

Hotel Management Students Assessment of their Industrial Training Exposure

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ABSTRACT

Industrial training (I.T) is an essential component in the course curriculum of hotel management. Students get the opportunity to learn and enhance their skill by working in real working situations and practice their theoretical knowledge that they have learnt in the classroom settings. Prospect employees must have necessary knowledge and skills before they go out into the working world once they graduated. In line with this, the Industrial Training component of the undergraduate hotel management program constitutes a vital component. Present paper aims to explore hotel management student's industrial training experience in terms beneficial or not beneficial exposure. Final year hotel management students were randomly selected for data collection. Majority of the respondents found industrial training experience was not beneficial in terms of professionals were not cooperative, irrelevant tasks assigned and stress full conditions whereas 42% rated as beneficial experience in terms of opportunity to work in real setting, Professionals were cooperative and relevant tasks were assigned. There is a need to strengthen the current practices of I.T and more collaborative approach is required by all stakeholders concerned. Several researchers have emphases that dissatisfaction of I.T experiences may result in low commitment levels of graduates towards hospitality industry. Certain new practices are required to be adopted by stakeholders in order to enhance the I.T Exposure.

Keywords: Industrial Training (I.T), Prospect, Beneficial, Stakeholders and Practices.

INTRODUCTION:

Industrial training (I.T) is an essential component in the course curriculum of hotel management. Students get the opportunity to learn and enhance their skill by working in real working situations and practice their theoretical knowledge that they have learnt in the classroom settings. Barrows & Bosselman (1999) stated that the major principle of keeping hospitality internship in the curriculum is to assist students to gain valuable work experience within the hospitality industry and highlights the exercise of students taking an active responsibility in their learning process opposed to simply receiving information from their instructors. It is designed to provide an opportunity for the practical application of skills and concepts learned in the classroom. Prospect employees must have necessary knowledge and skills before they go out into the working world once they graduated. In line with this, the Industrial Training component of the undergraduate hotel management program constitutes a vital component.

LITERATURE REVIEW:

Scott (1992) highlights that hospitality students believe experiential learning to be the generally successful method to learn the reality of the positions they are in view of for their potential career. Nelson (1994) suggested that students have more likelihood to discover future career through internships, to add deeper

acquaintance of details, and to begin thinking about their future vocation based on their internship experiences. Farinelli & Mann (1994) pointed out that hotel industry professionals usually assign menial and common tasks like making copies and stuffing envelopes. Researchers stressed that industry professionals should assign few more challenging task which will enhance their competencies and internship satisfaction .It was found that some companies allowing interns to visit client locations or vendor sites to gain a better perspective and orienting the intern with the process is important. Fox (2001) suggested that a bad internship experience could cause students to change their career path. He claims that intern students might quit the profession if there were bad or uncomfortable work experiences during the internship programme. Jane Spowart (2006) in his study pointed out that the students discovered the true nature of a challenging and time-consuming workplace by working in different shifts and long hours and that the real world is different to what they had anticipated and far less glamorous. Students talk about that often their opinions are not acknowledged by either the industry mentors or academic instructors. They would like to know about handling stress and felt they themselves should be open-minded, ask questions and express themselves. Despite these harsh realities of the industry, the majority were of the opinion that the work-integrated learning period had been a rewarding experience.

RESEARCH METHODOLOGY:

Objective:

Present paper aims to explore hotel management student’s industrial training experience in terms beneficial or not beneficial exposure. Final year hotel management students were randomly selected for data collection.

Demographic Profile:

A total of 106 students took part in the survey .Participants were approached once they have completed their industrial training. Out of total respondents majority of them were male (87%) and remaining 13% were female students.

Table 1: Shows Demographic Profile-Gender

Gender	Percentage	Frequency
Male	87	92
Female	13	14
Total	100%	106

Hotels Category where in completed I.T:

Majority of the students have completed their I.T in a four star hotels followed by 5 star (34%) and remaining 22% have completed in a 3 star hotel.

Table 2: Shows I.T Completed in various Hotel star Categories

	Star	Percentage	Frequency
Hotel Star(I.T)completed	3 Star	22	23
	4 Star	44	47
	5 Star	34	36
Total		100%	106

Family Background:

Majority of the students were belongs to agriculture family background followed by private jobs and business and less percentage of students were belongs to govt. Employees.

Table 3: Shows Family Background of the Respondents

		Percentage	Frequency
Family Background	Govt. Employee	10	11
	Agriculture	41	43
	Private Job	24.5	26
	Business	24.5	26
Total		100%	106

Table 4: Shows Students Profile-State wise

	Opts	Percentage	Frequency
State	J & K	41	43
	Punjab	26	28
	H.P.	9	10
	Uttarakhand	3	3
	Delhi	2	2
	Bihar	1	1
	Haryana	9	10
	Chandigarh	2	2
	U.P.	2	2
	Rajasthan	4	4
	Other	1	1
	Total	100	106

I.T Arrangements:

Majority of Students got industrial training through the institute arrangements where as 42 percentages of respondents got industrial training through their own arrangements .Institute arrangements means assistance extended by their institute in getting internship opportunities various star hotels by way off campus selection, telephonic interviews and Skype screening sessions. Students made their own arrangements of I.T as per their location convenience.

Table 5: Shows I.T Arrangements

	Opts	Percentage	Frequency
I.T Arrangement	Institute	58	62
	Self	42	44
Total	100%	106	

RESULTS:

I.T Experience:

Majority of the respondents found industrial training experience was not beneficial in terms of professionals were not cooperative, irrelevant tasks assigned and stress full conditions whereas 42% rated as beneficial experience in terms of opportunity to work in real setting, Professionals were cooperative and relevant tasks were assigned.

Table 6: Shows Rating of I.T Experience

Rate I.T Experience	Opts	Percentage		Frequency	
	Not Beneficial Experience		58		61
Beneficial Experience		42		45	
Total		100%		106	
		Not Beneficial Experience		Beneficial Experience	
		Frequency	Percentage	Frequency	Percentage
Gender	Male	54	88.5	38	84.5
	Female	7	11.5	7	15.5
Total		61	100%	45	100%
Hotel Star(I.T)completed	3 Star	11	18	12	26.5
	4 Star	29	47.5	18	40
	5 Star	21	34.5	15	33.5
Total		61	100	45	100

Table 7: Pearson Chi-Square Tests

Rate I.T Experience		
Gender	Chi-square	.376
	df	1
	Sig.	.540
Hotel Star(I.T)completed	Chi-square	1.231
	df	2
	Sig.	.540
I.T Arrangement	Chi-square	2.969
	df	1
	Sig.	.085

FINDINGS:

Chi square test applied and it reveals that there is no significant difference exist among students (Gender, Hotel wherein completed training and I.T arrangements) in terms of rating of industrial training experience. In the study it was found that majority of students assessed that their industrial training exposure was not beneficial.

CONCLUSION:

There is a need to strengthen the current practices of I.T and more collaborative approach is required by all stakeholders concerned. Industry professionals should assign trainees some responsible work and give them opportunity to handle guest dealings so that they can apply their acquired knowledge in classroom into the real world settings. Several researchers have emphases that dissatisfaction of I.T experiences may result in low commitment levels of graduates towards hospitality industry. Nowadays several hotels are adopting certain practices such as conducting feedback sessions at the end of completing one department exposure in order to discuss trainees issues and concerns with the respective department heads and executive .Similarly training managers are also appraising trainees as trainee of the month in order to boost the morale of trainees to perform better .Institutes should also assign one faculty members to visit hotels wherein their students are pursuing I.T in order to make more beneficial exercise for the sake of students.

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