Original Research Article

An Assessment of Influence of Industrial Training Learning Outcomes on the Decision of Students to Leave or Stay in Hotel Management Courses

Abstract

The benefits of the training experience in terms of education and job development are commonly acknowledged. Skill mismatch is currently common among young people who are unemployed. This is mostly due to the wide disparity between the professional abilities of job searchers and the needs of businesses, which is primarily caused by the disrupted connection between training, educational background and the workplace for young people across different countries. In order to determine the impact of these learning outcomes on students' decisions to leave or remain in the hotel management courses, the current study used a cross-sectional study design to examine changes in personality traits and skills among 432 undergraduate hotel management students based on hotel Industrial Training learning outcomes. Based on learning outcomes following the completion of their industrial training, it was discovered that students studying hotel management had a considerable positive boost in their personality traits and competencies. Additionally, it was also discovered that the most important hotel industrial training learning outcomes such as Extended and refined knowledge, Positive attitude and perception, Self-motivation, Enhancing Interpersonal Skills, and Self-improvement had a significant positive influence on students' decisions to leave or remain in the hotel management courses.

Key words: Industrial Training, Hotels, Hotel Management, Students, Learning outcomes

Introduction

Simply having degree does not mean that a person is fit for employment, nor it indicates scope for a job. Most graduates should have consistently up-to-date, excellent applicable knowledge, real-world experience, and more commitment to and attention on their work. Since their optimistic outlook will enable them to compete in the job market. It is of high importance for every student to acquire adequate skills beyond academic or technical knowledge (Schulz, 2008).Industrial training is an essential component of many educational programs and courses, providing students with practical experience in real-world work

environments (Collins, 2002). The learning outcomes of industrial training can have a significant influence on the overall development and career prospects of students (Vo, Le, L. H. P, & Lam, 2022). The undergraduate curriculum's Industrial Training component incorporates a crucial element in the effort to build the critical skill needed to increase the graduate's employability. The development and upgrading of various types of talents among the employees became required with the growth of technical advancements and ever-increasing rivalry in the corporate world. Students receive practical training within an organization to assist them build the necessary skills that will prepare them for the future (Chiu et.al., 2016). It fosters in students a problem-solving mindset and gets them ready for the workforce. Industrial training often involves working on real projects and collaborating with professionals and teams. The learning outcomes of industrial training can encompass personal and professional growth, such as developing self-confidence, taking initiative, and improving time management and organizational skills(Martin, 2010). Industrial training can also expose students to different work cultures, diversity, and ethical considerations, fostering a broader perspective and understanding of professional responsibilities. An intermediary between the classroom and the workplace is industrial training. Additionally, it frequently demonstrates how students acquire special situation-handling skills, which are important in this field. In India, there is a clear mismatch between academic education and industrial demands based on the large demand for supplementary training among graduates (Büth et al., 2017). Industrial training acts as a bridge between academic learning and industry requirements. By aligning the learning outcomes of industrial training with the needs of the industry, educational institutions can enhance the employability of their graduates. This alignment may involve incorporating industry-relevant projects, assignments, and assessments, ensuring that students acquire the skills and knowledge that employers seek. By meeting these learning outcomes, industrial training helps Students Bridge the gap between academic theory and practical application. A significant source of employment, hospitality and tourism is an industry that is expanding quickly both in India and around the world(Sahni, R., & Mehta, E. 2011). The hospitality business is always evolving and growing, which opens up a variety of career options, but the majority of these positions are low skilled or poorly paid, which eventually leads to job unhappiness along with long working hours. Unfortunately, the hospitality business in India has a reputation for having a high worker turnover rate and wasting trained personnel. Training and work environment should be taken care by the hotel employees to sustain the hotel employees (Chauhan,S., Kusum&Gupta,M., 2020). It is important to give ample emphasis on the improvement of job

satisfaction level of hotel employees for the upstanding reputation of the hotels (Gupta, M., & Chauhan, S., 2020). The number of hotel management schools has increased, and many of them offer industrial training so that students can get a taste of hotel work before deciding on their future careers. This is being done to address the scarcity of competent workers. With competent, driven employees, the hospitality sector will advance. Industrial training allows students to apply theoretical knowledge acquired in the classroom to practical tasks and challenges. It will be essential to guarantee that students have a favorable perception of hospitality. Students must compete in a competitive employment market that prioritizes experience in today's competitive culture. Lectures are ineffective for imparting hands-on experience. It can only be acquired through direct activity, such as in-person or lab conflict. While laboratory instruction is clinical, real-world experience, such as industrial training or an internship, gives students a firsthand look at life in the world. The "sting of war" cannot be replaced. The success of the university-level "industry training" program in giving students a genuine work experience is examined in this research along with stakeholders' reactions to it. The "industry training system" (ITS) and its organization, as well as its benefits and drawbacks, were the subject of the study (Collins, 2002).

Literature review

Industrial training gives students cutting-edge skills that help them while they work in the industry for employment. Research also examined any gaps between the academic curriculum and the needs of industry. Overall, it can be said that industrial training still has a place in the course curriculum for hotel management (Kukreti& Dani, 2020). Dasgupta, D. S. (2021) also determine the opinion of experts regarding the significance of industrial training for undergraduate hospitality students and found that hotel managers and faculty members believed that industrial training aids in a student's overall improvement. Industrial training has also been determined to be the most effective at fostering good attitudes and skill development. Theoretical knowledge only somewhat aids students in the practical application and that their academic programneeds to be updated to keep up with the hospitality industry's always evolving trends. Singh & Chatterjee (2022) confirms that the industrial training component of the hospitality program is of the utmost importance. Industrial training is a procedure that greatly benefits students, educators, and employers. Students who participate in industrial training get exposure to the real world of work and learn how to put theory into practice (Ayarkwa, Adinyira, &Osei-Asibey, 2012). Hoteliers have also concurred that

trainees are necessary for the operations. When there is investigate whether or not the industrial training experience of hotel management students was beneficial or not Bhinder, H. S. (2019) discovered that the experience was not beneficial due to uncooperative professionals, irrelevant tasks allocated, and stressful working conditions. They recommended enhancing current IT procedures as well. In order to increase the I.T. Exposure, stakeholders must implement a few new procedures. Joshi, S., &Tyagi, H. (2019) gauge how satisfied the students are with their internship experience. The results also revealed that most respondents were quite pleased with their internship experience because it helped them develop their personalities. When to understand how students perceived professions in the hotel and tourist industries and whether they intended to pursue such careers Amissah, E. F., Opoku Mensah, A., Mensah, I., &Gamor, E. (2020) found that students' attitudes of careers in the hotel and tourism industries were generally unfavourable. The ability to take care of others, the ability to create one's own employment opportunities, the acquisition of transferable skills, and the prospect of further education and training are all important considerations for students when making career decisions, but they feel that the hospitality and tourism sector offers something unique. The study has some ramifications for career advising, assistance, and reorienting students toward industry careers.

An article by Pusiran et al. (2020) aims to shed some light on current industry internship practices as well as student perspectives of their internship experiences. The sources of conflict that arise between the two sides need to be properly addressed in order to produce a win-win situation, which is something that this paper also stresses with regard to internships from the perspectives of the students and the industry. The report makes some recommendations for higher education institutions on how to create better policies for industry operators as well as for student internships. Yafang and Gong young (2008) confirmthe negative perceptions developed by final year hospitality students after experiencing real work conditions during their internships in hotels. The study identifies several key factors contributing to these negative perceptions, including the lack of coordination between schools and employers, limited opportunities for self-development, inadequate pay and welfare, high work pressure, limited opportunities for work rotation, absence of interesting and challenging tasks, and a lack of autonomy in their work. Companies recognize the significance of industrial training programs as a key source of employability skills. Therefore, educational institutions have a responsibility to offer students a range of practical, applied soft skills to enhance their readiness for the workforce. In summary, industrial training plays a vital role in equipping students with the necessary

knowledge and skills for their future careers (Bhardwajc&Jyoti, 2022). It represents a crucial phase in their academic journey (Khalid et al., 2014). A study conducted by Genelza,(2022) aimed to investigate the relationship between internship programs and skills development. The study revealed that interns expressed a high level of satisfaction with the internship program, while skills development was perceived as being at a very high level. The study supports the recommendation of implementing internships or work-related experiential courses, recognizing the commitment required from both colleges and industry personnel

Objectives of the Study

The present study was aimed at achieving the two main objectives i.e. 1) tocompare the changes in personality traits and skills among hotel management students based on learning outcomes after Industrial training and 2) to find the impact of hotel industrial training learning outcomes on the decision of students to leave or stay in the hotel management course. To achieve these two objective two null hypotheses were framed. These two null hypothesis are: a) **$H_0$1:** There was no change in personality traits and skills among hotel management students based on learning outcomes after Industrial trainingand b) **$H_0$2:** There was no significant impact of hotel industrial training learning outcomes on the decision of students to leave or stay in the hotel management course.

Research Methodology

The study was conducted in offline mode on 479students pursuing hotel management courses in hospitality and tourism management institutions of state Punjab and Haryana. The data was collected from students pursuing hotel management courses in different cities of Haryana and Punjab. These cities were Ludhiana, Jalandhar, Amritsar, Ambala, Kurukshetra and Yamunanagar. These cities were selected on the basis that these cities were hub of hotel management institutes.

In order to obtain the data, a survey questionnaire was prepared and administered across different hospitality and tourism institutions. The elements of the study were the students pursuing hotel management courses. The students were approached in person at their institute from where they were pursuing their course after taking due verbal consent from the institution head. The same students were approached at two different time intervals. They were firstly approached before going for the industrial training and the second time, after they had completed their industrial training. The language of the questionnaire was selected as

English given the fact that the medium of learning in all these institutions was English. The questionnaire constructed included questions regarding the demographic profile of the students, effectiveness of training program they underwent, learning outcomes achieve and the impact of these learning outcome on their decision to leave or stay in the hotel management course.A pilot study was conducted on random 50 students to check the measurement items for feasibility and improve upon the research design before conducting the actual full scale study (Thabane et al.,2010). After some minor adjustment in the variables, the questionnaire was administered using convenience sampling and snowball sampling technique. The target population of the survey were students who had completed their industrial training within the course of their study and were willing to participate in the study on their own accord. All the filled questionnaires received were checked for missing values, incompleteness or if they were wrongly filled and it was found that a total of 47 questionnairesout of 479 were having such inconsistencies. Such questionnaires were not included in the further analysis in order to obtain accurate and meaningful results. Hence the final sample size considered for the analysis further was 432. Furthermore, to rule out the chances of common method bias(Podsakoff et al.,2003) which might have occurred due to inconsistency in the measurement methods, measurement items or survey design structure, Harman's single factor test was applied. The percentage variance of the test was found to be 13.46 % which was less than the threshold value of 50%, implying that there was no problem of common method variance in the data.

Result and Discussion

In order to compare the changes in personality traits and skills among hotel management students based on learning outcomes after Industrial training, a Paired t – test was performed and GAP analysis was done.

Table1: Paired sample t test statistics for personality traits and skills among hotel management students before and after the induction of Industrial program

Personality Traits and Skills	*Before induction of Hotel Industrial Training Program*	*Afterinduction of Hotel Industrial Training Program*	*Gap*	*t-value*	*Sig.(2 tailed)*

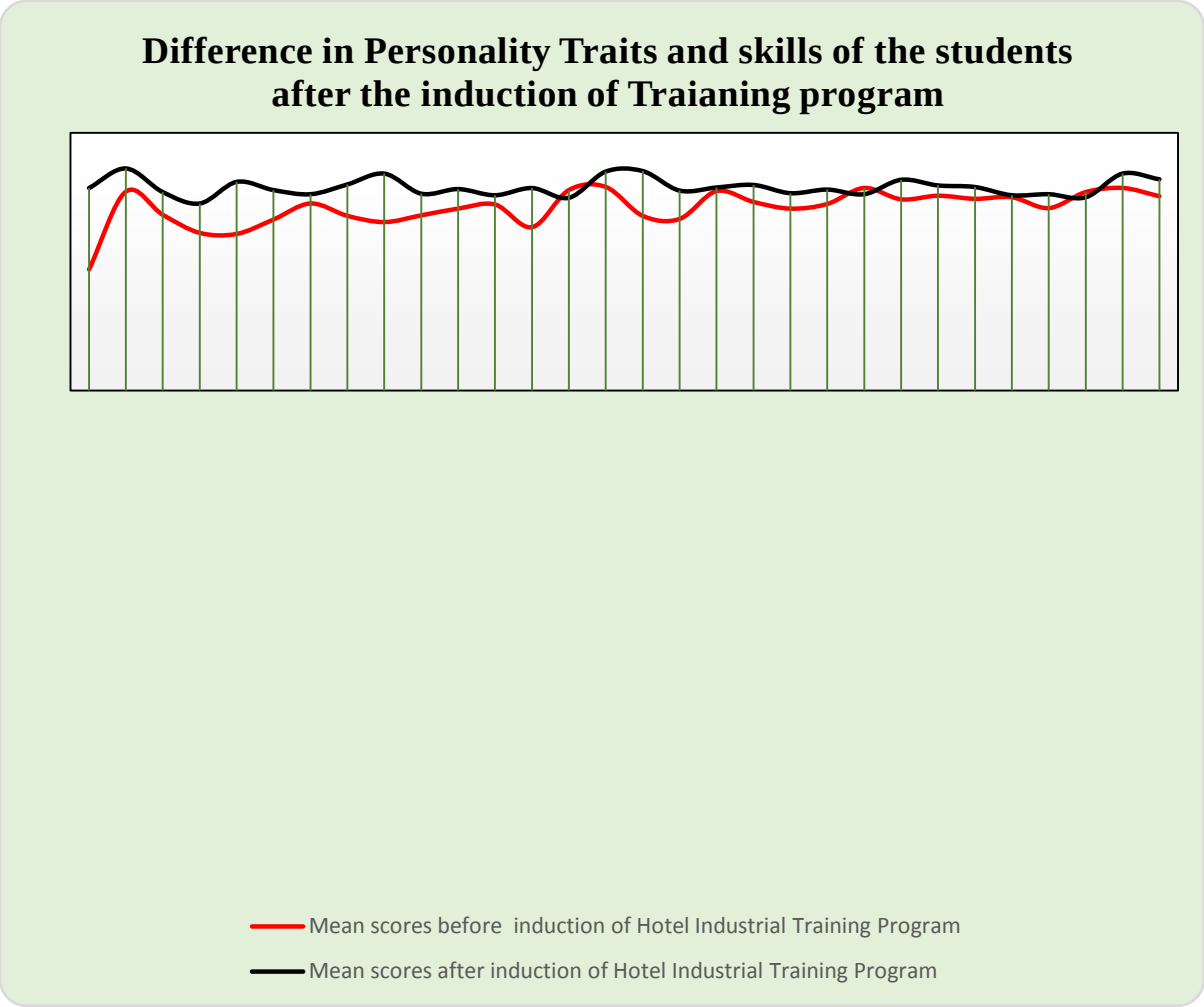
	Mean	***SD***	***Mean***	***SD***			
Increase in confidence	2.35	1.0	3.93	.809	1.58	-25.3	.000
Improvement in leadership, quality and style	3.86	.862	4.31	.700	0.45	-10.3	.000
Understand job assignment and responsibilities better.	3.41	.962	3.85	.837	0.43	-7.6	.000
Increasing analytical ability	3.06	1.058	3.63	.880	0.56	-9.7	.000
Learning continuously	3.04	1.06107	4.05	.832	1.01	-16.0	.001
Enhancing creativity	3.32	.868	3.89	.867	0.56	-10.6	.000
Enhancing pro activeness	3.63	.933	3.81	.816	0.17	-3.2	.000
Learning team building	3.39	.852	4.00	.945	0.61	-10.1	.000
Behave carefully with customers	3.27	.952	4.21	.856	0.93	-15.8	.000
Preparing to change easily	3.40	.928	3.82	.982	0.42	-6.6	.003
Enjoying work and life	3.53	.787	3.91	.907	0.37	-6.8	.000
Improving job performance	3.61	.895	3.79	.969	0.17	-2.9	**.303**
Manage work stress and pressure	3.17	.998	3.93	.975	0.76	-12.3	.000
Reduced conflicts with colleagues	3.89	2.863	3.74	.977	-0.14	1.0	.000
Ability to work for long hours	3.95	.823	4.25	.721	0.30	-6.8	.000
Multi-tasking	3.39	.890	4.26	.713	0.86	-16.1	**.245**
Handling guest complaints	3.33	.870	3.88	.835	0.55	-9.5	.000
Technological competencies	3.87	.834	3.94	.878	0.07	-1.1	.000
Handling different machines, tools and equipment	3.66	.790	3.99	.801	0.32	-5.9	.000
Oral communication skills	3.53	.827	3.83	.846	0.30	-5.2	**.074**
Interpersonal skills	3.62	.857	3.90	.872	0.27	-4.46	.000
Judicious and Effective use of resources	3.93	.906	3.81	.996	-0.11	1.79	.001

Problem solving skills	3.71	.906	4.09	.827	0.37	-6.71	.000
Decision making ability	3.78	.787	3.98	.948	0.20	-3.27	**.462**
Time management	3.72	.882	3.95	.930	0.22	-3.63	.000
Ability to adapt as per environment	3.75	.937	3.79	.930	0.04	-.73	**.110**
Positive body language	3.54	.835	3.81	1.006	0.27	-4.22	.000
Managing relations with colleagues, superiors and subordinates.	3.85	.817	3.75	.968	-0.09	1.60	.000
Handling challenges	3.93	.807	4.21	.716	0.27	-5.36	.000
Disciplined and punctual	3.77	.900	4.10	.784	0.331	-5.80S	.000
Overall mean	**3.54**	**0.95**	**3.95**	**0.87**	**0.040**		

The data displayed in Table 1 above describe the paired differences with regards to the statistical inferences of the test applied. The data shows that the p value of 5 out of 30 statements representing personality traits and skills among hotel management students was not statistically significant i.e. $p > 0.05$ which means that for these 5 statements there was no significant differenceamong hotel management students after the induction of training program. These 5 statements were "Improving job performance" [t (731) = -2.9, (p =.303)]; "Food soft enough to be easily digestible" [t (731) = -16.1, (p=.245)]; "Appetite with hospital food increase as compared to home cooked food" [t (731) = -5.2, (p=.074)]; "Satisfied with the time of food service" [t (731) = -3.27, (p=.462)] and "During food serving time, there was no noise of plates and cutlery to disturb" [t (731) = -.73, (p=.110)].

Hence our null hypothesis i.e. ***$H_0$1: There was no change in personality traits and skills among hotel management students based on learning outcomes after Industrial training*** was rejected for 25 statements out of 30 implying that for these 25 statements, there was a significant change in personality traits and skills among hotel management students based on learning outcomes after Industrial training.

Figure 1: Differences in Personality Traits and Skills of students after Induction of Hotel Industrial Training Program



Furthermore, the GAP analysis was done by subtracting the mean values of responses related to statements defining the personality traits and skills of students before induction of hotel industrial training program from the mean values of responses related to statements defining the personality traits and skills after the induction of hotel industrial training program. The GAP analysis (Table 1) showed that for majority of the responses the mean score of personality traits and skills after induction of hotel industrial training program was high as compared to the mean score of personality traits and skills before induction of hotel industrial training program. This concludes that there was a significant positive increase in the personality traits and skills of the students after induction of hotel industrial training program (Figure 1).

In order to determine the impact of hotel industrial training learning outcomes on the decision of students to leave or stay in the hotel management courses, first of all an exploratory factor

analysis was carried out on 31 learning outcomes identified through the rigorous review of literature and then regression analysis was performed. The factor analysis was performed to condense the 31 learning outcomes into broader dimension of learning outcomes. The factor analysis was performed using principal component analysis as the extraction method and varimax rotation with Kaiser Normalization was selected to maximize the sum of variance of the squared loading of factors. The proportion of variance between the variable was checked through Kaiser-Meyer-Olkin (KMO) test which showed that the KMO value (.790) was greater than 0.7 meaning that the variables had enough shared variance. The p value for Bartlett's test of sphericity was found to be significant ($p < .05$) that showed presence of correlations among variables.

Table2: Eigen values and Variances

Total Variance Explained				
Factors extracted	**No of Variables**	**Extraction Sums of Squared Loadings**		
		Total	**% of Variance**	**Cumulative %**
Extend and refine knowledge	4	5.274	17.012	17.012
Positive attitude and perception	3	2.327	7.505	24.517
Self-motivation	5	2.164	6.980	31.497
Enhancing interpersonal skills	5	1.796	5.795	37.292
Self-improvement	3	1.679	5.417	42.709
Enhancing individual values	4	1.415	4.565	47.274
Problem solving and critical thinking	4	1.179	3.802	51.076
Amplify technological skills	2	1.076	3.470	54.547
Handling guest complaints	1	1.058	3.412	57.958

It is evident from the statistics of table 2 that the factor analysis generated 9 new factors which covered all the 31 learning outcomes. The 9 new factors generated were having Eigen

value greater than 1 and explained 57.95% of variance among them. These new factors were named as:Extend and refine knowledge, Positive attitude and perception, Self-motivation, Enhancing interpersonal skills, Self-improvement, Enhancing individual values, Problem solving and critical thinking, Amplify technological skills and Handling guest complaints.

Table3: Rotated Component Matrix with factor loadings

Learning Outcomes	Factor loadings								
	F1	F2	F3	F4	F5	F6	F7	F8	F9
Improvement in leadership, quality and style	.773								
Learning continuously	.685								
Increase in confidence	.684								
Understand job assignment and responsibilities better.	.648								
Enjoying work and life		.730							
Preparing to change easily		.700							
Improving job performance		.640							
Developing Ability to work for long hours			.718						
Multi-tasking			.691						
Enhancing creativity			.581						
Reduced conflicts with colleagues			.572						
Manage work stress and pressure			.434						
Developing decision making ability				.771					
Developing Positive body language				.669					
Increase the ability to adapt as per environment				.629					
Developing Problem solving skills				.618					
Time management				.576					

Judicious and Effective use of resources					.784				
Improving interpersonal skills					.766				
Improving oral communication skills					.500				
Disciplined and punctual						.792			
Enables employees to be challenging						.785			
Improves relations with colleagues, superiors and subordinates.						.653			
Enables Trainees to recognize their hidden potential.						.472			
Enhancing pro activeness							.673		
Learning team building							.594		
Behave carefully with customers							.536		
Increasing analytical ability							.474		
Handling different machines, tools and equipment								.683	
Improving technological competencies								.547	
Handling guest complaints									**.762**

Table 3 shows the rotated component matrix with factor loading and 9 new variables that covered all the 31 learning outcomes, explaining the correlation between the new factors identified and the learning outcomes. After identifying the new variables and naming them a multiple regression was applied to see how these newly generated dimensions of learning outcomes individually influenced the decision of students to leave or stay in the hotel management courses. For this test, the newly generated nine variables were taken as independent variables and the statement "Likelihood to stay in hotel management courses" was taken as dependent variable.

But before applying the test, data was tested for all the assumptions of regression analysis. Residual statistics analysis for outliers showed that the minimum value of standard residual was -4.728 and maximum value was 2.750 postulating that the collected data had no outliers.

It was confirmed from the bell shaped and symmetrical histogram for regression standard residual and normal P-P plot for regression standard residual that residuals were normally distributed. A scatterplot showing a random array of dots indicated a straight line linear relationship between the variables and a constant variance of the residuals in the regression model. The values of test statistic for Durbin Watson test analysis (table 3) was 1.762 which was closer to 2 confirming that the residuals had no autocorrelation among them.

Table 4: Model summary for multiple regression between learning outcomes and decision of students to leave or stay in the hotel management courses

Model	R	R^2	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.656	.431	.419	.38926	1.762

The multiple regression applied after checking all the assumption for the test created a regression model based on the impact of learning outcomes on decision of students to leave or stay in the hotel management course. The analysis of proportion of variance, as evident from table 4, indicates that the regression model had R^2=.431 and contained all nine new factors describing 43.1 % of the maximum total variance for decision of students to leave or stay in the hotel management courses explained by learning outcomes. Furthermore, the F-statistic (35.501) with p-value 0.000 from table 5 indicates that the model was statistically significant.

Table 5: ANOVA for multiple regression between learning outcomes and decision of students to leave or stay in the hotel management courses

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.412	9	5.379	35.501	.000
	Residual	63.941	422	.152		
	Total	112.353	431			

The ANOVA statistics (table 5) for stepwise multiple regression between learning outcomes and decision of students to leave or stay in the hotel management course revealed that in the regression model, the value of sum of squares of mean is 48.412 and the value of sum of

squares of residual is 63.941which indicated that model explains a significant amount of variance in establishing the impact of learning outcomes on decision of students to leave or stay in the hotel management courses.

Table 6: Model summary of individual impact of learning outcomes on decision of students to leave or stay in the hotel management courses

Model		B	Std. Error	Beta (β)	t	p
1		3.912	.019		208.86	.000
	Enhancing individual values	.106	.019	.207	5.645	.000
	Enhancing interpersonal skills	.128	.019	.251	6.822	.000
	Self-improvement	.126	.019	.247	6.738	.000
	Amplify technological skills	.020	.019	.039	1.069	.286*
	Extend and refine knowledge	.159	.019	.312	8.498	.000
	Problem solving and critical thinking	.042	.019	.083	2.260	.024
	Self-motivation	.133	.019	.260	7.086	.000
	Positive attitude and perception	.151	.019	.295	8.044	.000
	Handling guest complaints	-.028	.019	-.056	-1.517	.130*

Table above shows the individual contribution of each learning outcome of the regression model towards decision of students to leave or stay in the hotel management courses. The p-value of the slope coefficients of t statistics (208.86) was less than 5% significance level (p=000) which meant that significant relationship was observed between all learning outcomes. By looking into the value of standardized coefficients, dimension "Extend and refine knowledge" had the highest influence (β =.312) on decision of students to leave or stay in the hotel management course followed by dimension "Positive attitude and perception" (β =.295);"Self-motivation" (β =.260); "Enhancing interpersonal skills"(β =.251); "Self-improvement" (β =.247); "Enhancing individual values"(β =.207); "Problem solving and critical thinking" (β =.083) and "Amplify technological skills"(β =.039). The only learning outcome that did not have any influence on the decision of students to leave or stay in the hotel management courses was "Handling guest complaints" (β =-.056). In addition to this all

8 learning outcomes had a significant p-value ($p<0.05$), meaning that there was a significant relationship between the learning outcomes and the decision of students to leave or stay in the hotel management courses.

Hence our null hypothesis i.e. ***$H_0$2: There was no significant impact of hotel industrial training learning outcomes on the decision of students to leave or stay in the hotel management courses*** was rejected and alternate hypothesis was accepted implying that there was a significant impact of hotel industrial training learning outcomes on the decision of students to leave or stay in the hotel management courses.

Conclusion

The present study was aimed to compare the changes in personality traits and skills among hotel management students based on learning outcomes after Industrial training and to find the impact of hotel industrial training learning outcomes on the decision of students to leave or stay in the hotel management course. To achieve the 1st objective a paired t test was applied on 30 industrial training learning outcomes. The result of the test applied deduced that there was no significant difference in the personality traits and skills among hotel management students based on learning outcomes after Industrial training for 5 out of 30 learning outcomes. Hence it was accepted that learning outcomes after Industrial training significantly enhanced the personality traits and skills of hotel management students. Similarly, to determine the impact of hotel industrial training learning outcomes on the decision of students to leave or stay in the hotel management courses a stepwise multiple regression was applied. To pursue with this analysis, an exploratory factor analysis was applied on 31industrial training learning outcomes to convert them into broader dimensions. The result of the factor analysis produced 9 broader dimension pertaining to industrial training learning outcomes. After this step a multiple linear was applied and the results of the test postulated that 8 out of 9 hotel industrial training learning outcomes had a significant positive impact on the decision of students to leave or stay in the hotel management courses.

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