

## PERCEPTION OF HOTEL MANAGEMENT STUDENTS REGARDING THE EFFECTIVENESS OF INDUSTRIAL TRAINING

<sup>1</sup>Dr. Ankush Ambardar, <sup>2</sup>Mr. Rajiv

Assistant Professor, Department of Tourism & Hotel Management, Kurukshetra University,  
Kurukshetra

Department of Tourism & Hotel Management, Kurukshetra University, Kurukshetra

[aambardar@kuk.ac.in](mailto:aambardar@kuk.ac.in), [Ruliya01@gmail.com](mailto:Ruliya01@gmail.com)

### Abstract:

Industrial training is one of the essential components of Hotel management curriculum. The present study uses a quantitative approach to investigate the perception of hotel management students regarding the effectiveness of industrial training in tourism and hospitality industry and to identify the overall satisfaction post training. A total of 158 usable responses from structured questionnaire were collected for analysis. The data was collected from Hotel Management students of Kurukshetra University campus and its affiliated colleges. The result shows that students overall satisfaction was low and perception of job itself had the great influence on students. Further authors gave recommendation to improve the quality of industrial training.

**Keywords:** Industrial training, Overall experience, perception, satisfaction

### Introduction:

Most of the students are influenced by parents, teachers, relatives, and friends to make decisions on their future careers. They do this even when they fail to consider their own self-interest, the future prosperity of their careers, or whether or not their personalities are compatible with those careers. This pattern appears to be fairly prevalent among individuals studying hotel management. When students return from their internships, they exhibit a different attitude and conduct than they did before they left for their internships, despite the fact that hotel management colleges spend the first few days of students' enrollment trying to mold students' attitudes and behaviors so that they will fit in the hotel industry. In light of these considerations, an attempt has been made to investigate the level of satisfaction received from an internship and the influence that it has on a change in attitude. The purpose of this investigation is to determine whether or not undergraduate students majoring in hotel management plan to alter their attitudes.

Internships help students develop skills relevant to the modern workplace, but they can have a negative impact if students aren't happy with the opportunities they're given. Internships have the potential to have both a beneficial and detrimental impact on students' outlooks and actions. When students have a positive outlook, they are more committed to the program and are prepared to go above and beyond to help it succeed, while students with a negative outlook end up regretting their future career path and spreading rumors about the college and the program.

The fundamental product of a university program that intends to facilitate the acquisition of career values and enhance personal development is the creation of experience and behavioral intents through internship programs. After graduating from college, Haung and Haund (2004) found that many students were unprepared for the gap between classroom theory and the realities of the workplace. Colleges and universities that offer Hotel Management degrees work to equip students with the theoretical and practical skills necessary to succeed in the hospitality sector. Both the corporate world and academic institutions are striving to bridge the gap between classroom instruction and the needs of the working world. Internships are helping students learn valuable skills in the hospitality industry and in higher education. In a similar vein, Hurst et al. (2012) described an internship as a useful tool that helps students improve their employable abilities such as communication, time management, self-confidence, and self-motivation. Students are more likely to pursue careers in their fields of interest after participating in internship programs because of the beneficial experience they obtain. The students' skill sets can often fall short of what employers need, but participation in an internship program can help close that gap. Rok (2013) found a significant positive correlation between students' participation in internships and their subsequent employment performance. He observed that respondents indicated pleasure with the experience obtained, and their comments demonstrate that this had a beneficial effect on both their self-confidence and their motivation to better themselves. According to Seyitoglu (2019), the objective of higher education institutions is to train qualified workers who are able to satisfy the requirements of the many businesses to which they are connected. Classroom instruction, hands-on training, and internships all play an equal role in the completion of a vocational education. According to Robinson et al. (2015), industrial training plays a significant role in complementing academic learning by offering students of tourism and hospitality education with opportunities to get experience working in real-world settings. Karunaratne & Perera (2019) evaluated the success of an internship program based on whether or not the trainee had the opportunity to improve their knowledge, interpersonal, and business skills. Experience-based education, when executed well, has many advantages, as outlined by To & Lung (2020), Internships, according to the authors of the study, help students gain experience in real-world situations while also developing interpersonal skills, increasing self-awareness, becoming familiar with the culture of their chosen fields of work, and discovering new avenues of professional interest. The hotel sector is an essential component of the hospitality industry, and due to the industry's unique characteristics, it requires not just professional labor but also individuals who are courteous, caring, aesthetically inclined, and willing to put in a lot of effort. The aforementioned characteristics can be helped along in their development by attending hospitality schools and universities. These hotel management institutions teach students the skills necessary to effectively manage the operations of hospitality establishments such as hotels, resorts, restaurants, bars, and other types of establishments.

## Literature Review:

Internships have the potential to encourage students, faculty members, and industry leaders to communicate and work together more effectively. Therefore, in an effort to establish a

situation in which all parties are able to benefit from it, the industry should also develop strategies to create opportunities for interns to socialize with coworkers and supervisors, and colleges should develop and maintain the efficient operation and quality of internship programs (Kim & Park, 2013). Both of these things should be done simultaneously. According to Weiss (2002), an emotional work experience is associated to job satisfaction, along with other factors such as judgements about employment and beliefs towards occupations, which also affected it. In this regard, one could experience an increase in job satisfaction for this reason. According to Marinakou and Giousmpasoglou (2017), the learning experience and the actual working environment were the two most important aspects that contributed to the overall happiness of the students. (Immaneni 2017) The primary goal of industrial training is to enhance the employability skills of students and to provide a smooth transition into their employment. It enables them to transfer the knowledge they learned at the institute into something that can be applied in the real world. They are able to improve their work-related skills and earn experience that is relevant to their future careers as a result of this. They are able to develop their career goals by working through real-world scenarios. Internships are forms of experiential learning that help students apply what they've learned in the classroom in the real world. They are widely used in the tourist and hospitality industries and are often required for graduation (Robinson, Ruhanen, & Breakey, 2016). Internship programs help students in the tourism and hospitality management field gain practical experience and develop marketable abilities (Dani, Kukreti, Negi, & Kholiya, 2020). According to Bayerleio and Jeske (2018), internships play an important role in the essential development of students' workplace abilities and in supporting students in mixing theoretical knowledge with actual industrial experience. It is generally accepted that students are the primary beneficiaries of internships; nevertheless, there are, of course, various benefits that accrue to academic institutions in addition to industrial businesses. Students have a chance to gain hands-on, practical experience through internships, as well as acquire and grow abilities and expertise that are not possible to acquire in a normal classroom environment (Clark, 2003; Boger & Lim, 2005; Mello, 2006; Van 't Klooster, van Wijk, Go & van Rekom, 2008; Chi & Gursoy, 2009). Anderson and Sanga (2019) arrive to the conclusion that educational institutions that provide programs in tourism and hospitality as well as industry partners need to contribute to the development of an internship program that can ensure student learning outcomes fit the rigor of the academic environment as well as the needs of the industry. According to Farmaki (2018), one major indication that has emerged to be used in determining the efficacy of an internship is the level of student satisfaction with the experience of participating in the internship. Students' levels of contentment with their internships play a role in the careers they pursue after graduation (Robinson, Ruhanen, & Breakey, 2016), as well as in the formation of a tourism and hospitality professional identity (Mooney & Jameson, 2018). Also, from the perspective of hospitality establishments, researchers investigated factors such as working conditions and environment, working relationships and social interaction, assistance from colleagues and supervisors, skill training, and learning experiences (Ko, 2008; Chen et al., 2018; Singh & Dutta, 2010; Tse, 2010; Marinakou & Giousmpasoglou, 2013; Hussien & La Lopa, 2018).

According to Stansbie and Nash (2016), the demand for interns in the hospitality industry is steadily increasing. Hotel managers rely heavily on interns as a source of labor because they effectively mitigate the seasonality of the hospitality business, which calls for a labor pool that is adaptable. Hotels have the ability to determine the number of interns they will work with based on the demand for staffing during low or high seasons, allowing them to dynamically replenish human resources when they are needed during busy times. Additionally, because interns receive lower pay than regular employees, hotels are able to cut their operational costs (Mulcahy, 1999; Zopiatis, 2007). This is one way that interns contribute to the industry. (Fang, Cheung, & Chingtsu, 2013; Seyitolu & Yirik, 2015) Research has shown that the level of satisfaction that hotel interns have with their internship experience has a significant impact on both the students' impressions of the hotel business as a whole as well as their intention to work in the hotel sector after graduation. Researchers looked at factors such as working conditions and environment, working relationships and social interaction, assistance from coworkers and supervisors, skill training and learning experiences from the perspective of the hospitality organization (Chen et al., 2018; Hussien & La Lopa, 2018; Ko, 2008; Lam & Ching, 2007; Marinakou & Giousmpasoglou, 2013; Singh & Dutta, 2010; Tse, 2010). The authors Lee, Lee, and Dopson (2019) identified five sources of impact on the career choices made by hospitality students. These sources include the students' parents, advisors, industry mentors, and faculty members. Social media was also included in this list. According to a number of studies (Maxwell & Broadbridge, 2014; Goh & Lee, 2018; Amissah, Mensah, Mensah, & Gamor, 2020), the most significant aspects that play a role in a student's decision regarding a future profession are the following: an exciting people industry; travel opportunities; a concern for others; a stable career; cross training; transferable skills; cultural diversity; and even gender. Previous studies have shown that internships play an important part in hospitality students' decisions about their future careers (Zopiatis & Theocharous, 2013; Seyitolu & Yirik, 2015; Robinson et al., 2016). These studies have shed light on the significance of this function. In same vein Fong, Lee, Luk, and Law (2014), students who have unfavorable experiences during their internship are more likely to develop negative attitudes regarding working in the business. As a result, these students are less motivated to enter the employment in the hospitality industry after graduation. According to Boo and Kim's, 2020 research from college students in the hospitality industry exhibit low levels of both preparation and motivation in regard to their intended careers. According to the findings of the research (Christou & Chatzigeorgiou, 2019), 59% of students end up becoming disillusioned with the hospitality industry and continue to have doubts about their plans for a future career in the industry. This is due to students having unrealistic expectations, unfavorable working conditions, and a lack of supervisory and management skills that are taught during their internships. Researchers in India observed that many hospitality management majors had a negative view of the hotel industry as a career option (Nair et al., 2017). In addition, the vast majority of hotel workers do not intend to remain in the sector for the foreseeable future (Amissah et al., 2020). An internship or industrial training is a type of practical training that involves students, educational institutions, and schools of higher learning engaging in a learning process that is activity-oriented (Pusiran et al., 2020). The researchers and administrators of

courses in hotel management attempt to imitate the technique that the industry follows by firmly integrating experiential learning strategies such as industry internships (Kim & Jeong, 2018). This is done in an effort to duplicate the technique that the industry uses. According to Goh and King (2019), the integration of experiential learning is the key for academic institutions to enable "industry ready" graduates. According to Mensah et al.'s research from 2020, there is a need for considerable initiatives to be taken by academic institutions and industry to encourage encouraging workplace circumstances. This is because there is a fear that the willingness of undergraduates to join hotels after completing an internship would decrease.

### Research methodology:

This present study is based on the results of a survey of 158 students from Hotel Management. The data was collected from Hotel Management students of Kurukshetra university campus and its affiliated colleges who have done their industrial training from various Hotels etc. The data was collected using a structured questionnaire. The data for study was analyzed using SPSS software. The students were asked to rank these factors using a five-point Likert scale (range: 1 = Extremely Dissatisfied to 5 = Extremely Satisfied). On the basis of review of literature 17 satisfaction variables were identified related with industrial training effectiveness in the hotels. On the basis of these variables hotel management student's perception were analysed. Descriptive statistics percentage analysis, mean, standard deviation and Regression was applied for analysis Descriptive statistics for these industrial training related variables are summarised in Table1. Multiple regression analysis was applied to access the Impact of Industrial Training on Overall satisfaction of hotel management student.

### Objectives of study:

- To access the Industrial Training experience of hotel management students.
- To analysis the Impact of industrial training on overall satisfaction of hotel management students.

### Hypothesis:

- Hotel management students are satisfied with their industrial training.

## RESULTS AND DISCUSSION

### Demographic Profile

Demographic profile of respondent drawn from responses collected is shown in Table No.1. Total of 158 Hotel Management students participated in the study majority of respondent were male (87.3%) followed by female (12.7%) with respect to the age of the respondent it was found that majority of respondent from the age group of 21-23(67.1%) followed by age group 24 or older (19.0%), further 13.9% respondent were from the age group 20 or older very less was found. Further about Academic status of respondent, maximum respondents were Pursuing (69.6%) and (30.4%) were completed their industrial training. Further the question was asked about the department of training of the respondents; here 26.6% of respondent were done their



training in All departments, further the 25.3% have completed their training in F&B Production, further the 22.8% have completed in F&B Service department, further the 21.5% have completed their training in Front Office department and very less 3.8% training were did in Housekeeping. In case of the type of business most of the respondent have done their industrial training in Hotels (84.8%), further the (10.1%) respondent have done their industrial training in Resort and very less respondents have done their Industrial training in fast food and others operational industry. It indicates that most of the students interested in doing their training in Hotels.

Further, the question was asked to respondents on length of training, (81.0%) most of the students answered 6 month (81.0%), further the (15.2%) 3 months and very less students completed (3.8%) 2 Months training. Further the question was related what do you plan to do after graduation, (49.4%) were mentioned that they going into the sector, (30.4%) answered that they establishing own business and (20.3%) working in another sector. It shows that majority of the respondent going into the sector.

**Table1. Demographic Profile of Tourists**

(N=158)	Numbers	Percent
<b>Gender</b>		
Male	138	87.3
Female	20	12.7
<b>Age</b>		
20 or younger	22	13.9
21-23	106	67.1
24 or older	30	19.0
<b>Academic Status</b>		
Pursuing	110	69.6
Completed	48	30.4
<b>Department</b>		
Front Office	34	21.5
Housekeeping	6	3.8
F & B Production	40	25.3
F & B Service	36	22.8
All Departments	42	26.6
<b>Type of Business</b>		
Hotel	134	84.8
Resort	16	10.1
Fast food outlets	2	1.3
Others	6	3.8
<b>Length of Training</b>		
2 Months	6	3.8

4 Months	24	15.2
6 Months	128	81.0
<b>What do you plan to do after graduation</b>		
Going into the sector	78	49.4
Establishing own business	48	30.4
Working in another sector	32	20.3

With an aim to examine the first objective of the study i.e. to Access the Industrial Training experience of hotel management students, Descriptive statistic was used. Most of students found satisfied on 9 variables and on 8 variables students have mixed or neutral opinion regarding industrial training (See Table 2).

### Satisfied with training experience

To know the satisfaction of Hotel Management students and their training experience followed variables are considered by students; I learned more about Hotel during Internship ( $M=4.39$ ;  $SD=.866$ ), I was able to develop technical skills ( $M=4.20$ ;  $SD=1.002$ ), Possibility of communicating with guest ( $M=4.14$ ;  $SD=1.079$ ), My supervisor shared his valuable experience with me ( $M=4.08$ ;  $SD=1.160$ ), During the internship the location of the accommodation is an extremely important factor ( $M=4.05$ ;  $SD=1.193$ ), Appreciation and praise from supervisor ( $M=4.01$ ;  $SD=1.100$ ), The organizations have a professional environment ( $M=3.99$ ;  $SD=1.167$ ), Opportunity for Work rotation ( $M=3.96$ ;  $SD=1.099$ ), it shows that above said variable are play an important role to satisfy Hotel Management students from their training experience. Hussien and Lopa (2018) describe internship satisfaction as the degree to how interns have feelings and perceptions about the various aspects of their internship program. Internship satisfaction may be thought of as a measure of how happy interns are with their experience

### Neutral opinion with training experience

I volunteered for several tasks during my internship ( $M=3.90$ ;  $SD=1.201$ ), The internship has enhanced my self-dependence ( $M=3.90$ ;  $SD=1.190$ ), organization task relevance to my studies ( $M=3.85$ ;  $SD=1.023$ ), My internship had an appropriate length of time ( $M=3.84$ ;  $SD=1.261$ ), During my internship, I had set working hours ( $M=3.66$ ;  $SD=1.372$ ), Work pressure ( $M=3.66$ ;  $SD=1.296$ ), Tasks assigned to me were quite simple and repetitive ( $M=3.61$ ;  $SD=1.188$ ), Internship stipends were fair ( $M=3.16$ ;  $SD=1.449$ ).

**Table 2 Descriptive statistics on overall Industrial Training experience**

Variables	N	Mean	SD	Variance
I volunteered for several tasks during my internship	158	3.90	1.201	1.442
During my internship, I had set working hours	158	3.66	1.372	1.882
Internship stipends were fair	158	3.16	1.449	2.100

The internship has enhanced my self-dependence	158	3.90	1.190	1.416
Tasks assigned to me were quite simple and repetitive	158	3.61	1.188	1.412
I learned more about Hotel during Internship	158	4.39	.866	.749
The organizations have a professional environment	158	3.99	1.167	1.363
Work pressure	158	3.66	1.296	1.679
I was able to develop technical skills	158	4.20	1.002	1.003
Possibility of communicating with guest	158	4.14	1.079	1.165
Opportunity for Work rotation	158	3.96	1.099	1.209
The organization task relevance to my studies	158	3.85	1.023	1.047
My supervisor shared his valuable experience with me	158	4.08	1.160	1.345
During the internship, the location of the accommodation is an extremely important factor	158	4.05	1.193	1.424
My internship had an appropriate length of time	158	3.84	1.261	1.591
Appreciation and praise from supervisor	158	4.01	1.100	1.210
The overall experience was very good	158	4.15	1.107	1.225

With an aim to achieve second objective To analysis the Impact of industrial training on overall satisfaction of hotel management students and to test the hypothesis Hotel management students are satisfied with their industrial training, a step wise forward multiple linear regression analysis was performed.

### Assumption of multiple regression analysis

The data was tested for several assumptions before applying this test. The data was checked for outliers, random normal distribution error, linearity of data, homoscedasticity, multi-collinearity of data, independent errors and non-zero variance.

First of all, first assumption to apply regression was checked related with outliers the standard residuals were analysed to check the outliers. At 99% of confidence level if minimum value of standard residual is calculated below or equal -2.58 and if maximum value is equal or above 2.58 then the data have outliers. On the basis of the analysis of this data the values for standard residual were calculated which indicated that data have no outliers. (Std Residuals minimum= -2.352, Std. residual maximum= 3.244)



**Residual statistics**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted value	.47	5.24	4.15	.989	158
Residual	-1.192	1.643	.000	.497	158
Std. predicted value	-3.724	1.096	.000	1.000	158
Std. residual	-2.352	3.244	.000	.981	158

**NOTE- a. Dependable variable: The overall experience was very good**

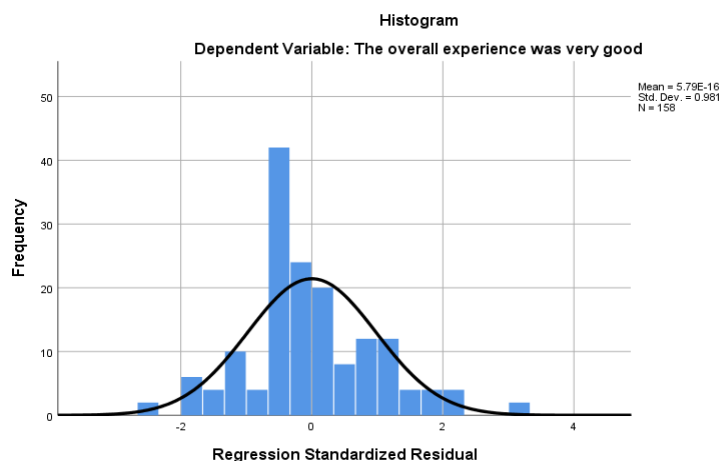
The data was further analysed for normal distributed residual. Homoscedasticity and linearity assumption. Histogram and normal probability plot (P-P plot) of regression standardized residual were analyzed for normal distribution residual. The histogram and P-P plot were analyzed for understanding the homoscedasticity and linearity assumption. For the present study the histogram of standard residual was found symmetrical and well-shaped, so it can be inferred that residual distribution is normal (See figure 1).

In the present study P-P plot of standardized residual dots lie almost along the diagonal line. Thus, it can be inferred that the residual was normally distributed (See figure2). Further scattered plot was analyzed to understand whether data met the assumption of homoscedasticity and linearity. Scattered plot was also analyzed to understand whether the data met the assumption of linearity and homoscedasticity. The standardized residual value against scattered plot of standardized predicted value look like random array of dots evenly spaced around the line of confidence level which indicated that the data met the assumption of homoscedasticity and linearity (See figure3).

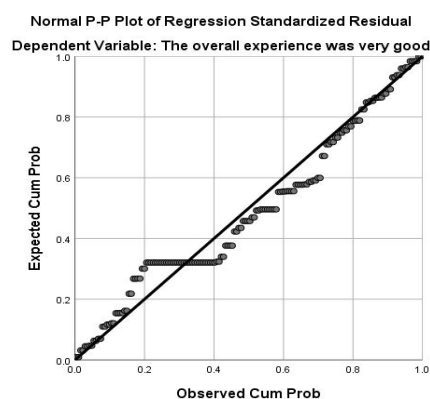
Further the data was analyzed to understand the assumption of collinearity. For this correlation matrix was checked and no Industrial training variable correlated high with each other. For all contributing impact of Industrial Training variable to overall experience,  $r$  was  $<.9$ . Similarly, variance inflation factor (VIF) and tolerance statistics was examined to understand the multi-collinearity. The assumption of multi-collinearity is not met when the value of all 17 contributing Industrial Training variables impacts were less than 10 and tolerance value were 0.2. The data also met with the assumption of non-zero variance as the predictors do not have variance of zero, thus the multi-collinearity was not found to be a concern for the study and met the assumption of regression analysis as well.

Further the Durbin-Watson test was checked to examine if adjusted residual were correlated or uncorrelated (i.e., that is independent of error). This Durbin-Watson test assesses the lack of autocorrelation assumption. If the test statistic ( $d$ ) is close to 2, residual is uncorrelated and the assumption of independent error is met. In this present study, Durbin-Watson was found to be 1.824, and thus met the assumption of independent errors.

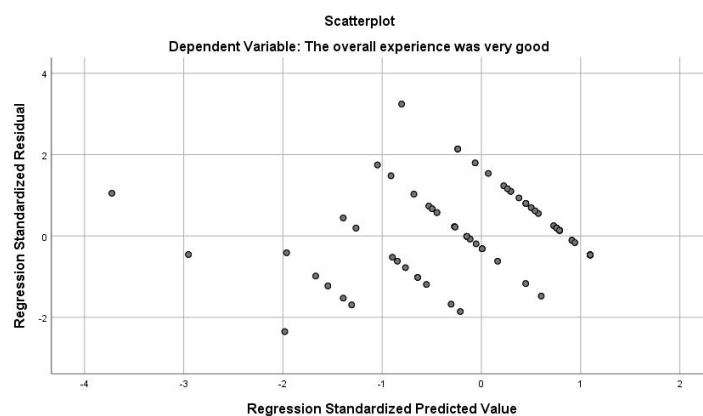
Therefore, the data of the present study fulfill all the assumption and confirmed that is reliable to conduct multiple regression analysis.



**Figure1 Histogram of Normally Distributed Residual**



**Figure 2 Normal P- P Plot of Regression Standardized Residuals**



**Figure 3 Scatterplot of Standardized Predicted Values against Standardized Residual**

**Table3. Collinearity diagnostics for step wise multiple regression analysis between the effectiveness of Industrial Training and Impact on overall experience**

Positive impact variable	Tolerance	VIF
The organizations have a professional environment	.353	2.830
Possibility of communicating with guest	.531	1.883
Opportunity for Work rotation	.472	2.118
I learned more about Hotel during Internship	.541	1.850
Appreciation and praise from supervisor	.498	2.010
The organization task relevance to my studies	.448	2.234

**Stepwise forward multiple regression analysis to access the effectiveness of Industrial Training and Impact of Industrial Training on overall experience**

Stepwise forward multiple regression analysis was applied to access the effectiveness of Industrial Training and impact of Industrial Training on overall experience. Result of stepwise forward regression identify following 8 models as contributing towards effectiveness if Industrial Training. The organizations have a professional environment, Possibility of communicating with guest, Opportunity for Work rotation, I learned more about Hotel during Internship, Appreciation and praise from supervisor, the organization task relevance to my studies. The effect of these 8 positive Industrial training variables and effect of these models were observed by examining. The R square value from the model summary Table 3 All the models were expressed by equation in table.

**Table4. Model summary of stepwise regression analysis to Access the Effectiveness of Industrial Training and impact of Industrial Training on overall experience**

Model	Equation	R	R square	R square Adjusted	Durbin-Watson
1	$Y_e = a + b_1 x_1$	.751 <sup>a</sup>	.564	.561	
2	$Y_e = a + b_1 x_1 + b_2 x_2$	.830 <sup>b</sup>	.690	.686	
3	$Y_e = a + b_1 x_1 + b_2 x_2 + b_3 x_3$	.863 <sup>c</sup>	.744	.739	
4	$Y_e = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4$	.873 <sup>d</sup>	.763	.757	
5	$Y_e = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + b_5 x_5$	.884 <sup>e</sup>	.781	.774	
6	$Y_e = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + b_5 x_5 + b_6 x_6$	.889 <sup>f</sup>	.791	.782	
7	$Y_e = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + b_5 x_5 + b_6 x_6 + b_7 x_7$	.894 <sup>g</sup>	.799	.790	
8	$Y_e = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + b_5 x_5 + b_6 x_6 + b_7 x_7 + b_8 x_8$	.894 <sup>h</sup>	.799	.791	1.824

Ye= Overall Industrial Training experience; a= constant (coefficient of intercept);  $b_1 x_1$ = Regression coefficient The organizations have a professional environment;  $b_2 x_2$ = Regression coefficient Possibility of communicating with guest;  $b_3 x_3$ = Regression coefficient I was able to develop technical skills;  $b_4 x_4$ = Regression coefficient Opportunity for Work rotation;  $b_5 x_5$ = Regression coefficient I learned more about Hotel during Internship;  $b_6 x_6$ = Regression coefficient Appreciation and praise from supervisor;  $b_7 x_7$ = Regression coefficient The organization task relevance to my studies;  $b_8 x_8$ = Regression coefficient variable removed by SPSS.

A close study of Table 3 Concluded that 8<sup>th</sup> regression model ( $R^2 = .799$ ) it can be inferred that all 8 variables contributing Industrial Training experience explain high contribution i.e., 79%. A good Industrial Training experience is contributing positively impact on overall Experience of students.

Further with the intention to test whether the model is significant fit of the data overall Industrial Training experience. To test the significance of regression model sum of square of mean ( $SS_M$ ), sum of square of residual ( $SS_R$ ), F-ratio, df and probability value of all models are given in Table 4. All the regression models explain a significant amount of the variation in the outcome variable. However, in the 8<sup>th</sup> model  $SS_M$  value is largest as compared to other five models.  $SS_R$  value is smallest as compared to other seven models. This implies that 8<sup>th</sup> regression model of Industrial Training experience has made a big improvement in prediction of the outcome variable and explained a significant amount of variance in overall Industrial Training experience,  $F(99.757) = 158$ ,  $P < 0.05$ ,  $R^2 = .799$ ,  $R^2$  adjusted = .791.

**Table No 5.** ANOVA for Stepwise Forward Regression Analysis between the Effectiveness of Industrial Training and Impact of Industrial Training on Overall Experience

Model	Regression ( $SS_M$ )	Residual ( $SS_R$ )	df	F	Significance
1	83.947	108.407	1,156	201.455	.000 <sup>b</sup>
2	59.692	132.662	2,155	172.338	.000 <sup>c</sup>
3	49.211	143.143	3,154	149.316	.000 <sup>d</sup>
4	45.623	146.732	4,153	123.019	.000 <sup>e</sup>
5	42.032	150.323	5,152	108.723	.000 <sup>f</sup>
6	40.254	152.100	6,151	95.092	.000 <sup>g</sup>
7	38.579	153.776	7,150	85.415	.000 <sup>h</sup>
8	38.751	153.603	8,149	99.757	.000 <sup>i</sup>

Further to understand the individual contribution of effectiveness and impact of Industrial Training in overall experience satisfaction of Hotel Management students (outcome) for the 8<sup>th</sup> regression model, unstandardized b value along with significance value of t were taken into consideration. As the unstandardized b values of all predictors are positive indicating positive

relationship between effectiveness of Industrial Training in overall satisfaction of Hotel Management students. The analysis shows that in this model Industrial Training variables significantly predict the overall Industrial Training experience. The organizations have a professional environment significantly predict the overall Industrial Training experience [  $b = .122$ ,  $t(158) = 2.096$ ,  $p < .05$  ] ; Possibility of communicating with guest [  $b = .252$ ,  $t(158) = 4.897$ ,  $p < .005$  ] ; Opportunity for Work rotation [  $b = .153$ ,  $t(158) = 2.856$ ,  $p < .005$  ] ; I learned more about Hotel during Internship [  $b = .368$ ,  $t(158) = 5.793$ ,  $p < .05$  ] ; Appreciation and praise from supervisor [  $b = .154$ ,  $t(158) = 2.959$ ,  $p < .05$  ] and The organization task relevance to my studies [  $b = .182$ ,  $t(158) = 3.078$ ,  $p < .05$  ] (see Table 5) .

Next to have a better insight into the ‘importance’ of each individual effectiveness of Industrial Training in the model, standardized beta values labeled as Beta, ( $\beta$ ) are taken into consideration. The analysis inferred that in the regression model, ‘I learned more about Hotel during Internship’ ( $\beta = .288$ ) is the most important contributing variable from perception of Hotel Management students and their overall Industrial experience followed by ‘Possibility of communicating with guest’ ( $\beta = .245$ ), followed by ‘The organization task relevance to my studies’ ( $\beta = .168$ ), followed by ‘Appreciation and praise from supervisor’ ( $\beta = .153$ ), followed by ‘Opportunity for Work rotation’ ( $\beta = .152$ ), The organizations have a professional environment has a negative Standardized coefficient that indicates the decrease in the dependent variable for a unit change in the independent variable.

**Table6. Predicators of Overall Industrial Training experience in significant Regression Model**

Model	Unstandardized $\beta$	Coefficient Std. error	Standardized coefficient	t	sig.
Constant	-.917	.232		-3.955	.000
The organizations have a professional environment	.122	.058	.129	2.096	.038
Possibility of communicating with guest	.252	.051	.245	4.897	.000
Opportunity for Work rotation	.153	.054	.152	2.856	.005
I learned more about Hotel during Internship	.368	.064	.288	5.793	.000
Appreciation and praise from supervisor	.154	.052	.153	2.959	.004
The organization task relevance to my studies	.182	.059	.168	3.078	.002

**Conclusion:**

Many of the hotel management graduates globally need to undertake industrial training in various hospitality entities. The training leaves positive as well as negative impact on the trainers and henceforth perception of training vis-à-vis about industry is affected. The current study was conducted on industrial trainees from various institutes/colleges from India. Large numbers of authors have stated that during their studies that the training has positive impact on the perception of students (Robinson, Ruhanen & Breakey, 2016; Lee, Lee, & Dopson 2019; Amissah et al., 2020). Industrial training plays an important role to improve students' workplace abilities and also in supporting students in mixing theoretical knowledge with actual industrial experience. The data of present study reveals that many variables have a positive impact on the perception of students and others are equally considered to be important. It can be inferred that over all students are benefitted from industrial training exposure. Few of experiences such as appreciation and praise from supervisor, possibility of communicating with guest, I learned more about Hotel during Internship, The organization task relevance to my studies are contributing positively in overall growth of student. Hence, it can be concluded that the training certainly increases the effectiveness of the skills and knowledge acquired during the phases of training.

**References:**

- Amissah, E. F., Mensah, A. O., Mensah, I., & Gamor, E. (2020). Students' perceptions of careers in Ghana's hospitality and tourism industry. *Journal of Hospitality and Tourism Education*, 32(1), 1–13.
- Anderson, W., & Sanga, J. J. (2019). Academia-industry partnerships for hospitality and tourism education in Tanzania. *Journal of Hospitality & Tourism Education*, 31(1), 34–48
- Bayerlein, L., & Jeske, D. (2018). The potential of computer-mediated internships for higher education. *International Journal of Educational Management*, 32(4), 526–537
- Boger, E., & Lim, E. (2005). Management requires leadership. *Consortium Journal of Hospitality & Tourism*, 9(1), 59–66
- Chen, T. L., & Shen, C. C. (2012). Today's intern, tomorrow's practitioner? The influence of internship programmes on students' career development in the hospitality industry. *Journal of Hospitality, Leisure, Sports and Tourism Education*, 11(1), 29–40.
- Chen, T. L., Shen, C. C., & Gosling, M. (2018). Does employability increase with internship satisfaction? Enhanced employability and internship satisfaction in a hospitality program. *Journal of Hospitality, Leisure, Sports and Tourism Education*, 22, 88–99.
- Chen, T.-L., & Shen, C.-C. (2012). Today's intern, tomorrow's practitioner?—The influence of internship programmes on students' career development in the hospitality industry. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 11(1), 29–40.
- Clark, S. C. (2003). Enhancing the educational value of business internships. *Journal of Management Education* 27(4), 472–84.



Dani, R., Kukreti, R., Negi, A., & Kholiya, D. (2020). Impact of Covid-19 on education and internship of hospitality students. *International Journal of Current Research and Review*, 12(12), 86-90.

Fang, C. C., Cheung, C., & Chingtsu, H. (2013). The effects of work attitude and internship satisfaction on the hospitality students' future career intention: A case study of Taiwan. In *The Proceedings of World Conference on Hospitality, Tourism and Event Research and International Convention and Expo Summit 2013* (pp. 540–552). Thailand: Bangkok.

Farmaki, A. (2018). Tourism and hospitality internships: A prologue to career intention? *Journal of Hospitality, Leisure, Sports and Tourism Education*, 23, 50–58.

Fong, L. H. N., Luk, C., & Law, R. (2014). How do hotel and tourism students select internship employers? A segmentation approach. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 68–79.

Goh, E., & Lee, C. (2018). A workforce to be reckoned with: The emerging pivotal Generation Z hospitality workforce. *International Journal of Hospitality Management*, 73, 20–28.

H.B. Kim & E.J. Park (2013). The role of social experience in undergraduates' career Perceptions through internships. *Journal of Hospitality, Leisure, Sport & Tourism Education* 12, 70-78.

Hou, Y.-A. (2018). Avoiding the Gap of College Students' Internship Expectations and Perceptions—A Case Study in Taiwan. *Open Journal of Nursing*, 531-551.

Hussien, F. M., & La Lopa, M. (2018). The determinants of student satisfaction with internship programs in the hospitality industry: A case study in the USA. *Journal of Human Resources in Hospitality & Tourism*, 17(4), 502–527.

Karunaratne, K., & Perera, N. (2019). Students' Perception on the Effectiveness of Industrial Internship Programme. In: *Education Quarterly Reviews*, 2(4), 822-832.

Kukreti, R., Dani, R., (2020). Perception and Preferences of Hospitality Management Students towards Working in Hotel Industry. *International Journal of Psychosocial Rehabilitation*-24/6 (4965-4971).

Lee, P. C., Lee, M. J., & Dopson, L. R. (2019). Who influences college students' career choices? An empirical study of hospitality management students. *Journal of Hospitality and Tourism Education*, 31(2), 74–86.

Marikanou, E. & Giousmpasoglov, C. (2017). Student satisfaction and expectations from internships in Greece: A comparison between Greek and International students. CHME Conference.

Marinakou, E., & Giousmpasoglou, C. (2013). An investigation of student satisfaction from hospitality internship programs in Greece. *Journal of Tourism and Hospitality Management*, 1(3), 103–112.

Maxwell, G. A., & Broadbridge, A. (2014). Generation Y graduates and career transition: Perspectives by gender. *European Management Journal*, 32(4), 547–553.

Mulcahy, J. D. (1999). Vocational work experience in the hospitality industry: Characteristics and strategies. *Journal of European Industrial Training*, 22(3), 128–137.

Robinson, R. N. S. , Ruhanen, L. , & Breakey, N. M. (2015). Tourism and hospitality internships: influences on student career aspirations. *Current Issues in Tourism*, 19(6), 513-527.

Robinson, R. N., Ruhanen, L., & Breakey, N. M. (2016). Tourism and hospitality internships: Influences on student career aspirations. *Current Issues in Tourism*, 19(6), 513–527.

Seyitoğlu, F., & Yi'ri'k, S. (2015). Internship satisfaction of students of hospitality and impact of internship on the professional development and industrial perception. *Asia Pacific Journal of Tourism Research*, 20(1), 1414–1429.

Seyitoğlu, F. (2019). Gastronomy students' internship experience: benefits, challenges, and future career. *Journal of Teaching in Travel & Tourism*, 1-17.

Singh, A., & Dutta, K. (2010). Hospitality internship placements: Analysis for United Kingdom and India. *Journal of Services Research*, 10(1), 85–99.

Stansbie, P., & Nash, R. (2016). Customizing internship experiences by emphasis area: The key to increased satisfaction and motivation in hospitality and tourism management students. *Journal of Hospitality and Tourism Education*, 28(2), 71–84.

To, W. M., & Lung, J. W. Y. (2020). Factors influencing internship satisfaction among Chinese students. *Education + Training*, 62(5), 543-558.

Van't Klooster, E., Van Wijk, J., Go, F., & Van Rekom, J. (2008). Educational travel: The overseas internship. *Annals of Tourism Research*, 35(3), 690–711

Weiss, H. M. (2002). Deconstructing job satisfaction: Separating evaluations, beliefs and affective experiences. *Human resource management review*, 12(2), 173-194.

Zopiatis, A. (2007). Hospitality internships in Cyprus: A genuine academic experience or a continuing frustration? *International Journal of Contemporary Hospitality Management*, 19(1), 65–77.