

Role of Industrial Training in Enhancing the Employability of Hospitality Students : A Review Paper

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Abstract:

Industrial Training acts as a bridge between academia and industry . Industrial Training has a special relevance in the curriculum of hospitality students . This paper aims to understand the importance of industrial training ,how it enhances the employability of undergraduate students of hospitality .First of all industrial training gives them a glimpse of industry and actually prepares the students for the industry. Research papers have been extracted from the last 15 years i.e from 2010-2024 on the keywords industrial training ,employability,job preparedness ,hospitality .This paper highlights the significance of internships and how much value they bring it to employability .Fifty papers have been reviewed which have been indexed in scopus .On the basis of finding,which is of interest to various stakeholders helps to understand the literature and explore vital areas for future research that would further motivate the researchers to work on theories related to internship related practices,highlighting areas both on interest and concern .Also it has been found that intership has been able to captivate the attention in the recent studies .Future challenge is to safeguard the pedagogical integrity of this experiential learning,otherwise the untrained professionals will be generated .In Industrial Training ,the interns should have the sense of responsibility as if he is the real employee of the hotel and should be treated with dignity and grace so that he should carry the same responsibility level and work in organization with dignity and grace .

Keywords: hospitality, industrialtraining, employability, job, readiness, undergraduate students

Introduction:

Indian hotel industry has seen a remarkable growth in recent years due to heavy inflow of tourists in India. Apparently, hotel industry is one highest foreign exchange earning industries in Indian economy. Being a service-oriented industry, it relies heavily on passion driven individuals who are willing to work in an extremely challenging environment. With drastic expansion of hotel industry in these years, a huge demand of quality manpower has aroused. Seeing hotel industry as an exciting career option, there has been a great number of aspirants paving their way to academic institutes offering hotel management courses. Such institutes are playing an important role in supplying the quality workforce against demand of passionate individuals in hospitality industry. However, it has become extremely challenging for these institutes to keep their students up to rising standards of

hotel industry. While classroom exposure is simply not enough to develop required competent and trained professionals, there is a compulsory concept of 'Industrial Training' that is followed in curriculum of these hotel management courses. Industrial training is an important segment of these courses in which a student perusing hotel management is sent under an industrial training to a hotel for getting exposure in a real world of industry outside the classroom. It is a short term training in hotel industry which last up to 22 to 26 weeks as per the policy of different institutions. In period of industrial training, the trainee works in all core departments of hotel and get insights to all real time situations in a working hotel. Training experience not only prepares the trainee for industry but also imparts knowledge in him that cannot be achieved by just studying books. Generally these training sessions are carried out throughout the year by hotels in summers and winters batches. These trainees help hotels to fill in as extra manpower. As a compensation for their work, trainees usually get their meals and a small amount of stipend.

Students aspire to join hotel industry with high expectations about their future and career in hotel industry. Studies have revealed that hotel industry is one of largest recruiters of manpower in India as tourism industry in the country is blooming day by day. However many other studies have pointed out that attrition rate in hotel industry is higher than any other industry as many employees either change their employers after short duration of time or leave industry. There have been other cases in which students perusing hotel management never join hotel industry because of their training experience. Usually there is a difference between a student's perception about hotel industry before and after their industrial training. These differences of perceptions has a significant impact on a student's decision to join or leave hotel industry.

The main motive of this study is find out the impact of industrial training on career and student satisfaction with reference to undergraduates in Hospitality Programmes in Punjab .

Need of the study

- Following research work focuses on studying the various expectations that hotel management students have before undergoing industrial training and their actual perceptions after completion of training. It seeks to understand the causes and factors that are attracting or repelling students from joining the tourism and hospitality trade.
- This study also features an insight to reasons that brought change in the student's perception during their training. This study would be helpful to understand whether the purpose of sending the student for the industrial exposure is actually being met or not.

Scope of Study

- Attrition rate in hospitality industry is one of biggest challenges.
- Although attrition rate in the hospitality industry has been a well-researched area but there is not enough research work done on areas that deal with reasons why many students never join hospitality industry after their graduation and also the impact of industrial training on student's perception and to what extent industrial training influences their decision of joining industry. Whereas all the research work based on attrition rate explore reasons why most of hoteliers leave industry, this

study focuses on changing perceptions of hotel management students during their graduation and industrial training.

- This study will be a helpful to understand the reasons that why some hotel management students never join hotel industry and their current perceptions about hotel industry. Following study can be utilized as an exclusive insight to the current perceptions and attitudes of the students about the hotel industry.
- A tool for checking how hotel management schools can prepare students before sending them for industrial training.
- A guide to understand various possible reasons responsible for change in perception of students after industrial training.

Review of Literature :

1. Vo et al. (2022) conducted an exploratory study to investigate the challenges faced by Hospitality and Tourism Management (H&T) bachelor students during internships in Vietnam. Focusing on hotels, restaurants, travel, and tourism settings, the research aimed to identify obstacles hindering student satisfaction with their internship experiences. The study employed a mixed-mode approach, gathering data from 400 valid responses out of 442 total respondents via direct and online questionnaires. These responses were then analyzed using SPSS to pinpoint industry-specific difficulties encountered by trainees. The findings revealed several key challenges, including communication and professional conduct issues, demanding working hours, the need for improved problem-solving skills, a lack of self-confidence among interns, inadequate supervision, and challenging working environments. Interestingly, physical requirements were not identified as a major concern. The authors conclude that these findings offer valuable insights for multiple stakeholders. Firstly, they provide future student interns with a clearer understanding of potential challenges, enabling better preparation for their placements. Secondly, the study informs H&T training schools about areas where students require additional support and skill development. Finally, the results highlight to industry enterprises the importance of addressing these challenges to create more positive and fruitful internship experiences. Ultimately, this research contributes to attracting and retaining talent within the H&T industry and underscores the effectiveness of university training programs in adequately preparing students for real-world work environments.

2. Zopiatis et al. (2021) conducted a systematic review of the literature on hospitality internships, aiming to provide a comprehensive overview of existing research, identify key gaps, and propose a future research agenda. The study employed a rigorous methodology, analyzing sixty-nine articles through a standardized coding scheme and content analysis. This approach allowed for a structured and objective examination of the accumulated knowledge on the topic. The authors sought to synthesize the existing conceptual capital surrounding hospitality internships, providing a critical assessment of the prevailing theories and practices. The findings of this review offer valuable insights for industry stakeholders, contributing to a deeper understanding of the internship landscape. Specifically, the study identifies vital areas for future research, suggesting avenues for extending internship-related theories and enhancing practical applications. Beyond the core analysis, the review

also addresses the significant impact of the COVID-19 pandemic on internship practices within the hospitality sector. Zopiatis et al. (2021) explore the challenges and opportunities presented by the pandemic, offering suggestions to navigate this evolving context. This focus on the pandemic's influence adds a timely and relevant dimension to the review, highlighting areas of both interest and concern for researchers and practitioners alike. Ultimately, this systematic review serves as a valuable resource for those seeking to understand and improve hospitality internship programs.

3. Chen et al. (2021) investigated the influence of career intention and enhanced employability, developed through industry internships, on students' career choices within the Hospitality and Tourism sector. The study aimed to understand how these factors affect both the likelihood of students entering the industry and their subsequent retention. Employing a quantitative approach, the researchers analyzed 918 valid questionnaires, using the data to test and support a proposed conceptual model comprising nine hypotheses and five regression models. Their findings highlight a crucial link between internship experiences and career trajectories. The study demonstrates that students' career intentions following an internship significantly influence their perceived enhancement of employability. Furthermore, both career intention and enhanced employability were found to positively impact students' decisions to remain in the hospitality industry. Perhaps most interestingly, the research revealed a moderating effect of enhanced employability on the relationship between career intention and retention. This suggests that while career intention is important, the perceived boost in employability gained through the internship strengthens the likelihood of students staying in the industry. In essence, the study emphasizes the critical role of internships in shaping career paths within hospitality and tourism, demonstrating that positive internship experiences can both increase students' desire to enter the field and improve their chances of long-term retention.

4. Sihombing (2021) explored the influence of individual factors on hospitality students' internship satisfaction, focusing on the mediating role of perceived importance. The study aimed to explain how academic preparedness, positive attitude, and self-initiative contribute to student satisfaction within industrial training (internship) programs. The research focused on students in the 6th and 8th semesters of the Diploma IV Hospitality Administration program at Bali Tourism Polytechnic, representing a key cohort nearing the completion of their studies. This specific population was chosen to provide insights into the internship experiences of students who had likely undertaken at least one internship. The study's findings revealed a positive and significant effect of individual factors on internship satisfaction. This suggests that students who possess strong academic preparation, maintain a positive attitude, and demonstrate self-initiative are more likely to report higher levels of satisfaction with their internship experiences. While the provided information doesn't explicitly detail the mediating role of perceived importance, the study's title suggests this was a key element of the research design. Further exploration of Sihombing's (2021) work would likely delve into how these individual factors influence students' perceptions of the importance of various aspects of the internship, and how these perceptions, in turn, affect overall satisfaction. Understanding these relationships can provide valuable insights for educational institutions and hospitality organizations in designing and implementing more effective internship programs.

5. Kukreti and Dani (2020) investigated the influence of individual factors on internship

satisfaction among hotel management graduates. The study aimed to assess the various factors contributing to successful industrial training programs, with a specific focus on the crucial role of individual characteristics. The authors posited that self-initiative, a positive attitude, and strong academic knowledge are essential for successful completion of an industrial training program. To examine the impact of these factors, the researchers surveyed 100 respondents who had recently completed their industrial training at various reputable hotel brands. A structured questionnaire consisting of 12 questions was used to collect data, which was subsequently analyzed using a 5-point Likert scale. This methodology allowed for a quantifiable assessment of the relationship between individual factors and internship satisfaction. The findings of the study revealed a positive relationship between individual factors and internship satisfaction among hospitality undergraduates. This suggests that students who possess higher levels of self-initiative, maintain a positive attitude, and have a solid foundation of academic knowledge are more likely to experience greater satisfaction during their internships. The authors emphasize the practical implications of their research, noting that the results can be valuable for institutes, hotels, and students alike. By understanding the importance of these individual factors, educational institutions can better prepare students for internships, hotels can create more enriching training experiences, and students can approach their internships with a greater understanding of the qualities that contribute to success and satisfaction.

6. Kukreti and Dani (2020) investigated the role of university/institute support and organizational environment in the industrial training satisfaction of hospitality students in Uttarakhand, India. The research aimed to analyze how these two key factors contribute to student satisfaction during their internships. The study specifically focused on the support provided by the university or institute, including the role of supervisors and training and placement coordinators, as well as the overall organizational environment within which the internship takes place. To examine these relationships, the researchers surveyed 106 respondents from major hospitality institutes in Uttarakhand. A structured questionnaire consisting of 18 questions was used to gather data, and the responses were analyzed using a 5-point Likert scale, enabling a quantitative assessment of student perceptions. The findings of the study revealed a positive relationship between university/institute support, particularly the involvement of supervisors and training and placement coordinators, and the industrial training satisfaction of hospitality undergraduates. This suggests that when universities and institutes provide strong support systems, including accessible supervisors and effective training and placement coordination, students experience higher levels of satisfaction with their internships. The study highlights the crucial role of educational institutions in facilitating positive internship experiences, demonstrating that proactive support and guidance can significantly impact student satisfaction. While the provided information doesn't explicitly detail the influence of the organizational environment, the study's title suggests this was also a focus of the research. Further exploration of Kukreti and Dani (2020) would likely reveal insights into how aspects of the organizational environment, such as workplace culture, management practices, and learning opportunities, contribute to internship satisfaction.

7. Seyitoğlu (2019) explored the internship experiences of gastronomy students, focusing on the benefits and challenges they encounter, and how these experiences influence their future career

perceptions. The study involved 25 students of gastronomy and culinary arts from a Turkish university's faculty of tourism. Data was collected through semi-structured questionnaires, allowing for a qualitative exploration of students' perspectives. The research revealed three major dimensions of the internship experience. Firstly, students identified several benefits, including learning about the hospitality industry and kitchen environments, gaining vocational skills, and experiencing personal development. Secondly, the study highlighted various challenges faced by interns, encompassing problems related to interactions with employees, difficult working conditions, low or absent salaries, adaptation issues, challenging customers, work accidents and mistakes, and the perceived gap between theoretical knowledge and practical application in the industry. Finally, the research examined students' career perceptions, which ranged from negative and pessimistic to negative but optimistic, and ultimately, positive. A key finding of the study was that the balance between perceived benefits and challenges encountered during the internship is a crucial indicator of gastronomy students' future career choices. Seyitoğlu (2019) emphasizes the novelty of this research, claiming it fills a gap in the literature due to the lack of previous studies specifically addressing the internship experiences of gastronomy students. This study provides valuable insights for educators and industry professionals seeking to improve internship programs and better support the career development of aspiring culinary professionals.

8. Karunaratne et al. (2019) explored students' perceptions of the effectiveness of industrial internship programs, focusing on the experiences gained, the support provided by both the university and the training organization, and the problems encountered during the internship. The study adopted a case study approach, concentrating on students from the Department of Textiles who had undergone training at a selected industrial training provider. The effectiveness of the internship program was considered the dependent variable, while organizational support, the efficiency of pre-placement activities by the university, and the assistance provided by the university's internship unit were treated as independent variables. The sample size comprised 24 respondents out of 67 undergraduates who had completed their industrial internships in the past three years, representing approximately 35% of the total population. The study's findings emphasized the need for collaborative efforts between industry and universities to create comprehensive internship programs. A key recommendation was to extend the internship duration to twelve months, rather than the typical six months, to allow for a balanced approach between general training (lasting three to six months) and specialized training. Furthermore, the researchers stressed the importance of a well-structured training schedule that covers all relevant areas within the organization. This suggests that a more extended and structured internship experience, facilitated by strong university and industry partnerships, can significantly enhance the effectiveness of such programs and lead to more positive student perceptions.

9. Hussien and La Lopa (2018) investigated the determinants of student satisfaction with internship programs in the US hospitality industry. The study aimed to identify the key factors influencing how satisfied hospitality students are with their internship experiences. Data was collected using an online questionnaire distributed to 100 undergraduate hospitality students who had previously participated in an internship program. The researchers employed structural equation

modeling (SEM) to analyze the collected data, utilizing AMOS software for this purpose. This sophisticated statistical technique allowed the researchers to examine the complex relationships between various factors and internship satisfaction. While the provided information doesn't detail the specific factors identified, the authors emphasize the practical implications of their findings for both universities and internship host companies. This suggests that the study likely pinpointed actionable areas where both educational institutions and industry organizations can improve their internship programs to enhance student satisfaction. By understanding the key drivers of satisfaction, universities can better prepare students for internships and provide more effective support, while host companies can design more enriching and valuable internship experiences. Ultimately, this research contributes to a better understanding of how to optimize internship programs within the hospitality sector to benefit both students and the industry as a whole.

10. Phonthanukitithaworn et al. (2017) investigated the relationship between industrial laborers' perspectives on skill development and their job satisfaction in Thailand. The study aimed to determine how workers' views on learning and training are associated with their satisfaction levels. A stratified sampling method was employed, selecting 600 laborers from key industrial sectors in Thailand, including automobile, agriculture, electronics, and tourism and hospitality. The sample was stratified by gender (male and female) to account for potential differences in perspectives. The research utilized two models to analyze the data. The findings revealed a significant correlation between both learning and training and job satisfaction among Thai industrial laborers. Specifically, the results indicated that positive perspectives on learning had a greater impact on job satisfaction than positive views on training. This suggests that workers who perceive opportunities for continuous learning and development within their jobs tend to be more satisfied than those who primarily focus on formal training programs. The study highlights the importance of fostering a learning-oriented environment within industrial settings to enhance worker satisfaction.

11. O'Connor and Bodicoat (2017) explored student perceptions of internships and their role in enhancing employability skills. While internships are widely promoted as valuable for graduate employability, the study highlighted a gap in understanding student perspectives. Using data from a pre-1992 university, the research identified two distinct student groups: "engagers" and "disengagers." Engagers valued internship opportunities, recognizing their potential for skill development and career advancement. Conversely, disengagers perceived internships, particularly unpaid ones, as exploitative and worthless, viewing them as a source of cheap labor rather than a genuine learning experience. Interestingly, the study found that few students could differentiate between paid, structured internships, which offer genuine developmental opportunities, and unpaid, exploitative roles. This lack of clarity underscores the need for greater transparency and guidance regarding internship quality. The authors conclude that higher education institutions must be more proactive in promoting the value of paid, structured internships to all students, not just those already inclined to engage with university career services. This proactive approach is crucial to ensure that students understand the potential benefits of quality internships and can make informed decisions about their career development.

12. Tsai et al. (2017) investigated the role of career decision self-efficacy in hospitality

undergraduates' internship efficacy and career preparation. The study aimed to understand how students' confidence in their ability to make career decisions influences their performance during internships and their overall career readiness. Using stratified sampling, the researchers recruited graduating university students from Taiwan, collecting 613 valid questionnaires. The findings revealed that students' learning motivation positively and significantly influenced their internship efficacy, meaning that motivated students tended to perform better during their internships. Critically, the study also found that career decision self-efficacy played a complete mediating role between internship efficacy and career preparation. This implies that students who are confident in their career decision-making abilities are not only more effective during their internships but are also better prepared for their future careers *because* of that confidence. In other words, career decision self-efficacy appears to be a key driver connecting successful internship experiences to enhanced career readiness. The authors conclude by offering practical implications and suggestions for educators and industry professionals based on these findings, likely focusing on strategies to boost students' career decision self-efficacy to improve both internship performance and career preparedness.

13. Seyitoğlu and Çakar (2017) explored tourism undergraduates' perceptions of their education and internship experiences through a metaphorical analysis. The study aimed to understand how students conceptualize these experiences by examining the metaphors they use to describe them. A qualitative methodology was employed, involving 94 senior students from the Faculty of Tourism at Akdeniz University in Antalya, Turkey. Data was collected via a semi-structured questionnaire and analyzed using content analysis. The researchers focused on identifying and categorizing the metaphors used by students to describe their educational journey and internship placements. These metaphors were then grouped into different categories, with relevant excerpts from the student responses used to illustrate the underlying meanings. The study's findings offer valuable insights for both tourism education providers and tourism establishments. By understanding the metaphors students use, educators can gain a deeper understanding of student perceptions and potentially adapt their teaching methods and curriculum to better meet student needs. Similarly, tourism establishments can use these insights to improve internship programs and create more meaningful learning experiences for students. Ultimately, the study highlights the value of using metaphorical analysis to understand student perspectives and enhance tourism education and training.

14. Morsy and Ali (2016) investigated the impact of effective training on employee performance in five-star hotels. The study aimed to explore the criteria for effective training programs and identify their influence on staff skills, performance, productivity, and cost reduction. Data was collected primarily through questionnaires, utilizing both open and closed-ended questions, and supplemented with secondary sources. The results indicated a significant positive impact of effective training on all the measured variables. Specifically, the study found that well-designed training programs led to improvements in hotel staff skills, individual performance, overall employee productivity, and cost reduction within the hotel establishments. The authors emphasize the practical implications of these findings for hotel management and human resource departments. The research highlights the importance of prioritizing training programs, demonstrating their merits for hotel success. For

example, the study suggests that effective training positively influences employee morale, productivity, satisfaction, and retention. Furthermore, it contributes to improved service consistency and, ultimately, increased guest satisfaction, reinforcing the value of investing in employee development.

15. Robinson et al. (2016) explored the influence of tourism and hospitality internships on student career aspirations, focusing on student commitment to careers in the sector. The study aimed to address the issue of career commitment by examining the experiences of two cohorts of students who completed an internship program in Australia. The research specifically investigated how industry internships impact students' commitment to tourism and hospitality careers. The study employed a qualitative approach, gathering data from 34 students who participated in internships across two years (2009 and 2010). A key contribution of the research was the identification of two prominent attributes that students associated with their dream jobs and post-graduation career plans: the ability to travel and the opportunity to work independently. The authors highlight the novelty of this finding compared to previous research, suggesting that these factors, particularly the desire for independent work, warrant further investigation. Understanding these career aspirations can help educational institutions and industry organizations design more effective internship programs and career development initiatives that better align with student motivations and ultimately enhance career commitment within the tourism and hospitality sector.

16. Stansbie and Nash (2016) explored the role of internships in the development of hospitality and tourism management students, focusing on customizing internship experiences by emphasis area to increase student satisfaction and motivation. Building on prior research in internship design, the study examined the characteristics of student internships through the lens of a job characteristics model. Employing a mixed-methods approach, combining quantitative and qualitative data analysis, the research investigated, within the limitations of a single case university, the specific characteristics needed in various career emphasis areas to contribute to increased intrinsic motivation and student satisfaction. The findings suggest that diversifying student tasks beyond routine operational duties, such as check-in/check-out, is crucial. Introducing cross-training in areas like PBX, housekeeping, laundry, engineering/maintenance, and guest services/concierge can broaden student skills and enhance their experience. Furthermore, for more advanced students, exposure to management decision-making processes, including learning about STAR reports, revenue, and yield management techniques, can contribute significantly to their development and engagement, leading to a more enriching and satisfying internship experience.

17. Ishengoma and Vaaland (2016) investigated whether university-industry linkages (UILs) can stimulate student employability. The study aimed to identify key UIL activities that enhance the likelihood of students gaining employment after graduation. The research focused on understanding how interactions between universities and industry partners can contribute to student employability. The findings revealed a strong perception among students that UIL activities significantly boost their employment prospects. Specifically, student internships within companies were identified as the most impactful activity, followed by joint projects between universities and industry, and the involvement

of companies in modernizing university curricula. These results underscore the importance of practical, hands-on experiences and the alignment of academic programs with industry needs. Based on these findings, the authors suggest distinct strategies for foreign and local firms. They recommend the adoption of internship strategies for foreign companies operating in the region and the diffusion of such strategies among local firms as effective vehicles for increasing student employability. This highlights the potential for both multinational and domestic companies to contribute to workforce development through strategic partnerships with universities.

18. Wang et al. (2015) explored coping strategies employed by students during hospitality internships using a mixed-methods approach with an embedded design. The study examined student internship experiences across three distinct time periods, incorporating midterm and final performance evaluations provided by internship managers. Combining qualitative and quantitative data as dyad information, the researchers analyzed student coping mechanisms from a longitudinal perspective. Theoretically, the study revealed longitudinal and performance-based differences in the use of problem-focused and emotion-focused coping strategies. Furthermore, the research proposed the existence and importance of information-focused coping within the context of hospitality internships. Practically, the authors suggest increased collaboration between schools and hotels to provide pre-internship training, meetings, or workshops for students. They also emphasize the importance of fostering positive social interaction and an encouraging atmosphere to improve employee morale within hotel environments. Finally, the study recommends that hotel managers design activities that promote empowerment and recognize high-performing students through customer recognition and opportunities for self-achievement, contributing to student retention.

19. Seyitoğlu and Yirik (2015) examined internship satisfaction among tourism students and the impact of these internships on professional development and industrial perception. The study aimed to understand how satisfied students are with their internship experiences and how these experiences shape their professional growth and views of the industry. Data was collected from 305 students at Akdeniz University's Faculty of Tourism using a questionnaire. The questionnaire included demographic information and three scaled sections designed to measure internship satisfaction, perceptions of vocational tourism education, and professional development and industrial perception. Mean scores for each scale were calculated and analyzed. Stepwise multiple regression analysis was employed to explore the relationships between these scales. The results indicated that internship satisfaction had a positive and independent impact on both professional development and industrial perspective. Furthermore, the study found that this positive impact was amplified when combined with the students' existing vocational tourism education. This suggests that internships, particularly when coupled with relevant academic training, play a crucial role in shaping students' professional growth and their perceptions of the tourism industry.

20. Chang and Tse (2015) investigated the initial career decisions of hospitality and tourism management (HTM) graduates in Hong Kong. The study aimed to understand the factors influencing these graduates' first job choices after completing their HTM program. The research comprised two studies. Study 1 utilized longitudinal data from graduate exit surveys conducted between 2002 and

2010 to analyze the nature of initial career choices and the program's influence. The findings revealed that over half of the graduates' first jobs were within the HTM sector, and that hospitality electives and industry-specific programs, such as executive-in-residence programs and distinguished speaker series, contributed significantly to this choice. However, the study also found that HTM jobs, compared to jobs in other sectors, offered significantly lower pay. Study 2 supplemented these quantitative findings with qualitative data gathered through interviews with industry executives and alumni. Based on the combined results, the authors provided recommendations for designing improved HTM programs that would inspire more students to pursue careers within the hospitality and tourism industry upon graduation, addressing the pay gap issue and potentially other factors influencing career choice.

21. Binder et al. (2015) investigated the academic value of internships, shifting the focus from career outcomes to the impact on academic performance. While prior research often highlighted the benefits of internships for employment and career prospects, this study examined their influence on academic achievements. The researchers aimed to determine the robustness of these academic benefits across various academic disciplines, student achievement levels, gender, and ethnicity. Using a large longitudinal sample ($n > 15,000$) encompassing a wide range of subjects and disciplines, the study investigated both main effects and interactions related to student background characteristics. The findings demonstrated stable academic benefits for both advantaged and disadvantaged students, suggesting that internships can positively impact academic outcomes regardless of socioeconomic background. Furthermore, employing ordinal logistic multi-level modeling, the researchers explored the impact of internships on the probability of achieving a higher degree classification for diverse student scenarios. This analysis illustrated the practical significance of these internship effects on academic progress. The authors argue that the observed effects are less likely attributable to student maturation or self-selection bias. Finally, the study discusses these findings within the context of motivational approaches, aiming to integrate both direct and indirect pathways from internship experiences to academic outcomes and, ultimately, career indicators.

22. Wang and Tsai (2014) investigated perceptions of employability in the hospitality industry from the perspectives of both senior hospitality students and industry managers. The study aimed to understand how these two groups perceive the key attributes of employability and the readiness of students for the workforce. Questionnaires were administered to 105 managers in hospitality businesses and 193 senior hospitality students to assess the perceived importance of various employability attributes and students' self-assessed readiness in each competency. The results revealed a shared concern: both students and managers believed that students and recent graduates lacked confidence in their employability. This lack of confidence was particularly pronounced in the area of professional management skills, suggesting a potential gap between academic training and the practical skills required for management roles. Based on these findings, the authors provided suggestions for improving the employability of hospitality graduates in Taiwan. These recommendations likely focus on strategies to enhance professional management skills development within hospitality education programs and potentially bridge the gap between student perceptions and industry expectations.

23. Wang et al. (2014) investigated the relationships between intern anxiety, internship outcomes, and career commitment among hospitality college students. The study aimed to analyze changes in student anxiety levels and determine how anxiety relates to internship outcomes and students' commitment to a hospitality career. A cluster sampling method and questionnaire survey were employed to collect data from third- and fourth-year students in hospitality-related departments. The effective sample sizes were 255 pre-internship and 245 post-internship, allowing for a comparison of anxiety levels before and after the internship experience. The findings indicated that intern anxiety slightly decreased after the internship. While no direct relationship was found between intern anxiety and internship outcomes, both intern anxiety and internship outcomes were found to significantly influence career commitment. This suggests that while anxiety itself may not directly affect internship performance, both pre-internship anxiety and the perceived success of the internship experience contribute to students' decisions about pursuing a career in hospitality. Based on these findings, the paper offers suggestions for designing off-campus internship curricula and improving guidance for students participating in such programs, potentially focusing on strategies to manage anxiety and maximize positive internship outcomes.

24. Fong et al. (2014) investigated how hotel and tourism students select internship employers, employing a segmentation approach. Using a self-administered survey of 273 hotel and tourism management students in Hong Kong, the study utilized cluster analysis to identify four distinct student segments: learning enthusiasts, social support seekers, brand seekers, and school followers. Chi-square tests revealed that school followers generally lacked prior internship experience. The study found that subjective factors, such as friendly colleagues and organizational brand, and objective factors, like competitive remuneration, company brand, consumer experience with the company, and commuting distance, were more influential in internship selection than critical contact factors, such as consumer experience and university affiliation. However, the segmentation analysis demonstrated that these preferences varied significantly across individual students. Learning enthusiasts prioritized objective factors, social support and brand seekers emphasized subjective factors, and school followers tended to choose organizations affiliated with their university. This segmentation approach highlights the diverse motivations driving students' internship choices and underscores the need for tailored strategies by both educational institutions and potential employers to attract and engage different student segments.

25. Hsu (2012) investigated the relationship between internship attitude, subjective norms, perceived behavioral control, and career planning among hospitality vocational college students in Taiwan. Utilizing the revised theory of planned behavior as a framework, the study explored how these factors influence students' career planning. Structural equation modeling was employed to analyze the collected data. The results indicated that attitude positively influences intention, meaning that students with positive attitudes towards internships are more likely to have career plans. However, subjective norms, or perceived social pressure, had a negative influence on intention, suggesting that students who feel pressured by others may be less likely to plan their careers. Perceived behavioral control, or belief in one's ability to succeed, positively influenced both

intention and behavior, indicating that students confident in their abilities are more likely to plan and actively pursue their careers. Finally, intention positively influenced behavior, demonstrating that students with career plans are more likely to engage in career-related activities. Based on these findings, the study offered suggestions for educational institutions and future research, likely focusing on strategies to cultivate positive internship attitudes, address negative subjective norms, and enhance students' perceived behavioral control to promote effective career planning.

Methodology

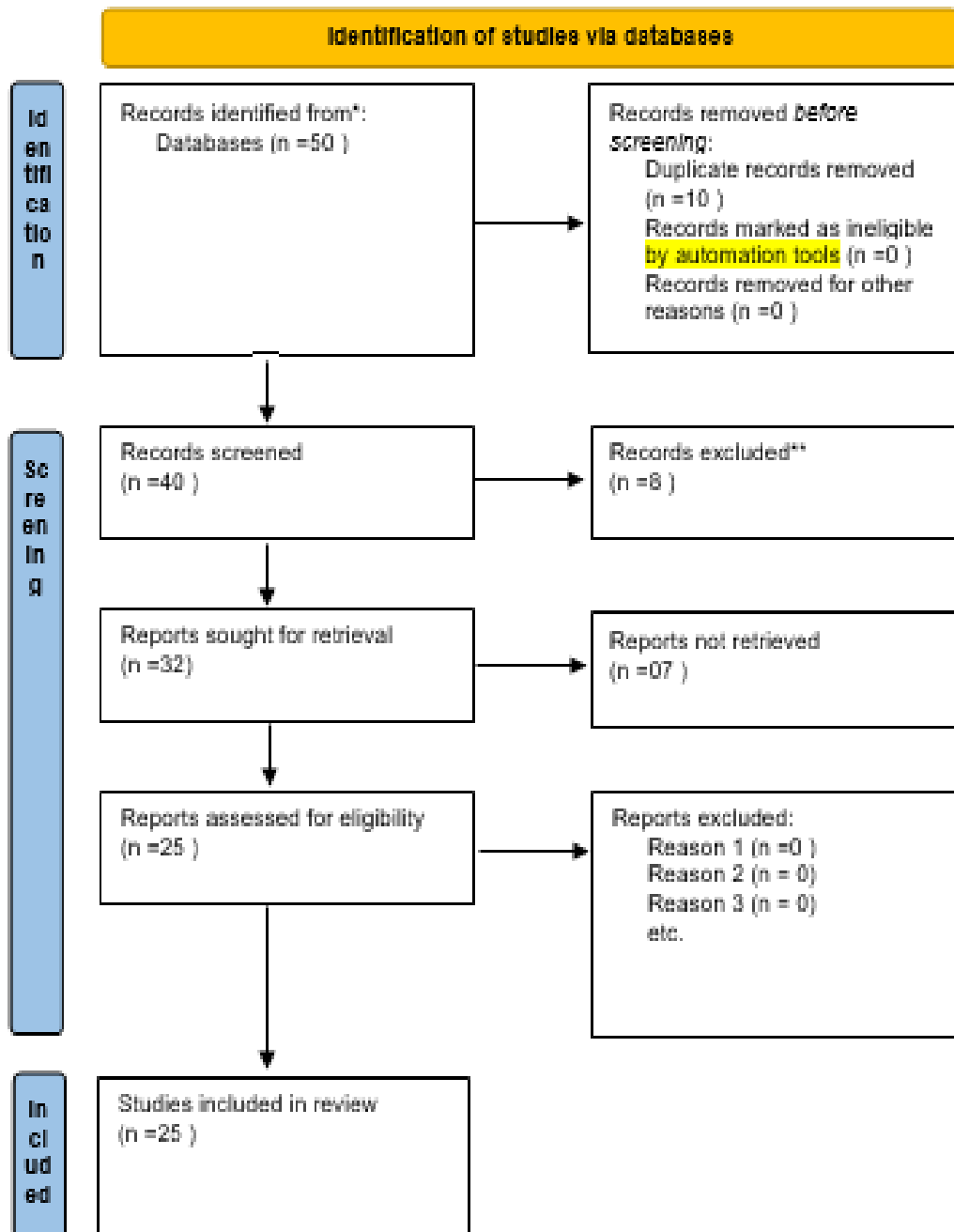


Table 1: Review of Literature on the role of Industrial Training in enhancing the employability

S. No	Paper Title	Author	Year of Publication	Objectives	Methodology	Findings
1	Challenges for Student Satisfaction of Internship Program in Hospitality and Tourism Industry in Vietnam	(Vo et al., 2022)	2022	This exploratory study is to investigate the challenges that bachelor students of Hospitality and Tourism Management (H&T) often experience and need to overcome themselves through internship programs at enterprises in hotel, restaurant, travel, and tourism setting in Vietnam	Data from 400 valid answers out of 442 respondents who have experienced their internship programs through direct and online questionnaires was analyzed by SPSS to identify the industry-specific difficulties that trainees must overcome in order to attain satisfaction with the internship term.	The results show the main challenges are communication and conduct, working hours, problem-solving skills, self-confidence, supervision, and working environment but physical requirements. The conclusions help not only future student interns for better preparation but also indicate the Hospitality and Tourism Training Schools and industry enterprises the preparedness for students in psychology and skills to experience the

						most satisfactory and fruitful internship, which plays essential role in attracting talents to remain in H&T industry and mark the effectiveness of university training program.
2	A systematic review of literature on hospitality internships	(Zopiatis et al., 2021)	2021	This study aims to systematically review internship-specific literature, critique and synthesize the existing conceptual capital, identify important gaps, and highlight an agenda for future research	Sixty-nine articles are reviewed and analyzed with the use of a standardized coding scheme and content analysis.	Findings, of interest to industry stakeholders, aim to enhance our understanding of the relevant literature and identify vital areas for future research that would further extend internship-related theories and practices. Finally, the impact of the unprecedented COVID-19 pandemic on

						internship practices is discussed, with suggestions aiming to highlight areas of both interest and concern.
3	To stay or not to stay? The causal effect of interns' career intention on enhanced employability and retention in the hospitality and tourism industry	(Chen et al., 2021)	2021	This study examines how the career intention and enhanced employability following an industry internship can affect the career choice of students in Hospitality and Tourism departments.	The results of 918 valid questionnaires were tested and supported proposed conceptual models of 9 hypotheses and 5 regression models.	This paper focuses that following an internship, students' career intention will influence the students' employability enhancement. In addition, students' career intention and enhanced employability will positively influence their retention in the hospitality industry and that their intention will be moderated by enhanced employability.

4	<p>The influence of individual factors on hospitality students' internship satisfaction: The mediation role of perceived importance</p>	(Sihombing, 2021)	2021	<p>This study explains the effect of academic preparedness, positive attitude, and self-initiative towards satisfaction in students' industrial training (internship) program.</p>	<p>The research population was the 6th and 8th semester students of Diploma IV Hospitality Administration of Bali Tourism Polytechnic. Students of the Diploma IV Hospitality Administration</p>	<p>The research findings are (1) individual factors bring positive and significant effect towards internship.</p>
5	<p>Individual Factors and Internship Satisfaction of Hotel Management Graduates</p>	(R. Kukreti & Dani, n.d.)	2020	<p>To assess the various factors which contribute to the success of industrial training program out of which</p>	<p>To examine the role of these factors 12 structured question were asked to the 100 respondent who</p>	<p>The results and the findings of the study would be very useful for the Institutes, Hotels and the students who would be</p>

				<p>the individual factor is one of the crucial key area, various individual factors such as Self initiative ,Right</p>	<p>have completed their industrial training from various reputed brand hotels ,findings of the survey was</p>	<p>pursuing their internship. The Findings of research paper stated that there is appositve relationship between the</p>
				<p>attitude along with Academic knowledge are very essential for the successful completion of the industrial</p>	<p>analysed using likert 5 point scale.</p>	<p>individual factors and internship satisfaction of the hospitality undergraduates</p>
				<p>training program.</p>		

6	Analyzing Role of University/Institute Support and Organizational Environment in Industrial Training Satisfaction of Hospitality Students: with Reference to Uttarakhand	(Mr. R. Kukreti & Dani, 2020)	2020	The focus of the research was to analyse the role of University/Institute support and organizational environment for internship satisfaction	In order to analyse the role of these factors 18 structured question were asked to the 106 respondent from major hospitality institute of Uttarakhand, the result obtained was analysed using likert 5 point scale	Findings of the study revealed that there is a positive relationship between the University/Institute Supervisor or Training and placement coordinator with the industrial training satisfaction of hospitality undergraduates Findings of the study revealed that there is a positive relationship between the University/Institute Supervisor or Training and placement coordinator with the industrial training sat-
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						isfaction of hospitality undergraduates
7	Gastronomy students' internship experience: benefits, challenges, and future career	(Seyitoğlu, 2019)	2019	Gastronomy students' internship experience: benefits, challenges, and future career	The research participants included 25 students of gastronomy and the culinary arts studying in the faculty of tourism in a Turkish university. The data for the research was gathered through a semi-structured questionnaire	Overall, research findings revealed that the internship experience of gastronomy students consists of three major dimensions: benefits (learning about the hospitality industry and the kitchen environment, vocational con-

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tribution,
and personal
develop-
ment), chal-
lenges (the
problems

related to
employees,
working
conditions,
and salary,
and other

issues such
as adaptation
problems,
difficult cus-
tomers, work
acci-

dents and
mistakes,
and the in-
compatibil-
ity of theo-
retical
knowl-

edge with
the sector),
and career
perception
(negative
and

						pessimistic, negative but optimistic, and positive).
8	Students' Perception on the Effectiveness of Industrial Internship Programme	(Karunaratne et al., 2019)	2019	<p>This study aims at exploring the followings, - Experience gain by the students during the internship programme - The assistance and helpfulness provided university - The support provided by the training organization during the industrial internship - Problems and issues encountered by the students during the internship programme</p>	<p>This study adopts the case study approach and as such study covers the students of the Department of Textiles who are undergoing training at the selected industrial training provider. This study recognizes effectiveness of the internship programme as the dependent variable and Organization support, efficiency of pre-placement activities by university and the assistance and support provided by university internship unit as the independent variables. Sample</p>	<p>As per the findings of this study both industry and university should work together to make comprehensive internship programme for students. It is required to have overall training for some period of three to six months and balance for the specialized training. Therefore, it is suggested that internship programme period to be the twelve months' time instead of six months.</p>

					size used for the study represents 24 respondents out of the 67 undergraduates who completed industrial internship programme during the last three years and it represents approximately 35% of the population.	To success this internship programme it is important to have well structured training schedule to cover the whole area in the organization.
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9	The determinants of student satisfaction with internship programs in the hospitality industry: A case study in the USA	(Hussien & La Lopa, 2018)	2018	The purpose of this study is to determine the factors affecting hospitality students' satisfaction with their internship programs.	This study employed an online questionnaire as the data-gathering instrument. A total of 100 undergraduate hospitality students who had participated in an internship program were surveyed. The structural equation modeling (SEM) was employed to analyze the data using AMOS Software.	The findings of the current study provide important practical implications for both university and internship host companies.
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10	Skill development and job satisfaction: Workers' perspectives in Thailand' industrial sector	(Phonthanukitithaworn et al., 2017)	2017	This research paper aims to investigate the association between the industrial laborer's perspectives on skill development and their level of job satisfaction.	Using stratified sampling method, 600 laborers in Thailand's industrial sector namely automobile, agriculture, electronic, and tourism and hospitality were utilized as samples classified into gender stratum (male and female).	Finally, the test results from two models revealed that both learning and training significantly correlated with the level of job satisfaction of Thai industrial laborers. To be more explicit, perspectives on learning positively affect the level of job satisfaction in a greater magnitude than training.
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11	Exploitation or opportunity? Student perceptions of internships in enhancing employability skills	(O'Connor & Bodicoat, 2017)	2017	Internships are now widely promoted as a valuable means of enhancing graduate employability. However, little is known about student perceptions of internships.	However, little is known about student perceptions of internships. Drawing on data from a pre-1992 university, two types of graduate are identified: engagers and disengagers. The engagers valued internship opportunities while the disengagers perceived these roles as exploitative and worthless. Few were able to distinguish paid, structured internship opportunities from unpaid, exploitative roles	It is concluded that higher education institutes need to be more proactive in extolling the value of paid internships to all students and not just those most likely to engage with their services.
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12	Career decision self-efficacy plays a crucial role in hospitality undergraduates' internship efficacy and career preparation	(Tsai et al., 2017)	2017	Career decision self-efficacy plays a crucial role in hospitality undergraduates' internship efficacy and career preparation	Stratified sampling was used to recruit graduating university students from Taiwan as participants and 613 valid questionnaires were returned.	The results indicate that students' learning motivation positively and significantly influenced in ternship efficacy, and that career decision self-efficacy exerts a complete mediating effect between in-ternship effi-cacy and ca-reer prepara-tion. Practi-cal imple-mentations and sugges-tions are also addressed at the end of the article.
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13	Tourism education and internships: a metaphor analysis	(Seyitoğlu & Çakar, 2017)	2017	The objective of the present study was to examine tourism under graduates' perceptions of their education and internship experiences through metaphorical analysis whilst striving to raise the awareness of tourism educators towards using metaphors.	A qualitative methodology was used to explore this phenomenon. Participants were senior students (n = 94) from the Faculty of Tourism at Akdeniz University in Antalya, Turkey. The data were collected with a semi-structured questionnaire and processed using content analysis.	Next, metaphors found in answers were categorised into different groups, and relevant excerpts were identified. The results provide insights useful to both tourism education providers and tourism establishments.
14	Impact of Effective Training on Employee Performance in Hotel Establishments	(Morsy & Ali, 2016)	2016	The purpose of this paper is to explore the criteria of effective training in five-star hotels and identify the significant impact of effective training on skills of the hotel staff,	Questionnaires were the main instruments used in gathering data. Open and close ended questions were used. Data was gathered from both primary and secondary sources.	The results show that there is a significant impact of effective training on skills of the hotel staff, staff performance, employee productivity and cost reduction. The

				performance of the hotel staff, productivity of the hotel staff and cost reduction.	findings of the paper provide information to hotel management and human resource management to accentuate the importance of training programs by highlight its merits to the hotel's success. For instance, training has shown to have positive results on employee morale, productivity, satisfaction and retention, as well as on service consistency and guest satisfaction
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15	Tourism and hospitality internships: influences on student career aspirations	(Robinson et al., 2016)	2016	The aim is to address the issue of student commitment to the careers by reporting on a qualitative study of two cohorts of students who completed an internship programme in Australia	This research specifically sought to investigate student commitment to T&H careers following an industry internship. This study reports the findings from qualitative research undertaken with 34 students who participated in two iterations of an internship in 2009 and 2010.	A contribution from this study is the finding that two commonly mentioned attributes that participants related to their dream job and/or post-degree career-related plans were the ability to travel and to work in an independent manner. Compared to previous research, this is a reasonably novel finding and therefore one that needs to be explored further.
16	Customizing Internship Experiences by Emphasis Area: The Key to Increased Satisfaction and Motivation in Hospitality	(Stansbie & Nash, 2016)	2016	This article examines the role internships play in the development of hospitality and tourism management students.	Using a combination of quantitative and qualitative data analysis methods, it is proposed, within the limitations of a case university, the	Introduce different tasks as part of students' work from day-to-day operational duties (check-in/out) to

	<p>ty and Tourism Management Students</p>			<p>Building upon earlier research on internship design, it specifically examines the characteristics present in a student's internship through the use of a job characteristics mode</p>	<p>characteristics needed in career emphasis areas that contribute to increased levels of intrinsic motivation and student satisfaction gained from participation in an internship experience.</p>	<p>more cross-training in PBX (Private Branch Exchange; telephone operator at a hotel), housekeeping (cleaning rooms and inspecting quality), laundry, engineering/maintenance, and guest services/concierge. Advanced standing students may also be driven by insights into management decision making, so learning STAR (Smith Travel Accommodations Report) reports, revenue, and yield management techniques will all add to their skills and enrich</p>
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						their development
17	Can university-industry linkages stimulate student employability?	(Ishengoma & Vaaland, 2016)	2016	The purpose of this paper is to identify important university-industry linkage (UIL) activities that can stimulate the likelihood of employability among students.	The purpose of this paper is to identify important university-industry linkage (UIL) activities that can stimulate the likelihood of employability among students.	The results reveal that UIL activities were strongly perceived to raise the employability of students, in particular student internships in companies followed by joint projects and the involvement of companies in modernizing university curricula. Adoption and diffusion internship strategies are suggested for foreign companies and for local firm, respectively, as vehicles for increasing employability.
18	Coping Strategy in Hospitality	(Y. C. Wang et al., 2015)	2015	A mixed method with embedded	Both qualitative information and	In addition, based on the findings, we

<p>Internships: A Mixed</p>			<p>design was applied in this study to explore coping strategies used in hospitality internships. Students shared internship experiences for 3 time periods, and managers of the student internship provided midterm and final performance evaluations.</p>	<p>quantitative data were combined as dyad information to analyze student coping from a longitudinal perspective. In terms of theoretical implications, we found longitudinal differences and performance differences in the use of problem-focused and emotion-focused coping.</p>	<p>propose the existence and importance of information-focused coping in hospitality internships. In terms of practical implications, schools should cooperate with hotels to provide student training, meetings, or workshops before internships. In addition, positive social interaction and an encouraging atmosphere should be the main concerns to improve employee morale. Moreover, hotel managers should design activities, such as empowerment, to re-</p>
<p>Method Approach</p>					

						tain high-performing students by enhancing their recognition from customers and self-achievement.
19	Internship Satisfaction of Students of Hospitality and Impact of Internship on the Professional Development and Industrial Perception	(Seyitoğlu & Yirik, 2015)	2015	This study aims to determine the internship satisfaction of tourism students and the impact of their internships on their professional development and industrial perception	In line with this purpose, an implementation was conducted on the students of Akdeniz University Faculty of Tourism. This implementation involved a questionnaire form which was filled by 305 faculty students. The findings included demographic information; then three scaled questionnaire form which intended to determine the internship satisfaction, vocational tourism education, and professional development and industrial	The results showed that internship satisfaction of the students had a positive impact and impact by itself on professional development and industrial perspective, and together with vocational tourism education the students receive, this impact increased.

					<p>perception of the students was analyzed by taking mean scores of the scales of the form; using stepwise regression of the multiple regression analysis, the relations between the scales were shown, and the results were interpreted.</p>	
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20	<p>Understanding the Initial Career Decisions of Hospitality Graduates in Hong Kong: Quantitative and Qualitative Evidence</p>	<p>(Chang & Tse, 2015)</p>	2015	<p>This study aimed to understand the initial career decisions of graduates from a hospitality and tourism management (HTM) program in Hong Kong.</p>	<p>In Study 1, we used longitudinal data from graduate exit surveys undertaken between 2002 and 2010 to explore the nature of their initial career choices and how the program had influenced them. In Study 2, industry executives and alumni were interviewed to supplement the findings of Study 1.</p>	<p>Study 1 Findings: It has been found that more than half the graduates' first jobs were in HTM and that hospitality electives and industry-specific programs (such as an executive-in-residence program and distinguished speaker series) contributed to their choice of such employment. Compared with jobs in other sectors, HTM jobs pay significantly less. Recommendations are provided for designing better HTM programs that will inspire more</p>
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						students to join the industry on graduation.
21	The academic value of internships: Benefits across disciplines and student backgrounds	(Binder et al., 2015)	2015	While student benefits from internship experience have been frequently documented in research, the	Longitudinal sample (n > 15,000) that covers an extensive range of subjects and disci-	Findings are there-

				<p>emphasis has been on internship effects on employment and career indicators. This work is concerned</p>	<p>plines for large undergraduate cohorts. Main effects and interactions for student background characteristics</p>	<p>fore discussed against a background of motivational approaches suitable to integrate both direct and indirect</p>
				<p>with effects on academic outcomes and focuses on the robustness of such effects across academic dis-</p>	<p>were investigated showing stable academic benefits for advantaged and disadvantaged students. Further,</p>	<p>paths from internship experience to academic outcomes to career indicators.</p>

				<p>ciplines as well as for different achievement levels of students, student gender, and ethnicity</p>	<p>using ordinal logistic multi-level modeling, we explored the impact on the probability of attaining a higher</p> <p>degree classification for different student scenarios, thus illustrating the practical significance of these</p> <p>internship effects. Effects are less likely to stem from maturation or self-selectio</p>	
22	Employability of Hospitality Graduates: Student and Industry Perspectives	(Y.-F. Wang & Tsai, 2014)	2014	This study investigates the perceptions of senior hospitality students and industry managers of	Questionnaires were administered to managers of hospitality businesses (n = 105) and to senior students (n = 193) in	The results showed that from the perspectives of senior students and managers, both students

				employability in the industry.	order to measure the importance of each attribute and student readiness in each competency	and graduates lack confidence in their employability, particularly in areas of professional management skills. Finally, suggestions are provided for facilitating the employability of hospitality graduates in Taiwan.
23	The relationships amongst the intern anxiety, internship outcomes, and career commitment of hospitality college students	(Y. F. Wang et al., 2014)	2014	This study analysed the changes in student anxiety to determine the relationships among intern anxiety, internship outcomes, and career commitment.	A cluster sampling method and questionnaire survey were used to collect data from third- and fourth-year college students from hospitality-related departments. The effective sample sizes were 255 (preinternship) and 245 (postinternship).	According to the data, intern anxiety slightly decreased after internship. Intern anxiety and internship outcomes were determined to influence career commitment significantly, although no relationship was found between intern anxiety and internship out-

						comes. This paper provides additional suggestions for designing an off-campus internship curriculum and improving off-campus intern guidance
24	How do hotel and tourism students select internship employers? A segmentation approach	(Fong et al., 2014)	2014	How do hotel and tourism students select internship employers? A segmentation approach	Drawing from a self-administered survey of 273 hotel and tourism management college students in Hong Kong, the study used cluster analysis to generate four clusters of students, namely learning enthusiasts, social support seekers, brand seekers, and school followers. Chi-square tests showed that school followers generally do not have internship experience.	This study has shown that subjective factors like friendly colleagues and organizational brand, and objective factors like competitive remuneration, brand of the organization, experience of the company as a consumer, and distance commuting to the workplace are more important than critical contact factors

						like experience of the company as a consumer and working in an organization that is affiliated with the university when students select their internship employers. However, our segmentation approach has shown that these findings are not necessarily robust across individual students as some placed more emphasis on objective factors (learning enthusiasts), some stressed on subjective factors (social support seekers and brand seekers), whereas others tended to select
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						organiza- tions affiliat- ed with their university (school fol- lowers)
25	A study of internship attitude, sub- jective norm, perceived behavioral control, and career plan- ning of hos- pitality voca- tional col- lege students	(Hsu, 2012)	2012	This re- search used the revised theory of planned be- havior as a conceptual framework to explore its relationship to career planning for hospitality vocational college stu- dents in Taiwan.	The analysis conducted by structural equa- tion modeling revealed that attitude has a positive influ- ence on inten- tion; the sub- jective norm has a negative influence on intention; per- ceived behav- ioral control has a positive influence on intention; in- tention has a positive influ- ence on behav- ior; and per- ceived behav- ioral control has a positive influence on behavior.	Based on the evidence re- sults, the current study proposes a few sugges- tions for ed- ucational institutions and future research.

Research Gap

Despite the significant attention paid to various aspects of internships in the hospitality and tourism industry, several gaps remain in the literature concerning the holistic understanding of how industrial training impacts the employability of undergraduate students. The existing studies primarily focus on specific factors such as individual characteristics (e.g., self-initiative, attitude), institutional support, internship satisfaction, and the direct effects of these internships on career intentions and

employability.

1. Specific Factors Over Holistic Approach: Many studies, such as those by Sihombing (2021) and Kukreti & Dani (2020), have explored individual factors influencing internship satisfaction. Similarly, research by Kukreti & Dani (2020) and Phonthanakitithaworn et al. (2017) emphasized the role of university support and organizational environment. However, a comprehensive analysis combining these elements to understand their collective impact on employability is lacking.

2. Geographical Limitations: Research by Vo et al. (2022) and Zopiatis et al. (2021) has been conducted in specific regions such as Vietnam and the USA, respectively. There is a paucity of comparative studies across different cultural and economic contexts that might influence the effectiveness of internships in enhancing employability.

3. Longitudinal Effects: Studies like those by Chen et al. (2021) and Hussien & La Lopa (2018) have examined the immediate effects of internships on employability and career intentions. However, there is a gap in understanding the long-term impact of these internships on career progression and retention in the hospitality industry.

4. Integration of Internship Experiences with Academic Curricula: While Tsai et al. (2017) and Seyitoğlu (2019) discuss the benefits and challenges of internships, there is limited research on how the integration of internship experiences into academic curricula can further enhance employability and prepare students for the industry. The study by Seyitoğlu & Çakar (2017) using metaphorical analysis provides insights but does not quantitatively assess the impact.

5 Impact of COVID-19: The study by Zopiatis et al. (2021) highlighted the unprecedented impact of the COVID-19 pandemic on internship practices. However, there is a need for more detailed exploration of how these changes have permanently altered the landscape of industrial training and its effectiveness in different contexts.

6. Perceptions and Actual Outcomes: O'Connor & Bodicoat (2017) highlighted the disparity between student perceptions of internships and their actual outcomes. Further research is needed to bridge this gap by evaluating the real-world effectiveness of internships in enhancing employability skills as perceived by both students and industry employers.

7. Lack of Standardization: Various methodologies and scales have been employed to measure internship outcomes, as seen in studies by Karunaratne et al. (2019) and Wang et al. (2015). A standardized approach to assessing the impact of internships across different institutions and regions could provide more reliable and comparable data.

Findings & Discussion

The comprehensive review of literature on student satisfaction with industrial training in the hospitality sector, specifically focusing on undergraduates in Punjab, highlights several critical themes and findings. The studies reviewed span various geographical regions, methodologies, and focus areas, yet they collectively provide a nuanced understanding of the factors influencing student satisfaction and the effectiveness of industrial training programs.

1.Challenges and Preparation:

Vo et al. (2022) identified key challenges such as communication and conduct, working hours, problem-solving skills, self-confidence, supervision, and the working environment. These challenges suggest the need for better preparatory programs to equip students with the necessary skills and mental readiness.

Seyitoğlu (2019) echoed similar sentiments, highlighting the benefits and challenges gastronomy students face, suggesting that overcoming these challenges is crucial for career choices.

2. Role of Individual Factors:

Sihombing (2021) and Kukreti & Dani (2020) emphasized the significant impact of individual factors like academic preparedness, positive attitude, and self-initiative on internship satisfaction. This indicates that personal attributes and mindset are pivotal in determining the success and satisfaction of industrial training experiences.

3. Institutional Support and Environment:

Karunaratne et al. (2019) and Kukreti & Dani (2020) highlighted the importance of university support and organizational environment. Effective pre-placement activities and ongoing support from both the university and the internship providers were found to be crucial for enhancing student satisfaction.

4. Career Intention and Employability

Chen et al. (2021) found that career intention and enhanced employability significantly influence students' decisions to remain in the hospitality industry post-internship. This underscores the role of internships in shaping career trajectories.

Tsai et al. (2017) discussed the importance of career decision self-efficacy, suggesting that students' confidence in their career choices enhances their internship efficacy and overall career preparation.

5. Perceived Benefits and Skills Development:

Hussien & La Lopa (2018) and Morsy & Ali (2016) demonstrated that effective training programs significantly improve students' skills, performance, and overall job satisfaction. This is crucial for both academic institutions and industry stakeholders to consider when designing and implementing training programs.

Phonthanukitithaworn et al. (2017) reinforced the positive correlation between skill development and job satisfaction, emphasizing the need for continuous and effective training programs.

6. Internship Experience and Perceptions:

O'Connor & Bodicoat (2017) highlighted the diverse perceptions of internships among students, with some viewing them as exploitative. This suggests a need for higher education institutions to better communicate the value of internships and ensure they are structured and remunerated appropriately.

Fong et al. (2014) found that both subjective factors (e.g., friendly colleagues) and objective factors (e.g., remuneration) influence students' choice of internship employers, indicating the multifaceted

nature of internship satisfaction.

Implications for Practice

The findings from these studies provide several practical implications for stakeholders in the hospitality education and training sectors:

1. **Enhanced Preparation Programs:** Universities should implement comprehensive preparatory programs that focus on developing essential skills such as communication, problem-solving, and self-confidence. These programs should also address mental readiness for the workplace environment.
2. **Supportive Training Environments:** Both universities and industry partners need to collaborate closely to create supportive training environments. This includes effective pre-placement activities, continuous support during internships, and structured feedback mechanisms.
3. **Focus on Individual Attributes:** Emphasizing the development of positive attitudes, self-initiative, and academic preparedness in students can significantly enhance their internship satisfaction and career readiness.
4. **Career Counseling and Self-Efficacy:** Career counseling services should be enhanced to help students develop strong career intentions and self-efficacy, which are critical for successful transitions from education to industry.
5. **Structured and Fair Internships:** Internship programs should be well-structured, fair, and remunerated to avoid perceptions of exploitation. Clear communication about the benefits and expectations of internships can help align student perceptions with program realities.

By addressing these areas, institutions and industry partners can significantly enhance the industrial training experiences of hospitality students, leading to higher satisfaction, better skill development, and improved career outcomes.

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