

An Empirical Research Investigating the Hospitality Students Perceptions towards Hospitality Internships Programme in India

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Abstract

Up to date skill and knowledge are very important for the students of hospitality. Training plays a significant role in the field of hospitality, it helps individuals to increase their competencies, skill and field related newest knowledge and it is an on-going process. Industrial training would helpful for the hospitality students, to get acquainted with what they did in their professional institutes and to get practical exposure and knowledge. The study is aimed to analyze the perceptions of hospitality students about their industrial training. Data collected from hotel management students from Kurukshetra, Panipat and Rohtak city of various hotel management colleges who have successfully completed their industrial training. The aim of this paper is to examine the expectations and perceptions of students toward their industrial training experience. A questionnaire was sent to 100 final year bachelors of hotel management students, who have completed 22 weeks of industrial training in various 5 star, 4 star and three star hotels of the country, out of which 70 usable questionnaires were returned. Statistical techniques including gap analysis were used to analyze the data collected from the respondents. Based on the findings of the study, suggestions were provided to make the training experience more meaningful by improving the overall quality of the training program for the benefit of both the industry and students. The research study further, suggest that colleges of hospitality keep in contact with the hotels as well as with the industrial trainees so that any kind of problem could be solved.

Keywords: Hospitality Industry, Industrial Training, Perception, Expectation, Training Experience and Gap Analysis

INTRODUCTION

Hospitality industry facing problems of skilled manpower, to ensure regular supply of skilled human resource in

Indian hospitality industry, hospitality colleges plays key role to meet the ever increasing industry requirements. The booming hospitality industry in India needs trained and skilled hospitality service personnel. Hospitality colleges fulfill the need of skilled service personnel for hospitality industry by providing skilled based quality education. But there is a gap between classroom learning and actual industrial experience. According to FHRAI report, only about 60% of students passing out from hotel management colleges are interested to join hotel industry in India that is the main reason for the shortfall in manpower in the industry. Conversely, lessen the gap among students academic experience and the requirements of hotel, hospitality colleges add six month training programme in their curriculum (Yafang, 2007). The very first link between student and hospitality industry is industrial training, where students first time learn actual work environment of different sectors of industry (Richardson, 2004).

In order to attract maximum number of students to start their career in the hospitality industry, both educators and industry professionals should collaborate closely to develop a well-organized training program to meet student expectations. Industrial training help students to combine theory with practical work experience and it gives a better understanding of department operations professionally trained people are the requirement of every industry. Internship training enhances technical skill, personality, confidence and knowledge of students about a particular job.

OBJECTIVES OF THE STUDY

To identify the gap among students expectations (Pre-Training) and perceptions (Post-Training) of hospitality students towards industrial training in hotels.

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HYPOTHESIS OF THE STUDY

There is no significant difference between expectations (Pre-Training) and perception (Post-Training) of hospitality students towards industrial training in hotels.

REVIEW OF LITERATURE

Baron & Maxwell (1993) disclosed that the positive image of industry in the mind of students before joining the training programme but post training experience had less positive perception about the industry.

Waryszak (1999) investigated that internship programme in industry were not designed in such a manner to met students expectations and they had negative perceptions about internship. So it is the duty of industry and college that both develop a well organized training schedule that can fulfill the student expectations about training.

Leslie & Richardson (2000) study results shown that students experience after the completion of training programme in hotels influence their future career planning.

Jenkins (2001) revealed in his study that post internship training experience influence students perception about training programme in a negative way. In general terms, an internship is viewed as a short-term practical work experience in which students receive training and gain experience in a specific field or career area of their interest (Zopiatis, 2004).

Kozar et al. (2005) investigated effects of internship programme on students and found that training helps student to learn technical skill, knowledge and confidence that affect students future career planning both in positive or in a negative way.

Cho (2006) concluded that gap found between expectation and satisfaction of 285 hospitality students of South Korea, survey study about internship in hotel industry and results disclosed that expectations of hospitality students were not fulfilled.

Ko (2007) described that internship supervised experience influenced students perception about to join industry or not in future.

Lam and Ching (2007) investigated discrepancy among perceptions and expectations about training of hospitality

students from Hong Kong and results shown that expectations of trainees about internship were unfulfilled.

Chuang & Jenkins (2010) stated that students concentrate more precisely on their career rather than those who have not completed their internship programme.

Singh & Dutta (2010) explained that Internships give opportunities to hospitality students to connect class room learning with practical experience of industry that helps students to gain knowledge, confidence, skill and improve personality. In India almost all hospitality related courses have incorporated industrial training programs in their curricula, in one form or the other. These programs are of the duration of about six months and students get exposed to more than two departments during this period which gives them a good exposure and an idea about work systems across the departments.

Park & Kim (2011) research study focused on gap analysis of students expectation (Pre-Internship) and perception (Post- internship) and found that negative gap between expectations and perceptions regarding future career planning.

Datta et al. (2013) study shown that gap found between pre and post internship experience of students. Students had negative perception about industry after completion of internship.

Kumar et al. (2014) revealed in their study that 1st year students of hospitality course have positive perception towards the hospitality industry as compared to the final year students.

Srinivasan & Karmarkar (2014) study found that skill, knowledge and confidence gained by students during their internship and internship connect class room study with industry.

Teerati & Chaipat (2016) research study disclose that there was a difference between the level of students' career perception towards hotel industry and study also revealed that hospitality training experience negatively affects the perceptions of hospitality students' about the hotel industry and their intentions in terms to join hospitality jobs.

The above discussion suggest that hotels and academician come on one platform to bridge gap between industry and class room study and make sure that students have

positive experience about internship programme which results in to retain hospitality student in the hotel industry.

RESEARCH METHODOLOGY

All the data are collected directly from the respondents through the questionnaire, i.e. primary data. The sample of the study collected from 100 hospitality students out of which 70 questionnaires were usable of five colleges of hospitality from Kurukshetra, Panipat and Rohtak City those who have completed their 22 weeks industrial training in hotels. A structured questionnaire was developed based on the review of literature. The questionnaire has three parts. Part-A consist of demographic profile of respondents with five variables. Part-B consists of 22 variables of expectations (Pre-Training) and Part-C comprised of 22 variables of Perception (Post-Training). The above variables were measured on a 5 point ‘Likert scale’ ranging strongly agree, agree, neutral, disagree, strongly disagree. The responses were analyzed using SPSS-20 version software. The Part-A and Part-B response collected from students in first phase before going to internship and in second phase same students contacted after completion of their training and asked to fill Part-C of questionnaire. Secondary data will be collected from documents, reports, manuals and records of the company and also form the organization websites.

DATA ANALYSIS & INTERPRETATION

Data depicted in Table-1, explained demographic profile of hospitality students.

Gender Distribution: Out of 70 usable questionnaires, result shown that total respondents in the study 70, in which (77%) i.e. 54 male respondents and (23%) i.e. 16 female respondents.

Age Group Distribution: The age wise distribution of the 70 respondents who participated in the survey. Based on the Table 4.2, there were 36 % of the respondents belongs to the age group of below 18 years, 21% between 18 to 20 years, 26 % respondents from 21 to 22 years and 17 % respondents above 22 years were minimum number of respondents in the study.

Stream At 10+2 Level: Data pertaining to the Stream at 10+2 level of 70 respondents, majority of the respondents were from commerce background (77%) followed by arts

stream (17%) and Non-medical stream were (6 %) and medical stream (0%).

Place of Residence: Out of 70 respondents (16) belongs to rural background, (35) from urban area and (19) from metro cities.

Star Category of Hotel: Among them, out of 70 respondents 35 (50%) trained in five star, 14 (20 %) trained in four star and 21 (30 %) trained in three star category of hotels.

Table 1: Demographic Profile of Respondents

Demography Profile of Respondents		Frequencies	Percentage
Gender	Male	54	77
	Female	16	23
Age in Year's	Below 18 Years	25	36
	18-20 Years	15	21
	21-22 Years	18	26
	Above 22 Years	12	17
Stream at 10+2 level	Commerce	54	77
	Arts	12	17
	Medical	0	0
	Non-Medical	4	6
Place of Residence	Rural	16	23
	Urban	35	50
	Metro Cities	19	27
Star Category of Hotel	05 star	35	50
	04 Star	14	20
	03 Star	21	30

Gap Analysis of Hospitality Students Expectations (Pre-Training) and Perceptions (Post-Training) Towards Industrial Training in Hotels

Five point ‘Likert scale’ were used to measured gap analysis of students expectations and perceptions about industrial training in hotels. Table-2, described the research results of gap analysis of hospitality students expectations and perceptions towards industrial training programme in hotels. The p-value indicates that all the gaps are also statistically significant. The findings of the study clearly point out that expectations were higher than perceptions and it is clear that there is a negative gap between expectations and perceptions of hospitality students towards industrial training. The highest gap was identified in ‘sense of achievement from work’ (-0.96) and

lowest in 'Challenging and interesting work environment' (-0.30). Negative gap exist in all the twenty two variables, it clearly indicated that negative perceptions of hospitality

students about internship programme in hotels, as t-test shows that negative gap among perceptions and expectations is significant on all twenty two variables.

Table 2: Gap Analysis of Hospitality Students Expectations (Pre-Training) and Perceptions (Post-Training) Towards Industrial Training in Hotels

Variables	Expectation (Pre- Training)		Perception (Post- Training)		Gap (P-E)	t-value	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Organization Training Design	4.29	0.75	3.36	1.06	-0.92	17.20	.000
Induction Programme for the Trainees	4.15	0.73	3.60	1.04	-0.55	10.56	.000
Training Programme Improve Confidence	4.25	0.61	3.70	1.03	-0.55	11.23	.000
Training Programme Helps to Improve Knowledge and Skill	4.06	0.76	3.65	1.11	-0.41	7.52	.000
Training Helps to Improve Team Work	4.08	0.68	3.64	1.02	-0.44	8.91	.000
Training Programme Helps to Improve Performance	4.02	0.72	3.44	1.07	-0.58	11.29	.000
Training Programme Helps to Improve Personality	4.07	0.73	3.56	0.99	-0.51	10.08	.000
Relation With Hotel Employee	3.84	0.86	3.37	1.10	-0.48	8.48	.000
Guest Interaction	4.14	0.58	3.83	1.13	-0.31	5.98	.000
Facilities Available for Trainees	4.10	0.61	3.64	1.05	-0.46	9.12	.000
Working Hours	4.23	0.60	3.72	1.07	-0.51	9.98	.000
Co-Ordination Between College and Hotel	4.14	0.69	3.71	0.96	-0.43	9.16	.000
Opportunity for Work Rotation Among Department	4.32	0.57	3.66	1.00	-0.66	13.52	.000
Work Environment	4.12	0.63	3.53	1.09	-0.59	11.31	.000
Scope of Technical Skill Development	4.08	0.71	3.60	1.03	-0.49	9.28	.000
Opportunity to Interact With Guest	4.13	0.72	3.70	1.04	-0.43	8.18	.000
Communication Among Superior and Trainer	4.36	0.74	3.83	1.07	-0.53	9.89	.000
Challenging and Interesting Work Environment	4.06	0.65	3.76	0.96	-0.30	6.28	.000
Work Pressure	4.22	0.68	3.70	0.96	-0.52	10.67	.000
Sense of Achievement from Work	3.65	0.83	2.69	0.90	-0.96	19.49	.000
Opportunity To Serve Guest	4.27	0.65	3.73	1.08	-0.54	10.54	.000
Stipend Received During the Training	3.71	0.94	3.35	1.02	-0.35	6.32	.000

Hypothesis of the study rejected because the results shown that there is significant difference found in all the twenty two variables between expectations (Pre-Training) and perception (Post-Training) of hospitality students towards industrial training in hotels.

CONCLUSION

Hospitality industry is growing at very fast speed in India, it needs skilled human resource and industrial training helps students to gain confidence, technical skill, knowledge and improve their overall personality about a particular job. Customer satisfaction and better service quality are the ingredients of success in today competitive

environment and it depends on trained and highly skilled personnel. The main aim of this research study was to investigate the gap among students expectation before going to training and students perceptions after going to training. The results of that study shown that gap exist in all twenty two variables as it shows there is significant difference between expectations and perceptions of students about internship programme.

It is suggested that college and industry bridge the gap and to design internship schedule as it would be helpful for the students as well as hotels. Revision of syllabus according to industry requirements that will helpful to lessen the gap of expectations and perceptions of hospitality students.

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