020), a challenge to sustainable tourism in the tourism academy is a war over-tourism. The study argued that Covid-19 is a game-changer for travel and tourism because it harmed tourism businesses, workers, and tourism workers. The result of the argument demands the proper role of tourism and tourism academics in the development of tourism discipline, educational tourists, and the future of tourism practices. Conversely, Buckley & Westaway, (2020) presented an analysis of mental health rescue effects of women's outdoor tourism as a role played for recovery from Covid-19 challenges. The study used 100, 000 women clients from 1000 social media posts. Results revealed psychological rescue, recognition of a previously missing life component, and flow-on effects on family members. Also, findings from the previous report include; extreme sports, happiness, relaxation, gratitude, nature appreciation, clarity and insights, challenge & capability, community effects, and companionship, but not previously for hiking in nature such as psychological transformation. The study suggests that commercial outdoor tourism can contribute immensely to the well-being of women and families. Shen, Shih, & Ludy, (2020) examined whether emotional eating mediates the relationship between perceived stress level and food choice motives. The study used data from 800 adult respondents in the US. Results showed

that emotional eating was significantly related to convenience, price, and familiarity. Besides, emotional eating mediates the relationship between perceived stress and five food choices motives; mood, convenience, sensory appeal, price, and familiarity. These studies suggest that the Covid-19 pandemic has ripple effects on educational tourists eating habits. Based on this information, it is necessary to understand that the spillovers on the eating habits of educational tourists lead to different changes in behavior and their behaviors matter.

2.3 Concept of Behavioral Change

The concept of change has been in use for years especially, behavioral change. Individual changes in lifestyles that are appropriate to people's contexts depend on health promotions of personal, environmental, and behavioral characteristics. This means that concerns about peoples' health make them change from suspicious eating habits and adapt to personal cooking skills due to fear of infections. Thus, the effects of the Covid-19 outbreak trigger fear and changes in educational tourists' eating habits; this, in turn, triggers cooking skills to avoid infections. Further, educational tourists' personal choice of eating sometimes can be influence by the environment in which they dwell. This can affect their behavior and wellbeing. For example, if a student's environment promotes healthy eating habits, it is likely to affect his behavioral characteristics too. Precisely, if educational tourists in dormitories cook themselves, it will influence any new student that joins them and can become a behavior that can change their eating habits. From this view, this study suggests that Covid-19 can change educational tourists' eating habits and trigger cooking skills in their challenging experiences. Kwok, Capra & Leveritt, (2020) wrote on enhancing healthy eating patterns among Hong Kong young adults. The authors suggested that if young adults change to a poorer eating pattern during tertiary education, they might become

nutritionally vulnerable and develop an increased risk of chronic diseases, overweight, and obesity in midlife. Besides, Stollefson, Paige, Chaney & Chaney, (2020) opined that Social Media and Health promotion practice helps in achieving goals and objectives of public health, including behavioral, organizational, and policy change. These findings suggest that educational tourists encounter changes in eating habits and this affects their cooking skills. As far as educational tourists are concerned, the Covid-19 outbreak triggered changes in health promotion and behavior changes in their eating habits and cooking skills.

2.4 Eating Habits

Eating habits are defined as the habitual decisions of individuals or groups of people regarding what foods they eat. (Preedy, 2010). However, eating habits can be defined as the choice made by different people about what food they eat, how to eat, and where to eat. The growing interest in tourists' eating habits literature is because of the increasing population of international tourists moving overseas for studies. Most times, their experiences with the cultural food of the host destinations are very different from what they expected to see. This, therefore, introduces different kinds of attitudes such as food neophobia (Idowu Adebayo, Fogliano, Oluwamukomi, Oladimeji, & Linnemann, 2020) for safety with familiar food. Food neophobia has always been a concern for educational tourists because they are mostly involved in tourism education characterized by environmental translocation and long-stay visits. However, Cifci, Demirkol, Altunel, & Cifci, (2020) studied how to overcome food neophobia towards science-based cooked food. The result revealed four constructs, which include; conducting public disclosure activities, developing appetizing foods, establishing culinary knowledge, and using an authority argument that highlights the way of overcoming the food neophobia towards science-based cooked foods in the marketing

context. Nonetheless, these constructs might not satisfy the desired taste of some of these tourists who came from homes where dishes are prepared by their parents. This may reveal why educational tourists accept or deny locally prepared cuisines when trying to satisfying their taste in overseas Stays. Also, Baah, Simpson, & Ayeh, (2020) examined how food neophilia influences acceptance of local cuisine by educational tourists, particularly, the influence of tourist's attitudes by food-related personality traits using survey data from 396 international tourists in Ghana. Results confirmed the significant influence of food neophilia and outlined associated impacts of tourists' features. Following the above studies, it is obvious that educational tourists face a lot of challenges that directly and indirectly influence their choices regarding their eating habits. Very often, the changes they made result in disliked lifestyle and their wellbeing. Such is a delicate experience.

From a different view, the perception of educational tourists is often characterized by diverse reasons, which may include but are not limited to outcomes in their experiences and some other times by the nature of their perceptions before embarking on the program. On this note, Kilic, & Yildirim, (2020) examined perceptions of educational sport tourists on their eating habits and obesity in Turkey using data from 360 sport Edu-tourists. Results showed that three factors influenced their eating habits and they include; development level of their living location, income levels, and cultural activities. In support of the above findings, Renzo, et al., (2020) examined the immediate impact of the Covid-19 pandemic on eating habits and lifestyle changes among the Italian population aged 12 years and above using data from 3533 respondents through a questionnaire. Results showed different observances and they include higher adherence to a Mediterranean diet, weight gain, quitting smoking as

well as a slight increase in physical activity. The study suggests that improving public health during the pandemic should include knowing dietary habits & lifestyles, as well as knowledge of social and behavioral studies. More slightly different, Kim, Park, & Xu, (2020) examined influencing factors of food experiences as perceived by food tourists in food museums and restaurants using data from Chinese tourists who visited Hangzhou Cuisine Museum in Zhejiang province. Results showed that food tourists search for knowledge accumulation and gastronomic experiences during their visits to museums and restaurant complexes. Tourists themselves and the location influence knowledge accumulation. These two studies point to location as a major factor influencing educational tourists eating habits in their journey.

Nonetheless, it is good to know if age influences the nutritional knowledge of educational tourists to predict likely outcomes of the future undertaking. On this note, a study examined the nutritional knowledge and adherence to the Mediterranean diet of 46 obese children aged 6 to 12 years in the Canary Islands in an educational program. The result showed that there are significant improvements in the educational tourist's knowledge of healthy nutrition and their acceptance of the Mediterranean diet (Río, González, González, Adelantado, Delgado, & Peñalvo, 2019). Supporting this study, another research examined the sustainability of diet-related and lifestyle-related school-based education on an inactive and active lifestyle, diet quality, and body composition of Polish pre-teenagers in a medium-term follow-up program using data from 464 students aged 11-12 years. Results showed that diet-related and lifestyle-related school-based education from a one-year perspective could reduce central adiposity in pre-teenagers. The above two studies reveal that teenagers within the age

of 6-12 (one year) are influenced by significant changes in knowledge of healthy nutrition during their educational programs (Wadolowska, et al., 2019).

Contrarily, Eluwole, Lasisi, Elidemir & Guzel, (2020) explored the impact of internalization of education on the host community's eating habits using data from 17 North Cyprus indigenes. The result showed changes in four major themes, and they include; Socialization & friendship, Multicultural diversities, Tastes preferences & availability of foreign spices and Environmental changes) from the indigene's perspectives of eating habits before and after the coming of educational tourists. Tastes, for example, is associated with eating habits and is linked to cooking skills, meaning that both host community also experiences changes in eating habits. Consequently, changes in diet quality and food insecurity among adults during the Covid-19 lockdown were observed in Quebec, Canada using a questionnaire. Result recorded an increase in the healthy eating index during the Covid-19 lockdown compared with baseline points. This is because of improvements in the intakes of whole grains, beans, refined grains, total vegetables, total dairy, seafood, and plant proteins, added sugar, and total protein sub-scores of the healthy eating index-2015. Participants aged 18-29 years, those with lower education or with obesity showed particular vital increases in healthy eating index-2015. Moreover, the prevalence of food insecurity reduced during the early lockdown (Lamarche, et al., 2020). These findings were similar to the above study on the impacts of temporary translocation of educational tourists on eating habits from the Mediterranean in a Northern European environment. These studies confirm that Covid-19 has ripple effects on educational tourists' eating habits and may increase interest in cooking skills.

The ripple effect cuts across bothers, Boukrim, Obtel, Kasouati, Achbani & Razine, (2020) studied the impacts of Covid-19 and confinement on weight load, physical activity, and eating behavior of higher educational tourists in Southern Morocco. The study used data from 406 educational tourists. Results showed that one-quarter of the tourists were overweight and obsessed while the majority of the students had nutritional disorders. One-third was moderately physically active and the majority of the tourists were at risk of stress. Also, the increase in weight was because of an increase in stress, and low physical activity increases the risk level but a balanced diet can protect against the occurrence of weight gain. This study reveals that Covid-19 has ripple effects on educational tourists' eating habits, and this may affect their cooking skills (Hagmann, Siegrist, & Hartmann, 2020) across bothers.

Changes in consumers' food practices during Covid-19 confinements have impacts on diet quality and food system. Rodriguez-Perez, (2020) examined dietary behaviors of the Spanish adult population during Covid-19 confinements. The study used questionnaires on Mediterranean Diet Adherence Screener with a sample of 7514 participants. Results showed that Covid-19 confinements introduced healthier dietary habits. Maintaining these improvements for a long period can help fight Covid-19 related diseases. Supporting the above study, Hassen, Bilali & Allahyari, (2020) examined the impact of Covid-19 on food behavior and consumption in Qatar using online questionnaires. The focus was on changes in the way consumers eat, interact with food, and shopping. The results showed that there was a shift toward a healthier diet with an increase in the consumption of domestic products for food safety, a change in the modality of acquiring food, an increase in culinary capabilities, an absence of

fear in buying, and food stockpiling. These two studies confirm that Covid-19 made changes in the eating habits of educational tourists.

The above studies suggest that there could be spillovers on food selling and related food marketing. So, it is necessary to examine the influence of Covid-19 on food-related activities. A study on healthy food retailing, food behavior, challenges, and future directions during the Covid-19 pandemic was examined in the United States using the Retail Food Environment (RFE) and Customer interaction Model. Results showed that Covid-19 had impacts on four major areas including; (1) the community, state, tribal, and federal policy (2) retail actors, business models, and sources, (3) customer experiences, and (4) dietary intake (Leone et al., 2020).

Accordingly, Adey & Adey, (2020) reviewed the effects of Covid-19 on Agriculture and food supply chains and recommended possible ways to control them during the pandemic period. The result showed that the Covid-19 pandemic had numerous challenges starting from food production, processing, distribution, and demand due to restrictions of workers, changes in demand of consumers, closure of food production facilities, restricted food trade policies to financial pressures in the food supply chain. These challenges together indicate that Covid-19 had significant changes in food consumption and behavior of educational tourists. Based on this note, Borsellino, Schimmenti & Bilali, (2020) studied Agri-food markets towards sustainable patterns, precisely about the impact of Covid-19 in the early stage of food purchasing and purchasing behavior. Results showed that the impact of Covid-19 on consumer habits natively varied based on the function of personal attitudes, individual & household experiences, and characteristics. These changes increased home cooking which in turn lead to an increase in demand for staple foodstuffs and purchases from small local

retailers. Also, online food shopping received preferential treatment, and a good number of consumers have got used to purchasing healthier, more sustainable food, while food wastage has been reduced. These show that Covid-19 introduced different experiences among households and educational tourists in particular.

However, Qi, Yu, & Ploeger, (2020) examined factors influencing consumers' green food (healthy foods) purchase intentions and the impact of Covid-19 on consumers' intention to purchase among Chinese consumers. The study used data from 28 consumers in China. Results showed that factors influencing consumers' green food purchasing intentions during the Covid-19 include; health consciousness, environmental consciousness, perceived attributes, family structure, social influence, and enjoyable shopping experiences. Nevertheless, factors influencing the gap between green food purchase intentions and behaviors include; high prices, mistrust, unavailability, and limited knowledge. Further, Covid-19 triggers diverse changes among educational tourists globally during the pandemic period. In line with the above study Nagata, Seligman & Weiser, (2020) examined the relationship between Covid-19 disease and food insecurity in the United States. Findings showed that Covid-19 diseases and food insecurity are two related processes that worsen each other and negatively affect vulnerable populations such as educational tourists.

The impacts of Covid-19 on household food waste behavior were examined by Qian, Javadi & Hiramatsu, (2020), precisely, how the Covid-19 pandemic changed social consciousness and behaviors related to food waste. The study used data from 1959 adult respondents in Japan. Results showed that there was a good understanding among people in places affected by Covid-19 and they were able to change their attitudes towards food wastes because of Covid-19. Also, sociodemographic characteristics

such as gender, unemployment status, and household size made differences regarding food waste. In all, this reveals the level of changes in educational tourists. So, one can say that period of Covid-19 is moments characterized by frustrating thought and encouraging change (Gibbs, 2020) among households, individuals, and international educational tourists in particular because the influence was so much that everyone tries to find a way to solve his/her challenges. The present situation of pandemic creates a new normal for teamwork and encouraged individuals brainstorming to adjust and manage these changes. It is clear by now that all operational system is bound to change working conditions, and individuals make sudden changes while educational tourists face series of changes. This directly affects consumers' food practices with direct spillovers on their health. As such, a study on the impacts of Covid-19 on changes in consumers' food practices and the location was examined. The study used 2,360 data from Great Britain, the Island of Ireland, New Zealand, and the United State using a survey. The result showed significant changes in consumers' food practices throughout the regions with fewer cooking practices while bulk buying was seen across the region. Besides, there were positive cooking-related practices and an increase in fruit, vegetable intake, and saturated intake of fat (Murphy et al., 2020).

Furthermore, Femandes, Rieger & Proenca, (2020) argued that the benefits of reducing caloric intake from low-quality foods might not result from the calorie reduction instead, from reduced consumption of low-quality foods. Precisely, on the link between energy intake, healthy eating, and reasons for adjusting to healthier foods and meals. Therefore, for a strong immune to survive the Covid-19 crisis, it is better to consume high-quality calorie foods instead of a smaller number of calories from low-quality foods. The study also recorded that food processing and cooking methods

influenced the nutritional value of foods while policies concentrate on ingredients, food processing, dietary sources, and cooking methods. This also shows that cooking skills are necessary for everyone particularly, educational tourists in the Covid-19 pandemic periods. Besides, Zwanka & Buff, (2021) examined the effects of the Covid-19 pandemic on consumer behavioral traits such as buying patterns, psychological behavior, interconnectedness, and related changes. These led to choice-making regarding food consumption and cooking skills among educational tourists globally. Moreover, lack of familiar taste and a limited variety of available convenient food points to the need for cooking skills because even though there is greater availability of convenience food, they lack the familiar taste of the foreign tourists. (Home-cooked dishes). On this note, if educational tourists have cooking skills, they can prepare varieties of foods to satisfy their tastes. Unfortunately, the lack of cooking skills (Uggioni, Elpo, Geraldo, Fernandes, Mazzonetto, & Bernardo, 2020) is a hindrance yet, most people are afraid to eat-out. In this case, acquiring cooking skills even before leaving their home countries might be of great help. So cooking skills can help not only parents but also educational tourists to minimize changes associated with Covid-19 experiences across the globe.

2.5 Cooking Skills

Cooking skills are helpful in life and have been defined as the set of abilities that allow individuals to prepare meals from scratch. They are comprised of a wide variety of capacities across several domains including mechanical, planning, and perceptual skills, as well as knowledge about nutrition, chemistry, and food safety (Metcalf & Leonard, 2018). Moreover, Cooking skills have been defined as a set of physical or mechanical skills used in the production of a meal encompassing cooking methods such as boiling and food preparation techniques such as peeling vegetables. They are

conceptual and perceptual skills such as understanding the transformation food undergoes when the heat is applied (Lavelle, McGowan, Hollywood, Surgenor, McCloat, Mooney & Dean, 2017).

From the above definitions, it is important to note that eating habits are associated with cooking skills, for example, whether tourists are eating out or cooking their food themselves, it depends on the expertise (cooking knowledge) they have. Those that eat outside the home, eat from known restaurants, and those that enjoy home-prepared dishes; are comfortable with that because they trusted the cook. For this reason, what they eat most times depends on who prepares it. I think this is why Toral, Reinado, Espinosa & Villas, (2020) suggested that there is an association between maintaining a healthy diet and the frequency of cooking at home, but the time spent on cooking or learning cooking is decreasing globally. Hence, activating cooking skills is crucial.

For this reason, exploring tourists' perceptions about healthy cooking and barriers to eating healthily is necessary. However, most educational tourists become homesick and crave home-prepared foods within the first few months of leaving home countries, and so begin to look for how to satisfy such desires. Sometimes, they resort to preparing and cooking their food to satisfy their cravings. By cooking their food, the fear of buying from untrusted sources of foods prepared outside decreases and they can be sure of what they eat especially during this pandemic outbreak. Following this end, improving educational tourists' cooking skills will ensure positive and safe eating habits during the Covid-19 pandemic characterized by excessive fear and infections regarding what they eat, where they buy, and who cooks their food. Cooking skills are gaining interest in today's culinary just to ensure the satisfaction of customers. On this note, a study by Uggioni, Elpo, Geraldo, Fernandes, Mazzonetto, & Bernardo, (2020)

presented reflections on cooking skills in times of coronavirus disease pandemic characterized by isolation, uncertainty, and food insecurity issues, which influences food choice, preparation, and purchase. The result showed that cooking might be a strategy to reduce anxiety and stress associated with the Covid-19 pandemic. However, Brazilian reality shows inequalities in income and access to food. This means that more vulnerable populations may not have the same relationship with cooking. Hence, promoting healthy eating and improving self-care should be a changing action program for cooking skills across the globe.

Contrarily, Luoh, Tsaur & Lo, (2020) presented cooking as a fun and source of fun as well. The study identified five factors that influence sources of fun in cooking learning tourism using qualitative and quantitative sources of data. These five factors include; market tour experiences, positive interpersonal interactions, sense of accomplishment & exotic food experiences, fun-learning atmosphere, and unique cooking learning experiences. Chang, Okums, Wang & Chiu, (2020) examined how the cooking holiday concept will be used to improve culinary tourism experiences in East Asia. The result showed that the framework of the cooking holiday experience outlined four attributes, which include; local food, food trail, cooking experience, and environmental atmosphere. However, among other attributes found, the cooking experience was the most crucial of the four attributes found. This implies that emphasis is being given to cooking skills among educational tourists since it stands to be the most crucial attribute in food tourism education. In addition to this, Lehto & Maavuf, (2020) examined the Egyptian food experience of international visitors. Precisely, the impact of diverse dimensions of local food experience on tourist overall food satisfaction and destination revisit intention using questionnaires from 302 data from international visitors to

Cairo, Egypt. The result showed three factors of destination food experience comprising of sensory, affective and behavioral - effectively explain tourists' food satisfaction and destination revisit intention. Also, intellectual food experience influenced destination revisit intention, but food experience satisfaction on destination revisit intention does not affect. This implies may inform they need to improve cooking skills to achieve a high level of satisfaction on destination revisits.

From the above studies, there is a need for improving cooking in higher educations to enable educational tourists to learn the necessary cooking skills needed to survive in times of need. On this note, Newpane, (2020) examined how Tharu and Bote Women were empowered through vocational skills. The qualitative methods were employed through interactions with owners of the homestay, group discussion with community people, and observations to collect data for the study from women who employ their vocational skills to run homestay business in their community in Amaltari Homestay (Tharu and Bote). The result showed that the women of the Tharu and Bote community have been employing the vocational skills in hospitality, cooking traditional foods, and crafting bamboo and wooden goods and sell them to the tourists as a souvenir. The homestay contributed immensely to the indigenous practices and has been supporting the community culturally and socially through financial income from the traditionally learned vocational skills. This informs that cooking skills can serve as a means of financial earnings too. The above study may inform why some educated tourists prefer to eat from home-cooked foods due to their richness in quality diets. As such, this supports the study on cooking as a Health Behavior (Alpaugh, Pope, Trubk, Akelly & Harvey, 2020) who examined the role of cooking classes in a weight Loss Intervention for weight control and obesity in adults and to know if such intervention increases diet

quality and participants' food agency. The result showed that the active condition lost significantly more weight at six months compared to the demonstration condition. The two had significant improvements in food agency scores and the Healthy Eating Index score. These may inform that home cooking relates to higher quality diets but a reduction in cooking may relate to increases in obesity and risk factors for chronic diseases.

Interestingly, Powell, (2020) examined the perceptions of a community-based cooking skills and nutrition education class using 12-month data collected from adult community learners through the qualitative method. The study concentrated on the relationships between nutrition empowerment scores and Food Resource Management scores. The result showed that there is a positive perception from participants concerning the study components. This cooking knowledge improved participants' prior understanding concerning home cooking skills and nutrition education. Moreover, Warday, (2017) complimented the above study by presenting home cooking as fun making source and fitness. Precisely, the study examined the impacts of a youth cooking program on the home environment using data from adult family members of youth involved in the 'WeCook' Fun with Food & Fitness program through qualitative open-ended questions. The participants include 30 youth and 14 families. Results showed six themes as outcomes and they include; increased confidence, desire for increased family time, mixed messages from parents, children showing independence, positive attitudes towards food preparation, and transfer of skills from the WeCook curriculum to the home environment. These findings inform that cooking class increases confidence, as well as positive attitudes for food preparation and involving the family, may lead to skill transfer to educational tourists

for good. All the same, it is good to consider some factors that support and cause hindrances to participate in community/educational tourist skill acquisition because it may help the way forward. On this note, Abbey LaVuie & Pointer, (2020) examined Facilitators and Barriers to Participation in Community-Based Cooking Classes among Mobile Market Patrons using a sample of 20 mobile market patrons in a focused group of three. The result showed that cooking facilitators were; engaging style, varied content, and hands-on, while barriers were; childcare, cost, weather, lack of transportation, and disability. Management can improve these flaws for the good of all.

Contrarily, the importance of cooking skills and eating habits is more heightened during pandemic periods because there are a few dine-out options and more consumers cook at home (Roe, Bender, & Qi, (2020). For this reason, practices directed to food management such as cooking and preservation receive more emphasis on these periods than ever especially among educational tourists because they are involved in overseas long visits.

Generally, periods of Covid-19 outbreak were times for feeding-related challenges globally since people could not go out to cater for their daily activities. Everything was put to a stop including the production of food-related products. Food was a hotcake in these periods because every living being needs food to survive and without it, there is no hope of living tomorrow. Many countries donated foods to the general citizens while some private individuals and companies also made their goodwill donations, especially to the masses.

Hospitals and prisons were paid visits by different individuals and governments in making sure they are provided with normal daily foods. In some Universities, students also witnessed food aid from different authorities during the early stage of the Covid-19 outbreak. However, as the incident continued, it became a very big challenge to both parties involved. In some countries, Universities started keeping the semester on hold while in some other countries; they immediately switched online to avoid spreading the virus since school environments are very vulnerable to virus spreading. At the same time, some of the educational tourists could not stay in the school environment. As such, they decided to travel to their homes while a few others stayed back. With this note, discussing educational tourists in Famagusta North Cyprus is crucial because it is the context of the current study and has little or no literature on this topic.

EMU North Cyprus

The case of educational tourists in Famagusta North Cyprus is of big interest as far as this topic is concerned because Famagusta is a very important educational tourism destination in Northern Cyprus. And promoting tourism destinations (Rahimizhian, Ozturen, & Ilkan, 2020) is necessary. Eastern Mediterranean University, which is the oldest and the highest-ranked public university, is located at Famagusta and has ranked 50th in the international student table of institutions. Besides, the University boost of thousand (17500) foreign educational tourists from 35 different countries of the world, and this number increases yearly. Interestingly, educational tourists (foreigners) make the highest population of the University. So, one can guess the effect of the pandemic outbreak on the tourists' eating habits, cooking skills, and the university in particular. Due to the Covid-19 pandemic, many educational tourists left North Cyprus for safety.

This must have had a lot to do with fear of infections. So, the effect of Covid-19 is both on international educational tourists' eating habits and food-related businesses such as restaurateurs, hoteliers, chefs, and/or cooks. In other words, Covid-19 has ripple effects on educational tourists' eating habits and created rooms to start cooking themselves.

Chapter 3

METHODOLOGY

3.1 Research Design

This study is based on qualitative methodology is non-numerical data obtained in different forms/ways such as interviews, focus groups participant-observation, etc. Therefore, this qualitative study collected data from EMU educational tourists in north Cyprus using face-to-face interviews. This technique is suitable because the study aims to explore an in-depth understanding of the educational tourist's experiences during the Covid-19 outbreak from their perspectives. Further, unlike other data collection techniques such as SPSS, R, and so on, an in-depth interview is a good technique for the current study because it limits sample size based on data saturation. Also, it gives both the researcher and the respondents the ability to express themselves without any influences and the researcher can deepening and pinpoint personal issues (Adhabi & Anozie, 2017) Previous studies have also highlighted the advantages of in-depth interviews, for example, (Adhabi, & Anozie, 2017). Before the main study, a pilot test was conducted with ten (10) respondents to see the feasibility of the main study especially with the understanding of the participants regarding the research questions.

3.2 Context and Sampling

The current study took place among EMU educational tourists in north Cyprus with a total sample of 29 educational tourists. Eastern Mediterranean University was chosen because it is the number one state University in north Cyprus and hosts the majority of international students with different eating habits and is ready to change and learn

cooking skills. The interview conducted involved international students without Turkish and Cypriots students. The interview data was saturated at 20th respondents but we made use of the 29th respondents. Some scholars attained saturation at 15 and 20th respondents. Moreover, some studies suggested that sample size depends on the saturation of data, for example (Guest, Bunce & Johnson, 2006; Kerr, Nixon, & Wild, 2010).

3.3 Criteria for Sample Selection

Participant's selection includes any student who is in North Cyprus before and during the period of the Covid-19 outbreak. This is because some of the educational tourists traveled to their various countries where their families took good care of them. Moreover, some of them might not have any influence of Covid-19 on their eating habits because their parents are healthily taking care of them. These 29 participants were chosen using snowball sampling (referral).

3.4 Data Analysis

This study used manual analysis for the interview transcript because the sample population is not very many. Normally, some studies disallow manual analysis where the transcripts are very bulky, for example, (Zamawe, 2015) but the current study has fewer transcripts based on data saturation and was easier to analyze manually than those transcripts with large numbers. Further, manual analysis has many advantages for example, (see Graaf & Vossen, 2013).

These codes were developed through an interpretive process of data reading. i.e., going through the transcripts carefully over and over to make sense of the meaning in them and then categorizing them into meaningful codes and then minimizing the codes to

smaller numbers of themes that also make meaning and represents the ideas of the respondents without the interference of the researcher or any other external influence.

Table 1: Respondents Age and Nationalities

No	Nationality	Marital Status	Age
1			
2	Nigeria	F	23
3	Nigeria	M	25
4	Nigeria	M	18
5	Nigeria	M	27
6	Namibia	F	22
7	Iran	M	30
8	Nigeria	F	26
9	Nigeria	F	29
10	Iran	M	24
11	Nigeria	M	27
12	Nigeria	F	27
13	Nigeria	F	28
14	Mozambique	M	22
15	Mozambique	M	28
16	Cameroun	F	30
17	Nigeria	F	22
18	Iran	M	30
19	Nigeria	F	23
20	Sudan	M	25
21	Cameroun	F	25
22	Nigeria	F	28

23	Nigeria	F	30
24	Iran	F	33
25	Gambian	F	28
26	Gambian	F	29
27	Gambian	F	20
28	Nigeria	F	23
29	Nigeria	F	27

Table 2: Interview Questions

Two main research questions (1&2) was asked and where necessary a sub-question was introduced.

1. How has Covid-19 outbreak influence educational tourists' eating habits?

1i. Does cooking skills matter?

1ii. So, do you prefer making your food or ordering or you go to a restaurant?

2. What is the relationship between the educational tourists' cooking skills and eating habits?

2i. Do you still order food after the lockdown?

2ii. How do you perceive the restaurant's delivery before covid-19 and after?

2iii. How has Covid-19 outbreak influence student's eating habit?

Chapter 4

FINDINGS AND DISCUSSION

The study findings are under four themes. These four themes were developed from 32 codes both of which represent the idea and opinion of the respondents in their perspectives and were not influenced externally. These results answered the research questions posed in the early stage. The first theme is Motivational factors and it includes; Eating habits & cooking skills, Covid-19 improves cooking skills, eating indoors for safety, learned cooking via YouTube, saves cost & more comfortable, inflation, cooking as a hobby & entertainment, and simplicity & focus on studies. The second theme is health consciousness and it includes; Health concerns, exercise to lose weight, high intake of sugar, environmental cleanliness & food hygiene, late & bored eating, and eating less & eating more. The third theme is last resort and it includes; Cooking more during the lockdown, busy schedules, closed restaurants, restaurants saves time, indoors and laziness, fear of infections, lack of strength and cooking knowledge, excess sleep, watching videos, homesick. The fourth theme is other factors and it includes; Eating habits depends on mood, personality, background, nationality, taste & fast delivery, satisfaction, eat out & indoors, and recession.

Generally, out of the 29 educational tourists interviewed, 10 were male and 19 were female. Their ages are between 20 and 33. They all speak and understand the English language. Among the 19 females, 5 opined that eating habits do not matter, because according to one of them, as an educational tour, you can always buy what you want

at any time. Moreover, another one opined that it's not too important to cook and eat with yourself at your home than to eat out at a restaurant. Also, another respondent opined that No eating habits do not, but it depends, whenever she feels hungry at home, she can eat outdoors maybe during the weekends when she does not feel like eating what she has, she can go out and eat. Yet another one opined that she could not say because she is not the cooking type. She cannot remember the last time she cooked, that was like before the Covid-19. She always goes out to the restaurants because they always deliver tasty foods that make you want to come back repeatedly, so you do not consider cooking (respondents 10, 16, 17, 23, 28). The rest of the females all agreed that eating habits and cooking skills matter. Also, ten of the male respondents all agreed that eating habits and cooking skills matter.

More precisely, regarding the effect of Covid-19 on the eating habits and cooking skills, one male and two females (respondents 7, 9, 12) opined that the Covid-19 outbreak did not affect their eating habits and cooking skills. According to one of them, he is used to cooking ever before the pandemic outbreak and so, he did not find it difficult to continue cooking during the lockdown. While the second respondent opined that most of the time, she prepares her food and that she is not the type of person that orders food all the time. So she is not affected. Moreover, the third person opined that because she knows how to cook, she was still cooking for herself and eating three square meals during the Covid-19 and after the Covid-19. Apart from these three respondents, the rest agreed that the Covid-19 outbreak negatively and positively affected their eating habits and their cooking skills.

4.1 Motivating Factors

4.1.1 Eating Habits and Cooking Skills Matters but Varies

Eating habits are a necessary factor for most educational tourists. However, according to some of them, it depends on the individuals. Some statements from one of the respondents support this in the following words;

“Yeah, yeah, of course, eating habit matters. It matters a lot to everybody. We have to eat and have to filter the kind of food we eat every day. Yes, it depends, most times, I think eating indoors is quite healthy but it depends on whether you’re busy or not. As a student, maybe you go to class, you come home, and you’re very tired, you might eat outdoors. I will say yes, cooking skills matters because I don’t think it is quite healthy to order food every time. You need to cook for yourself, take healthy, homemade foods. Yes, you need to have good cooking skills. No, no, no before lockdown I cook because I had time at that period”. (Respondent 11)

From the above statements, it is obvious that educational tourists encounter different experiences Covid-19 outbreak. Fortunately/unfortunately, these experiences vary on an individual basis as shown from the above statements. While some views support outdoor eating base on busy schedules, others support indoor eating base on health-related challenges. Above all, both vary.

4.1.2 Covid-19 Improves Cooking Skills

While the periods of Covid-19 seemed distracting and annoying, some educational tourists said that the Covid-19 outbreak helped them to monitor their eating habits, at the same time develop, and improve their cooking skills. Some statements from the respondents confirmed this in the following words;

“Em.... I think before Covid-19, most of the students eat in a restaurant outside but after the Covid-19, they don't trust the restaurant is clean or not. So Covid-19 influenced the students eating habit because they start to improve about cooking a day and they start to cook at home because some of the restaurants closed up and some of the restaurants open but, I think most of the students prefer to eat at home”.

(Respondent 16)

“Uhm... yes, it does improve my cooking because the ones I couldn't make myself, I had to learn from YouTube and then do it myself. Then restaurants are shut down and I don't think more of going outside. So, most times I do the cooking by myself”.

(Respondent 17)

From the above statements, it is obvious that the Covid-19 outbreak influenced most of the educational tourist's cooking skills in that those who normally eat out now start cooking their foods themselves while they as well learned new cooking styles and recipes using YouTube.

4.1.3 Eating Indoors for Safety

Though the Covid-19 period was partly relaxation and togetherness, yet many saw these periods as safety-seeking periods by staying indoors. Some of the educational tourists advised eating indoors for safety. A statement from one of the respondents confirmed this in the words below;

“Normally, before the Covid-19 everyone prefers eating out but due to the Covid-19 and the whole lockdown stuff, I think it is advisable to eat inside. So, for me I prefer to eat inside”

“Cooking skills don’t matter. You cook what you can eat and you eat what you can cook. So, that’s it and I will advise other people to develop cooking skills because it’s really good when you can cook good food for yourself and eat well. It is healthy, you know. Em... The lockdown and Covid-19 influenced my eating habit because it limited my eating out and it made me eat in the more and because everyone is always scared of eating in crowded places because you don’t have to be exposed, you have to stay safe. So, to do this, you have to eat at home. That’s it”. (Respondent 3)

“Yes, it does and yes, I do have an eating habit. I eat out but I feel there is too much junk food outside, so I’d rather eat something healthy inside”. (Respondent 7), also,

“Yes it matters because I am from Africa and most of these foods I eat are not prepared by restaurants here, so I prefer making my food and eat. Yes, I do eat out but it’s very rare like time to time”. (Respondent 9)

From the above statement, it is obvious that Covid-19 exposed people to danger by eating outdoors because you do not know who is infected or how your food was prepared. However, cooking your food and eating indoors can save you from been infected to some extent. On this note, some of the respondents opined that eating indoors is safer than eating outdoors.

4.1.4 Learnt Cooking via YouTube

Consequently, Covid-19 was also a period of learning new recipes for some of the tourists. They used YouTube to learn how to cook during Covid-19 periods, while a few others used it to improve their cooking skills by learning new recipes. A statement from one of the respondents confirmed this in the following words;

“Well mostly, staying at home, you will have to, you will want to eat all the time like I usually eat mostly, snacks, or maybe prepare noodles with egg and stuff. I have to go check on YouTube how to cook some of my favorite meals. So, it’s been a very inspiring time for me where I learned how to cook, and then I turned out to cook the best food I’ve ever eaten. So, I think it is good that the lockdown kept me at home so I can get my background back in check”. (Respondent 10)

“Okay, first of all, during the Covid-19, I learned how to cook new things from YouTube getting more ideas on baking and the rest. Also, during the lockdown, I advised students to be putting on their nose masks for them not to contract the virus and to be very careful and also maintain social distance”. (Respondent 8), also,

“Uhm.. yes, it does improve my cooking because the ones I couldn’t make myself, I had to learn from YouTube and then do it myself. Then restaurants are shut down and I don’t think more of going outside. So, most times I do the cooking by myself”. (Respondent 17)

From the above statements, it is obvious that YouTube stands as a mediator for learning different cooking skills and recipes during the Covid-19 outbreak. Based on this one can rightly say that the Covid-19 outbreak positively favored some of the educational tourists by using YouTube to learn new cooking skills and/or improve the ones they already have. Great thanks to YouTube!

4.1.5 Saves Cost and More Comfortable

Cooking skills are advantageous because according to one of the respondents, it saves cost and one can comfortably eat indoors in the way s/he likes. A statement from one of the respondents confirmed this in the following words;

“Yes, now I don’t order food like that. After the Covid-19, I was able to learn how to cook and eat my food. Now I can save a lot of cost and expenses. So, I prefer cooking on my own now”. (Respondent 2)

From the above statement, it is clear that one of the positive effects of Covid-19 is that it helped some of the educational tourists to reduce expenses by cooking their foods and eating the way they would like to eat thereby curbing costs.

4.1.6 Inflation

Contrarily, while some educational tourists tell their stories on how Covid-19 has influenced their eating habits and cooking skills, a different perspective pops up from another tourist who sees the effect of Covid-19 from the angle of inflation. The statement below tells it all;

“Ah.... Yes, you know, we look at inflation because that is one of the negative sides of Covid-19. The prices of goods and services have all gone up, so as the price is increasing so also, the rate of consumption is reducing. So that is the effect. I no longer cook often as before. So, I have reduced my intake, I have reduced my cooking because of Covid-19”. (Respondent 20)

Indeed, due to Covid-19, most borders were not open and the prices of few products available heightened. This led to inflation as some of the tourists reduced the rate at which they cook.

4.1.7 Cooking as a Hobby and Entertainment

While cooking is very tiring for some educational tourists, it is a hobby for some others. It is an enjoyable exercise and/or activity to cook. It is part of life for some people. At the same time, some others use it as entertainment. Sometimes when you

have visitors, you cook food to entertain them. It keeps your relationships going. A statement from one of the respondents confirmed this in the following words;

“Yes. Sure it does. Maybe you might have some friends around and you may want to entertain them you know. It’s just a lifestyle for me. It matters to me. I don’t know about others. I see it as a hobby”. (Respondent 1)

From the above statement, it is clear that while some educational tourists dislike cooking, some others enjoy cooking and use it as entertainment. I think this is a surprise!

4.1.8 Simplicity and Focus on Studies

On the contrary, while some educational tourists love cooking, others prefer ordering their food because they said it is simple and allows them time to focus on their studies as students. A statement from one of the respondents confirmed this in the following words;

“Like, is it eating in public or eating in my house? If it is eating in my house, it doesn’t matter at all, I can eat anyhow I want to because I’m in my comfort zone. Though sometimes I eat out it depends on the mood. I don’t really care, I can eat indoors and I can eat outdoors. If it means me eating indoors, it is very okay, but if I have to eat outdoors, no problem. Okay, as a student, I don’t think my cooking skill matters because I can buy food. So, why am I trying to be top-notch, cooking for just myself? It’s not like am cooking for the world or cooking for a sibling. So, I think your cooking skills don’t matter because you can buy food and buying food is even easier as a student because we need to be serious and not cooking. And everybody needs to know how to cook but I’m just trying to say that you don’t need to go the extra mile to learn

how to cook because you're a student. Like that's not a good reason to cook because am a student. You can do something simple". (Respondent 18), also

"Ummm... Yea like em... my eating habit is kind of simple because I normally don't eat outside, I always make my food at home and it has been like this since I came to this island, I have been cooking and eating my food". (Respondent 4)

From the above statements, it is obvious that the effect of the Covid-19 outbreak on educational tourists reveals that yes eating habits matter however, it depends on individual lifestyle. To some, eating habits should be simple while to others it does not matter where and how they eat. Besides, eating habits in their opinion should not warrant students to learn cooking skills because they are students and should concentrate on their studies. At the same time, they are not objecting to the fact that cooking skills are necessary but that they should not interfere with studies.

4.2 Health Conscious

4.2.1 Health Concerns

One good thing about the Covid-19 outbreak is that it makes people conscious of their health in terms of what they eat and how they eat. Since everyone is always staying indoors, they can prompt to eat anyhow or whatever comes their way thereby adding weight. Therefore, it is a period of concern about health-related activities. Some statements from two of the respondents confirmed this in the following words;

"Absolutely yes, it does matter, like you know the saying that health is wealth. So, when it comes to your health aspect, what you eat matter because it is what you eat that either enhance your health or damages your health. It is not about your going out,

getting crushed by a car, etc. it is your eating, what you eat or what you put into your body, contributes to your health or damages your health". (Respondent 6), also

"Yes, it matters because of health-related issues and it is because most outdoor foods are not healthy and they cause a lot of problems, like health issues when you get older". (Respondent 13)

From the above statements, it is obvious that eating habits matter because it determines one's health. Some of the educational tourists opined that what you eat determines your health status, and so eating outdoors and/or indoors does not matter. On the other hand, another opinion suggests that eating habits matter because some outdoor foods are "junk" and cause health problems at old age. This informs that quality foods (hygiene, diets, etc.) are very necessary both before and after the Covid-19 outbreak.

4.2.2 Exercise to Lose Weight

As part of the ripple effects of Covid-19, some of the educational tourists involve in some exercises because they do not want to be overweight from everyday eating. So to avoid getting bored staying indoors, they decided to be exercising to lose weight and stay healthy. Some statements from one of the respondents confirmed this in the following words;

"Well, em... initially, before the lockdown started last year, I was working, so I eat appropriately and then I eat when I'm supposed to eat and I was able to control my food cravings. But when the lockdown started, I realized I was just eating and eating and eating like I was just eating. I could wake up, eat breakfast, eat lunch, eat dinner, eat snacks when I'm not necessarily going out and that's because I was just home all through. And that's because initially, I had not just gotten used to the fact that I will be at home for a long time. So it made me eat more. That was at the early stage of the

lockdown. But now am more conscious that being at home all through. So, I eat in controlled portions and I do something that helps me burn calories or make me stressed so that I don't gain much weight as before. Yes, it made me eat more".

(Respondent 1)

"Of course my eating habit matters because currently, I eat twice a day because I'm trying to reduce some weight. I eat twice a day, once in the morning when I wake up and after I come back from my streaming lessons, I eat, that's it. I cook and barely order because of oil and because I know how I make my food in that I'm watching my weight. So I mainly eat homemade meals". (Respondent 1)

From the above statements, it is obvious that Covid-19 also affected some educational tourist's eating habits negatively because they eat randomly since they are staying home from morning until night. However, before the Covid-19, they eat in a controlled way such as eating less than three times a day. Because of these experiences, they adapted to a diet eating habits such as avoiding oil and preparing their foods themselves.

4.2.3 High Intake of Sugar

Indeed, periods of Covid-19 had ripple effects some of which are positive while others are negative. During these periods, some of the educational tourists were able to change their diets whereas others could not because of their schedules, and as a result but they do not willfully choose to do that. One of the respondents reported this in the following words below;

"Yes, of course, the type of diet we have can affect our health. I don't have any specific diet, but generally, I have two or three snacks a day, I eat my three main meals and I don't skip breakfast. But I can say in the period of Covid-19, as my workload is much,

higher than before, because this is my last semester here, and because of E-stress from Covid-19. I can say I have a very bad diet and most of the time I order food from outside and because they don't have a variety of healthy food on this island, and most of them are just fried chicken or doughnut. So I don't have too much variety in my diet. And if I want to say another thing also, I have higher sugar intake from time to time".
(Respondent 22)

The above statement shows that the Covid-19 outbreak changed the diets of some of the educational tourists. As can be seen above, one educational tourist takes sugary stuff such as snacks, fried chicken, and doughnuts. According to this respondent, these are not very healthy.

4.2.4 Environmental Cleanliness and Food Hygiene

Experiences from Covid-19 vary from person to person, however; it has made some of the educational tourists to be conscious of their dining environments and the hygiene of the foods they eat. These experiences were not obtainable before the Covid-19 periods. Some of the respondents confirmed this in the following words below;

"Well, there's nothing I don't take except for some certain type of food which includes, beans, custard. I prefer eating indoors, preferably in my room. Because of the hygiene, the surrounding of where I eat, sometimes the place might be dirty and I don't know the source or the way they cook the food, some might not be well cooked and they might use unclean water that's why I prefer eating indoors where I know I am the one that cooks it myself". (Respondent 23)

"Well, I have learned how to cook very well now than before the Covid-19 but I still prefer going out to eat out. I prefer eating out to my food most times, but Covid-19 has helped me to know how to cook. Before I was not too conscious of the hygiene and

health management because there was no virus but because of the Covid-19, I am very careful especially on the kind of food and where I go to eat”. (Respondent 26)

“Can you explain to me better? Now I understand. It has affected me positively, at least I eat healthily, I change my meals, sometimes, I prepare simple foods like egg and potatoes, it has influenced my eating habit. I work at the restaurant and we maintain cleanliness and hygiene so I expect every restaurant to be conscious and careful in their cooking and delivery”. (Respondent 29)

“Okay, actually before the lockdown, I haven’t pay close attention to eating healthier than the surface knowledge I know about healthy eating. I have to discover new ways of eating healthy because I was indoors and trying to figure out what to place my hands on and being the cooking type, I like spending most of my time in the kitchen even though I am not eating that much. It got me to a point where I started discovering new ways of eating healthier and I discovered that you can eat healthier with vegetables every day especially fruits and many other techniques”. (Respondent 28)

The above statements show that some of the educational tourists were more conscious of their eating environments and the hygiene of the foods they eat.

4.2.5 Late and Bored Eating

Because of the changes from the Covid-19 outbreak, some of the educational tourists had strong effects on the eating habits of the educational tourists because it made some of them eat late while others get bored eating since they are always indoors. Below are the respondent’s words;

“Yes, it does. It is important. I prefer to eat at home but I do order food too. Well, the only norm I like to follow is that I don’t like to eat heavily when it is late. So, I won’t eat anything heavy when it is late”. Also;

“Uhm.... I wouldn’t say it has influenced my eating habits per-say. I don’t think it had an impact, except earlier on, probably, because it was different being indoors for long so, I would say that I was stressed – eating, eating because I was bored per-say, but now I’m used to it. So, it doesn’t have an impact on my eating habit now”. (Respondent 21), also,

“Well, am a busy type of person, my schedules are always busy, am working online, I have a school assignment to do, so I always order. I am not the type of person who just goes out and starts cooking unless I am bored or something is bordering me. What I am trying to say in essence is that I am the type of person that will always want to eat the moment I get hungry. And the only available resource to achieve that is the restaurant. Just some five to ten minutes away, my food will be delivered. So, I have been eating outside although I have my kid brother who stays with me, who cooks sometimes we usually order”. (Respondent 6)

The above statements show that Covid-19 controlled the eating habits of some of the educational tourists by making them change their diets, while others eat late hours, others get bored eating.

4.2.6 Eating Less and/or Eating More

As parts of the ripple effects of Covid19, some of the educational tourist eats less food due to engagement with multiple works and some others eat less because they wanted to because of the of price inflection. At the same time, others eat more because they

see food all around them and so any little thing; they will eat and will always want to keep themselves busy by eating. Some statements from some of the respondents confirmed this in the following words;

“Uhm.....okay for some people during the Covid-19 they don't have the strength to cook so, and you have to cook for yourself definitely because some restaurants were closed down so, some people have reduced their bad eating habits as they eat like once in a day because they don't know how to cook or they don't just have the strength to cook and then plus the supermarkets that are not open”. (Respondent 12)

“Ah! Very badly. Since the lockdown, I have been eating like I don't have a future. I just eat randomly and eat anyhow. I think when Covid-19 had not come, the fact that you have to wake up in the morning, prepare for classes most times; you have to forget to eat breakfast. Then, you go to class and back, you're tired and you may just eat just once. But staying indoors like you're seeing snacks, you'll always want snacks. So, it affected me badly. It made me eat more than normal”. (Respondent 18)

From the above statements, it is obvious that Covid-19 has a ripple effect on educational tourists about eating habits in that it made some of them eat all the time since they are at home from morning until night while to a few others it made them eat less since restaurants were open. Moreover, because they do not like to cook but have no option than to learn it to sustain him or themselves. In this case, they will not like to be cooking all the time and so resort to eating less to avoid the stress of cooking repeatedly. Nevertheless, before the Covid-19 outbreak, many of them could hardly eat twice due to their engagement with classes and other stuff. These experiences show that the impact of Covid-19 on educational tourists varies on different people.

4.3 Last Resort Factors

4.3.1 Cooking More during Lockdown

The covid-19 outbreak is the last resort to many of the tourists because, during these periods, they have no option to get food except to cook. So a lot of them are involved in cooking very often. A statement from one of the respondents confirmed this in the following words;

“Well, first of all, it made me want to cook more in the sense that specific food during or when the class was going on physically or traditionally, but because the Covid-19 hit us hard, I just couldn’t keep up with the normal food I’ve been cooking. Like I do know how to prepare a maximum of five different dishes, but due to the Covid-19, I mean I can’t keep on eating five different dishes for about six to seven months, so I had to come out of my comfort zone to go on YouTube and learn new skills and cooking skills as well”. (Respondent 15)

“Okay, ehn.... let me start like this. You know, during the Covid-19 lockdown, we were all isolated, or let me say quarantined. Yes, it did affect me because restaurants were closed and we were all home, and so cooking was like more during the lockdown because the restaurant was closed and I was forced to cook more and ordering food once or twice a month. It did affect my cooking habit. Yes, it did”. (Respondent 4)

“Umm.... I will say it has affected my eating habit in a very, very, very, positive way because the outbreak has restricted everybody to be inside and we cook more instead of ordering more. I cook more rather than ordering more. I have friends that know how to cook and I enjoy cooking, I cook more than ordering so, it has affected my eating habit”. (Respondent 5)

From the above statements, it is obvious that the Covid-19 outbreak forced educational tourists against their wishes by making them cook more often throughout the periods. Since restaurants were not open and few supermarkets were operating so, the tourists had to cook.

4.3.2 Busy Schedules

Before the Covid-19 outbreak, some of the tourists were used to ordering foods because they have busy schedules. Some of them work online while a few others engage in other busy assignments. Some statements from some of the respondents confirmed this in the following words;

“Uhm.. before Covid-19, it didn’t. What I do is just order because of the workload, there’s no time to cook but the time there are no classes, I am exhausted. Sometimes I have a crazy deadline so, I just order. But now, after or during rather, the Covid-19, like (Sighs....) online education is difficult right, so, now I’m forced to cook. My eating habit changed a little bit. I don’t eat as regularly as I did, I developed ulcers so, and I need to eat a kind of healthy which is very difficult when you’re busy because now am forced to cook. So yes eating habits do matter”.

But I eat out. Also, when I came, foods were cheaper and so, you can order every day but now it is a bit different”. (Respondent 19)

“Yes, it depends. Most times I think eating indoors is quite healthy but it depends on whether you’re busy or not. As a student, maybe you go to class, you come home, and you’re very tired, you might eat outdoors”. (Respondent 11)

“Yes, of course, it does because, before the covid, I always eat out with friends in the restaurants and it doesn’t matter what I eat as far as I eat something because am

always busy and always having plans and stuffs to do. So, it does matter a lot to me”.

(Respondent 10)

“Well, am a busy type of person, my schedules are always busy, am working online, I have a school assignment to do, so I always order. I am not the type of person who just goes out and starts cooking unless I am bored or something is bordering me. What I am trying to say in essence is that I am the type of person that will always want to eat the moment I get hungry. And the only available resource to achieve that is the restaurant. Just some five to ten minutes away, my food will be delivered. So, I have been eating outside although I have my kid brother who stays with me, who cooks sometimes we usually order”. (Respondent 6)

From the above statements, it is obvious that before the Covid-19, most of the educational tourists order their foods simply because they had busy schedules. However, during Covid-19, they changed to cooking and buying snacks mainly because the restaurants were not open. At the same time, some of them did confirm that eating habits matter because indoor foods are healthier than outdoor foods, while others said that eating habits do not matter as far as they eat something because they do not have the time to start cooking. Above all, these statements show that Covid-19 negatively affected the majority of educational tourists because it affected their busy schedules but a few agreed that Covid-19 had a positive impact on their eating and cooking habits.

4.3.3 Closed Restaurants

Specifically, restaurants were all operating before the Covid-19 outbreak, but during the Covid-19 outbreak, the restaurants stopped functioning. The closure of restaurants sets in challenges for educational tourists in that most of them no longer live their

normal and simple lifestyles of ordering foods. To some of them, Covid-19 periods are periods to learn how to cook. On the other hand, it is a period of improving cooking skills and learning new recipes. A statement from one of the respondents confirmed this in the following words;

“I was forced to have a cooking skill during the Covid–19 lockdown because the restaurants were not open; they were closed so I was forced to learn how to cook. That’s when I understand that cooking can save cost”. (Respondent 2)

“Em.... I think before Covid-19, most of the students eat in a restaurant outside but after the Covid-19, they don’t trust the restaurant is clean or not. So Covid-19 influenced the students eating habit because they start to improve about cooking a day and they start to cook at home because some of the restaurants closed up and some of the restaurants open but, I think most of the students prefer to eat at home”. (Respondent 16)

“Okay, ehn.... let me start like this. You know, during the Covid-19 lockdown, we were all isolated, or let me say quarantined. Yes, it did affect me because restaurants were closed and we were all home, and so cooking was like more during the lockdown because the restaurant was closed and I was forced to cook more and ordering food once or twice a month. It did affect my cooking skill. Yes, it did”. (Respondent 4)

“Well, I will say thanks to covid19 because it made me understand that everything has to do with your mindset. Although, I use to cook when I was back home in my country, during Covid-19 I have to now develop that skill. So I have to cook twenty to thirty minutes before I get hungry knowing that when I get hungry I will just go into the kitchen and get some food. So, it made me understand that there are certain ways I

can look up things online and cook something I want to eat. So, it developed and enhanced the cooking skills that I had already. Mind you, not that I cannot cook or I don't like cooking. I do, but don't have that time to start fixing the chicken, cutting the onions, blending the tomatoes, etc. I don't have that time. Sometimes I feel like my twenty-four hours is not enough for me. So, that's why I usually use my phone to order food, and in five to ten minutes, the food is delivered and I will eat and continue what I am doing. So I consider cooking as time-wasting for me, that's why I don't cook but during the lockdown, there was no means for me to order any food because all restaurants were closed down, all fast food was closed down. There were no secondary means so, I have to go back to the kitchen and start fixing stuff for myself".
(Respondent 6)

"Yes, in some cases, it matters. Like during the Covid-19, restaurants were not open, so you have to know how to cook for yourself. And then, with the whole risk of you don't know who has the Covid-19. So, it matters". (Respondent 12)

From the above statements, it is obvious that even if cooking skills do not matter for the educational tourists, they cooked and/or learn how to cook their foods simply because authorities closed the restaurants. Therefore, cooking was their means of satisfying their tastes and based on this, cooking skills matters for all people, particularly, for educational tourists.

4.3.4 Restaurant Saves Time

Although before the Covid-19, many of the educational tourists dislike cooking because it takes time and they were always busy too; so their eating habits were mostly eating out. Unfortunately, when the restaurants closed, the only option for them to

satisfy their taste was to cook their meals. A statement from one of the respondents confirmed this in the following words;

“Well, am a busy type of person, my schedules are always busy, am working online, I have a school assignment to do, so I always order. I am not the type of person who just goes out and starts cooking unless I am bored or something is bordering me. What I am trying to say in essence is that I am the type of person that will always want to eat the moment I get hungry. And the only available resource to achieve that is the restaurant. Just some five to ten minutes away, my food will be delivered. So, I have been eating outside although I have my kid brother who stays with me, who cooks sometimes we usually order”. (Respondent 6)

From the above statements, it is obvious that before Covid-19, the prevailing eating habits were to eating out for most educational tourists. Fortunately/unfortunately, as the Covid-19 outbreak sets in, restaurants were not open anymore; so, they were left with only snacks and cooking by themselves. Based on this situation, they started cooking despite that it was not their wish.

4.3.5 Indoors and Lazy

Before the Covid-19 outbreak, some of the tourists were used to cooking and so the early stage of Covid-19 did not affect them. However, during the Covid-19 lockdown, they became bored staying indoors for too long and feel very lazy to cook. So, restaurants were the alternative for them. A statement from one of the respondents confirmed this in the following words;

“At first, it didn't affect me because I still had foodstuff, we cooked and at a time it got stressful because we were always indoors and got too lazy so, we started ordering food and I think it lasted for about three months or so before they eased the lockdown to

enable us to get stuff from the supermarket. But now I just cook a little bit and then order food". (Respondent 11)

From the above statements, it is obvious that some of the educational tourists were already cooking, but as they stayed indoors for too long, they became bored and lazy to cook. Therefore, boredom and laziness support educational tourists to eat out in restaurants.

4.3.6 Fear of Infections

During the covid19 outbreak majority of the tourists were panicking because of fear of contracting the virus since it does not show on people's faces. Therefore, the tourists have to cook to avoid been infected. A statement from one of the respondents confirmed this in the following words;

"Yes, Covid-19 outbreak is so difficult for everyone, like we don't have peace of mind and it's stressful for everyone when you want to eat as well, you are not enjoying because your brain is not clear, I think like you're scared. Also, because I don't have any choice. I have to because if I don't know as well, this time I am going to practice because everywhere is closed and I like there's no any choice you have to just cook and mix everything and then eat". (Respondent 14)

From the above statement, it is obvious that Covid-19 triggered fear in everyone, and it is difficult to know who is positive until confirmed. On this note, educational tourists were also fearful about the virus and would not want to avoid been infected. Thus, they just have to cook.

4.3.7 Lack of Strength and Cooking Knowledge

One of the reasons why some of the tourists do not cook is because they do not know how to cook. It is one thing to like cooking skills but another to practice it because if

you do not practice it, you cannot understand how to cook it. Hence, many tourists do not cook because they do not have the cooking knowledge and strength. A statement from one of the respondents supported this in the following words;

“Uhm.....Okay, for some people during the Covid-19, they don't have the strength to cook, so and you have to cook for yourself definitely because some restaurants were closed down. So, some people have reduced their bad eating habits as they eat like once in a day because they don't know how to cook or they don't just have the strength to cook and then plus the supermarkets that are not open”. (Respondent 12)

From the above statement, it is obvious that Covid-19 change the bad habits of some educational tourists in that they no longer rely on the restaurants because they were not open. Therefore, they just reduced the number of their eating. As serious as this may be, some of them eat once a day.

4.3.8 Excess Sleep

One of the negative effects of the Covid-19 outbreak on educational tourists is excess sleep. This is because due to classes that have switched online, many of them do not feel disturbed waking up to prepare food and get online lectures. Therefore, they end up sleeping for longer periods. A statement from one of the respondents confirmed this in the following words;

“Uhm.... The lockdown has influenced my eating habit by me not eating on time because I don't wake up on time and I end up sleeping until later in the evening, and then I'll wake up and eat later. Most of all my meals are been taken like very late in the evening and I'm like eating throughout the night, so it's not healthy for me because I end up skipping breakfast and lunch”. (Respondent 13)

From the above statement, it is obvious that Covid-19 negatively affected educational tourists in that some of them were carried away sleeping too long, and waking up very late, and skipping most of their meals that is quite unhealthy. Indeed, Covid-19 changed their eating habits.

4.3.9 Watching Videos

The ripple effect of the Covid-19 outbreak on educational tourist's eating habits varies from one individual to another in that while some of them were busy with business schedules, others were keeping themselves busy by watching videos and eating on their beds. This is a statement made by one of the respondents in the following words; *“Uhhh, ..., to be honest, during the lockdown, there was a lot of you I know staying in bed, watching movies, and eating. So at that point, the eating habit was messed up, at least I tried to adjust to being busy after the lockdown, like with business, so there is no staying in bed and eating so much and I think if there was no business, I would have continued with that staying in bed and eating”*. (Respondent 24)

From the above statement, it is clear that most of the educational tourists managed the periods of Covid-19 by watching videos while on their beds. It was a great experience indeed.

4.3.10 Home Sick

Obviously, like humans, some of the educational tourists get tired and sick repeating the same thing repeatedly due to staying in one place always. As a result, some of them became homesick. Below is the experience of one of the educational tourists;

“It has improved my cooking skills lately and my eating habit more. Uhhh, it made me eat unhealthy because it's when I wake up I eat, sometimes since I will be at home and not doing anything, not going anywhere, I will just cook, eat and sleep, cook, eat

and sleep and cook. Yeah, yes because I got tired of doing the same thing over and over because most times, I quickly just eat rice which is a norm. So the lockdown made me try other foods, eat other foods, see what I can do and how I can prepare them with my skills because already I am a cook, so there is nothing I would see that I wouldn't have an idea on how to do it. Yes because though I do eat my food, I just have two good restaurants I do eat from but the rest are rubbish. When I go to the restaurant, I based on one particular food because I know that is what they do better but not that they can do better than me but sometimes it's nice leaving the house because sometimes, I get sick and tired of the house". (Respondent 25)

From the above statement, it is clear that doing one thing repeatedly gets one tired. Sometimes in life, there is the need to change to other things and this was the experience of some of the educational tourists.

4.4 Dependent Factors

4.4.1 Eating Habit Depends on Mood

According to some of the educational tourists, one of the influencing factors for eating habits depends on the mood. The mood is just a temporary state of one's feelings. This means that if someone does not have the feeling to eat out sometimes s/he can eat indoors. Therefore, the mood is a drive that introduces an action so to say. A statement from one of the respondents confirmed this in the following words;

"Like, is it eating in public or eating in my house? If it is eating in my house, it doesn't matter at all, I can eat anyhow I want to because I'm in my comfort zone. Though sometimes I eat out it depends on the mood. I don't really care, I can eat indoors and I can eat outdoors. If it means me eating indoors, it is very okay, but if I have to eat outdoors, no problem". (Respondent 18)

From the above statements, eating habits sometimes depend on the tourist's mood; which is a momentary feeling. On this note, educational tourists can be motivated to different eating habits at different times irrespective of any external force compelling the person.

4.4.2 Personality

Consequently, personality is another factor that influences tourists from cooking. Personality is the nature or character of someone. When it is a person's life, it is hard to change it. Therefore, some tourists do not cook because it is their nature. A statement from one of the respondents supports this idea in the following words;

“It all depends on the personality and where they come from or how they were brought up. I am an African, so, in Africa or where I come from, it doesn't matter who you are or what gender you are, you must be able to know how to cook. So, I know how to cook and I can say that am fairly above average when it comes to cooking”. (Respondent 5)

From the above statements, personality may refer to a distinctive character that makes up a person. Moreover, openness is a type of personality trait; that is the ability of a person to welcome unique experiences such as cooking skills or even eating indoors and eating out. So some people are trained to be open while others are naturally open-minded. Such kinds of people can adapt to any change at any time whether before or during the Covid-19 outbreak.

4.4.3 Background

The background is the type of family someone comes from. It is a pattern or way of life by which families train their children. It is also another factor that influences educational tourists cooking skills because many of them came from families where cooking is done by mothers or the fathers alone. Therefore, it will be a strange thing

for such persons to start cooking because they see it as a mother/father's duty and not theirs. A statement from one of the respondents confirmed this in the following words; *“Ah, yes it does but you know, if you're talking about students cooking skills you will also have to refer to the individual's background, the way we were trained, the way you were brought up. The way you were trained is different from the way I was trained. For instance, I was trained to have to cook, and that is what has been helping me to live an independent life. I can cook on my own. So, I also encourage students to do the same because it helps a lot and it also saves money”*. (Respondent 20)

From the above statement, it is obvious that cooking skills are influenced by family backgrounds whereby the children live in the way they were brought up. Therefore, cooking will be very strange to such kinds of people.

4.4.4 Nationality

According to one of the respondents, nationality is one of the factors that influence educational tourist's cooking skills. This respondent opined that as an African, you should be able to cook irrespective of your gender. This will help sustain you shortly. Below is a statement that supports this from one of the respondents in the following words;

“It all depends on the individual and where they come from or how they were brought up. I am an African, so, in Africa or where I come from, it doesn't matter who you are or what gender you are, you must be able to know how to cook. So, I know how to cook and I can say that am fairly above average when it comes to cooking”. (Respondent 5)

The above statements, it is suggesting that every African educational tourist knows how to cook whether the person is a man or a woman, gender is not an issue when it

comes to cooking. Following this statement, it informs that African educational tourists should not feel the closure of restaurants during the Covid-19 pandemic.

4.4.5 Taste and Fast Delivery

Another respondent opined that eating habits before and during Covid-19 depend on the delivery time and the taste of food. If the taste of available food is satisfactory and if it is available when am hungry I go for it. A statement from one of the respondents supports these words below;

“Ummm... Well the restaurant I mostly order from, their services has actually been the same they deliver faster within thirty, twenty – five minutes and they have been consistent before and after the lockdown, and they are still consistent in terms of delivery, taste, and quality of food”. (Respondent 1).

From the above statements, it is obvious that what some of the educational tourists care for in terms of eating habits are satisfactory taste and prompt delivery.

4.4.6 Satisfaction

Satisfaction is another factor that matters for educational tourist’s eating and cooking habits before the Covid-19 outbreak in that if the person involved derives satisfaction with what is available, then s/he will make the choice. A statement from one of the respondents confirmed this in the following words;

“Yes, It matters, that’s why I cook. I feel that they won’t cook it to my satisfaction, the one I will order so, I prefer cooking by myself”. (Respondent 8)

From the above statements, it is obvious that if one is not satisfied with what is available, s/he goes to cook to satisfy the taste.

4.4.7 Eat out and Indoors

Consequently, some of the educational tourists opined that eating habits do not matter for them. According to them, they eat out as well indoors, they eat anywhere. A statement from one of the respondents confirmed this in the following words;

“No it doesn't to me, it doesn't. I eat everywhere. Whenever I feel hungry at home, I do and outdoors may be weekends when am done with classes and I don't feel like eating what I have already cooked, I go out and eat”. (Resp. 15)

The above statement shows that eating out & indoors depends on the persons involved.

4.4.8 Recession

The changes in eating habits of some of the educational tourists were dependent on the flow of money. The outbreak of Covid-19 led to a lockdown and the lockdown-triggered recession, and due to the recession, the flow of money was limited. These all had effects on the masses and the educational tourists in particular. Below is the experience of one of the respondents;

“Well, It has affected my eating habit because with the economic crisis, the money is no longer flowing as it uses to flow, and being that I don't have much cash as I use to, I have to reduce the way I eat”. (Respondent 27)

The above statement shows that the Covid-19 outbreak affected the eating habits of some of the educational tourists through the recession, which indirectly limited to flow of money to them. Somehow, they believe that with money, they might not feel much of the effects of Covid-19. However, since the flow of money was limited, some of them had to adjust their eating habits.

Table 3: Codes and Themes

Codes	Themes
Eating habits & cooking skills, Covid-19 & cooking skills, Eating indoors, Safety, learned via YouTube, Saves cost & comfortable, Inflation, Cooking as a hobby & entertainment, Simplicity & focus on studies.	Motivational Factors
Exercise & weight, Sugar-intake, Environmental cleanliness & food hygiene, Late & bored eating, Eating less & eating more.	Motivational Factors
Cooking more, busy schedules, closed restaurants, restaurants save time, indoors and laziness, fear of infections, lack of strength & cooking knowledge, excess sleep, and watching videos, homesick.	Health Consciousness
Eating mood, personality, background, nationality, taste & fast delivery, satisfaction, eat out & indoors, and recession	Last Resort

These findings have been discussed in the discussion section above, and they provided answers to the research questions by showing the relationships between educational tourists' cooking skills and eating habits. As can be seen in the discussions, shops were closed and the lock-down did not allow food sellers to provide as usual. As such, educational tourists were compelled to learn how to cook while those who already knew how to cook improved their cooking skills by learning through YouTube. Besides, some of them use the opportunity for relaxation, sleeping, and watching videos while others became more conscious of hygiene and healthier foods. Above all,

Covid-19 triggered changes in eating habits of educational tourists who in turn utilized the opportunity.

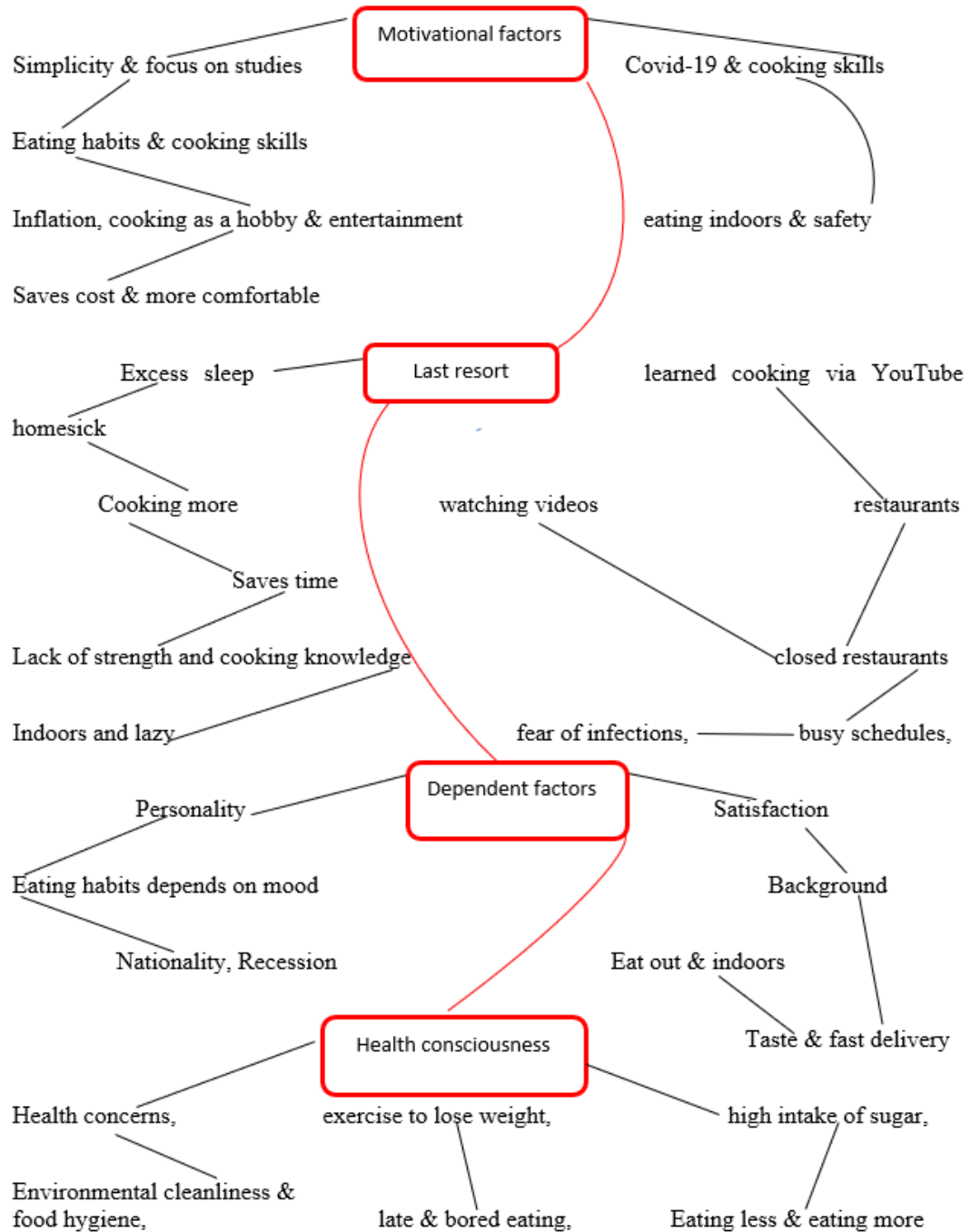


Figure 2: Graphical Representation of Themes and Codes

Chapter 5

CONCLUSION AND RECOMMENDATIONS

Remember that the purpose of this study is to fill the literature gap on the effects of Covid-19 on educational tourists' eating habits and cooking skills. Findings suggest that Covid-19 had ripple effects on educational tourist's eating habits and cooking skills. While some educational tourists experienced positive effects of Covid-19, others encountered negative effects. This study revealed that the periods of lock-down were periods of experiential learning for all educational tourists. Also, learning cooking skills against unforeseen circumstances will be added advantage for every living individual but particularly, educational tourists who engage in long-stay overseas. Also, technological tools such as YouTube were very essential for educational tourists during the lockdown.

It is interesting to note that some of these findings are similar to those of Thomas & Irwin, (2011) on the cooking program for at-risk youth, and food literacy intervention. Also, some of the findings support those of Utter, Larson, Laska, Winkler & Sztainer (2018) on developing cooking skills in emerging adults for better dietary behaviors at a later age. Besides, the findings are partly in line with those of Eluwole, Lasisi, Elidemir & Guzel, (2020) on the impact of the internationalization of education on the host community's eating habit with the results showing that the influx of educational tourists goes with changes in eating behavior and culture.

5.1 Limitations

Conventionally, every study has flaws, and this study is limited in four ways;

- (1). This qualitative study comprised 29 respondents from an internationally recognized University. However, increasing the sample size will give more insights and help unveil any uncertainty. Although qualitative study normally based on data saturation and some studies have used 20 respondents and attained satisfactory results. Yet considering the population of Famagusta, the sample size is very small. Furthermore, Base on the fact that the data came from a single source amidst other destinations. The findings do not represent the educational tourists in the region. Therefore, future studies should increase the sample size.
- (2). It is a belief that gender differences can reveal deeper insights into the topic of interest. Especially, if the numbers of respondents are evenly, however, the current study has an unbalanced number of genders. As can be seen, there are 19 females and 10 males, this might have affected the findings especially, if when working on gender differences. Therefore, future studies should try to balance this unequal gender gap.
- (3). Although Eastern Mediterranean University North Cyprus is the setting; there are many other Universities in North Cyprus with different experiences regarding eating habits and cooking skills during Covid-19. However, were uncovered in this study, As such, future studies should extend their scope to other Universities for deeper insights since Covid-19 affected other educational tourists from other Universities around the region too.
- (4). Marital status matters in studies like this because it can reveal unknown experiences and habits. However, we can see that the respondents are all single. This might have affected the findings too. Therefore, future studies should include married participants in their study.

This is the first study on this topic, as such has many contributions. First, this study expands the literature on eating habits and cooking skills of educational tourists, which have little emphasis, especially during the Covid-19 pandemic crisis. This shows the need for educational tourists to improve their cooking skills while on abroad study. Lastly, the current study advises educational tourists to avoid infected foods by being conscious of their eating habits especially, during this Covid-19 pandemic.

Managerially, this study informs tourism management on the need to improve hygiene (service quality) in every sector and in particular within the academic environments especially during pandemics such as Covid-19.

Practically, hoteliers and restaurateurs should ensure proper cleanliness. On this note, the ministry of health should improve health inspections in every tourism and hospitality industry to minimize the fear among educational tourists and the public at large. Further, this study gives broad insights on the need for educational tourists to learn and/or improve their cooking skills for healthy eating as it can help fight against diseases such as the Covid-19 virus during their study and later at old age. Above all, this study has opened a call for future researchers to explore with the belief that parents are more future researchers are expected to explore more on effects of Covid-19 on adult educational tourists' eating habits and cooking skills, and to distinguish the changes they encounter before and after Covid-19 outbreak.

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