

Career Intention of Hospitality students: Critical Role of Industrial Training

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Abstract--*The tourism and hospitality industry is one of the largest components under the services sector of our Indian economy. Hotels are indeed an integral part of tourism industry. The Indian hospitality sector is growing at a cumulative annual growth rate of 14% every year, thereby adding considerable amount of foreign exchange to the economy. There is enormous opportunities of growth in the tourism and hospitality sector with the gross annual demand for manpower crossed 5 lakh in 2010 and is expected to reach 920000 in 2020. This study tries to identify the factors that impact the career intention of the students from their industrial training. From the data collected from the AICTE approved colleges in Karnataka, it was observed that Academic inputs & academic supervision, experiences from industrial training had a significant impact on the career intention of the hotel management students.*

Key words--*Industrial Training, Hotel Management, Career intention, Experiences*

I. INTRODUCTION

The tourism and hospitality industry is one of the largest components under the services sector of our Indian economy. Tourism in our country is a major source of foreign exchange earnings. Tourism sector's direct contribution to GDP (Gross Domestic Product) in India is expected to grow at 7.8% per annum during the period 2013-2023. This has been the result of increased foreign tourist arrivals (FTA) and a large number of Indians travelling within the country. Hotels are indeed an integral part of tourism industry. The Indian hospitality sector is growing at a cumulative annual growth rate of 14% every year, thereby adding considerable amount of foreign exchange to the economy. There is enormous opportunities of growth in the tourism and hospitality sector with the gross annual demand for manpower crossed 5 lakh in 2010 and is expected to reach 920000 in 2020 [1].

For a hotel management scholar, industrial training is a way to merge the theoretical knowledge learned and professional skills acquired in the college to put to practical application. Moreover, the most important outcome of the industrial training is that student is able to see the real world environment and is able to decide whether he would fit into that workplace. Employability is enhanced by undertaking internship and this helps in the career development of the student. Researchers have observed that there are positive effects of internship [2], is a beneficial activity where the students experience both work related and organizational learning [3]. This study tries to identify the factors that impact the career intention of the students from their industrial training.

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II. LITERATURE REVIEW

2.1. Industrial Training

Industrial training has been a mandatory requirement in majority of the hospitality programs. This industry emphasizes practical experience in addition to the theoretical inputs so that students are ready to enter the skill dominated hotel industry. [4] noted that hospitality students who engage in this type of learning are better able to understand their fit in the industry as well as have a clear picture of the skills and competencies they need, to be successful in the job and in the industry. Study taken up by [5], [6] & [7] have stressed the impact the internship have on career choice and job satisfaction, the necessity to develop a long term strategy for attracting and retaining talented workforce in the hospitality and tourism industry. In his study [6] observed that majority (more than 50%) of tourism and hospitality undergraduates in Australia were considering a career outside the hospitality industry. Candidates who had work experience, 43.6% said they are not interested to work in after graduation, of these 96.3% of the respondents mentioning that work experience was prime criterion for this decision. This throws light to the fact that educators and industry should work together to change this mindset and give them enriching experiences. For a hotel management student, industrial training acts as a link between their college education and industry expectations [8].

[9] and [10] in their study stressed that students need a well organized internship program so that they gain professional skills and at the same time understand the industries requirements. [11] stressed that organisations should arrange task orientation, autonomy, supervisor support, coworker cohesion and remuneration that the students would receive when they join them. In the study conducted by [12], it was seen “Job itself” was the variable which had significant effect on predicting students’ overall satisfaction with internship. Out of the 21 variables used by [13] he found that 14 variables had significant difference in the perception of male and female students. Here all the variables were related to job and their perceptions. Internships will help them to develop professional work habits, give an incite into corporate cultures and understand the international business settings. If the internships are taken in an international location, it gives the students a chance to learn and observe the differences in businesses and how they are handled in different cultures [14].

2.2 Career Intention

[15] and [16] pointed out that a unpleasant internship experience which does not meet their expectation can easily deter a student from opting to work in the industry. Students who have taken hospitality and tourism have high expectations from the industry with regard to realistic work hours, responsibilities, interaction with superiors, but in reality [17] observed that the students’ actual satisfaction from their first job did not meet their expectations at all.

III. METHODOLOGY

A cross sectional survey of students was used in this research. Data was collected from the students of 4 year Bachelor of Hotel Management (BHM) degree program. AICTE approved colleges in Karnataka State offering 4 year BHM program were only considered for the study. The targeted students had to complete their industrial training. Hence the students of III and IV year BHM were considered as they complete their industrial training by then. There are 14 colleges in Karnataka which is approved by AICTE to offer 4 year BHM program. The sample size required

was 635. Questionnaire was developed from the literature review. [12], [18] was considered for questionnaire development. Questionnaire consisted of four parts. Part A consisted of enquiries about the profile of the student. Part B was questions on their Industrial Training. Part C consists of statements to check the gap between Expectation and Perception of students with regard to their training. 7 point Likert scale with 1 as Strongly Disagree and 7 as Strongly Agree was adopted. Part D comprises of statements pertaining to Characteristics of Industrial Training wherein 7 point Likert scale was used as mentioned above. Characteristics that were considered were Academic Inputs & Academic Supervision, Job Itself, Training & Development, Peer Relationship, Superiors, Experience, Remuneration, Career Perception, Self Realisation and Career Intention.

The questionnaire was validated by taking feedback from academicians and industry expert in the field. Selection of the colleges from the 14 colleges was done based on convenience sampling. Data was collected from 10 out of the 14 colleges and it was done during Jan 2018 to first week of March 2018. In the colleges, data was collected from all the students who attended college that day from the third and fourth year BHM. Researcher was present throughout the period of data collection and was able to clarify whatever doubts the respondents had. Due to this there was no incidence of non response and the data collected was accurate in that respect

Researcher was able to obtain 716 samples. Data was cleaned for any missing values, and was seen whether any outlier cases are there. The cases were not removed from the study and was retained. This was done by comparing the mean and the 5% Trimmed mean. Since the difference were very small, it was decided to retain the cases.

In this study, 85.5% of the students were male (14.5% were females). Among the sample, majority of the students ie. 557 (77.8%) were in the age group of 20 to 22 years, followed by 113 (15.8%) in the age group of 22 to 24 years. The rest belonged to other age groups of below 20 years, 24 to 26 years and 26 years and above. Since the students had to complete the industrial training, the III and IV year BHM students participated in the study. From the III BHM there were 330 (46.1%) students and the rest 386 were from the IV BHM course.

The questionnaire consisted of factors, Academic Input & Academic Supervision, Job Itself, Training & Development, Peer Relationship, Superiors, Experiences ; which were taken as independent variables for the regression analysis. Career Intention was taken as the dependent variable.

Reliability of the scale was checked by computing Cronbach’s alpha for all the factors and is shown in the table 1

Table 1 Reliability of the scale was checked by computing Cronbach’s alpha

Variable N=716	Items	Mean	Standard deviation	Cronbach Alpha
A I A C N C	I am well prepared for the industrial training with the input I received from my college AI_AS1,	4.87	1.54	0.82
A P A D U D.	I acquired the skills to perform well on the job from the courses that was offered in my college. AI_AS2,	4.89	1.35	

E T M S I A U C N P D N.	The technical inputs that I received from the college has prepared me for the industrial training AI_AS3,	4.73	1.47	
	Guidance by my teachers had a role in me gaining a meaningful industrial training experience AI_AS6,	4.87	1.57	
	I was academically supervised during my industrial training by my college AI_AS7	4.11	1.82	
J O B I T S E L F	Industrial training has improved my chance to get a better job after training JI1	5.52	1.44	0.884
	I experienced ample team spirit during my training JI2	5.16	1.45	
	I am satisfied with the nature of the job I performed JI3	5.06	1.67	
	I treated industrial training as a real job JI4	5.50	1.56	
	I considered industrial training as a potential learning opportunity JI5	5.77	1.33	
	I was able to develop technical skills in my industrial training JI6	5.39	1.37	
	I was satisfied with the kind of work that I did during the industrial training JI8	4.90	1.73	
	I was required to do different things at work, using a variety of my skills JI9	5.13	1.53	
	The industrial training required me to use a number of complex or high level skills JI10	4.74	1.57	
	The work during the industrial training was interesting and challenging JI11	5.16	1.62	
	During industrial training, I volunteered for tasks JI14	5.07	1.59	
	I proactively asked questions during industrial training to learn new things, JI15	4.85	1.68	
	I proactively requested to give feedback on my work JI16	4.85	1.68	
	Industrial training taught me a lot of things that I would never have learnt in class rooms JI17	5.94	1.30	
The industrial training permitted me to decide on how to complete the task given to me JI19	5.13	1.56		
The industrial training gave considerable opportunity and freedom to complete the work as I wanted to JI20	3.89	1.88		
T D R E A V I A E	Industrial training provided ample opportunities for self-development T_D1	5.06	1.51	0.836
	There were training programs held at the hotel for the trainees T_D2	4.51	2.04	

N I N G E N T	L	I was able to apply theory to practice T_D3	4.30	1.70	
	D	We were made comfortable with proper orientation at the hotel T_D4	4.77	1.80	
	P	The trainees were trained well T_D5	4.59	1.82	
	M	The performance of the trainees were closely monitored & corrected T_D6	4.68	1.71	
	T	We were corrected whenever they felt we were not up to the mark T_D7	5.12	1.57	
P E E L R A T I O N	R	I was constantly given feedback on my work by the hotel employees P_R1	4.74	1.71	0.750
	L	My colleagues helped to make my industrial training a good experience P_R2	5.21	1.63	
	A	I had good communication with my peers P_R3	4.60	1.38	
S U P E R I O R S		Supervisor often told me how I had completed the work SUP1	4.95	1.58	0.936
		I received support from my Supervisor during the training SUP2	5.09	1.65	
		My supervisor gave me helpful feedback on my performance SUP3	5.04	1.65	
		My supervisor gave me advice on how to improve my performance SUP4	5.21	1.60	
		Industrial training was a good experience because of the help from my supervisor SUP5	4.84	1.74	
		I am satisfied with the communication I used to have with my supervisor SUP6	5.05	1.63	
		I received appreciation and praise from supervisor SUP7	5.21	1.71	
		Supervisor treated me well SUP8	5.07	1.64	
		Supervisor was indeed a mentor to me during the industrial training SUP9	4.80	1.72	
		Supervisor showed a lot of interest in my professional development SUP10	4.62	1.87	
E X P		I did learn from the industrial training EXP1	5.68	1.66	0.806
		Industrial training provided me the opportunity to learn a lot about the field, profession or/and hoteliering EXP2	5.53	1.40	

E R I E N C E S	From the industrial training I realized that this was the field for me EXP4	4.50	1.99	
	I had job satisfaction as I had to meet new challenges daily EXP5	4.91	1.53	
	Industrial training has helped me to gel into the hotel industry easily EXP7	5.05	1.45	
	Industrial training will have an impact on my future career choices EXP8	5.56	1.39	
	Industrial training helped me to determine that this was the field that I was interested in for a career EXP10	4.84	1.73	
	Generally, I was satisfied with my industrial training EXP11	5.19	1.57	
C A R E E N T I O N	CI2, I will work in the hotel industry	4.60	1.88	0.766
	CI5, I would be very happy to spend the rest of my career in the hospitality industry	4.26	1.92	
	CI6 I am motivated for having received a real life experience of the industry	5.10	1.62	

Table 2: Table of regression coefficients:

Model	Standardised coefficients	t	Sig
	Beta		
Constant		-1.743	0.082
Academic input and Academic supervision	0.128	3.913	0.0001**
Job Itself	0.092	1.775	0.076
Training & Development	-0.031	-0.695	0.488
Peer Relationship	0.007	0.157	0.876
Superiors	0.008	0.186	0.853
Experiences	0.499	11.584	0.0001**
R2= 0.373	F= 70.360	p= 0.001	

Dependent variable: Career Intention

* **Significant at 1% level of significance

When Career intention is taken as the dependent variable, Academic input & Academic supervision and Experiences during industrial training were significantly affecting Career intention of the student at 1% level of significance. Comparing the mean values of the variables under Academic Input and Academic supervision, we can observe from table 1 that none of the variables had mean values more than 5 which is “Somewhat agree” in a scale of 1 to 7, except for the item “Psychologically I felt I am prepared to do the industrial training”. The least was for the item “I was academically supervised during my industrial training by my college”. This is to be looked into by the college and see how the students could be satisfied.

With regard to Experiences, which had the maximum effect on career intention with a regression coefficient of 0.499, students did not agree to the item “There was good coordination between the college and the hotel” as it had very low mean of 3.68. It would definitely make a change if there was proper coordination between the college and the hotel in which the student is undergoing the training. One of the important question, “From the industrial training I realized that this was the field for me” had a mean of only 4.50 which implies that they are not fully agreeing with this. Similarly, from the question “I thought of continuing with my industrial training always” had a mean value of 4.40 only. Looking at these two responses, it looks like they are not very sure about continuing with the industry. Only 5 items under Experience had mean values above 5 (some what agree). It is very important for the hotels to convert this perception to a value above 6 so that the students are motivated to continue with the industry.

IV. CONCLUSION

Internship is a compulsory requirement with all the hotel management institutes. Fourteen colleges which are approved by AICTE and offers 4 year Bachelor of Hotel Management (BHM) was considered for the study. The study was taken up by the researcher as researches across the world show that hotel management student do not continue with the industry for long. The objective was to examine the factors which lead to taking up a career in the hotel industry based on their industrial training experiences. From the multiple regression analysis, it was observed that academic inputs & academic supervision and experiences during the industrial training had a significant impact on their career intention. The colleges and the industry should work together in order to bridge this gap. The study could be extended to colleges which are not under the purview of AICTE.

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