

Impact of Hotel School Practical Training on Students' Career

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Abstract:

“Practical knowledge is similar to swimming in the deep sea”. There has a huge gap between Industry demand and Knowledge of passed outstudents from Hospitality schools. To eliminate this gap, need to make a bridge consisting of strong knowledge which can concord through an on-campus practical training process in hotel school. Through this process, students get more opportunities to execute, and implement their theoretical knowledge in the practical field and moreover they can improve their technical, managerial and communication skills also. The objective of this research is to know the importance of various skill of the final year hospitality students which would help to get good job opportunities by enhancing their knowledge through this process.

Sample-185 Final year students of Hospitality Management

The survey will do within leading hospitality schools in the Kolkata region. The findings will highlight the importance of strong practical knowledge which cultivate high-grade quality product to facilitate recruitment procedures.

Keywords – On-campus practical training, Industry demand, Final year students, skills, opportunities

1. INTRODUCTION (HEADING 1)

Hospitality management students who are all studying undergraduates' course they indeed require various kinds of training program which will help them to develop their knowledge, skills.

Industry people want to recruit hospitality management students who are all skilled and knowledgeable but really, but (J.A. Osakam, 2018) they are not finding many talented students and that is the area where training and development play a major role.

Training and development always make a liaison between academics and industry (King. B, 2020) through which students find different dimensions like individual development, advanced knowledge, and need to be more focused on practical knowledge.

To sustain in hotel industry management students very much requires various kinds of skill, for example, communication skill, problem-solving skill, customer service skill, and situation handling skill which can be improved only by training and development process. Sometimes require classroom training and more require practical field training.

This training and development are the only processes to make the students “Survival of the fittest” for the industry environment. Industry always criticized the hospitality education sector and looks for more skilled and groomed students who can serve better to the industry for long period of time and that is the reason nowadays so many

hotel companies are opening their own hotel schools to get management students as per their requirement.

To impart more knowledge and various hands-on skill, a few hotel management schools are opening hotels inside their own campus so that students can actually get original hotel flavour and they can get proper training in the practical field. They will get more scope to convert their theoretical knowledge into practical.

EHL is the world's first hotel school, founded in 1893 as Ecole hôtelière de Lausanne. In 2021, for the third year in a row EHL (Yong C., 2021) was ranked the world's best hotel management school by QS World University Rankings for Hospitality and Leisure Management, and by CEO World ranking (Jones. P, 2018).

Le Berceau des Sens is a gastronomic restaurant on Campus Lausanne where students learn the art of fine dining and service, under the supervision of chefs and professors who are experts in their field. Le Berceau des Sens is the only educational restaurant in Switzerland who received Michelin star and hold Gault & Millau score.

The School of Hotel and Tourism (SHTM) of Hong Kong Polytechnic University (King B.2020) operate an owning hotel for the public and these practices gained theoretical knowledge as well as practical knowledge.

Development on the other hand is holistic, often aiming at overall personality development. The content of a development programme includes conceptual or theoretical inputs, perspective strategic thinking or focusing on

behavioural aspects such as leadership skills, managing teams, groups etc.

Training is often referred to as importing specific skills and behaviour. The specificity is in terms of learning a specific course content or skill like computer knowledge, cooking techniques and using of modern equipment. The focus is on the improvement of performance after training along with a perceptible behavioural change. In that sense, they differ from conceptual or intellectual ones.

2. RESEARCH PROBLEM (HEADING 2)

The employability skill in regards to those skills which need to inculcate within the students during their course work and these skills will help in the growth of industry, and get more opportunities for social and economic growth of the country. Employability is concerned with both the sides, supply-side as well as the demand side. To fulfil the demand of industry side, need a massive improvement in the skilled workforce supplied by the hospitality institutions. So, the development of hard skills and an adaptable workforce will increase employability and sustainability.

Hence, the researcher has undertaken the present analytical study to find the on-campus learning process improved various skills and getting more opportunities to increase knowledge in fulfilment of a high-quality workforce for the hospitality industry.

3.OBJECTIVE OF THE STUDY (HEADING 3)

- i)- To analyse the importance of practical based learning
- ii)-To find the improvement of knowledge and skills
- iii)- To find the outcomes of the on-campus hotel school learning process

4.DEVELOPMENT OF HYPOTHESIS (HEADING 4)

H.1 – There has significant relationship between on-campus practical skills and knowledge improvement

H.2 – There has significant relationship between implementing of opportunities and industry demand

5. STUDY AREA (HEADING 5)

Different Hospitality Management Institutions are providing a strong curriculum for young students. To evaluate the need for practical training through on-campus hotel schools, a structured questionnaire is developed as a survey instrument to measure the responses. The first section of the questionnaire includes the questions on demographics (gender, age, education, training etc.) and the second section includes practical training required through on-campus hotel school for the students to fulfil the industry demand that is rated by the respondents on the Likert scale of 5.

6. LITERATURE REVIEW (HEADING 6)

Gourav Bhatla et al. 2019, Communication skill, problem solving skill, customer service skill, more practical knowledges are very much required for hospitality graduates to get success in the industry. More practical based knowledge can give new dimension to produce more employable candidates for the hospitality industry.

Alana Dillette, 2018, Learning is an ongoing process of gaining knowledge which is created within the context of learner's hands on experience. It is facilitation by providing opportunities for the creation of knowledge rather than simply transmission of knowledge. It is very important of self- branding and putting yourself in front row for the world to notice.

Silvana Đurašević, 2016, To firstly meet the industry need, the main task is to provide students with the knowledge and skill and secondly to be able to survive within the industry environment. Industry have uncovered a chronic lack of Chef's skill, in service, in management which is indisputably hurting the industry. In this regard industry always criticised hospitality education and looks for more skilled and groomed students.

Rajeshree S. Pol, 2020 The teaching and learning process will become more effective if the students get more opportunity to apply their knowledge into practical in hotel school. It is very much required for the hotel school to provide their students with intense academic and ample practical experience. The better experienced students will be more successful to catch hold good jobs.

Tulen Saner et al. 2016 Hospitality and tourism education is very closely related to employment in the industry. This kind of practical courses make a liaison between academic and industry through which students find different dimension like individual development, advance knowledge, need to be more focused on practical which is relevant to the industry. That's why students always prefer concrete and active learning process which help them to face new challenges.

Matthew Do, 2019, All the Universities always organise lots of events on campus and it is a big challenge to arrange accommodation for Participants, Guests. So, to dissolve that problem it is a great opportunity for Hospitality department to arrange accommodation, food etc on campus. This is the area when challenges become opportunity and if University can build On Campus Hotel School, then Hospitality Students will get ample opportunity to implement theoretical knowledge into practical.

Paul Breslin, 2016, On campus Hotel school is a very old concept but not much study and not much property was there. Later on, few Universities and Organisations started implementing this process and build Hotel school, even few organisation started joint venture with Universities which provide practical value to the course. This kind of concept not only use for course curriculum purpose but also provide financial support. More over developers should meet Universities vision and follow proper revenue management distribution by using internal resources.

Brian Hay, 2020, This model is very much influenced and more relevant method. Very interesting part of this model is hospitality students get more opportunities and even non hospitality people who are just working in that hotel school they also get motivated to do this kind of course. This model helps the society also on other hand and become gold standard model for hospitality education programmes. Even non hospitality students also get chance as an entry point for the hospitality industry.

Chi-Yeh Yung et al, 2017, Action oriented learning process is an effective learning process which is possible to plan on-

campus practicum with the support of Training hotel to develop practical skills with real life experience. By the real service to the actual guest will increase their knowledge during school time and they will realize the actual scenario of the industry. The feedback by the guest will help them to identify their loopholes so they can rectify in practical session only and through this learning by doing process will give a positive impact in their career.

Agita Donina, 2015, Tourism industry is the fastest growing industry of the world and the demand of employment increasing day by day but the requirement of proper skilled labour for the industry still unmatched. To fulfil this demand, need to change in the curriculum and the graduates should have knowledge of field-specific and generic skill. Graduates must have both knowledge of hard skill and soft skill to enrich the employability skill. Hard skill and soft skill enhance the technical skill and leadership skill.

Ran Singh Dhaliwal, 2020, The employability skill in regards to those skills which need to inculcate within the students during their course work and these skills will help in growth of the industry, social and economic growth of the country. Employability concerned with both the sides, supply side as well as demand side. To fulfil the demand of industry side, need a massive improvement in skilled workforce supplied by the hospitality institutions. So, the development of hard skills and adaptable workforce will increase the employability.

7.RESEARCH METHODOLOGY (HEADING 7)

This research is analytic and descriptive in nature to achieve the mentioned objectives. Aim to find out the importance of a practical based learning process and improvement of knowledge and skills in real hospitality working environment.

BASIS OF SAMPLE SELECTION

Population

The respondents are final year students of various hospitality management colleges who had undergone industrial training and getting ready for appearing job interviews. That’s the reason to choose these respondents so that they can share their thoughts and views to get a perfect job for their beginning of the career.

Sample design

1. Sample frame: Final year hospitality students of various hospitality institutions from Kolkata.
2. Sample size: The research study sample consists of 185 respondents from Kolkata
3. Sample Technique:The sample has been selected on a user-oriented basis

Ethical Considerations

It means the confidentiality, privacy, and compliance of data will be maintained. The purpose of the study is communicated properly to the respondents. Name, address and college name is not at all used in the study.

Instruments and Methods used

Data collection through a questionnaire with final year hotel management students from different Hospitality Management Colleges.

Respondent improvement of various skills and implementation of opportunities to facilitate the recruitment procedures for the final year students are recorded in questionnaire.

Data Analysis Tools

1. Development of Hypothesis
2. Descriptive statistics used to analysis of data

8. DATA ANALYSIS AND INTERPRETATION (HEADING 8)

Table 1: Demographic Characteristics

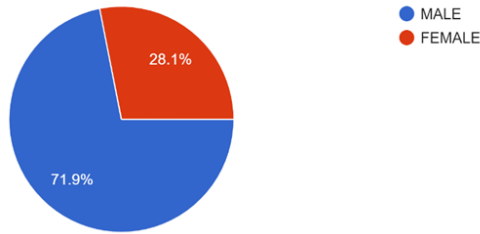
Table 1 - Demographic Characteristics			
Demographic Characteristics		No. of Respondents	Percentage %
Gender	Male	133	71.90%
	Female	52	28.10%
Age Group	20-25 yrs.	177	95.70%
	26 and above	8	4.30%
Education	Pursuing Hotel Management	173	93.50%
	Others	12	6.50%
Total Number of Respondents		185	100%
Total Number of Institutions		6	

INTERPRETATION:Table 1 shows the demographical characteristics of respondents. Out of the total respondents 185(100%), male respondents were 133(71.9%), and female respondents were 52(28.1%). Age group between 20-25 of respondents were 177(95.7%), and 26 & above 8(4.3%). 173(93.5%) respondents are final year students of the Hotel Management course and 12(6.5%) respondents are pursuing other related hotel management courses i.e., culinary art.

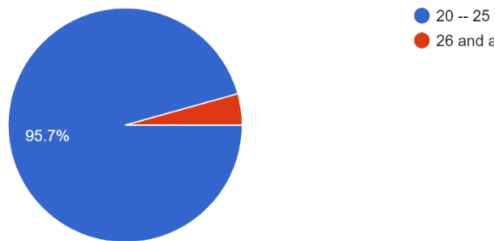
DIAGRAM 1:

DIAGRAM 2:

GENDER
185 responses

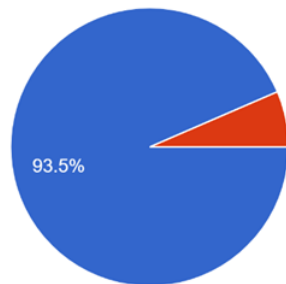


AGE
185 responses



Title: GENDER. Number of responses: 185 responses
Title: AGE. Number of responses: 185 responses
DIAGRAM 3:

EDUCATION
185 responses



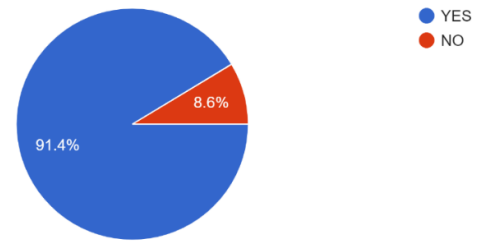
Title: EDUCATION. Number of responses: 185 responses.
Table 2 - Industry Exposure

Industry Exposure

Internship	Yes	185	100%
	No	0	0%
Duration	6 months	185	100%
	None	0	0%

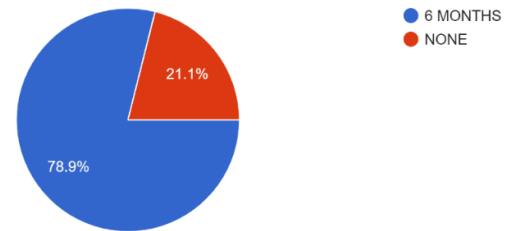
INTERPRETATION: All respondents 185(100%) had completed an internship and 185(100%) respondents completed the duration of Internship was 6 months. That means all respondents had a good industry experience to justify all queries.

DIAGRAM 4:
PREVIOUS INTERNSHIP EXPERIENCE OFF CAMPUS
185 responses



Title: PREVIOUS INTERNSHIP EXPERIENCE OFF CAMPUS. Number of responses: 185 responses.

DIAGRAM 5:
PREVIOUS INTERNSHIP DURATION
185 responses



Title: PREVIOUS INTERNSHIP DURATION. Number of responses: 185 responses.

Table 3: INCREASE LEARNING OF MANAGEMENT SYSTEM

Response	Frequency	Percentage
Never	3	2%
Very Rare	2	1%
Rarely	5	3%
Sometimes	51	28%
Always	121	66.00%
Total	182	100%

INTERPRETATION: 121(66%) respondents viewed that this kind of on-campus practical learning process increased learning of the management system which is beneficial to their future and 51(28%) respondents viewed in a positive way that it helps sometimes.

DIAGRAM 6:

DOES THIS PROCESS INCREASE LEARNING OF MANAGI
182 responses

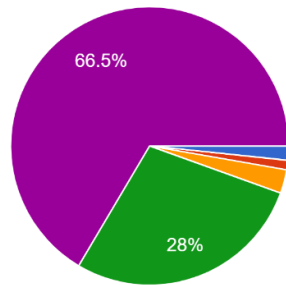


Table 4: IMPROVEMENT OF TECHNICAL SKILL

Technical Skill		
Response	Frequency	Percentage
Strongly Disagree	3	2%
Disagree	7	4%
Neutral	18	10%
Agree	49	26%
Strongly Agree	108	58%
Total	185	100%

INTERPRETATION: It shows 108(58%) respondents strongly agreed and 49(26%) respondents agreed that through this process their hardcore technical skills would be improved which would help to get more job opportunities.

Table 5: IMPROVEMENT OF MANAGERIAL SKILL

Managerial Skill		
Response	Frequency	Percentage
Strongly Disagree	7	4%
Disagree	12	6%
Neutral	15	8%
Agree	48	26%
Strongly Agree	103	56%
Total	185	100%

INTERPRETATION: Managerial skill is an integrated part of any hotel management student because they are going to be a future manager in the industry. 103(56%) respondents also believe and strongly agreed that this process would

increase their managerial skills. 48(26%) respondents also agreed with the same.

Table 6: IMPROVEMENT OF SITUATION HANDLING SKILL

Situation Handling Skill

Response	Frequency	Percentage
Strongly Disagree	8	4%
Disagree	16	9%
Neutral	22	12%
Agree	49	26%
Strongly Agree	90	49%
Total	185	100%

INTERPRETATION: As the on-campus hotel school also handled actual guests so they must have to face various situations because during industrial training they had faced same kinds of situation that's why 90(49%) respondents are strongly agreed and 49(26%) agreed that through this process situation handling skills would increase, rest 22(12%) are neutral and 16(9%) are disagreed.

Table 7: IMPROVEMENT OF COMMUNICATION SKILL

Communication Skill		
Response	Frequency	Percentage
Strongly Disagree	7	4%
Disagree	13	7%
Neutral	25	13%
Agree	51	28%
Strongly Agree	89	48%
Total	185	100%

INTERPRETATION: As they need to handle various types of guests in hotel school so they must have a good communication skill and that would be improved through this learning process, which is strongly agreed by 89(48%), agreed by 51(28%) and disagreed by only 13(7%).

Table 8: UNDERSTAND ORGANIZATIONAL CULTURE

Organizational Culture		
Response	Frequency	Percentage
Strongly Disagree	8	4%
Disagree	9	5%
Neutral	34	18%
Agree	50	28%

Strongly Agree	84	45%
Total	185	100%

INTERPRETATION: As they had undergone 6 months training period in a hotel, they had come to know little about the organisation culture. Now when they would get chance to work with on-campus hotel schools, they improved their knowledge in organisation culture which would help them to establish themselves as per industry demand. This is strongly agreed by 84(45%) and agreed by 50(28%), 34(18%) neutral.

Table 9: PEER RELATIONSHIP

PEER RELATIONSHIP

Response	Frequency	Percentage
Strongly Disagree	7	4%
Disagree	11	6%
Neutral	57	31%
Agree	48	26%
Strongly Agree	62	33%
Total	185	100%

INTERPRETATION: This table shows that 62(33%) respondents strongly agreed that peer relationship with other colleagues and with other department is required to maintain in the industry which they could learn more from on-campus hotel school to facelift the industry demand. 48(26%) respondents also agreed with the same. 57(31%) respondents are not able to recognise the benefits of peer relationships that's why they became neutral.

Table 10: IMPROVEMENT OF MULTI SKILLING

Multi Skill

Response	Frequency
Strongly Disagree	7
Disagree	8
Neutral	22
Agree	41
Strongly Agree	106
Total	185

INTERPRETATION: Modern industry demand give a hard press on multi-skilling talent and that's why 106(57%) respondents are strongly agreed and 41(22%) agreed. Only 22(12%) are neutral.

Table 11: APPRECIATION AND PRAISE FROM MANAGEMENT

Appreciation & Praise

Response	Frequency	Percentage
Strongly Disagree	52	28%
Disagree	55	30%
Neutral	43	23%
Agree	20	11%
Strongly Agree	15	8%
Total	185	100%

INTERPRETATION: 52(28%) respondents strongly disagreed and 55(30%) respondents disagreed in this table that they get appreciation and praise from management so they need to improve their skills at the on-campus hotel school.

Table 12: IMPROVEMENT OF VARIOUS SKILLS WITH MEAN SCORE AND RESULTS

IMPROVEMENT OF VARIOUS SKILLS	RATING					TOTAL	MEAN SCORE	RESULT
	1	2	3	4	5			
TECHNICAL SKILL	3	7	18	49	10	185	4.36	VG
MANAGERIAL SKILL	7	12	15	48	10	185	4.23	VG
SITUATION HANDLING	8	16	22	49	90	185	4.06	G
COMMUNICATION SKILL	7	13	25	51	89	185	4.09	G
ORGANIZATIONAL CULTURE	8	9	34	50	84	185	4.04	G
PEER RELATIONSHIP	7	11	57	48	62	185	3.76	G
MULTI SKILLING	7	8	22	41	106	185	4.23	G
APPRECIATION AND PRAISE FROM MANAGEMENT	52	55	43	20	15	185	2.41	S

NOTE: 1= STRONGLY DISAGREE, 2= DISAGREE, 3= NEUTRAL, 4= AGREE, 5= STRONGLY AGREE.
 MEAN INTERPRETATION: 1-1.80= UNSATISFACTORY, 1.81-2.60= SATISFACTORY, 2.61-3.40= NEUTRAL, 3.41-4.20= GOOD, 4.21- 5.0= VERY GOOD

DIAGRAM 7:IMPROVEMENT OF VARIOUS SKILLS

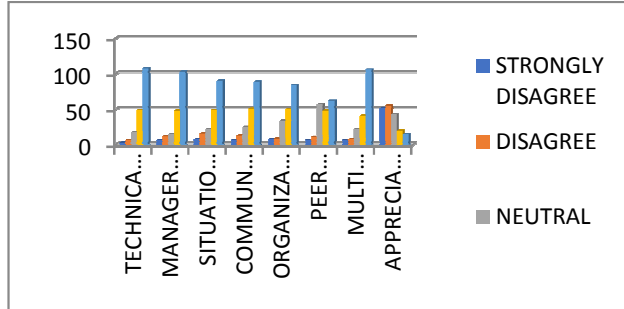


Table 13: OPPORTUNITIES OF IMPLEMENTING THEORY KNOWLEDGE INTO PRACTICAL FIELD

Response	Frequency	Percentage
Highly Dissatisfied	6	3%
Dissatisfied	8	4%
Cannot Decide	15	8%
Satisfied	49	27%
Highly Satisfied	107	58%
Total	185	100%

INTERPRETATION: On-campus hotel school provides opportunities to implement theoretical knowledge into practical field, this had highly satisfied by 107(58%) respondents and satisfied by 49(27%) respondents.

Table 14: OPPORTUNITIES TO SELF DEVELOPMENT

Response	Frequency	Percentage
Highly Dissatisfied	3	2%
Dissatisfied	9	5%
Cannot Decide	7	4%
Satisfied	54	29%
Highly Satisfied	112	60%
Total	185	100%

INTERPRETATION: This on-campus hotel school learning process give opportunities to improve self-development, this had highly satisfied by 112(60%) respondents and satisfied by 54(29%) respondents. Only 7(4%) respondents are not able to decide.

Table 15: FACING NEW CHALLENGES

FACING NEW CHALLENGES

Response	Frequency	Percentage
Highly Dissatisfied	7	4%
Dissatisfied	9	5%
Cannot Decide	27	14%
Satisfied	43	23%
Highly Satisfied	99	54%
Total	185	100%

INTERPRETATION: On-campus hotel schools provide opportunities to face new challenges as per the situation, this had highly satisfied by 99(54%) respondents and satisfied by 43(23%) respondents. Only 27(14%) respondents were not able to decide.

Table 16: SHIFT ROTATION

SHIFT ROTATION

Response	Frequency	Percentage
Highly Dissatisfied	5	3%
Dissatisfied	13	7%
Cannot Decide	30	16%
Satisfied	45	24%
Highly Satisfied	92	50%
Total	185	100%

INTERPRETATION: Respondents prefer to adopt the opportunities of shift rotation, so that they would come to know the duties and responsibilities of various shift which is very much essential for final year students. This table shows 92(50%) highly satisfied with the same thoughts and 45(24%) respondents satisfied. Only 30(16%) respondents cannot decide.

Table 17: DEPARTMENT ROTATION

DEPARTMENT ROTATION		
Response	Frequency	Percentage
Highly Dissatisfied	10	5%

Dissatisfied	17	9%
Cannot Decide	48	26%
Satisfied	47	26%
Highly Satisfied	63	34%
Total	185	100%

INTERPRETATION: This table shows 63(34%) respondents are highly satisfied with the opportunities of department rotation and 47(26%) respondents are satisfied but 48(26%) respondents also cannot decide regarding these opportunities.

Table 18: TEAM SPIRIT IN THE GROUP

TEAM SPIRIT IN THE GROUP

Response	Frequency	Percentage
Highly Dissatisfied	47	26%
Dissatisfied	38	20%

are satisfied with these opportunities but 47(26%) respondents are highly dissatisfied, 38(20%) dissatisfied and 28(15%) cannot decide also.

Table 19: LEARN NATURE OF JOB YOU PERFORM

LEARN NATURE OF JOB YOU PERFORM

Response	Frequency	Percentage
Highly Dissatisfied	12	7%
Dissatisfied	15	8%
Cannot Decide	13	7%
Satisfied	52	28%
Highly Satisfied	93	50%
Total	185	100%

INTERPRETATION: Final year students should know the nature of job to establish themselves in that department as their career, that's why they adopt these opportunities. 93(50%) respondents are highly satisfied with these opportunities and 52(28%) respondents are satisfied.

Table 20: UNDERSTAND WORK ENVIRONMENT

UNDERSTAND WORK ENVIRONMENT

HOW FAR YOU'LL FACILITATE WITH THE OPPORTUNITIES TO -	RATING					RESPONSES	MEAN SCORE	RESULT
	1	2	3	4	5			
IMPLEMENTING THEORY KNOWLEDGE INTO PRACTICAL	6	8	15	49	107	185	4.31	VG
SELF DEVELOPMENT	3	9	7	54	112	185	4.42	VG
FACING NEW CHALLENGES	7	9	27	43	99	185	4.18	G
SHIFT ROTATION	5	13	30	45	92	185	4.11	G
DEPARTMENT ROTATION	10	17	48	47	63	185	3.74	G
TEAM SPIRIT IN THE GROUP	47	38	28	29	43	185	2.91	S
LEARN NATURE OF JOB YOU PERFORM	12	15	13	52	93	185	4.08	G
UNDERSTAND WORK ENVIRONMENT	5	12	14	48	106	185	4.29	VG

Cannot Decide	28	15%
Satisfied	29	16%
Highly Satisfied	43	23%
Total	185	100%

INTERPRETATION: This table shows that 43(23%) respondents are highly satisfied and 29(16%) respondents

Response	Frequency	Percentage
Highly Dissatisfied	5	2%
Dissatisfied	12	7%
Cannot Decide	14	8%
Satisfied	48	26%

Highly Satisfied	106	57%
Total	185	100%

INTERPRETATION: Final year students must understand the actual work environment of the industry so that they can mould themselves as per that environment, on-campus hotel school provides opportunities to understand the actual work environment. This table shows 106(57%) respondents are highly satisfied with these opportunities and 48(26%) respondents are satisfied.

Table 21: FACILITATE WITH THE OPPORTUNITIES

NOTE: 1= HIGHLY DISSATISFIED, 2= DISSATISFIED, 3= CANNOT DECIDED, 4= SATISFIED, 5= HIGHLY SATISFIED.

MEAN INTERPRETATION: 1-1.80= UNSATISFACTORY, 1.81-2.60= SATISFACTORY, 2.61-3.40= NEUTRAL, 3.41-4.20= GOOD, 4.21- 5.0= VERY GOOD

DIAGRAM 8: FACILITATE WITH THE OPPORTUNITIES

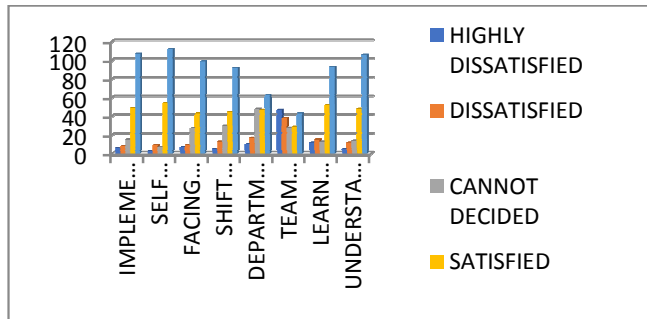


Table 22: DOES THIS PRACTICAL LEARNING PROCESS INCREASE CONFIDENCE LEVEL

Table 3 - Confidence level

Confidence level	No. of Respondents	Percentage %
Strongly Disagree	3	2%
Disagree	7	4%
Neutral	13	6%
Agree	51	28%
Strongly Agree	111	60%

INTERPRETATION: This table shows 111(60%) respondents strongly agreed and 51(28%) respondents agreed that this on-campus learning process increases their confidence level which would get good job opportunities.

SUBJECT	RATING	RESPONSES	MEAN SCORE	RESULT
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	RATING					RESPONSES	MEAN SCORE	RESULT
	1	2	3	4	5			
DOES THIS PRACTICAL LEARNING PROCESS INCREASES CONFIDENCE LEVEL	3	7	13	51	111	185	4.41	VG

DIAGRAM 9: DOES THIS PRACTICAL LEARNING PROCESS INCREASES CONFIDENCE LEVEL

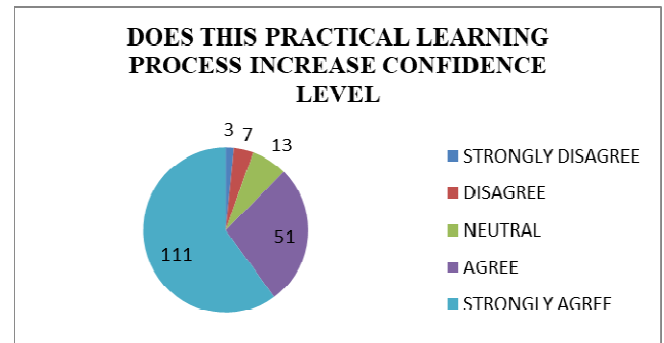


Table 23: WOULD IT BE HELPFUL TO GRAB MORE JOB OPPORTUNITIES

Table 3 - Job Opportunities

Job Opportunities	No. of Respondents	Percentage %
Never	1	1%
Very Rare	3	2%
Rarely	21	11%
Sometimes	57	31%
Always	103	55%

INTERPRETATION: Final year of hotel management 103(56%) respondents always believed this practical learning process would be helpful to grab more job opportunities and 57(31%) respondents believed sometimes.

SUBJECT	RATING					RESPONSES	MEAN SCORE	RESULT
	1	2	3	4	5			
WOULD IT BE HELPFUL TO GRAB MORE JOB OPPORTUNITIES	1	3	21	57	103	185	4.4	VG

DIAGRAM: WOULD IT BE HELPFUL TO GRAB MORE JOB OPPORTUNITIES

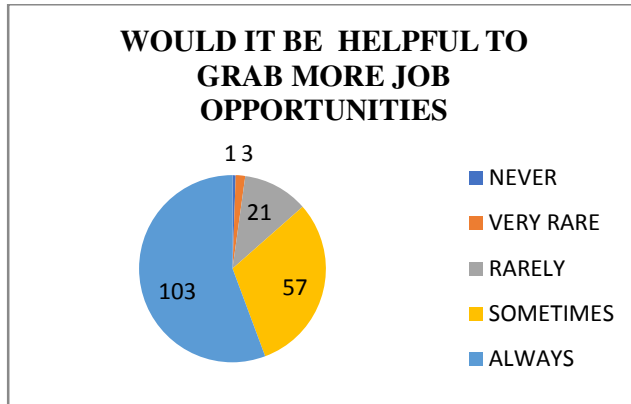


Table 24: DO YOU AGREE THAT THIS PROCESS WOULD EXECUTE HOSPITALITY JOB DEMAND

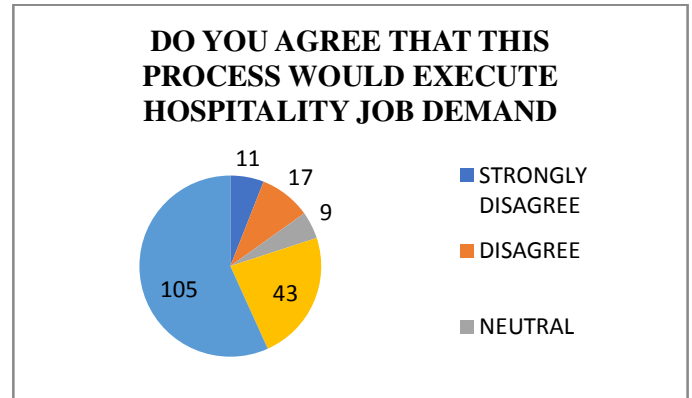


Table 3 - Execute Hospitality Job Demand

Execute Hospitality Job Demand	No. of Respondents	Percentage %
Strongly Disagree	11	6%
Disagree	17	9%
Neutral	9	5%
Agree	43	23%
Strongly Agree	105	57%

INTERPRETATION: This table shows 105(57%) respondents agreed that this process would surely execute hospitality job demand and 43(23%) agreed the same. Only 11(6%) respondents strongly disagreed and 17(9%) respondents disagreed.

9. DISCUSSION (HEADING 9)

This study shows enough evidence towards the improvement of various soft skills and hard skills which are very much required to face interviews for getting high opportunities to make a good career. This study shows that final year students could improve their technical skills, managerial skills, situation handling skills, and communication skills to face interviews with a high confidence level. Final year students also improved their knowledge on organizational culture, multi-skilling which would help them in sustaining the hotel industry.

This study shows enough evidence towards adequate opportunities through this on-campus learning process. The final year students would be highly benefited from these opportunities of implementing their theoretical knowledge into practical so that they learn lots of new things and gain confidence to grab a good job. These opportunities helped in self-development, they faced lots of new challenges also which help them to increase their confidence levels and the hospitality industry also get their actual candidates as per demand. These opportunities would help them to know more about shift rotation, team spirit, learn the nature of job, specially they would understand the actual hospitality work environment which helps them to get more job opportunities. As they gathered good knowledge through this process, this would help in sustaining hotel industry.

10. SUGGESTIONS (HEADING 10)

Nowadays hotel industry looks for new young candidates with strong knowledge which is very much lacking for institutions in this era of competition. This study has already shown that if candidates have very good strong knowledge of various skills, the industry is ready to adopt them as per their requirements. So, to fulfil this demand institutions must adopt the on-campus hotel school learning process to prepare very strong knowledgeable candidates.

11. CONCLUSION (HEADING 11)

The main objective of this research paper was to analyse the importance of practical-based learning process through on-campus hotel schools for hotel management undergraduates as these courses are highly skill-based and job-oriented course with high industry demand. Apart from the classroom teaching these courses required strong practical knowledge which is possibly improved through on-campus hotel school where students can execute and implement their theoretical

SUBJECT	RATING					RESPONSES	MEAN SCORE	RESULT
	1	2	3	4	5			
DO YOU AGREE THAT THIS PROCESS WOULD EXECUTE HOSPITALITY JOB DEMAND	11	17	9	43	105	185	4.16	VG

knowledge into practical which is on high demand in the industry.

According to H1: The analytical study of this research paper revealed the null hypothesis that the significant relationship between on-campus practical skills and knowledge improvement which is very much essential for undergraduate hotel management students. After compiling data gathered from the questionnaire it can be stated that this on-campus hotel school learning process improves various skills of the hotel management undergraduates which are beneficial for their professional careers. This learning process improves their technical skills, managerial skills, communication skills, and other various skills by which students get better chances at the time of final recruitment. Overall, it can be stated that the on-campus learning process improves various skills which makes them more professional.

H1 -- Significant relationship between on-campus practical skills and knowledge improvement

IMPROVEMENT OF VARIOUS SKILLS	MEAN SCORE	RESULT
TECHNICAL SKILL	4.36	VG
MANAGERIAL SKILL	4.23	VG
SITUATION HANDLING	4.06	G
COMMUNICATION SKILL	4.09	G
ORGANIZATIONAL CULTURE	4.04	G
PEER RELATIONSHIP	3.76	G
MULTI SKILLING	4.23	G
APPRECIATION AND PRAISE FROM MANAGEMENT	2.41	S

According to H2: The analytical study of this research paper revealed the null hypothesis that the significant relationship between implementing of opportunities and industry demands. On-campus practical learning process gives more opportunities to implement theoretical knowledge into practical by which undergraduate hotel management students expand their confidence level and this helps to grab more job opportunities in the hospitality industry. After compiling data gathered from the questionnaire it can be stated that through this on-campus practical learning process undergraduate students gained immense knowledge by facing new challenges, by working in the various shift they would learn the nature of job, and actual work environment which helped them to get better job opportunities and fulfil industry demand.

H2-- Significant relationship between implementing of opportunities and industry demand

HOW FAR YOU'LL FACILITATE WITH THE OPPORTUNITIES TO -	MEAN SCORE	RESULT
IMPLEMENTING THEORY INTO PRACTICAL	4.31	VG
SELF DEVELOPMENT	4.42	VG
FACING NEW CHALLENGES	4.18	G
SHIFT ROTATION	4.11	G
DEPARTMENT ROTATION	3.74	G
TEAM SPIRIT IN THE GROUP	2.91	S
LEARN NATURE OF JOB YOU PERFORM	4.08	G
UNDERSTAND WORK ENVIRONMENT	4.29	VG

SUBJECT	MEAN SCORE	RESULT
DOES THIS PRACTICAL LEARNING PROCESS INCREASE CONFIDENCE LEVEL	4.41	VG

SUBJECT	MEAN SCORE	RESULT
WOULD IT BE HELPFUL TO GRAB MORE JOB OPPORTUNITIES	4.4	VG

SUBJECT	MEAN SCORE	RESULT
DO YOU AGREE THAT THIS PROCESS WOULD EXECUTE HOSPITALITY JOB DEMAND	4.16	VG

12. LIMITATIONS AND SCOPE FOR FUTURE RESEARCH (HEADING 12)

The survey was done by only a few hotel management colleges in Kolkata, but it can be done in the whole state also. However, it is hoped that the study can be reproduced to test the extent of applicability of the findings. The future research could be on Hard skills and soft skills training which will be beneficial for the students to execute industry demands.

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