

INDUSTRIAL TRAINING AND ITS CONSEQUENCES ON
THE CAREER PERCEPTION-A STUDY IN CONTEXT OF
THE HOTEL MANAGEMENT STUDENTS' AT JAIPUR

Amit Datta¹ & Dr. Babita Jha²

*¹Ph.D Research Scholar (Manipal University Jaipur), Associate Professor, School of
Hotel Management, Manipal University Jaipur, VPO: Dehmi Kalan, Jaipur,
Rajasthan, India.*



*²Assistant Professor, School of Hotel Management, Manipal University Jaipur, VPO:
Dehmi Kalan, Jaipur, Rajasthan, India.*

ABSTRACT

The hospitality business is continuously growing due to heavy inflow of the tourist in India. Being a service related industry it has to depend on the human as workforce. Hotel Management institutes are the major contributor of this workforce in India. Classroom training alone is not sufficient to develop the competencies required by the hotel industry. In India hotel management students are sent to the industry as Industrial Trainee to gain the experience and to get them acquainted with the hotel industry operation techniques. Past research has identified that there are differences of career perception and attitude of the student once they return from the Industrial training. This study is to identify those career factors and examine the differences of the career perception of the student who have already undergone the training with those who are yet to experience. Analysis of the questionnaire revealed that there is a change in attitude and the perceptions of the students about the industry where they are going to establish their career are affected negatively after the completion of the industrial training. The research work will try to identify the potential reasons to those affected career factors and recommend the stakeholders the areas which need to be attended.

KEY WORDS: Industrial Training, Career Perception, Hotel Management Students, Hotel, Jaipur.

INTRODUCTION

Industrial Training is short term training in the industry. The period of the training in hotel industry at India is around 22 weeks. Generally these training are carried out by the hotels for summer & winter batches. These training help the hotel industry with extra manpower. This training helps the student to work with the industry personnel and learn certain specific skills which are not possible to develop in the institutes. The institute is also benefited in establishing a good reputation with the industry.

Students join the hotel management program with a high expectation about their career in the industry. Studies have revealed that the hospitality industry in India are the highest manpower recruiters and tourism business in India are booming day by day with the huge flow of international and domestic tourist. These all factors should establish that the career of employees in these industries should be highly promising.

Past research has also pointed out that attrition rate of the hospitality industry are highest than any other industry and the huge number of employees either change the employers after short duration of work or leave the industry. Researchers have indicated that this has created a negative image about the hotel industry.

The motive of this study is to find out that whether there is a change of career perception of the students of the hotel management institute even when they are sent for a short duration of period in the hotel industry. This study would also help us to understand whether the purpose of sending the student for the industrial exposure is actually being met or not.

Industrial Training: (National Association of Colleges and Employers (NACE), 2010) released a position statement on internships: *“An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are*

considering for career paths; and give employers the opportunity to guide and evaluate talent”.

The benefit of Industrial Training is applicable to all the three stakeholders.

For the recruiters it provides a source of young workforce who at a marginal cost will work and help the existing staff in sharing their workload. It also provides a platform to train and select their potential recruit without actually making any long term commitment. (Pauze, Johnson, & Miller, 1989; Petrillose & Montgomery, 1998; and Ju, Emenheiser, Clayton & Reynolds, 1998/99).

For education institutions, industrial training is a medium of linkages with the industry. This link helps the institution in developing a reputation, source to get trainers and guest lecturers for the seminars and in final placements of the students (Bell & Schmidt, 1996 and Walo, 1999).

For students, industrial training is an opportunity for learning and practice skills which are beyond the capacity of the classroom learning (Casado, 1991; Barron & Maxwell, 1993; Emenheiser, Clayton, & Tas, 1997; Petrillose & Montgomery, 1998; and Barron, 1999).

REVIEW OF LITERATURE

(Ross, 1994) study revealed that hospitality profession is treated as a glamorous one and the students are attracted to join the hotel schools with the perception of achieving a great career prospect in the hospitality industry. (Purcell & Quinn, 1996) study indicates that the main factors that attract students towards hotel management education are their perceptions about the industry. (Lewis & Airey, 2000) study indicates that the secondary school students show a positive attitude towards the hospitality industry profession and their perception about the job is that it is interesting, good career opportunity and are well paid.

(Barron & Maxwell, 1993), study on the junior students of hospitality management course who doesn't have any industrial exposure shows a very positive perception about the industry. (Barron, 1997) research on 160 first year hospitality students from Australia indicates that the students felt that employees working in the hotel industry are treated fairly; working environment, career opportunity,

career advancement, remuneration of the hotel industry is good.

(Getz, 1994) conducted a study of students in the Spey Valley in Scotland. His study shows that the junior student agreed that hospitality jobs were fulfilling and satisfying. However in later year many students start developing a bad impression of the industry and would like to pursue a higher education and shift to other industry. (Jenkins, 2001) study also reveals that students' interest in the hospitality career tends to decline as they proceed through their years at the institution of learning.

(Roney & Öztin, 2007) study shows that the senior students have more negative perception about the industry. They consider irregular working hours, low pay, hard labor and low job security as the major factor. (Lu & Adler, 2008) examined future career expectations of hospitality and tourism management students in China. The reasons which the student rated most for their unwillingness to join the industry are unattractive job, low pay and lack of career advancement prospects instead they want to switch to other industry where their earnings would be high. (Richardson, 2008) study also revealed that the students are keen in switching their career to other industry.

(O'Driscoll & O'Connell, 2005) Study of the hotel management students' perception reveals that student's shows eagerness towards working in the industry. Students believe it to be a growing industry with opportunities for employment. Differences exist between junior and final year students in terms of pay, working hours, attitudes towards the industry. Final year students have more negative perception on these factors.

(Kusluvan, 2003) study suggested that it is very vital to understand the career perception of students who are currently pursuing hospitality management course to gain an insight to the reasons why students attitude towards their career in the industry changes drastically that there is a growth of negative impression about the industry and even to the extent of unwillingness to join the hospitality industry at all.

RESEARCH OBJECTIVES

To study the consequences of industrial training on the career perception of the hotel management students'.

HYPOTHESIS

Ho: Career perception of the students who have undergone their industrial training have no difference with those who are yet to undergo industrial training.

RESEARCH METHODOLOGY

The study is based on **descriptive research design** and involved administering questionnaire as a tool for research by taking the responses from the samples. In order to fulfill the objectives of the study, the data was collected from both the primary and secondary sources, namely:

Primary data: The primary data was collected by means of questionnaire administration. The responses from the samples were collected before the commencement of industrial exposure and the same set of students were administered after they have completed the training.

Secondary Data: The secondary data was collected from internet resources, journals, Magazines, etc.

Student Career Perception Questionnaire:

A questionnaire was developed so as to assess the student opinions regarding their career perception of the industry in which they would join. The questionnaire contained 12 closed ended questions where the respondents were assessed on a three point Likert scale.

Population and sample:-

The population of the study included all hotel management students studying at hotel schools in Jaipur. The sample consisted of 60 students from the population who all voluntarily opted to go for the industrial exposure training.

Sampling Method:-

Convenience sampling was used to collect the opinion of the respondents.

Reliability of the Data:

The collected data was properly entered in SPSS 16; for analysis.

In statistic Cronbach's Alpha which is coefficient of internal consistency is an estimate of reliability of a psychometric test for a set of samples. This is used in social science research work to test the reliability of the set of variables. Value of the Cronbach's Alpha α 0.9 is considered as excellent internal consistency. For this research the Cronbach's Alpha statistic was implemented on the 12 career factor items using the SPSS 16, the value (Table 1) confirms that the reliability of the test to be excellent.

Table 1: Reliability Statistics

Cronbach's Alpha	No. of Items
0.958	12

Test statistic which was used is t- test, which shows that there is no difference of the means of the two parameters; for this study between the students who have completed their industrial training and those who are yet to undergo.

Secondary research was also used and a vast number of literature was reviewed based on which the research objectives and the career factors were identified and this work was designed.

DATA ANALYSIS

Analyzing the data from the Group Statistic (Table: 2) shows that the mean difference of the two set of students on the 11 career factors undergone industrial training and yet to undergo industrial training. Both the set of students believe that the image of the job is attractive and the colleagues are helpful though some of the students have expressed concern over their supervisors. But there is huge conflict amongst the 2 set on the other career factors. Students having no industrial experience are more inclined towards the positive aspect of the hotel industry and are more career focus than the students who are industry experienced.

Table 2: Group Statistics

Career Factors	Industrial Training status	N	Mean	Std. Deviation	Std. Error Mean
Work itself	No	60	1.00	.000	.000
	Yes	60	-.83	.526	.068
Colleagues	No	60	.93	.362	.047
	Yes	60	.90	.399	.052
Work Condition	No	60	1.00	.000	.000
	Yes	60	-.77	.647	.084
Job Security	No	60	1.00	.000	.000
	yes	60	-.82	.567	.073
Career Development	No	60	1.00	.000	.000
	Yes	60	-.78	.585	.076
Responsibility and Empowerment	No	60	.95	.220	.028
	Yes	60	-.78	.585	.076
Work Life Balance	No	60	.95	.220	.028
	Yes	60	-.78	.585	.076
Salary and Facilities	No	60	.87	.430	.056
	Yes	60	-.37	.920	.119
Social Status	No	60	.90	.303	.039
	Yes	60	-.72	.666	.086
Job Stress	No	60	.93	.252	.032
	Yes	60	-.83	.526	.068
Education	No	60	.58	.766	.099
	Yes	60	-.83	.526	.068
Training for Development	No	60	.92	.279	.036
	Yes	60	-.62	.783	.101

The usual null hypothesis is that the difference in the mean values is zero. A significant difference is found if an alpha level (p-score) is less than 0.05. The t - test is applicable in this study as it has been tried to determine whether there was significant differences between the student’s career factor perception before undergoing and after completion of industrial training.

Table: 3 Independent Samples Test

Career Factors	Equal variance Assumed	Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig. (p)	T	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Difference	
									Lower	Upper
Work Itself	Yes	29.140	.000	26.990	118	.000	1.833	.068	1.699	1.968
	No			26.990	59.00	.000	1.833	.068	1.697	1.969
Colleagues	Yes	.841	.361	.479	118	.633	.033	.070	-.104	.171
	No			.479	116.89	.633	.033	.070	-.104	.171
Work Condition	Yes	41.378	.000	21.136	118	.000	1.767	.084	1.601	1.932
	No			21.136	59.00	.000	1.767	.084	1.599	1.934
Job Security	Yes	30.966	.000	24.808	118	.000	1.817	.073	1.672	1.962
	No			24.808	59.00	.000	1.817	.073	1.670	1.963
Career Development	Yes	42.598	.000	23.618	118	.000	1.783	.076	1.634	1.933
	No			23.618	59.00	.000	1.783	.076	1.632	1.934
Responsibility & Empowerment	Yes	19.861	.000	21.488	118	.000	1.733	.081	1.574	1.893
	No			21.488	75.33	.000	1.733	.081	1.573	1.894
Work Life Balance	Yes	19.861	.000	21.488	118	.000	1.733	.081	1.574	1.893
	No			21.488	75.33	.000	1.733	.081	1.573	1.894
Salary and facilities	Yes	88.431	.000	9.406	118	.000	1.233	.131	.974	1.493
	No			9.406	83.65	.000	1.233	.131	.973	1.494
Social Status	Yes	18.592	.000	17.116	118	.000	1.617	.094	1.430	1.804
	No			17.116	82.34	.000	1.617	.094	1.429	1.805
Job Stress	Yes	7.942	.006	23.465	118	.000	1.767	.075	1.618	1.916
	No			23.465	84.63	.000	1.767	.075	1.617	1.916
Education	Yes	16.935	.000	11.812	118	.000	1.417	.120	1.179	1.654
	No			11.812	104.56	.000	1.417	.120	1.179	1.654
Training for Development	Yes	44.707	.000	14.288	118	.000	1.533	.107	1.321	1.746
	No			14.288	73.71	.000	1.533	.107	1.319	1.747

DATA INTERPRETATION & CONCLUSION

This research paper is targeted on the career perceptions of the hotel management students. Through the use of a questionnaire, the responses of the two set of students i.e. one who have completed their industrial training and the other who are yet to undergo were compared and analyzed. This study shows that the overall undergraduate students who are studying hotel management highly disagree what the industry offers them in choosing a future career.

The students has expressed that the hotel job itself has lot of positive side like being attractive, interesting and things to learn every day. After the completion of industrial training the students expressed that there is too much expectation from the trainees which put lot of pressure on them that it becomes stressful.

The students have revealed that the colleagues are generally helpful and teach the students various skills, though some of the students expressed negatively which might be due to their bad experience with their supervisors.

The students have diversified experience about the working conditions of their industrial training host hotels which might be due to the fact that some students experienced in lower category of hotels whose lockers, staff room, restrooms, cafeteria are not so upgraded as compared to the 5 star category of hotels.

Students who have no industry experience have more positive towards their career and growth in the industry but the students who have undergone industrial training views that it is not so easy as far as career growth is concern and it takes lot of hardship over years in achieving it.

Students seek responsibility and empowerment from the workplace but the result indicate that in hotel industry it is difficulty in getting the responsibility and empowerment of work which might be the reason that the staff are not so comfortable in allowing the work that is typically skillful and in dealing with the guest. Instead the trainees are given less skill work and mostly back office work.

Initially the student expectations regarding the salary and facilities offered by hotels are perceived as high which in later stage scored less as hotels salary in India is still lower than other industry and from other hotel organizations of the developed countries.

Students agreed that the working hours of the industry are generally extended. Duty timing are hectic and the students believed that hotel employees work life affect their personal life.

The students considered that the social status of the industry is poor particularly in country like India. The results indicate that the society still has negative view about the hotel industry as workplace.

The students before believed that education and training are major importance in their career but students later reveals that the education has much less important than the skill and years of experience.

Overall the study reveals that the student who have not undergone have more positive view towards the industry than the student who have completed their industrial training. The statistic results thus reject the null hypothesis and establish the alternate hypothesis.

RECOMMENDATIONS

The authors recommend the students to take the industrial training as a learning platform and gain much experience. They must also understand that industry work scenario is not of classroom style and the student must procure some basic skills and knowledge to work on skillful jobs.

The authors also recommend the industry to treat the students as trainees only and not as substitute labors and provide them a platform to learn the skills on supervision of a staff.

AREA OF FURTHER RESEARCH

Like all research, the findings presented here have some limitations, the study is based on a sample of students' located in Jaipur of Rajasthan and cannot be generalized in other parts of India. Since there are very limited papers available on Indian hospitality issues, it was difficult for the researcher to get more literature on the topic on Indian context. Measurement factors derived from secondary data for this study is generally based on study done by researchers of other countries where the scenario is much different than the one in India. Further studies in other states of India are required for complete understanding of the change of hotel management students' career perception after returning from industrial training.

REFERENCE

1. Barron, P. (1997). *An analysis of Australian students' images of the hospitality industry: A focus on new recruits*. *Australian Journal of Hospitality Management*, 4(2), 13-20.
2. Barron, P. (1999). *The theory and practice of industrial placement: An analysis of hospitality students' experiences*. In Molloy, J., & Davies, J. (Eds.), *Proceedings of the Annual National Research Conference* (pp. 120-130). Adelaide, Australia: Council Australian Universities for Tourism and Hospitality Education (CAUTHE).
3. Barron, P., & Maxwell, G. (1993). *Hospitality management students' image of the hospitality industry*. *International Journal of Contemporary Hospitality Management*, 5(5), 8.
4. Bell, B., & Schmidt, C. (1996). *Field practicum's: What influence on graduate careers?* In A. Yarrow, J. Millwater.
5. Casado, M. (1991). *Perceptions of corporate recruiters, alumni, and educators toward critical factors of hotel/restaurant management programmes: A comparative study* (*Restaurant Management Programs*). University Microfilms International, No. 9209521, MI: Ann Arbor.
6. Charles, K. R. (1992). *Career influences, expectations, and perceptions of Caribbean hospitality and tourism students: A third world perspective*. *Hospitality and Tourism Educator*, 4(3), 9-14.
7. Emenheiser, D.A., Clayton, H.R., & Tas, R.F. (1997). *Students' perceptions of the effectiveness of the hospitality industry internship experience*. *Proceedings of the Annual CHRIE Conference* (pp. 221-222). USA: International Association for Tourism and Hospitality Educators.
8. Getz, D. (1994). *Students' work experiences, perceptions and attitudes towards careers in hospitality and tourism: A longitudinal case study in Spey Valley, Scotland*. *International Journal of Hospitality Management*, 13(1), 25 - 37.

9. Jenkins, A. (2001). *Making a career of it? Hospitality students' future perspectives: An Anglo-Dutch study.* *International Journal of Contemporary Hospitality Management*, 13(1), 13-20.
10. Ju, J., Emenheiser, D., Clayton, H., & Reynolds, J. (1998/99). *Korean students' perceptions of the effectiveness of their internship experiences in the hospitality industry in Korea.* *Asia-Pacific Journal of Tourism Research*, 3(1), 37-44.
11. Kusluvan, S. (2003). *Managing employee attitudes and behaviors in the tourism and hospitality industry.* New York: Nova.
12. Lewis, A. and Airey, D. (2001). *Tourism careers in Trinidad and Tobago: Perceptions of secondary school students.* *Tourism and hospitality research*, 3 (1), 7-20.
13. Lu, T., & Adler, H. (2008). *Career goals and expectations of hospitality and tourism students in China.* *Journal of Teaching in Travel & Tourism*, 9, 63-80.
14. National Association of Colleges and Employers (NACE). (2010). www.naceweb.org/connections/advocacy/internship_position_paper/. Retrieved December 5, 2012, from www.naceweb.org:www.naceweb.org/connections/advocacy/internship_position_paper
15. Pauze, E.F., Johnson, W.A., & Miller, J.L. (1989). *Internship strategy for hospitality management programs.* *Hospitality and Education Research Journal*, 13(3), 301-307.
16. Petrillose, M.J., & Montgomery, R. (1998). *An exploratory study of internship practices in hospitality education and industry's perception of the importance of internships in hospitality curriculum.* *Journal of Hospitality and Tourism Education*, 9(4), 46-51.
17. Purcell, K. and Quinn, J. (1996). *Exploring the education-employment equation in hospitality management: A comparison of graduates and HND's.* *International journal of hospitality management*, 15 (1), 51-68.
18. Richardson, S. (2008). *Undergraduate tourism and hospitality students attitudes toward a career in the industry: A preliminary investigation.* *Journal of Teaching in Travel & Tourism*, 8(1), 23-46.
19. Richardson, S. (2009). *Undergraduates' perceptions of tourism and hospitality as a career choice.* *International Journal of Hospitality Management*, 28, 382-388.
20. Roney, S.A., Öztin, P. (2007). *Career perceptions of undergraduate tourism students: A case study in Turkey.* *Journal of Hospitality, Leisure, Sport & Tourism Education*, 6(1), 4-18.
21. Ross, G. F. (1994). *What do Australian school leavers want of the industry?* *Tourism management*, 15 (1), 62-66.
22. Walo, M. (1999). *The latest win-win strategy in recruiting hotel staff.* *Hotel Management*, 12(7), 32-33.

