

Impact of Pedagogies Strategies on Training of Undergraduate Students to Select Career in Hotel Management

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Abstract: Initiates have been set up in the past to begin the technical degree program in hotel management. Furthermore, while college students can use a variety of additional methods to learn new material related to their classes, the process of choosing a job is still unavoidable. There are two levels of requirements for this professional stream: theory and practice. It must be completed at the college, and in order to get practical experience—as they have only learned theory thus far—the student must participate in a six-month off-campus training program. To make sure pupils learn about the stream, many pedagogical approaches have been used in these college tasks in this theory section. Through this study, we learned about internship rules designed to fill the theoretical gap in the practical experience of the hospitality sector. This study aims to determine the opinions of students who have furthered their education in the workplace by pursuing their training after obtaining their foundational theoretical knowledge from their various educational institutions. Fifty questionnaires were distributed to the industry's successful trainees as part of the quantitative methodology used in this study. Finally, the question of whether or not the students will stay in the sector for the advancement of both the industry and themselves will be considered. I hope that by the end of this study, students who have a bad attitude about the business will have a favourable perspective about working in it.

Keywords: Pedagogies, Strategies, Career, Technical, Knowledge.

Introduction

Any student hoping to work in this significant area of the hotel business should gain both theoretical knowledge and priceless technical abilities, since hospitality management has grown in scientific and professional sophistication. According to Jones and Lockwood (2020), this industry has been expanding incredibly quickly, necessitating a comprehensive training approach that combines academic knowledge with real-world experience. According to scholars, teaching institutions use carefully planned training methods to develop early theoretical frameworks. According to Smith and Cooper (2019), these methods include case approaches, which require consideration and application of the subject; theatrical approaches, which imitate real-world scenarios and aid in decision-making; and lecturing, which provides a basic grasp of the material. The goal of this strategy is to promote an understanding of the wide perspective on operations and management that is necessary for practice. This foundation is reinforced by hands-on training, and the internship is the main way to accomplish this since it links the classroom setting at college with real-world experience in the workplace (Brown & Lee, 2018). Through internships, students are placed in real hotels and exposed to real-

world applications in key functional areas such as the housekeeping department, food and beverage department, and front desk. They are intriguing because they prepare students to practice as professional gurus and help them apply what they learn in the real world.

However, there is a noticeable disconnect between the skills acquired in school and what employers need. According to Patel (2021), two-thirds of employers in the hotel industry believe fresh graduates lack the soft skills, flexibility, and problem-solving abilities they need. This explains why new frameworks for education need be created in order to accommodate the modern industry. By focusing on the training experience of interns and how it has impacted their career path, this study seeks to determine the type and degree to which internship policies have bridled the gap between academics and industry. The study will do this by attempting to identify ways to enhance the educational approach so that it can satisfy future expectations. This study backs up Kumar & Singh's (2022) claim that this kind of alignment is essential if the productivity and credentials of hospitality graduates are to be raised in the job market. This study responds to the need for additional literature evaluation on how to improve educational methods in order to better prepare students for the demands and standards of the hospitality sector.

Review of Literature

Students must acquire both information and abilities in hotel management, which has evolved into a professional and technical course. Jones and Lockwood (2020) have emphasized how educational priorities are out of balance with the demands and tendencies of the rapidly expanding global hospitality industry. They pointed out that students are only prepared to work in this demanding industry when the academic material is integrated with the real-world demands of the job. Key components of the fundamental knowledge building have been identified as lectures, case and role plays, or plays that are augmented by notes, books, or papers as planned and structured educational forms. Smith & Cooper (2019) added that these methods encourage both meaningful operational comprehension and analytical thinking. This type of learning approach enhances students' comprehension of management ideas while also helping them build decision-making abilities by immersing them in simulated real-world business scenarios. Thus, internships are confirmed as a valuable supplement to classroom instruction in hotel management. Through internships, students can apply what they have learned in the classroom to real-world situations. In their article on the advantages of internships, Brown and Lee (2018) pointed out that the exercises gave the students hands-on experience in housekeeping, food and beverage services, and front desk administration. Through these experiences, students are able to apply what they have learned in the classroom to the real world, preparing them for the workforce.

Nonetheless, there is a gap between such training and market demands even in nations that place a high importance on practical orientation, such as in industrial relations. According to Patel (2021), 65% of employers in the hotel industry stated that they believe recent graduates lack the employability traits of flexibility, soft skills, and a problem-solving mindset. This disparity has highlighted the necessity for colleges and other educational institutions to adapt their curricula to meet market demands. Because they give students a chance to obtain real-world experience while they get ready for the working world, corporate internships are crucial for closing the theory-practice

gap. The necessity of managing and improving the educational architecture in order to meet business demands has been emphasized by Kumar and Singh (2022). In order to improve job prospects for graduates in the hospitality industry, they also demanded that internship policies and the way industry input was incorporated into the curriculum be changed. The theoretical underpinnings of HME, real-world training approaches, and shortcomings in preparing HME for industry demands are all explained by this literature study. In order to investigate how internship experiences affect a student's career aspirations and to work toward bridging the theory-practice gap, education and practice build upon one another.

Objectives:

1. To evaluate students' perceptions of the hospitality sector both before and after their internships.
2. To evaluate how much the internship has contributed to bridging the gap between theory and practice.
3. To determine whether internships have an impact on students' future career decisions in the hospitality sector.
4. To make detailed recommendations about how internship policies should be created and how to maximize the advantages for interns and their future jobs.

Methodology:

Research approach: Using a quantitative research approach, questionnaires were employed to conduct research.

Sample: Of the 50 junior and senior hotel management students who finished their six months of industrial training, the study participants were chosen using a deliberate selection process.

Instrument: As a result, a structured questionnaire was created and given to the students to gather data regarding their:

- Prior to internships in the hospitality sector, the roles of employers and interns were perceived.
- Situational elements that transpired during the internship, such as the quality of mentorship received and the amount of knowledge gained.
- Finally, survey questions were used to evaluate the interns' attitudes, opinions, and career goals before and after their internship.

Data Analysis: To ascertain how the interns' perceptions and career intentions changed, a descriptive analysis of their mean and standard deviation scores before and after the internship was carried out.

Results:

Descriptive Statistics:

1. **Pre-Internship Perceptions:**

Perception	Percentage of Students (%)
Viewed the hospitality industry as demanding but rewarding	60%
Expressed concerns about work-life balance	30%
Undecided about pursuing long-term careers in the field	10%

These opinions reflect the sentiments of the students who were evaluated before to their internship; overall, it appears that they experienced both optimism and pessimism. Sixty percent of the respondents shared their opinions about the job requirements that the hospitality sector places on its workers. This points to a typically positive perspective, with students realizing that despite the challenges inherent in the learning environment, they can be rewarded in terms of both career and personal fulfillment. Thirty percent of students said they are concerned about difficulties related to work-life balance. This suggests an understanding of the nature of the sector, which is marked by working off shift, under pressure, and requiring both physical and emotional stamina. Ten percent of the students surveyed said they were unsure if they wanted to pursue long-term jobs in the hospitality industry. This can be explained by a lack of clarity regarding the nature of the industry's demands or the respondents' capacity to match their career and personal goals with available job opportunities in the food sector. These findings also emphasize the necessity of introducing students to the practical difficulties and benefits of the field prior to their internship. Career counselling and work-life balance concerns may help students become more conscious of their future careers and less uncertain.

2. **Internship Experiences:**

Experience	Percentage of Students (%)
Gained substantial practical knowledge	80%
Improved confidence and industry readiness	70%
Faced challenges due to lack of mentorship or unclear expectations	20%

The table that is displayed details the students' subsequent practice, which illustrates the outcomes of hands-on instruction in the hospitality industry. The majority of students (80%) who responded stated that they had gained a considerable amount of real-world experience during their internship. This indicates that the majority of students believed that there was a closure of the knowledge gap regarding theories and how to apply them to improve industry competency. Seventy percent of students said they felt more confident and equipped to handle the demands of the profession. It suggests that students' self-confidence was boosted by their internship experience, which also gave them the skills and knowledge profiles they needed to be successful in the hospitality industry.

Regretfully, 20% of the students mentioned having some trouble since they were not properly supervised or had unclear learning goals. This clarifies a concern that might be justified in that some students did not receive adequate guidance or assistance from their employers during their internships, which could have slowed down their learning process or resulted in discontented learning. The results demonstrate that, in the majority of circumstances, internship programs are successful in enhancing students' abilities and competencies for the actual labour market. Unfortunately, 20% of the students participating in these programs experienced difficulties as a result of unclear expectations, which are interpreted as a lack of appropriate guidance and/or insufficient mentorship programs that could be improved to ensure equitable internships for all students..

3. Post-Internship Perceptions:

Perception	Percentage of Students (%)
Viewed the industry more positively, citing enhanced skills and real-world exposure	75%
Maintained a neutral stance	15%
Reported negative experiences, primarily due to excessive workload or inadequate support	10%

Students' perceptions of the hospitality sector and their feelings following internships, which vary in terms of satisfaction and vision, form the basis of the table. Seventy-five percent of students reported having a more optimistic outlook following their internships. They claimed that this would have happened as a result of their increased skill set and hands-on training from the aforementioned company. This suggests that by confirming their enthusiasm for the field, the majority of the students gained from the internship experience. 15% of the students reported no change in attitude when compared to the industry that was changing, meaning that their assessment of the industry was neither more favourable nor less favourable than it had previously been. This indicates that because of the varied experiences or opportunities they had during their internships, some students' attitudes toward the industry were not altered as may have been anticipated. Just 10% of the students left unfavourable remarks, which they attributed to stress, an excessive workload, or a lack of relevant resources. These are the areas where internships can be improved; highlighting issues like workload and inadequate supervision will help interns feel less frustrated or disappointed. After completing an internship, the majority of students have a favourable opinion of the sector, suggesting that internships are highly successful in improving the relationship between students and the industry. To ensure that every student will only have positive outcomes, however, more effective planning, more explicit expectations, and better support tools should be made available. Ten percent of students reported having a bad experience.

Inferential Statistics: The chi-square test was used to analyze the findings on internship experience and career goals.

- The **null hypothesis (H0)** states that there is no significant correlation between students' internship experience and their desire to choose a specific vocation.
- **Alternative Hypothesis (H1):** It was discovered that students' career plans and internships have a significant correlation.

Chi-Square Test Results:

Test Statistic	12.45
Degrees of Freedom	4
p-value	0.014

The results of the Chi-Square test, which was used to gauge how internships affected students' career goals, are shown in the table above. Regarding the test findings, the Chi-Square statistic is computed using the obtained data, and the test statistic value is equal to 12.45. In this case, the relationship between internship experiences and career intention is one of the factors being tested, and a greater value often indicates a better or closer relationship. In particular, the number of independent categories used in the test's implementation is represented by the degrees of freedom (4). To explain the fluctuation in the data, it denotes the total expected number of distinct findings of interest minus one. This leads in a p-value of 0.014, which is the chance probability that expected outcomes will be attained by pure chance. The results are statistically significant since the calculated p-value is smaller than the traditional alpha threshold of 0.05. We reject the null hypothesis since the p value (0.014) is less than 0.05, which often indicates that there is no association or impact between the variables. As a result, we can say that internships have an effect on students' career goals. This suggests that internships do assist students in making some crucial choices and in establishing their vision and objectives for their future careers in the hospitality sector.

Discussion

The research's conclusions highlight the importance of internships in relation to students' views and career goals. Students can apply course material to the work market through internships, which helps them comprehend the difficulties they frequently face. Accordingly, because the internship exposes students to practice and mentorship, the results have a good impact on their emotions and passion. Students' confidence as students hoping to work in the field rises along with their skill set when they are able to put a theory into practice. This practical exposure helps the students develop a deeper sense of the demands of the industry and helps sustain the intent of the students to withstand long term careers. On the other hand, a bad impression is one that develops throughout an internship and might be brought on by inadequate assistance or unclear goals. However, the study shows that a small percentage of kids who are impacted by these life issues—as listed in the above table—face adverse consequences. Students become disengaged or switch off when they don't receive enough guidance, coaching, or information about expectations. As a result, students may change their

strategies about their responsibilities and positions in the hospitality industry or, more simply, discontinue their permanent career ambitions entirely. Therefore, in order to further develop and improve internship procedures, companies and schools should fortify their relationship. In order to prepare students for real-world experience and allow them to utilize their skills in the field, it was determined that internship programs should be designed with the expectations of both the industry and the students in mind.

This data also suggests that employers can be aggressive in giving interns the guidance, curriculum, and feedback they require to successfully manage internships. In addition to preparing students for real-world situations, educational institutions should also prepare them for their upcoming internships by offering them pre-internship training and orientation to help them set reasonable goals that will benefit them once they begin their internships. When they see that the overall quality of internships is being gradually improved by introducing and/or improving the conditions supported by employers and institutions alike in the relevance with the market industry demands, each participant in the program will feel more prepared, confident, and motivated to dedicate themselves to a long-term career in the hospitality industry. In addition to increasing students' employability, these kinds of enhancements can assist develop more skilled, driven, and committed professionals for the hospitality sector.

Conclusion

As a result, internships play a vital and adaptable role in the context of hotel management education. This is because internships are designed to help students bridge the crucial gap between what they learn in the classroom and what they will encounter in the real world of working in the hospitality industry. While coursework equips students with necessary knowledge, internships enable them to use that knowledge in a variety of often challenging contexts. Through the assignment of operational duties, client relations, and decision-making, students are able to put the theories they have learned into practice, which fosters the development of their abilities. The study demonstrates that thoughtfully planned internships significantly alter students' opinions on the hospitality sector. Through hands-on exposure to the sector, internships facilitate students' understanding of the realities faced by most industries. Students' enthusiasm for the field and confidence in their ability to perform it are positively statistically correlated with experiential characteristics such as professional mentoring, on-the-job training, and exposure to real-world situations during internships. Because internships offer real-world scenarios where transformative learning occurs, they can improve foundational and employability skills more successfully than classroom instruction. Students' impression of the industry as one with enormous potential and higher employment rewards is subsequently influenced by this.

The study also highlights several challenges that could arise during an internship; if these issues are not resolved, they may have an impact on the student's decision on their future career path and their outlook on continuous and productive work in the hospitality industry. Common issues include unclear expectations, inadequate assistance, and inadequate supervision make these encounters difficult or demoralizing, which may cause students to have the worst impression of the field. This is particularly harmful when there are no appropriate guidelines or procedures in place to help these

students, particularly when managing the demands of the industry causes them to form a culture of job discontent and a reluctance to remain in the hospitality industry for an extended period of time. The study urges greater collaboration between academic institutions and business stakeholders to address these problems and enhance internships. Therefore, schools should cooperate with employers to place students in internships at companies where they want to work and where their learning goals align with the internship's. This entails creating a precise internship curriculum that outlines goals, results, and deadlines as well as how internships are evaluated and regularly provided with feedback. Employers should be able to assign time contingents in notions of structured tutoring and support, as well as several work experiences, in a proactive and methodical manner so that the student may engage in all aspects of hotel administration. By improving the overall encouraging and stimulating environment of internship placements, the associated support services help students succeed during their internships and, as a result, offer targeted programmatic support to help students leave their internships with clear, meaningful career paths. Additionally, when properly structured, students take advantage of learning about business expectations and getting the information they need to make better career decisions. Students are able to address some of the complexities of the hospitality business and position themselves for future leadership roles when internships are specifically designed to connect theoretical learning to practical exposure. This connection will guarantee that students will generate a workforce that is professional in its endeavours, knowledgeable enough to support the business, and driven to see it through to its continued growth. As a result, internships are crucial for completing hotel management coursework and preparing for future employment opportunities. When properly planned and supported, they offer students tools to help them succeed as well as a worthwhile educational experience that shapes their image of the topic. Students can be helped to succeed and provide a steady supply of jobs for the hotel industry if internship institutions and other stakeholders address the inefficiencies identified in this study and enhance the internships' policies.

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