

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Opinion on Pre & Post on -the- Job -Training Experiences of under Graduate Hotel Management Students- A Study of Kurukshetra

Dr. Surjeet Kumar

Assistant Professor, Kurukshetra University, Kurukshetra, Haryana, India

Sumant Sharma

Research Scholar, Department of Tourism and Hotel Management,
Kurukshetra University, Kurukshetra, Haryana, India

Abstract:

Training is imparting new skills as well as efficiency enhancement of the person and makes one ready for the further new roles and/or new emerging challenges to exceed or better meet the career and personal demands and growth. It helps an individual in increase of confidence and gains some sense of happiness (constructive) that comes through achievement and learning something new (skills/trades/tracts/tricks) that ultimately increases self worth.

Today, every sector of economy whether organized or unorganized; governmental or semi-governmental, public or private the need of training is essential as new working experience (more or less) provides to do best at the job and/ or to ready for new roles either in current job and/or for future endeavor. Hospitality industry absorbs every new recruit by providing on the job to every students coming from various institutes either as travel guides, airlines, tourism marketing and sales, tourism operations, operational areas in standard chain hotels and restaurants etc. They learn practically in that environment by experiencing real life situations, events and occurrences, problems, pressure, fuss, people etc that helps them to understand their job roles and environment very well. It provides timely opportunity for SWOT analysis, understand all ifs and buts, pro's and con's (because and consequences better to say opportunities) that all helps an individual for her/his career planning. The present paper is an attempt to compare the opinion of pre & post on the job training among Institute of hotel management (IHM), Kurukshetra and Kurukshetra University under graduate students. The paper focus on students' opine before & after training in front office & housekeeping.

Keywords: *Training, Hotel Management, Kurukshetra*

1. Introduction

Training, "the acquisition of skills, concepts, or attitudes that result in improved performance in an on-the-job environment," (Goldstein, 1980, p. 230) is something very basic, specific & needed for attaining pre determined job goals. It is a time constant invariable demand to be better than others in terms of increased efficiency and positive change in performance under all aspects.

It is natural expectation or demand by every man and organization for all living organism under possession except botanical. Training is something so basic that not only desired by every profession in all arrays of arts, science, sports, performance like exercise, modeling etc. for we the human beings but also for animals in armed forces, police forensic teams, sports like derby, circus vis a vis all animals (domestic custodians).

Hotel Industry constitutes room division (which includes front office & housekeeping) and food and beverage management (production and service) in major. Koppel (1978) during his study had identified that most of the roles and tasks of room division management and food and beverage service management were part of generic skills and generic management responsibilities. This generic skills and generic management flourishes with time, opportunity, atmosphere, competency and skills and overall personality (inborn and achieved) traits of the person but professionally basics are seeded in them in hospitality schools. This is the place where different pre trainings and learning techniques, methods, modules and strategies are adopted with combustion of practical. However, these prospective hospitality professionals are turned into cut edged diamond of all worth at Industry. This industrial experience adds real worth to their career by providing opportunity to grow in these generic skills and management that includes professional positive attitude, motivation, industry business operations and trends, initiative taking, courtesy, problem solving, successful communication (interpersonal and customer), team work and other technical skills. Hospitality schools and institutions like IHM, FCI, government and private universities and private colleges run different certificate and diploma courses in accommodation sector after inter-mediate and at post- graduate level and offer promising career. Ministry of Tourism (G.O.I) reports on 'Tourism Satellite Account for India' forecasts significant demand of human resource in hotel sector till 2022. The report suggest that by 2022 there will be need for more

5000 trained professionals in front office department of hotel whereas housekeeping department requires more than 6, 34,000 professionals. Further their role is presented in table 1.

Two Core Areas of Hotel	Human Resource Requirement	Job Role	H.R Requirement as Per Job Role
Front office	5,000	Mangers	1.200
		Supervisors	1.400
		Front Office assistants	2.700
Housekeeping	6,34,000	Mangers	12.900
		Supervisors	51.200
		Room attendants	4,29,400
		House men	1,40,600

Table 1: HR requirement in Front Office & Housekeeping department by 2022 (India)
(Report: Tourism satellite Account India by Ministry of Tourism)

Therefore, from the above table it is clear that both the departments have huge job potential in coming years. Therefore, it is clear that hospitality schools need giving regular feed that nourishes the professionals (certificate, diploma and degree) both before and further after industrial experience. There are different methods of learning. These can be both on the job (Industry) and off the job (hospitality schools, NGOs and other). These are helpful in fulfilling the gap between job market demand and prospective Workforce. Joe Perdue, Jack D. Ninemeier, Robert H. Woods (2002) in their study focused on different training methods popular in hotel management institutes and hotel industry, where each method holds their own importance before, during and after industrial exposure. Methods such as lecture, role play & learning games (to bring fun at learn), introductory movie/film (e.g. ratatouille), audiotapes are an interesting for beginners. Such Hospitality industry pioneers that believe their workforce as asset regularly brush up them through lecture, instructional videotapes, one to one training (conference), online & computer based scenarios, multimedia presentations, technical skills (culinary), sensitivity skills (emergencies and first aid) and video conferencing at specific intervals. Here stands the challenge before institutes to maintain that torque and utilize better for their own through case studies, self- assessments, lectures, programmed instructions and conferencing (audio, video and one to one). Fakhar-Ul-Afaql en al (2011) in their study finds that training has significant impact over performance. Performance boosts in direct proportion to quality and time spent of training. Thus, from the above studies it is clear that training is an inevitable part of skill based vocational courses such as hotel management. The purpose of the present research is to be familiar with the opinion of students of two respective institutions in selected core areas in two phases i.e. before and after industry experience. However, data was collected one time, after industry training.

2. Review of Literature

Industrial Training is considered to be an important aspect of hotel management courses. This is also reflected in studies conducted by Foucar-Szocki and Bolsing (1999) which points that hospitality programmers tend to stress on practical skill development. Formica (1996) rightly identified that hospitality and tourism education prepares students to be able to get start in the industry with entry-level positions with the help of training. They conducted a survey on hospitality students to study the impact of training with the help of structure questionnaire. The study suggests that respondents feel change in their personality, attributes & attitude after their training. Davies (1990) states that training is an opportunity for students to excel in knowledge and skills. Chow, Haddad and Singh (2007) studied forty six hotels from San Diego found an accelerated change in terms of satisfaction, productivity and morale in hotels trainees due to efforts of practical learning and development in hotels. Ferraro (2006) emphasizes on giving training to front line employees more than managers as they have more experience round the globe and front line employees are the real brand ambassadors. Sizoo, Plank, Iskat, and Serrie's (2005) study revealed that intercultural sensitive service staff performs better on various job fronts like on job attentiveness, Contributes to higher revenue through interpersonal skills and job satisfaction. Barrie (2006) and Kember & Leung (2005) revealed that employers demand universities to prepare employable students. Smith, Clegg, Lawrence & Todd (2007) identified that university students with job ready skills so can be accommodated and better utilized at workplace. Training offers real workplace atmosphere that helps in real time competencies and skills development. Hind et al (2007) stressed and urged to academicians to learn and also make students learn these preferential generic competencies and skills through teaching and practical training. Rainsbury, Hodges, Burchell & Lay (2002) stated that universities and institutes providing higher education don't stress much on soft skills development. Bath et al, (2004) advised that these competencies should be integrated into the curriculum. Hodges & Burchell (2003) states that Work-integrated program such as hospitality training carry purpose to prepare students for the job with desired competencies needed by employers. However, Maharasoia & Hay, (2001) states that this is unclear what exactly employers expects from students completed with their higher education. But, it is certain that certain basic technical skills are supposed to be in. Crebert et al., (2004), Fleming & Eames, (2005) endorsed that compulsory semester of learning and training allows the competencies to grow through technical skills in young minds. Waryszak (1999) and Tovey (2001) find that training gives students an opportunity to apply demos, lessons and soft skills and be sure about their validity. Blank (2008) finds that the training help students to better aware and ensure meeting guest expectations. Wuest (2001) categorized guest expectations as essential, expected and optional in order that should meet. Training serves as learning period about guest expectations for hotel professionals at all levels. Training provides opportunity to observe guest from close. Lashley (2008) in their study find training help hospitality professionals and organizations to be familiar with social and cultural aspects and expectations of local and global guests. Black (2008) internship helps in better understand their lifestyle

upon which their expectation stands and may prove to be an edge for hospitality service providers specially the unprejudiced learners. It is so important because the perceived service quality also depend upon atmosphere and method of service provider as discussed by walker (2006). From the above review, it is clear that training has an important role in hotel management courses. The present study is conducted on students of two premium institutes to find there opine on training.

3. Research Methodology

The study is exploratory in nature, in all sixty eight (68) students were contacted. The data was collected on structured questionnaire based on 5 point Likert scale. The data was collected in March, 2014. The questionnaire has 31 variables, the questionnaire had 31 questions based on training at pre & post level, where 19 variables were established for Front office and 12 most appropriate variables for Housekeeping.

Based on which the research has following hypothesis:

3.1. Hypothesis

- i. There is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on pre training at front office & housekeeping department.
- ii. There is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on post training at front office & housekeeping department.
- iii. There is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on pre & post training in front office & housekeeping department.

3.2. Sample Selection

- i. Universe: The study was confined to under graduate students of Institute of Hotel Management (I.H.M) Jyotisar (Kurukshetra) and BHMCT students of Department of Tourism & Hotel Management, Kurukshetra University, Kurukshetra.
- ii. Sample elements: BHM & CT (K.U) and B.Sc. in hotel management (IHM) students were our sample elements in following composition:

Sample Elements	No. of Elements
B. Sc. (HMCT)	34
BHM&CT	34
	Total =64

Table 2: sample elements

3.3. Analysis

The study is exploratory in nature & conducted in Kurukshetra city (Haryana). The two groups of students were taken for the study. Group one consist of 34 (50%) students who were doing B.Sc. Hotel Management & group two consists of 34 (50%) students of BHM&CT course. From the below table 3, it is clear that majority of the respondent were male (90 percent) and majority of respondent were between the age group of 20-24 (75 percent).

		Frequency	Valid Percent
Course (Degree/ Diploma)	B.Sc.(IHM)	34	50.0
	BHM & CT (University)	34	50.0
Batch	2013	68	100
Age	Less than 20	17	25.0
	20-24	51	75.0
Sex	Male	61	90.0
	Female	07	10.0

Table 3: Personal profile

- H1. There is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on training experiences at pre training front office & housekeeping department.

3.4. Opinion on Training Experiences at Pre Training in Regard to Front Office

The opinions were taken from students of Institute of Hotel Management (I.H.M) and University. The data is presented in table 4. The independent t test is used to compare the pre training experience.

Sr. #	Variables In Front Office	Course type	N	Mean	Std. Deviation	t (small)	df	Sig (2 tailed)	Std error difference
1	Pre arrival stage -were you able to-take briefing	1	31	3.7742	.95602	-.070	63	.944	.285
		2	34	3.7941	1.297	-.071	60.430	.944	.281
2	Pre arrival stage -were you able to-handle telephone	1	31	3.7742	1.118	-1.283	63	.204	.292
		2	34	3.7941	1.225	-1.289	63	.202	.290
3	Pre arrival stage were- you able to-tell room types, room rates, hotel facilities and directions properly	1	31	3.4194	1.055	-1.079	60	.285	.258
		2	31	3.7941	1.062	-1.079	59.997	.285	.268
4	Pre arrival stage- were you able to-maintain files, rackes and correspondence	1	33	3.7742	1.201	1.902	59	.062	.324
		2	28	4.065	1.331	1.896	53.031	.065	.327
5	Pre arrival stage- were you able to-understand FO jargons	1	31	3.545	1.112	-.356	60	.723	.271
		2	31	2.929	1.027	-.356	59.630	.723	.271
6	Pre arrival stage- were you able to-handle business centre	1	29	3.354	1.328	-.587	58	.559	.344
		2	31	3.451	1.340	-.587	57.795	.559	.344
7	Pre arrival stage- were you able to-handle fax machine	1	30	2.862	1.460	-.200	59	.842	.366
		2	31	3.054	1.400	-.199	58.667	.843	.366
8	During guest stay- you were comfortable enough to handle-meeting and greeting	1	31	2.733	1.054	-.929	61	.356	.289
		2	32	2.806	1.234	-.932	60.73	.355	.288
9	During guest stay you were comfortable enough to handle-baggage handling	1	32	3.387	1.313	-1.678	63	.098	.321
		2	33	3.656	1.275	-1.677	62.771	.098	.321
10	During guest stay you were comfortable enough to handle-room allocation	1	31	3.218	1.264	-.719	60	.475	.313
		2	31	3.757	1.207	-.7199	59.875	.475	.313
11	During guest stay you were comfortable enough to handle-escort him to room(chech-in)	1	31	3.258	.998	.555	63	.580	.275
		2	34	3.483	1.209	.561	62.423	.577	.274
12	During guest stay you were comfortable enough to handle-handle guest query	1	30	3.741	.982	.991	62	.326	.296
		2	34	3.588	1.337	1.010	60.117	.317	.291
13	During guest stay you were comfortable enough to handle-filing of registration form/ c form	1	31	3.000	1.174	-.187	63	.853	.289
		2	34	3.294	1.159	-.187	62.298	.853	.289
14	During guest stay you were comfortable enough to handle-night auditing work	1	32	3.387	1.263	-.655	64	.956	.301
		2	34	3.441	1.182	-.655	62.974	.956	.301
15	During guest stay you were comfortable enough to handle-PMS (fidelio, opera)	1	30	2.781	1.473	.286	58	.776	.349
		2	30	2.764	1.224	.286	56.116	.776	.349
16	Post stay- guest billing(checkout)	1	30	2.996	1.299	-.877	62	.384	.317
		2	34	2.866	1.239	-.874	60.180	.386	.318
17	Post stay-handling foreign currency	1	31	2.633	1.137	-.726	61	.471	.293
		2	32	2.911	1.875	-.726	60.993	.471	.292
18	Post stay - taxi calling	1	31	2.193	1.123	.072	63	.943	.329
		2	34	2.406	1.464	.073	61.002	.942	.324
19	Post stay- kind goodbye gesture	1	29	2.935	.988	.606	58	.547	.267
		2	31	2.911	1.081	.606	57.966	.545	.267

Table 4: Front Office pre arrival stage (values for IHM B.Sc. and BHMCT) Pre training

Independent t-test revealed (table 4) that there was no significant difference in students opinion on pre industrial training on the basis of institute (IHM & university). The calculated t-values are less than the table value ($t=1.96$ at 5% level of significance).

3.5. Opinion on Training Experiences at Pre Training in Regard to Housekeeping

The opinions were taken from students of Institute of Hotel Management (I.H.M) and University. The data is presented in table 5. The independent t test is used to compare the pre training experience.

Sr. #	Variables In House-keeping	Course type	N	Mean	Std. Deviation	t (small)	Df	Sig 2-tailed	Std error difference
1	you can handle-control desk	1	33	3.1818	1.102	-.710	65	.481	.28261
		2	34	3.382	1.206	-.711	64.771	.480	.28223
2	you can handle-keys	1	33	3.242	1.275	-.778	63	.439	.33089
		2	32	3.500	1.391	-.777	62.138	.440	.33134
3	you can handle-various reports	1	33	3.033	1.158	-1.405	64	.165	.28041
		2	33	3.424	1.118	-1.405	63.922	.165	.28041
4	you can handle-bed making independently	1	31	3.451	1.206	-1.380	62	.172	.28751
		2	33	3.848	1.175	-1.382	61.985	.172	.28707
5	you can handle-room and bathroom cleaning	1	33	3.212	1.243	-2.060	62	.044	.30420
		2	31	3.838	1.185	-2.063	61.985	.043	.30374
6	you can handle-duty roster	1	33	2.909	1.465	-2.814	63	.007	.33219
		2	32	3.843	1.194	-2.822	61.207	.006	.33115
7	you can handle-maid cart trolley	1	33	3.363	1.220	-1.044	63	.301	.31024
		2	32	3.638	1.281	-1.043	62.600	.301	.31048
8	you can handle-different machines used in HK	1	33	3.454	1.276	.241	63	.810	.33033
		2	32	3.375	1.385	.241	62.213	.811	.33075
9	you can handle-public area cleaning	1	31	3.516	1.261	-1.105	61	.273	.32496
		2	32	3.875	1.313	-1.106	60.996	.273	.32445
10	you can handle-different cleaning agents	1	33	3.181	1.157	-.956	65	.343	.38216
		2	34	3.470	1.308	-.957	64.464	.342	.30160
11	you can handle-linen room	1	33	3.396	1.167	-.156	65	.877	.30891
		2	34	3.411	1.351	-.156	64.155	.876	.30823
12	you can handle-laundry operations	1	33	3.090	1.307	-.338	65	.737	.34061
		2	34	3.205	1.472	-.338	64.500	.736	.34000

Table 5: Housekeeping pre arrival stage (values for IHM B.Sc. and BHMCT) pre training

Independent t-test revealed (table 5) that there was no significant difference in students opinion on pre industrial training on the basis of institute (IHM & university). The calculated t-values are less than the table value ($t=1.96$ at 5% level of significance).

Thus, from the analysis of table 4 & 5 it is clear that there is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on pre training at front office & housekeeping department is accepted.

- H2: There is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on post training at front office & housekeeping department.

3.6. Opinion on Training Experiences at Post Training in Regard to Front Office

The opinions were taken from students of Institute of Hotel Management (I.H.M) and University. The data is presented in table 6. The independent t test is used to compare the post training experience.

Sr. #	Variables In Front Office	Course type	N	Mean	Std. Deviation	t (small)	df	Sig (2-tailed)	Std error difference
1	Pre arrival stage were you able to-take briefing	1	30	4.3000	.87691	-1.666	57	.101	.19244
		2	29	4.6207	.56149	-1.678	49.579	.100	.19106
2	Pre arrival stage were you able to-handle telephone	1	32	4.2813	.88843	.237	60	.813	.20181
		2	30	4.2333	.67891	.239	57.71	.812	.2008
3	Pre arrival stage were you able to-tell room types, rom rates, hotel facilities and directions properly	1	31	4.3236	.94471	.202	58	.841	.23148
		2	29	4.2729	.84077	.203	57.86	.840	.23058
4	Pre arrival stage were you able to-maintain files, rackes and correspondence	1	33	4.2424	.86712	.706	60	.483	.24573
		2	29	4.0690	1.06674	.696	54.02	.489	.24905
5	Pre arrival stage were you able to-understand FO jargons	1	32	4.0313	1.03127	-.764	58	.448	.23950
		2	28	4.2143	.78680	-.778	57	.440	.23525
6	Pre arrival stage were you able to-handle business centre	1	31	4.0000	.96609	.783	60	.437	.28852
		2	31	3.7742	1.28348	.783	55.7	.437	.28852
7	Pre arrival stage were you able to-handle fax machine	1	30	3.6333	1.51960	.295	57	.769	.39359
		2	29	3.5172	1.50287	.295	56.96	.769	.39352
8	Dduring guest stay you were comfortable enough to handle-meeting and greeting	1	31	4.2258	.92050	-.497	59	.621	.21630
		2	30	4.3333	.75810	-.499	57.54	.620	.21561
9	During guest stay you were comfortable enough to handle-baggage handling	1	32	4.0313	1.17732	-.762	59	.449	.27581
		2	29	4.1414	.95076	-.770	57.54	.444	.27292
10	During guest stay you were comfortable enough to handle-room allocation	1	31	4.0323	.98265	-.911	59	.366	.24912
		2	27	4.2593	.90267	-.917	58.26	.363	.24764
11	During guest stay you were comfortable enough to handle-escort him to room(chech-in)	1	31	4.1935	1.04624	.237	56	.814	.25460
		2	30	4.1333	.93710	.237	55.82	.814	.25413
12	During guest stay you were comfortable enough to handle-handle guest query	1	28	4.2500	.92796	.100	57	.920	.24091
		2	31	4.2258	.92050	.100	56.29	.920	.24101
13	During guest stay you were comfortable enough to handle-filing of registration form/ c form	1	30	4.0000	1.08278	-.429	56	.670	.24997
		2	28	4.1071	.78595	-.433	52.88	.667	.24727
14	During guest stay you were comfortable enough to handle-night auditing work	1	32	3.6563	1.20775	-.571	60	.570	.31018
		2	30	3.8333	1.23409	-.570	59.83	.570	.31040
15	During guest stay you were comfortable enough to handle-PMS (fidelio, opera)	1	31	3.8387	1.15749	-1.071	57	.289	.28397
		2	28	4.1429	1.00791	-1.079	56.93	.285	.28196
16	Post stay- guest billing(checkout)	1	29	3.8276	1.00246	-.902	58	.371	.26878
		2	31	4.0645	1.03071	-.902	57.9	.371	.26253
17	Post stay-handling foreign currency	1	30	3.4667	1.10589	-.188	58	.851	.35385
		2	30	3.5333	1.59164	-.188	51.7	.851	.35385
18	Post stay - taxi calling	1	31	3.6774	1.32633	.063	58	.950	.35469
		2	29	3.6552	1.42116	.063	56.9	.950	.35552
19	Post stay- kind goodbye gesture	1	28	3.9286	1.11981	-.345	54	.731	.31036
		2	28	4.0357	1.20130	-.345	53.7	.731	.31036

Table 6: Front Office (values for IHM B.Sc. and BHMCT) Post training

Independent t-test revealed (table 4) that there was no significant difference in students opinion on post industrial training on the basis of institute (IHM & university). The calculated t-values are less than the table value ($t=1.96$ at 5% level of significance).

3.7. Opinion on Training Experiences at Post Training in Regard to Housekeeping

The opinions were taken from students of Institute of Hotel Management (I.H.M) and University. The data is presented in table 7. The independent t test is used to compare the post training experience.

Sr. #	Variables In Housekeeping	Course type	N	Mean	Std. Deviation	t (small)	df	Sig (2 tail)	Std error difference
1	you can handle-control desk	1	33	4.1212	.96039	.195	61	.846	.28043
		2	30	4.0667	1.2576	.192	54.116	.848	.28403
2	you can handle-keys	1	32	3.9688	1.17732	-.546	69	.587	.30147
		2	30	4.1333	1.19578	-.546	59.60	.587	.30163
3	you can handle-various reports	1	33	3.8788	1.19262	-.047	59	.963	.29955
		2	28	3.8929	1.13331	-.047	58.21	.963	.29828
4	you can handle-bed making independently	1	30	4.3667	.85029	1.089	57	.281	.27371
		2	29	4.069	1.2227	1.082	49.71	.284	.27505
5	you can handle-room and bathroom cleaning	1	33	4.0606	4.0606	-.014	62	.989	.28387
		2	31	4.0645	4.0645	-.014	59.72	.989	.28467
6	you can handle-duty roaster	1	33	3.8788	3.8788	-.263	59	.704	.32514
		2	28	3.9843	3.9634	-.260	54.52	.796	.32843
7	you can handle-maid cart trolley	1	32	4.0624	4.0625	.658	59	.513	.30468
		2	29	3.8281	3.8621	.656	57.77	.514	.30528
8	you can handle-different machines used in HK	1	32	4.1250	4.1250	.217	59	.829	.41752
		2	29	4.0345	4.0345	.211	42.67	.834	.42879
9	you can handle-public area cleaning	1	32	4.1875	4.1876	.416	59	.679	.28467
		2	29	4.0690	4.0690	.414	56.91	.680	.28398
10	you can handle-different cleaning agents	1	32	3.8750	3.8750	-.664	60	.509	.28857
		2	30	4.0667	4.0667	-.664	59.63	.509	.28869
11	you can handle-linen room	1	33	3.9091	3.9091	.029	61	.997	.31219
		2	30	3.9000	3.9000	.029	56.81	.977	.31487
12	you can handle-laundry operations	1	32	4.1250	4.1250	1.609	59	.113	.27056
		2	29	3.689	3.6897	1.592	53.83	.117	.27345

Table 7: Housekeeping (values for IHM B.Sc. and BHMCT)

Independent t-test revealed (table 5) that there was no significant difference in students opinion on pre industrial training on the basis of institute (IHM & university). The calculated t-values are less than the table value ($t=1.96$ at 5% level of significance).

Thus, from the analysis of table 6 & 7 it is clear that there is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on pre training at front office & housekeeping department is accepted.

- H3: There is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on pre & post training in front office & housekeeping department.

Thus, from the analysis of table 4 & table 5 (which represent pre training) and table 6 & 7 (which represent post training) it is clear that there is no significance difference in the opinion of Institute of Hotel Management (I.H.M) and University students at pre & post training in front office & housekeeping department. Thus the hypothesis is accepted.

4. Conclusion and Discussion

Training is all about imparting new skills as well as efficiency enhancement of the person and makes one ready for the further new roles or new emerging challenges to exceed or better meet the personal and career demands and growth. Training must result in increase in confidence and gain some sense of happiness (constructive) through achievements and learning something new (skills/trades/tracts/tricks) that ultimately increases self worth. Thus, creating win-win and win for employees, employer and customers. That's why all organizations that care for their business put great emphasis and separate budget for training.

Internship in hotel management curricula provides almost free manpower to industry and interns benefit with industry experience contributing to enriching theoretical with practical learning. This research is an investigating step to bridge the expectation and benefits i.e. learning required or desired and actual learning both on and off campus (post training). This research investigates, whether students benefit or not through training on parameters expected and designed to learn while on campus (pre training) and at industry internship period. To better authenticate data and result outcomes, researchers stepped in for comparative study, so two different hotel management institutions were opted for research and data collection.

This research was based on three different hypotheses, i.e. there is no significance difference between Institute of Hotel Management (I.H.M) and University students opinion on pre training at front office & housekeeping department; There is no significance difference between Institute of Hotel Management (I.H.M) and University students opinion on post training at front office & housekeeping department; and there is no significance difference between Institute of Hotel Management (I.H.M) and University students opinion on pre & post training in front office & housekeeping department, respectively.

Table # 4 designed for 'pre training stage- Front office' comprising informative data such as variables, course type and research method applied and hence received different values and results (N, Mean, standard deviation, df, t (small), sig (2 tailed test), standard error difference). There were total 19 variables designed for front office- pre training (table 4) and post training (table 6).

Likewise, 12 variables were designed for housekeeping- pre training (table 5) and post training (table7) comparison study.

As per research hypothesis, research test were applied and results were compared. First, first hypothesis was tested i.e. there is no significance difference between Institute of Hotel Management (I.H.M) and University students opinion on pre training at front office & housekeeping department with the help of results received through valid test and results received and listed. The first hypothesis was found to be valid and correct. Further, second hypothesis i.e. There is no significant difference between Institute of Hotel Management (I.H.M) and University students opinion on post training at front office & housekeeping department was tested with the help of results listed in table 6 and 7, and was found valid and correct. Finally, last hypothesis i.e. there is no significance difference between Institute of Hotel Management (I.H.M) and University students' opinion on pre & post training in front office & housekeeping department was tested, referred tables 4, 5, 6 and 7 and was also found to be valid and correct.

5. References

- i. Bath, D., Smith, C., Stein. & Swann, R(2004). Beyond mapping and embedding graduate attributes: bringing together quality assurance and action learning to create a validated and living curriculum. *Higher education research and development*, 23(3), 313-328.
- ii. Barrie, S.C. (2006). Understanding what we mean by the generic attributes of graduates. *Higher Education*, 51, 215-241.
- iii. Blank, C. (2008, October 20). Surprise Guests by Predicting Their Needs. *Hotel and Motel Management*, p. 20.
- iv. Chow, C. W., Haddad, K. & Singh, G. (2007). Human resource management, job satisfaction, morale, optimism, and turnover. *International Journal of Hospitality & Tourism Administration*, 8(2), 73-88.
- v. Crebert, G., Bates, M., Bell, B., Patrick, C.J. & Cragnolini, V. (2004). Ivory Tower to Concrete Jungle Revisited. *Journal of Education and Work*, 17(1), 47-70.
- vi. Davies, L. (1990). Experience-based learning within the curriculum: A synthesis study. Sheffield, England: Council for National Academic Awards.
- vii. Fakhar Ul Afaq1 & al (2011). Employees' Training and Performance Relationship in Hospitality Sector A Case of Pearl Continental Hotel, Karachi, Pakistan, *International Review of Business Research Papers* Vol. 7. No.3. May 2011. Pp. 149 – 158.
- viii. Foucar-Szocki, R., & Bolsing, C. (1999); Linking hospitality management programmes to industry. C. Barrow, & R. Bosselman (Eds.), *Hospitality management education* (pp. 37-65). New York: Haworth Hospitality Press.
- ix. Formica, S. (1996). European hospitality and tourism education: Differences with the American model and future trends. *International Journal of Hospitality Management*, 15(4), 317-323. doi:10.1016/S0278-4319(96)00039-4.
- x. Ferraro, G. P. (2006); *The cultural dimensions of international business*. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.
- xi. Fleming, J. & Eames, C. (2005); Student learning in relation to the structure of the Cooperative Experience. *Asia Pasiic Journal of Cooperative Education*, 6(2), 26-31.
- xii. Goldstein IL. 1980; Training in work organizations. *Annu. Rev. Psychol.* 31:229–72
- xiii. Hind, D., Moss, S. & McKellan, S. (2007); Innovative Assessment Strategies for developing Employability Skills in the Tourism and Entertainment Management Curriculum at Leeds Metropolitan University. Paper presented at the 2007 Euro CHRIE Conference, Leeds, UK.
- xiv. Hodges, D. & Burchell, N. (2003). Business graduate Competencies: Employers' Views on Importance and Performance. *Asia-Pacific Journal of Cooperative Education*, 4(2), 16-22.
- xv. Joe Perdue, Jack D. Ninemeier, Robert H. Woods, (2002), "Training methods for specific objectives: preferences of managers in private clubs", *International Journal of Contemporary Hospitality Management*, Vol. 14 ISSN: 3 pp. 114 -119.
- xvi. Koppel, J. N. (1978). The Food Service Manager of the Future. *Cornell Hotel and Restaurant Administration Quarterly* 19(2): 36-39.
- xvii. Kember, D. & Leung, D. (2005). The influence of the teaching and learning environment on the development of generic capabilities needed for a knowledge based society. *Learning Environments Research*, 8, 245-266.
- xviii. Lashley, C. (2008). Marketing hospitality and tourism experiences. In H. Oh, & A. Pizam (Eds.), *Handbook of Hospitality Marketing Management* (pp. 3-31). Oxford: Elsevier.
- xix. Maharasoia, M. & Hay, d. (2001). Higher education and graduate employment in South Africa. *Quality in Higher Education*, 7 (2), 139-147.
- xx. Ministry of Tourism and National skill development corporation (NSDC) report, 'human resource and skill requirement in the tourism, travel, hospitality and trade sector (2022)-a report'.
- xxi. Rainsbury, E., Hodges, D., Burchell, N. & Lay, M. (2002). Ranking Workplace Competencies: Student and Graduate Perceptions. *Asia-Pacific Journal of Cooperative Education*, 3(2), 8-18.
- xxii. Sizoo, S., Plank, R., Iskat, W., and Serrie, H. "The Effect of Intercultural Sensitivity on Employee Performance in Crosscultural Service Encounters." *The Journal of Services Marketing*. 19, (4), 2005, 245-255.
- xxiii. Smith, clegg, lawerence & Todd (2007). 'The challenges of reflection: students learning from work placements. *Innovation in education and teaching international*, 44(2), 131-141.
- xxiv. Waryszak, R.Z. (1999). Students' expectations from their cooperative education placements in the hospitality industry: an international perspective. *Education and Training*, 41(1), 33-40.
- xxv. Tovey, J. (2001). Building connections between industry and university: implementing an intership programme at a regional university. *Technical Communication Quarterly*, 10(2), 225-240.
- xxvi. Walker, J. R. (2006). *Introduction to Hospitality*. Upper Saddle River: Pearson Prentice Hall.
- xxvii. Wuest, B. S. (2001). Service Quality Concepts and Dimensions Pertinent to Tourism,
- xxviii. Hospitality, and Leisure Services. In J. Kandampully, C. Mok, & B. Sparks (Eds.), *Service Quality Management in Hospitality, Tourism, and Leisure* (pp. 51-66). Binghamton: The Haworth Hospitality Press.