
A Study on the Consequences of Industrial Training on the Career Perception of Hotel Management Students in India

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Introduction :

Industrial training as part of a course curriculum is an integral part of most professional courses and it's a norm not only in India but globally. Hotel management courses are no exception to this wide spread phenomenon. National Council for Hotel Management and Catering Technology set up by Ministry of Tourism, Govt. of India, is an apex body in the field of hospitality education. They provide academic affiliation to more than 80 hotel management colleges in the country with a joint entrance exam, standardized curriculum and examination process. The course curriculum of NCHMCT mandates 17 weeks of industrial exposure training in second year of the three year B.Sc-Hospitality and Hotel Administration course. Similarly, various other institutes under the umbrella of AICTE and universities have an industrial training component ranging from 6 months to one year.

Industrial training derives its significance for the following reasons:

- It provides a hands-on industry experience to the student
- It gives a perspective on the modern trends and prevailing practices in the industry
- It helps a student to help him chose his department of preference on completion of the course
- It gives exposure of the equipments and processes which are generally not available in an institute because of practical limitations.
- It helps the students in application of the concepts learnt in a class room to a practical situation
- Adds to the soft skills and overall personality development

As it is evident from the above pointers, that importance of industrial exposure training cannot be overstated and it's an integral part of the academic and professional journey of a Hotel management graduate. However, the caveat remains that industrial training may also result in a demotivating and nightmare experience if it's not properly structured and executed by the hotel. Unfortunate, it may be, but it's frequently observed that hotels treat industrial trainees as cheap labour and hotel training departments or operational executives take limited or no responsibility for professional development of the trainee. Long work hours and lack of dignity makes a student so disheartened and demotivated that it has been observed that several of them decide to not join the industry after completing industrial training and they foray into other areas.

The review of literature, discussion with various stake holders as well as direct observation points out an immediate need for overhauling of the industrial training structure. The problem deserves in depth analysis and it will be instrumental in better industry-academia collaboration as well suggesting ways to retain better talent in industry through more effective execution of industrial training program. The motivation of young aspiring work force in industry is a major challenge and it needs to be seen if genesis of this problem lies in the first industrial exposure of a student during his industrial training. This study will also help in sensitizing the hotel managers as one of the important stake holders and beneficiary of the learning outcome for a student.

Literature Review

The satisfaction level of students about internship programs depends on multiple factors (Richardson, 2008) such as students requirements from the workplace (Lee & Chao, 2013), industry requirements from the academics and

students (Collins, 2002; Jiang & Tribe, 2010), environment of hotels and teaching (Zopiatis&Constanti, 2007). Students who actively plan and participate in internship and industrial programs could be more satisfy and have a good sense about the industry operations and work culture through acquiring practical skills through hands-on experience and learning by doing (Collins, 2002). In addition, hospitality interns have become the most important labor, industry professionals need to look after satisfaction level of students and fulfill the needs of the hospitality industry (Hsiao, Baum, & Teng, 2009). A positive internship experience and satisfaction encourages students to join and development their career in the industry after having necessary qualification and take care of their job satisfaction and willingness to stay in the industry (Chathoth, Mak, Sim, Jauhari, and Manaktola, 2011; Chuang & Jenkins, 2010).

Nathan Kobiana Austin (2002) used qualitative evaluation research approach and concludes that perceived dissatisfaction among students and lecturers is indeed real with. Factors which add to this situation are organization of IET attachments, internal administrative difficulties and perceived value of the program itself. Employers' main expectation from the trainee is communication and social skills. According to Paul Barron (2008), Gen Y has distinct characteristics and both industry as well as institutes is required to consider them so as to ensure success. Gen Y is less likely to choose hospitality as a career option due to poor opportunities and limited rewards. Industry as a whole needs to revamp itself in the way they treat their newly appointed professionals if they want to retain talent in the long run. In a very well structured and informative research study by Vinnie Jauhari (2006) about the Competencies for a career in the hospitality industry: an Indian perspective it is stated that gap exists between the competencies in demand by the industry and in terms of the competencies the hospitality pass out students actually imbibe. There is a need to focus on skill development, creating a think tank of academicians and to revise hospitality curriculum. Internship may be used as a significant tool in shaping competencies of the budding hospitality managers. In India, quality of industrial training is an issue. The duration of internship, module of training and set of competencies required by students need further elaboration in this study which may form basis of a future research.

C.S.Lee, C.W.Chao and H.I.Chen (2015) in their study on the relationship between HRM practices and the service performance of student interns uses structural equation model to test the full model of HRM practices and service performance. According to Zopiatis&Constanti (2013), internship should be student-directed and it should have the involvement of student right from the outset or planning stage. Wen Hwa Ko (2007) researches training, satisfaction with internship programs, and confidence about future careers among hospitality students. Study recommends that hospitality managers should give a higher priority to training. Datta A and Jha (2015) in their study on industrial training and its consequences on the career perception in context of the hotel management students at Jaipur. This study found that undergraduate students highly disagree what industry offers them in choosing future career options. After the completion of industrial training the students expressed about lot of expectations arising after the training which makes them stressful.. According to Immaneni K. & Sailaja V(2017), retention in hospitality industry is a major challenge for industry professionals. Therefore lot of emphasis should be put on transition and on boarding. A successful effort over there enables not losing talent to other sectors. Hotels must motivate the students to build careers in hospitality industry rather than anywhere else. The study talks about positive motivation and transition for students. However study lacked to suggest methodologies of enhancing the effectiveness of IET. A separate study to address that issue will be helpful.

Study Objectives

- To study the consequences of industrial training on the career perception of hotel management students in India

Research Methodology

The research methodology of the project consists of :

- Research Design
 - Descriptive research design
 - Hypothesis testing
- Data collection

- Primary data – Questionnaire and in-depth interviews
- Secondary data – Articles in different sources and internet
- Sample
 - Sample : Purposive and convenient sampling
 - Sample size : 300 respondents (before industrial training and after industrial training for the same group)
 - Sample population : Students of B.Sc HHA in IHMs
- Tools
 - Excel
 - SPSS

Hypothesis

H₀: There is no statistically significant relationship between industrial training experiences & the trainees' career perception about hotel industry.

H₁: There is statistically significant relationship between industrial training experiences & the trainees' career perception about hotel industry.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.333 ^a	.111	.083	.56907	.111	3.990	11	352	.000

a. Predictors: (Constant), Industrial Training Experiences11, Industrial Training Experiences2, Industrial Training Experiences6, Industrial Training Experiences1, Industrial Training Experiences5, Industrial Training Experiences9, Industrial Training Experiences4, Industrial Training Experiences10, Industrial Training Experiences3, Industrial Training Experiences7, Industrial Training Experiences8

b. Dependent Variable: Career Perception

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	14.213	11	1.292	3.990	.000 ^b
Residual	113.993	352	.324		
Total	128.206	363			

a. Dependent Variable: Career Perception

b. Predictors: (Constant), Industrial Training Experiences11, Industrial Training Experiences2, Industrial Training Experiences6, Industrial Training Experiences1, Industrial Training Experiences5, Industrial Training Experiences9, Industrial Training Experiences4, Industrial Training Experiences10, Industrial Training Experiences3, Industrial Training Experiences7, Industrial Training Experiences8

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.669	.825		4.449	.000
My knowledge level has improved after industrial training	.209	.052	.206	3.983	.000
My Skills have improved after industrial training	-.072	.053	-.072	-1.352	.177
Industrial training imparted by the hotel to me was as per the guidelines given by IHM/NCHMCT	.045	.060	.043	.750	.454
I was deputed in each core department of the hotel as per the NCHMCT prescribed schedule and duration	.120	.059	.112	2.045	.042
I got an opportunity to understand classroom concepts, theories, methods and guidelines in real time operation during my internship	-.132	.058	-.124	-2.266	.024
I was given reasonable opportunity by hotel to interact with guests and work in front office areas my during internship	-.026	.058	-.025	-.440	.660
I was given a proper induction/orientation by the hotel when I joined for internship	.061	.074	.049	.821	.412
My internship training was structured with regular monitoring and feedback by their department heads/superiors	.094	.067	.087	1.397	.163
At the end of training in each department, department heads/superiors assessed/ evaluated me on the extent of learning and outcome	-.102	.054	-.104	-1.912	.057
I have undergone an exit interview/assessment at the end of the internship	-.030	.061	-.028	-.493	.622
I found considerable improvement in my professional abilities after completing the internship	-.010	.075	-.009	-.136	.892

a. Dependent Variable: Career Perception

1. The overall model is statistically significant ($p = 0.000$), suggesting that at least one of the predictors (industrial training experiences) has a significant effect on the dependent variable "Career Perception."
2. The R Square value of 0.111 indicates that approximately 11.1% of the variability in "Career Perception" can be explained by the industrial training experiences included in the model.
3. The individual predictors' coefficients and significance levels provide insights into their impact on "Career Perception." Notably, "My knowledge level has improved after industrial training" is statistically significant and positively influences "Career Perception."
4. The p-values for the other predictors, such as "My Skills have improved after industrial training," are greater than the typical significance level of 0.05, suggesting that these predictors may not have a statistically significant relationship with "Career Perception."
5. The other predictors affecting career perception includes deputation of students to each core department of the hotel as per the NCHMCT prescribed schedule. On the contrary, a negative predictor was also identified where the students found significant negative relationship between understanding of classroom concepts, theories, methods and guidelines in their respective institutes and in real time operation during the internship in hotels.

Model Summary:

- R-squared: 0.111, which indicates that 11.1% of the variance in career perception is explained by the industrial training experiences variables in the model.
- Adjusted R-squared: 0.083, which considers the number of predictors and is a more conservative estimate of explained variance.
- F-statistic: 3.990, which is statistically significant at $p < 0.000$, indicating that the model with the predictors is significantly better than a model with only the constant term.

ANOVA Table:

- The F-statistic confirms the significance of the model.

Coefficients Table:

- Each coefficient represents the change in career perception associated with a one-unit increase in the corresponding industrial training experience variable, holding other variables constant.
- Significant coefficients:
 - My knowledge level has improved after industrial training (positive beta, $p < 0.000$).
 - I was deputed in each core department of the hotel as per the NCHMCT prescribed schedule and duration (positive beta, $p < 0.042$).
- Non-significant coefficients:
 - Most other industrial training experience variables, including skills improvement, training adherence to guidelines, guest interaction opportunities, and feedback provision, do not seem to have a significant direct impact on career perception.

Important Points to Consider:

- The R-squared value is relatively low, suggesting that other factors not included in the model might also be influencing career perception.
- The analysis does not tell us the causal direction of the relationship. It is possible that career perception could also influence industrial training experiences.
- Further research with different variables and larger sample sizes might provide more insights into the specific factors that shape trainees' career perceptions in the hotel industry.

Conclusion and recommendations:

- Based on the analysis, there is evidence to reject the null hypothesis. There is a statistically significant relationship between industrial training experiences and the trainees' career perception about the hotel industry.

Among the 3 drivers identified above, the predictor "My knowledge level has improved after industrial training" is particularly noteworthy in its positive impact on career perception of students. At the same time, the negative relationship above suggests that there is a significant gap between classroom teaching and internship experiences. Their should be initiatives taken by both academia and industry to align their curriculum to minimise the issue.

- The analysis provides evidence to reject the null hypothesis (H_0) and support the alternative hypothesis (H_2). This means that there is a statistically significant relationship between industrial training experiences and trainees' career perception about the hotel industry.
- Some specific training experiences, such as knowledge improvement and exposure to core departments, seem to have a positive impact on career perception.

Limitations

The sample is limited to NCHMCT course structure

- ❖ The sample is limited to 5 to 8 selected institutes
- ❖ The study is limited to pre and post industrial training response of a student and it does not entail the actual decision making by the same student at the end of his course

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