

---

## DETERMINANTS OF INDUSTRIAL TRAINING EFFECTIVENESS IN THE HOTEL MANAGEMENT COURSE CURRICULUM: STAKEHOLDER'S OPINIONS

### Article Particulars

Received: 25.10.2017

Accepted: 28.10.2017

Published: 30.10.2017

### Dr.HARDAMAN SINGH BHINDER

Assistant Professor,

Department of Tourism Hospitality Hotel Mangement,

Punjabi University Patiala Punjab, India

### Abstract

*Hotel management education could be considered as a process that gives the students a set of principles, not detailed application, which could be supplemented by way of sending students for industrial training component in the curriculum for developing the capabilities and gaining core transferable skills. The Industrial Training program provides opportunities for exposure to the working world, which will make graduates more aware of the hopes and expectations that industry has of them. **Prevailing Practices** of Industrial Training Component in the curriculum of three year degree course of Hotel Management among various Universities varies in terms of duration and semester wise. Present research is an attempt to explore the responses of stakeholders on key determinants of industrial training effectiveness. The research instrument used in the study was questionnaire focused on key determinants of industrial training component demographic background of the respondents. The sample population of the study includes four groups. First and second one are hotel management students enrolled in three year degree course of Hotel Management institutions. Students were further divided into Pre training students and Post training students. Third are the hotel industry professionals working in 3 or above three stars approved Hotel. Fourth were hotel management faculty members. The findings indicate that overall, trainees perceived themselves to be adequately prepared for the Industrial Training programme. However there is a need to address potential mismatch between the trainees' area of specialization and the tasks assigned to them during their training period. It was found that those who completed their training from 3 star hotels were admit that were treated like full time staff and trainees were the most educated persons in the organisation of attachment. It was found that very knowledgeable trainees will achieve excellent performance and not very knowledgeable trainees will achieve poor performance rating during their industrial training duration.*

**Keywords:** Industrial Training, Mismatch, Knowledgeable, Assignments, Performance.

---

### Introduction

The industrial training in the course curriculum of Hotel management course is widely recognized beneficial to all the stakeholders concerned. Hotel management education could be considered as a process that gives the students a set of principles,

not detailed application, which could be supplemented by way of sending students for industrial training component in the curriculum for developing the capabilities and gaining core transferable skills. The industrial training is considered to be most effective way to help students make the transition from academia to industry. The main aim of the Industrial Training program is to produce graduates who are ready to face the working world. The program also aims to produce the knowledgeable, skilled and experienced graduates, demanded by employers, who are able to apply the knowledge acquired at university to the working world. The Industrial Training program provides opportunities for exposure to the working world, which will make graduates more aware of the hopes and expectations that industry has of them. The program will also equip students with real work experience. Placing students in industry also increases their chances of employment after graduation, as there is a strong possibility that they will be offered a job in the same place where they do their training. **Prevailing Practices** of Industrial Training Component in the curriculum of three year degree course of Hotel Management among various Universities varies in terms of duration and semester wise. Majority of Universities have one time practice of sending students for industrial training in their course curriculum, where as sending students for two times was found in very few Universities curriculum. Universities have different durations of industrial training that is **17,18,20,22 weeks** in their course curriculum. Hence there is **no uniform practices** of industrial training exist **among Universities** in terms of **duration**. It starts from 17 weeks and go up to 24 weeks among various Universities. Similarly in terms of semester wise, Institutions are sending students for industrial training either in **third, fourth and sixth semester**. Present research is an attempt to explore the responses of stakeholders on key determinants of industrial training effectiveness.

### Literature Review

**Dilorenzo-Aiss and Mathisen (1996)**<sup>[1]</sup>, identified typical internship program is featured by four criteria: (1) a specified number of work hours, (2) the work may be paid or unpaid, (3) credit is awarded, and (4) oversight is provided by a faculty coordinator or other university representative and a corporate counterpart.

**Barrows & Bosselman (1999)**<sup>[2]</sup> stated that the major principle of keeping hospitality internship in the curriculum is to assist students to gain valuable work experience within the hospitality industry and highlights the exercise of students taking an active responsibility in their learning process opposed to simply receiving information from their instructors. It is designed to provide an opportunity for the practical application of skills and concepts learned in the classroom. **Coco (2000)**<sup>[3]</sup> highlighted that internship is a valuable component of higher education program, Internship is supposed to build win-win situation for the students, organization as well as the university.

**Barrows & Bosselman (1999)**<sup>[4]</sup> pointed out in their study that experiential learning assignments vary in terms of direction, duration, and requirements; yet there exists enough similarity to propose a standard structure for them.

**Cook, Parker, and Pettijohn (2004)**<sup>[5]</sup> in their study conducted on 351 student interns from 12 different colleges, one third of the students indicated that they could not, or did not; connect classroom lectures and theory with what they were observing in their internship. The finding shows that students do not feel that their academic courses are adequately preparing them for their industry experiences.

**Cho (2006)**<sup>[6]</sup> conducted a study among students from seven colleges in Korea, and 285 completed surveys were collected. The study concluded that there was a significant level of discrepancy between satisfaction and expectations indicating that expectations were not fully met. The respondents were not satisfied with the quality of the internship.

**Lam and Ching (2007)**<sup>[7]</sup> investigated the difference between expectations and perceptions of Hong Kong hospitality students towards their internship program, and findings revealed that overall students' expectations toward internship were unmet. It was found there is a gap exists between expectation and perception of intern students that would affect a decision as to whether or not they continue to work in the hospitality and tourism industry after graduation. Interns found that employment conditions are poor, such as low rate, heavy workloads and no pay for overtime duties. Some employers even don't pay attention to the objectives of the internship, and they just treat interns as a supplement for a labour shortage instead of developing potential employees through internship. So students generally complain about the quality of the internships which result in increasingly high fallout rates of graduates from the tourism and hospitality industry.

**Bukaliya, Richard. (2012)**<sup>[8]</sup> Conducted research on Distance Learning (ODL) institution in Zimbabwe on 150 students who have just gone through the internship program. The sample drawn from four faculties such as Arts and Education, Applied Social Sciences, Science and Technology and Commerce and Law. Mostly respondents admits that internship contribute significantly and positively towards enhancing the knowledge base, 78% agreed to the assertion and most of these respondents were from the Faculty of Applied Social Sciences and Arts and Education. However researcher identified a number of challenges militated against the effectiveness of the internship programmes in his study; challenges include some fulltime employees being reluctant to disclose important information to students. A number of supervisors are too busy to provide effective supervision. Current duration of attachment is not sufficient for all the disciplines. Moreover, some employees regard interns as a threat to their position and in some cases some supervisors possess inferior qualifications than the student interns. Though at times complaints have been raised employers for treating the interns as cheap labour.

**Gabris and Mitchell (1989)**<sup>[9]</sup>, in their study stressed that the quality of an internship as an educational tool appears to be more dependent upon the type of work and type of supervision a student receives. Supervisors, who work to develop interesting and challenging assignments for their interns, are more likely find their interns satisfied with the educational benefits of the experience.

**Rothman (2007)**<sup>[10]</sup> suggested a good industrial training should be a win –win for both the students and industry professionals or that the program benefits both the business interests and the students learning needs .Mentorship would play a significant role in extending a satisfying factor to the students during their training . Training places where unstructured training is extended to students and force the students to do the same simple job on a repetitive basis would lead to dissatisfaction

**Patwardhan, V, V and Rao, S. (2013)** <sup>[11]</sup>in their studysuggested that there should be a revision of the syllabus with regard to industrial training because it lacks in having the knowledge prior to training about the functioning of the hotel organization.

**Meyer & Allen (1988)** <sup>[12]</sup> in their study claimed that challenge job requires interns to develop new skills and give them the opportunity to work with at least some level of independence. **Gabris & Mitchell (1989)** argued that interns expected challenging work where they could have opportunities to learn and to contribute to the organization. Furthermore, interns who are assigned interesting and challenging job are found to be more satisfied with the internship experience.

## Objective

To explore the responses of stakeholders on key determinants of industrial training effectiveness.

## Research Questions

1. *Do students feel that course curriculum has adequately preparing for Industrial training exposure in terms of academic inputs?*
2. *How faculty members and post industrial training students categorize the assignments given during training?*
3. *How faculty members and post industrial training students rank the cooperativeness of the industry professionals that oversee trainee?*

## Research Hypothesis

Based on the literature review and the key research questions of the present study, the following research hypothesis have been established and will be tested in this study.

1. There is no significant difference in opinion of Post Industrial training students and Faculty members rating regarding category of assignments given during industrial training.

2. There is no significant difference in opinions of Post Industrial training students and Faculty members ranking on cooperativeness of the industry professionals that oversee trainee.

### Research Methodology

The research instrument used in the study was questionnaire focused on key determinants of industrial training component. The first part of questionnaire was aimed to collect information on student's experiences on category of assignment given during industrial training, curriculum preparedness of students before industrial training and cooperativeness of hotel industry professionals. The second part was used to gain information about the demographic background of the respondents. The sample population of the study includes four groups .First and second one are hotel management students enrolled in three year degree course of Hotel Management institutions in the region of Punjab, Haryana and Chandigarh. Students were further divided into Pre training students and Post training students .The pre training students are those who have not undergone industrial training and are in the initial phase of their course (I year students) where as Post training students are those who have completed their industrial training and are in the final phase of their course (III year). Both students groups were selected from various academic institutions such as 1) state university 2) deemed university 3) private universities 4) National council of hotel management institutions. Third are the hotel industry professionals working in 3 or above three stars approved Hotel (3, 4, and 5 star) .Hotels employee working at Managerial, assistant managerial and supervisory level. Fourth were hotel management faculty members. The sample population studied consisted of a probability sampling. Hotel management students, hotel industry professionals, and hotel management faculty members were randomly selected for this study. The sample hotels were selected using stratified random sampling. Respondents were provided with options to select ranging from 1 to 5 .Post industrial training students and faculty members were asked to rate category of assignments , where 1 means totally irrelevant to career goals ,2 means mostly irrelevant to career goals ,3 means relevant but often busy work and menial tasks ,4 means less than important but valuable experience ,5 means important and valuable experience . Similarly for evaluating cooperativeness of industrial professionals ,5 means very cooperative ,4 means cooperative ,3 means neutral ,2 for not cooperative and 1 means difficult.

**Table 1 Shows in Percentage the Region Wise Stakeholders Sample Size**

| Respondents                       | Region (%) |         |            |
|-----------------------------------|------------|---------|------------|
|                                   | Punjab     | Haryana | Chandigarh |
| Industry Professionals            | 39         | 32      | 29         |
| Faculty                           | 49         | 15      | 35         |
| Students –Pre Industrial Training | 35         | 37      | 28         |
| Students –Post                    | 32         | 32      | 36         |

Table 2

| Respondent             | Survey distributed | Survey returned | Response Rate % |
|------------------------|--------------------|-----------------|-----------------|
| Industry professionals | 150                | 100             | 66.6            |
| Faculty members        | 200                | 150             | 75              |
| Post training students | 300                | 285             | 95              |
| Pre training students  | 300                | 276             | 92              |

### Results Analysis

The Hotel management faculty members and post industrial training students were asked to categorize the assignments given to students during industrial training period in numbers ranging from 1 – 5.

| 5                                 | 4  | 3  | 2                                 | 1                                  |
|-----------------------------------|--|--|-----------------------------------|------------------------------------|
| Important and valuable experience | Less than important, but valuable experience | Relevant, but often busy work and menial tasks | Mostly irrelevant to career goals | Totally irrelevant to career goals |

| Table 3 Respondents |  | Code(1-5) Category of Assignment |                    |         | Statement                                      |
|---------------------|--|----------------------------------|--------------------|---------|--|
|                     |  | Mean                             | Standard Deviation | Total N |  |
| Respondents         | Faculty members                              | 3.43                             | 1.24               | 285     | Relevant ,but often busy work and menial tasks |
|                     | Students –Post industrial training           | 2.95                             | .89                | 150     | Mostly irrelevant to career goals              |
|                     | <b>The mean and standard deviation value</b> |                                  |                    |         |  |
| Hotel Star Wise     | 3 Star                                       | 4.34                             | .89                | 76      | Less than important ,but valuable Experience   |
|                     | 4 Star                                       | 3.65                             | 1.07               | 212     | Relevant ,but often busy work and menial tasks |
|                     | 5 Star                                       | 2.40                             | 1.12               | 97      | Mostly irrelevant to career goals              |

The differences were found between faculty and post industrial students responses regarding category of assignments given to students during the industrial training ( $M=2.95, SD=.89$ ), ( $M =3.43 SD =1.24$ ), as per **Faculty members** category of assignments were usually **Relevant ,but often busy work and menial tasks** where as **post industrial students** admits that mostly **irrelevant to career goals**. The post industrial students who had completed their training from 3 star hotels has a mean value of 4 that means they

felt that assignments were less than important but valuable experience ,whereas those who had completed training in 4 star hotels has mean value of 3,which means Relevant ,but often busy work and menial task and those who had completed training in 5 star have mean value of 2 which means Mostly irrelevant to career goals .

The pre and post industrial training students were asked to rate how they feel that your course curriculum has adequately prepared you to go for Industrial training exposure. With 1 means unprepared, 2 for to some extent prepared, 3 for neutral, 4 for prepared and 5 for well prepared.

|            |              |                           |                                   |            |                 |
|------------|--------------|---------------------------|-----------------------------------|------------|-----------------|
|            | 1            | 2                         | 3                                 | 4          | 5               |
| Respondent | “unprepared” | “to some extent prepared” | “neither unprepared nor prepared” | “prepared” | “well prepared” |

| Table 4 Code(1-5) Curriculum preparedness |                                    | Code(1-5) Curriculum Preparedness |        |                    | Statement                         |
|---|------------------------------------|-----------------------------------|--------|--------------------|-----------------------------------|
|   |                                    | Mean                              | Median | Standard Deviation |                                   |
| Respondents                               | Students –Post Industrial Training | 3.2                               | 3      | 4.71               | “Neither Unprepared Nor Prepared” |
|   | Students –Pre Industrial Training  | 3.67                              | 4      | 1.21               | “Neither Unprepared Nor Prepared” |
| Hotel Star Wise                           | 3 Star                             | 4.16                              | 2.5    | 6.87               | “Prepared”                        |
|   | 4 Star                             | 2.67                              | 2      | 2.69               | “To Some Extent Prepared”         |
|   | 5 Star                             | 3.8                               | 2      | 6.29               | “Neither Unprepared Nor Prepared” |

Both pre and post industrial training students felt that they are “neither unprepared nor prepared” ( $M=3.67, SD=1.21$ ) for pre students and ( $M=3.2 SD=4.71$ ) post students.

Among post industrial students differences were found .Those students who had completed their training in 3 star hotels felt “prepared for industrial training exposure ( $M=4.16, SD=6.87$ ), where as those who had completed their training in 4 star hotels felt to some extent prepared curriculum wise for exposure ( $M=2.67,SD=2.69$ ) and those completed their industrial training from5 star hotels felt “ neither unprepared nor prepared”( $M=3.8,SD=6.29$ ).

Curriculum of hotel management course should include industrial training at the Right Time so that the specific skills and competencies which are vital for the real working world could be gained by the students .Students must have completed certain essential academic inputs before going for industrial training for better gaining of skills during training period.

On a scale from 1-5 with 1 being “not very knowledgeable” and 5 being “very knowledgeable”, please rate the level of knowledge you feel that the trainees possess regarding the hospitality industry operations when they come for training in your company.

|                          |                     |         |                 |                      |
|--------------------------|---------------------|---------|-----------------|----------------------|
| 1                        | 2                   | 3       | 4               | 5                    |
| “Not very knowledgeable” | “Not knowledgeable” | neutral | “knowledgeable” | “very knowledgeable” |

**Table 5 Level of Knowledge**

| Level of Knowledge |                        | Mean | Median | Standard Deviation | Statements               |
|--------------------|------------------------|------|--------|--------------------|--------------------------|
| Stakeholders       | Industry Professionals | 2.18 | 2      | 1.21               | “Not Knowledgeable”      |
| Hotel Star Wise    | 3 Star                 | 3.48 | 4      | 1.26               | Neutral                  |
|                    | 4 Star                 | 1.64 | 2      | 0.53               | “Not Very Knowledgeable” |
|                    | 5 Star                 | 1.48 | 1      | 0.51               | “Not Very Knowledgeable” |

The hotel industry professionals reported that students were not knowledgeable ( $M=2.18$ ,  $SD=1.21$ ). Different opinions were found between star hotels. In case of 3 star hotels, it was found neutral response ( $M=3.48$ ,  $SD=1.26$ ). Whereas 4 star and 5 star hotels reported not very knowledgeable ( $M=1.64$ ,  $SD=0.53$  and  $M=1.48$ ,  $SD=0.51$ ). Faculty members and post industrial training students were asked to rank the cooperativeness of the hotel industry professionals that oversee your trainee

|             |             |                   |         |               |                    |       |
|-------------|-------------|-------------------|---------|---------------|--------------------|-------|
| Respondents | 1           | 2                 | 3       | 4             | 5                  | Total |
|             | “difficult” | “Not cooperative” | Neutral | “Cooperative” | “Very cooperative” |       |

**Table 6 Code(1-5) Cooperativeness of Hotel Industry Professionals**

| Code(1-5) Cooperativeness of Hotel Industry Professionals |                | Code(1-5) Cooperativeness of Hotel Industry Professionals |        |                    |                    |
|---|----------------|---|--------|--------------------|--------------------|
|   |                | Mean  | Median | Standard Deviation | Statements         |
| Respondents   | Faculty        | 2.5   | 2      | 1.15               | “Not cooperative”  |
|   | Students –Post | 3.62  | 4      | 2.57               | Neutral            |
|   | 3 Star         | 5   | 5      | 4.4                | “Very cooperative” |
|   | 4 Star         | 3.75  | 4      | 1.3                | Neutral            |
|   | 5 Star         | 2.25  | 2      | 2.5                | Not cooperative    |

The Faculty members experienced that industry professionals who oversee trainees were not cooperative ( $M=2.5$ ,  $SD=1.15$ ) whereas post industrial training students were reported neutral response ( $M=3.62$ ,  $SD=2.57$ ).



Among post industrial training students, different experiences were found with reference to hotels wherein students had completed their industrial training. Those students who had completed their training in 3 star hotels reported that industry professional were very cooperative ( $M=5,SD=4.4$ ). Those who have completed their training in 4 star hotels were reported neutral responses ( $M=3.7,SD=1.3$ ). Post students who had completed their training from 5 star hotels rank industry professionals not cooperative ( $M=2.2,SD=2.5$ )

**Table 7 ANOVA**

|                             |                                   | N   | Mean  | Std. Deviation | Std. Error | F      | Sig.  |
|-----------------------------|-----------------------------------|-----|-------|----------------|------------|--------|-------|
| Category of Assignment      | Industry Professionals            | 0   | .     | .              | .          | 17.039 | 0.000 |
|                             | Faculty                           | 150 | 2.953 | 0.892          | 0.073      |        |       |
|                             | Students –Pre Industrial Training | 0   | .     | .              | .          |        |       |
|                             | Students –Post                    | 284 | 3.426 | 1.243          | 0.074      |        |       |
| Curriculum preparedness     | Students –Pre Industrial Training | 275 | 3.673 | 1.209          | 0.073      | 2.607  | 0.107 |
|                             | Students –Post                    | 285 | 3.200 | 4.708          | 0.279      |        |       |
| Cooperativeness of Industry | Industry Professionals            | 0   | .     | .              | .          | 25.614 | 0.000 |
|                             | Faculty                           | 150 | 2.500 | 1.151          | 0.094      |        |       |
|                             | Students –Pre Industrial Training | 0   | .     | .              | .          |        |       |
|                             | Students –Post                    | 285 | 3.618 | 2.571          | 0.152      |        |       |

| Hypothesis   | Accepted /Rejected | F      | Sig.  | Remarks                       |
|--|--------------------|--------|-------|-------------------------------|
| There is no significant difference in opinion of Post Industrial training students and Faculty members rating regarding category of assignments given during industrial training.      | Rejected           | 17.039 | 0.000 | Significant differences exist |
| There is no significant difference in opinions of Post Industrial training students and Faculty members ranking on cooperativeness of the industry professionals that oversee trainee. | Rejected           | 25.614 | 0.000 | Significant differences exist |

**Discussions**

Results coincide with study of **Pillai, Stefanie et.al (2011)**<sup>[13]</sup> carried to study the issues that need to be addressed in order to enhance the employability skills of graduates at the University of Malaya in Malaysia. Researchers highlighted the issues the need to ensure that the tasks assigned to trainees during their industrial training were related to

their fields of study. The findings indicate that overall, trainees perceived themselves to be adequately prepared for the Industrial Training programme. However, there is a need to address potential mismatch between the trainees' area of specialization and the tasks assigned to them during their training period. The mismatch between the type of tasks given to students and their areas of specialization tends to occur when departments do not specify what skills they expect their students to obtain during their training period. **This can lead to considerable frustration among trainees who are likely to feel that they are not learning the required job-specific and general job skills during their training.**

Hence, hotels wherein students found category of assignments were important and they had valuable experience will lead to potential benefits of industrial training. However, where students feel industrial training was less specific with an unclear purpose by getting assignments which are mostly irrelevant to career goals, benefits would be generally less perceptible. *If we look at the current practice of industrial training exist among Universities, it is noted that mostly universities have one time practice of sending students for industrial training and in the initial year of their course, due to that hotel industry professionals provide them basic, menial task which leads to dissatisfaction. The quality of an industrial training as a learning tool appears to be more dependent upon the category of assignments given to the students.* Results are consistent with the general findings of **Bukaliya, Richard. (2012)** that a number of challenges militated against the effectiveness of the internship programmes in his study, challenges include some fulltime employees being reluctant to disclose important information to students. A number of supervisors are too busy to provide effective supervision. Current duration of industrial training is not sufficient for all the disciplines. Coco (2000) and Watson (1995)<sup>[14]</sup> emphasised that students should not stay in one department doing one task the entire industrial training duration. They should be encouraged to see opportunities in other areas of the company. Intern students should know what they are looking for when entering into an internship with a company. However, in the present study it was found that those who completed their training from 3 star hotels were admitted that were treated like full time staff and trainees were the most educated persons in the organisation of attachment. Curriculum of hotel management course should include industrial training at the Right Time so that the specific skills and competencies which are vital for the real working world could be gained by the students. Students must have completed certain essential academic inputs before going for industrial training for better gaining of skills during training period. Results support the suggestion made by **Patwardhan, V and Rao, S. (2013)** that there should be a revision of the syllabus with regard to industrial training because it lacks in having the knowledge prior to training about the functioning of the hotel organization. Similarly **Cook, Parker, and Pettijohn (2004)** in their study conducted on 351 student interns from 12 different colleges, one third of the students indicated that they could not, or did not; connect classroom lectures and theory with what they were observing in their internship. The finding shows that students do not feel that their academic courses are adequately preparing them for their industry experiences.

## Conclusion

The findings indicate that overall, trainees perceived themselves to be adequately prepared for the Industrial Training programme .However there is a need to address potential mismatch between the trainees' area of specialization and the tasks assigned to them during their training period. The mismatch between the type of tasks given to students and their areas of specialization tends to occur when departments do not specify what skills they expect their students to obtain during their training period. This can lead to considerable frustration among trainees who are likely to feel that they are not learning the required job-specific and general job skills during their training. Curriculum of hotel management course should include industrial training at the Right Time so that the specific skills and competencies which are vital for the real working world could be gained by the students .Students must have completed certain essential academic inputs before going for industrial training for better gaining of skills during training period. The performance of trainees may depend upon the level of knowledge of students that they had received before going for industrial training and their ability to apply the learning in the real working environment.Findings coincides with viewpoint of Miranda (1999) emphasised that industry professionals should assist hotel management education in developing curriculum content and include specialised internships that would provide opportunities to students who want to master the area of their interest, thereby bringing learner-centred and contextualized focus to the hotel management education. It was found that important and valuable assignments provided to students during their industrial training duration will lead to exceed the expectation of the students industrial training experiences and in case totally irrelevant to career goals kind of assignment given to students will lead to below expectation experience of the industrial training. Similarly very cooperative approach extended by the hotel industry professionals will lead to exceed the expectations of the industrial training experiences. In case difficult approach provided by hotel industry professionals to the trainees will lead to below expectation experiences of the students. It was found that very knowledgeable trainees will achieve excellent performance and not very knowledgeable trainees will achieve poor performance rating during their industrial training duration. Industry professionals should assist education that could in turn limit their training cost and operational cost by way of allowing students for specialised internships.Results were supported by Patwardhan, V and Rao, S. (2013) ,researcher examine the expectation and perception of students toward their industrial training experience by identifying the factors responsible for the overall satisfaction such as relevance of training, learning aspects, practical/technical skills, working relationships, management aspects, nature of work, work environment and difficulties encountered. .Hence results highlighted that there should be a revision of the syllabus with regard to industrial training because it lacks in having the knowledge prior to training about the functioning of the hotel organization.

## Limitations of the Study

1. Generalization is limited for all sample stakeholders groups.

2. The post industrial training student group surveyed consisted of a different group of students than the pre industrial training sample. Therefore, results for these two groups are relative, and the post training survey was not a follow up to the pre training survey.

## References

1. Dilorenzo-Aiss, J. & Mathisen R.E. (1996). Marketing higher education: Models of marketing internship programs as tools for the recruitment and retention of undergraduate majors. *Journal of Marketing for Higher Education*, 7 (1), 71-84.
2. Barrows, C., & Bosselman, R. (1999). Hospitality management education, Binghamton, NY: *The Haworth Hospitality Press*.
3. Coco, Malcolm. (2000, Spring). Internships: A Try Before You Buy Arrangement. *SAM Advanced Management Journal*, 65 (2), 41-43, 47.
4. Barrows, C., & Bosselman, R. (1999). Hospitality management education: Binghamton, NY: *The Haworth Hospitality Press*.
5. Cook, S. J., Parker, R. S., & Pettijohn, C. E. (2004). The perceptions of interns: A longitudinal case study. *Journal of Education for Business*, 79, 179-185.
6. Cho, M. (2006). Student perspectives on the quality of hotel management internships. *Journal of Teaching in Travel & Tourism*, 6, 61—76.
7. Lam, T., Ching, L. (2006). An exploratory study of an internship program: The case of Hong Kong students. *Hospitality Management*, 26, 336-351.
8. Richard Bukaliya., (2012). The potential benefits and challenges of internship programmes in an ODL institution: A case for the Zimbabwe Open University. *International Journal on New Trends in Education*
9. Gabris, G.T. & Mitchell, K. (1989). Exploring the Relationships between Intern Job Performance, quality of education performance, and career placement. *Public Administration Quarterly*, 12(4), 484
10. Rothman, M. (2007). Lessons learned: Advice to employers from interns. *Journal of Education for Business*, 140-144.
11. Patwardhan, V and Rao, S.(2013). "Student perspectives of industrial experiences in hospitality industry". *Indian Journal of Applied Hospitality and Tourism Research Special Issue: Hotel Operations Management – Issues and Challenges*.5 (1) pg 21-27
12. Meyer, J. P. & Allen, N. J. (1988). Links between work experiences and organizational commitment during the first year of employment: A longitudinal analysis. *Journal of Occupational Psychology*, 61, 195-209.
13. Pillai, Stefanie. Khan, Mahumud. Ibrahim, Ida., and Raphael ,Sharman (2011). "Enhancing employability through industrial training in the Malaysian context ".*Springer science and Business Media* published online: 24 March 2011
14. Watson, B. (1995). The intern turnaround. *Management Review*, 9-12.