
Investigating the Effectiveness of Industrial Training Programs for Hotel Management Students

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ABSTRACT

Industrial training programs play a critical role in shaping the professional capabilities of hotel management students by providing them with real-world experience that complements academic learning. This research aims to evaluate the effectiveness of industrial training programs before and after student participation, focusing on the development of both technical and soft skills. Utilizing a mixed-methods approach, the study draws on quantitative data from structured surveys and qualitative insights from interviews conducted with students, educators, and industry professionals. A total of 113 valid responses from hotel management students were statistically analyzed using paired sample t-tests to assess improvement across 18 skill domains. Key findings highlight significant improvements in areas such as communication skills, cultural awareness, practical knowledge, and industry exposure, among others. However, academic performance showed no statistically significant change. These results underscore the importance of well-structured training programs in preparing students for the hospitality industry. The study concludes with actionable recommendations to further enhance program design and student learning outcomes.

KEYWORDS

Industrial Training, Communication Skills, Industry Exposure, Cultural Awareness, Experience.

1. Introduction

The hospitality industry, encompassing sectors such as lodging, food and beverage, travel, tourism, and event planning, is one of the fastest-growing and most dynamic industries globally. This sector not only contributes significantly to the global economy but also plays a crucial role in shaping cultural and social interactions. As the industry evolves, there is an increasing demand for highly skilled professionals who can meet the diverse needs of global travelers and customers. Hotel management education, therefore, becomes pivotal in preparing students to navigate the complexities of this industry.

One of the core components of hotel management education is industrial training, which provides students with hands-on experience in real-world settings. These training programs are designed to bridge the gap between theoretical knowledge acquired in the classroom and practical skills required in the industry. Industrial training allows students to apply their academic learning in practical scenarios, understand the intricacies of hotel operations, and develop essential soft skills such as communication, teamwork, and problem-solving.

Despite the acknowledged importance of industrial training, its effectiveness varies significantly based on multiple factors, including the quality of the training program, the relevance of the curriculum, and the mentorship provided to the students. This variability necessitates a closer examination of what makes these training programs effective, ensuring that they meet the educational and professional needs of hotel management students.

2. Objective

1. To determine the factors that influence the effectiveness of industrial training programs for hotel management students before and after completion of industrial training.
2. To determine the effectiveness of industrial training programs for hotel management students before and after completing industrial training

3. Hypothesis

H₀ : There is no significant difference on the effectiveness of industrial training programs for hotel management students before and after completing industrial training program.

4. Literature Review

Datta & Jha (2015) According to this research, the majority of undergraduate hotel management students strongly disagree with the options the industry provides for their future careers.

Bathla & Rana & Singh (2019) Through industrial training, students are prepared to oversee in hotels and provide catering, gaining a wealth of managerial expertise. Students will be prepared to work in any position once they have increased their proficiency in the skills essential to hospitality management.

Bhinder(2019) The existing IT procedures need to be strengthened, and all parties involved need to work together more efficiently. To help trainees apply what they have learned in the classroom to real-world situations, industry professionals should assign them some serious tasks and give them the chance to interact with guests.

Kukreti & Dani (2020) According to the research paper's study, industrial training is a crucial component of hotel management curricula, and students benefit from its inclusion. Universities and other educational institutions should make sure that students receive training in all of the hotel's major operational departments, with the tenure of each department being structured in a proper sequential manner.

Qu & Leung & Huang & He (2021) Students' decision to follow a specific career route and their level of satisfaction with their internship experience were influenced by seven criteria. Internship accomplishments, mentorship and evaluation, interpersonal connections, pay, hotel amenities, hotel internship programs, and curriculum requirements are some of these elements. Regression analysis revealed that internship accomplishments, interpersonal relationships, and curriculum requirements

all had a substantial impact on interns' career plans. Internship accomplishments, academic requirements, hotel internship programming, supervision and evaluation all had a major impact on intern satisfaction.

Kumar & Rao (2023) According to the empirical analysis's findings, every element of an internship significantly and favorably influences students' career intentions in hotel management programs. The results of this study, which is a component of a wider research project, have important ramifications for a variety of stakeholders, including parents, government organizations, students, hoteliers, and those who create educational policies.

Vida & Noble & Impraim (2023) According to the study's findings, host companies generally offer excellent assistance and an atmosphere for interns from the three institutions that were sampled; as a result, students are able to improve their employable skills while interning at different companies.

Dahiya & Chauhan & Aggarwal (2024) Key findings reveal that 10 out of 13 attributes significantly influenced career perspective. Factors such as skill improvement, safe work environment, and enhanced industry understanding showed the strongest positive impacts. Conversely, the presence of female role models in higher positions, handling challenging guests and perceptions of job stress did not significantly affect career outlooks. This research contributes valuable insights for hotel management institutes, industry stakeholders, and policymakers. It highlights areas requiring attention to enhance the industrial training experience and, consequently, improve the retention of female talent in the hotel industry.

Dhore & Sapra (2025) key findings reveals that no supervision and mentorship, the communication gap, unachievable workload, cultural issues and work-life balance were some of the principal issues.

5. Methodology

5.1 Research Design

This study employs a mixed-methods research design, combining quantitative and qualitative approaches to comprehensively investigate the factors that contribute to the effectiveness of industrial training programs for hotel management students. The mixed-methods approach allows for a more nuanced understanding of the research problem by integrating numerical data with detailed insights from participants' experiences.

5.2 Participants

Hotel Management Students: A total of 200 students from various academic years and institutions were surveyed to gather their perspectives on the effectiveness of their industrial training experiences.

5.3 Data Collection

Quantitative data was collected through structured questionnaires distributed to hotel management students. The survey included both closed-ended and Likert-scale questions designed to measure various aspects of the training programs. Pre & Post training experiences are obtained from the same group of participants.

5.4 Sample size – A sample size of 200 respondents was taken in account, however a total of 87 responses obtained were somewhat incomplete hence considered invalid and analysis on 113 responses was applied.

5.5 Data Analysis

5.5.1 Quantitative Analysis

Quantitative data from the surveys were analyzed using statistical software (e.g., SPSS). Descriptive statistics (means, standard deviations) were used to summarize the data. 2- Tail Paired sample T Test was applied to obtain pre & post training results for differences in 18 pair of samples.

6. Results & Analysis

6.1 Objective 1 : A detailed review of literature is done to understand the most importance factors that influences the effectiveness of industrial training program among the hotel management students .Various literature's depicted the variables depicted in Table no 1.

Sno.	Variable
1	Practical Knowledge
2	Attention to detail
3	Emotional Intelligence
4	Adaptability
5	Cultural Awareness
6	Communication Skills
7	Problem Solving Skill
8	Leadership Skill
9	Teamwork spirit
10	Interpersonal Skills
11	Time Management Skills
12	Multitasking
13	Customer service
14	Subject Knowledge
15	Personal Grooming
16	Industry Exposure
17	Career Decisions
18	Academic Performance

TABLE NO 1

6.2 Objective 2 : A 2- tailed paired sample T test is conducted to obtain the results for pre & post effectiveness of industrial training program on the hotel management students

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1	Practical Knowledge pre - Practical Knowledge post	.434	1.125	.106	.643	.224	4.097	112	.000
Pair 2	Attention to detail pre - Attention to detail post	.265	1.110	.104	.472	.059	2.542	112	.012
Pair 3	Emotional Intelligence pre - Emotional Intelligence post	.274	1.159	.109	.490	.058	2.516	112	.013
Pair 4	Adaptability pre - Adaptability post	-.248	1.031	.097	.440	.056	2.555	112	.012
Pair 5	Cultural Awareness pre - Cultural Awareness post	.336	1.057	.099	.533	.139	3.381	112	.001
Pair 6	Communication Skills pre - Communication Skills post	.389	.911	.086	.559	.220	4.546	112	.000
Pair 7	Problem Solving Skill pre - Problem Solving Skill post	.257	1.067	.100	.456	.058	2.556	112	.012
Pair 8	Leadership Skill pre - Leadership Skill post	.292	.923	.087	.464	.120	3.364	112	.001
Pair 9	Teamwork spirit pre - Teamwork spirit post	.212	1.048	.099	.408	.017	2.155	112	.033
Pair 10	Interpersonal Skills pre - Interpersonal Skills post	.186	.902	.085	.354	.018	2.190	112	.031
Pair 11	Time Management Skills pre - Time Management Skills post	.239	1.136	.107	.451	.027	2.236	112	.027

Pair 12	Multitasking pre - Multitasking post	.345	1.124	.106	.555	.136	3.264	112	.001
Pair 13	Customer service pre - Customer service post	.301	1.101	.104	.506	.096	2.905	112	.004
Pair 14	Subject Knowledge pre - Subject Knowledge post	.230	.866	.081	.392	.069	2.824	112	.006
Pair 15	Personal Grooming pre - Personal Grooming post	.195	.990	.093	.379	.010	2.091	112	.039
Pair 16	Industry Exposure pre - Industry Exposure post	.363	1.218	.115	.590	.136	3.167	112	.002
Pair 17	Career Decisions pre - Career Decisions post	.239	1.055	.099	.435	.042	2.409	112	.018
Pair 18	Academic Performance pre - Academic Performance post	.124	.983	.092	.307	.059	1.340	112	.183

TABLE NO 2

Results obtained in Table no 2 indicated that out of 18 pairs practical knowledge (0.000), attention to detail (0.012), emotional intelligence (0.013), adaptability (0.012), cultural awareness (.001), communication skills (.000), problem solving skills (.012), leadership skills (.001), teamwork spirit (.033), interpersonal skills (.031), time management skills (.027), multitasking (.001), customer service (.004), subject knowledge (.006) and career decision (.039) are significant with 'p' values below (0.05) whereas Academic performance depicted a 'p' value of (0.183) that is above statistical value of 0.05. This indicates that there is no effectiveness observed on the academic performance of the student pre and post industrial training program whereas all other variables showed statistical implication on students after having the industrial training program.

Overall, a significance value of 0.00 provides strong evidence for the effectiveness of the industrial training program in improving practical knowledge and communication skills of the student

Hence, as obtained results are in the opposite direction of the hypothesis the null hypothesis is rejected and states the result that there is a significant difference on the effectiveness of industrial training program for hotel management students before and after completing industrial training program.

Conclusion:

From this research, it's clear that industrial training program helps hotel management students grow in many ways. After their training, students showed good improvement in how they speak, deal with people from different cultures and understand how the hotel world works. They also become better at

teamwork, problem-solving, and handling real-life tasks. However, one area that didn't show much change was academic performance. This study describes that while training improves practical and soft skills, it may not directly affect classroom learning. To make these industrial training program even better, colleges and hotels can work together to add some extra support. Things like study tips, time management classes, or mentorship can help students balance both practical and academic learning. With the right mix of experience and guidance, students will be more ready than ever to step into the professional world.

Recommendation:

Consider incorporating more targeted strategies, such as **study skills workshops**, **time management for studying**, and **subject-specific tutoring**. Develop **assessment tools** that better measure academic progress and align with the intervention's goals. It may also be beneficial to engage academic mentors or coaches to help bridge the gap. Ensure that academic performance is integrated with other skills, like **time management** and **problem-solving**, which could improve academic outcomes.

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