



Types of Training Programmes for Hospitality Management Students: An Exploratory Study of Indian Hotels

Dr Sandeep Malik, IHTM, Maharshi Dayanand University, Rohtak (Haryana), India

Dr Sumegh, IHTM, Maharshi Dayanand University, Rohtak (Haryana), India

Abstract- The study aims at exploring the types of training opportunities prevailing for hospitality management graduates in Indian hotels. This becomes relevant considering the nature of products of hospitality industry offers, high rate of attrition, intense competition in the industry, lack of skilled manpower, and increase in job opportunities in the hotel industry. Literature review helped in identifying a total of twelve training programmes which are offered by hoteliers to students of hotel management programmes. A Likert-type scaled questionnaire was used to gather the primary data. Exploratory factor analysis was conducted on the data. The findings revealed that hoteliers are more inclined toward the training programmes which are conducted after the completion of the educational programmes. Apart from this, hotels prefer trainings related to operational departments.

Key words: Hotel, Education, Training, Manpower

I. INTRODUCTION

Shortage of skilled manpower has always been one of the biggest human resource related issue for Tourism and Hospitality industry. Realising this fact, now hotels are focusing more on providing training not only to their employees but also to the students who have joined them as trainees; and it has proved to be an important strategy of competitive advantage for hotels. Training has been found having positive impact on productivity, skills, motivation, employee retention and attracting the best talent available in market. However, quality of training is very important. Thomas, Lashley, & Eaglen (2000) observed that good training practices have considerably increased the chances of staff retention for the fast food giant McDonald. Therefore, nowadays hotels are practicing innovative training methods (Enz & Sigauw, 2000). The student trainees are considered as future employees by the hotels. Students also consider this training opportunity as "window to real world" that help them in experiencing the implementation of their theoretical knowledge in real life situations (Chen & Shen, 2012). Researchers (Tas, 1983; Spencer & Spencer, 1993; Eaton & Christou, 1997, Chen et al, 2012) have established the importance of training for students of hospitality management programmes in Western context. However, there is scarcity of research from Indian prospective. So the study aims at exploring the various training practices related to hospitality management students in hotels situated in India.

II. REVIEW OF LITERATURE

Training means a systematic attempt of an organization to facilitate learning of developing competencies, knowledge, traits, motives and skills related to the job for its employees and trainees to improve their job performance. These activities are designed to improve performance of the employees on their present job. Whereas, Armstrong (1999) said that it is the systematic alteration in behaviour by the use of education, instructions, development and planned experience.

The concept of training has been an integral part of curriculum of practical oriented courses i.e. nursing, engineering, teaching, medical sciences, management etc. since 1940's (Tas, 1988). The same was also endorsed by Enz (2000). Educational programmes use training to bridge the gap between theory and real life situations by practical application of the theoretical knowledge; which is considered as very important for the whole process of teaching and learning (Nichols, 1992). Candidates with some kind of practical experience are preferred over others even if they are applying as fresher (Craig-Smith, Davidson, & French, 1994) and found demonstrating better performance. They have been found indicating Not only this but industry linked educational programmes are favoured over others as they provide latest training experience to the students; especially in case of Hospitality and Tourism courses (Lewis, 1982). Tas (1992); Spencer et.al, (1993); and Eaton et. al (1997) described that these type of programmes make students more suitable and acceptable for industry requirements.

The training programmes for hospitality students are considered beneficial to all stakeholders i.e. the students, organisation and the education institute (Malik & Sumegh, 2017). The biggest benefit of training

can be that it can be used as a strategy for competitive advantages, by hospitality firms, over their competitors (Peterson & Hicks, 1996). Moreover, it is an ongoing process which helps in developing latest core competencies among employees. Training ensures achievement of guests' satisfaction with the help of certain skills (Garavan, 1997). Trainees can be seen as future employees and the managers have many opportunities to thoroughly assess their abilities and work which is not possible in case of employees selected through job interviews (Yiu & Law, 2012). Internships are helpful not only in improving the confidence level of trainees (Hejmadi, Bullock, Gould, & Lock, 2011), but also the their educational performance and chances of getting a job (Cannon & Arnold, 1998; Knouse, Tanner, & Harris, 1999; Zopiatis, 2007; Kwok, Adams, & Price, 2011).

In case of hospitality organizations, Appiah (2010) suggested five steps i.e. *establishing training needs; whom to train; training methods; evaluation of trainees; and preparing training plans* to accomplish training goals

Laing (2009) stressed on the need for formulating a training policy which may help in devising the guidelines for the training programmes clearly mentioning the training needs, trainees, frequency of training and training methods. The methods, especially used for developing problem solving skills, such as role-plays, sensitivity training, computer aided training, simulation techniques, case studies etc. and others which involve personal interaction with the trainees must be adopted for hospitality industry (Garavan, 1997). The material for such programmes must focus on cognitive and behaviour based learning approaches (Dobbs, 2006).

III. METHODOLOGY

The review of existing literature concluded that there are different types of trainings are being conducted in hotel industry. The research used a questionnaire to find out about various types of trainings programmes for hotel management students prevailing in Indian hotel industry. Human Resource or Training Managers were requested to answer the questions on a Likert type scale ranging from *not applicable to very effective*. Descriptive analysis was used for initial analysis followed by exploratory factor analysis to reduce variables into fewer dimensions.

Analysis

The descriptive analysis of HR Managers' responses regarding various types of trainings are presented in Table no. 1.

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Apprentice Training	42	1	5	3.33	1.476	2.179
Certification Training	42	1	5	3.45	1.501	2.254
Practical/Industrial Training	42	1	5	3.93	1.404	1.970
On-the-Job training	42	1	5	3.67	1.493	2.228
Language Training	42	1	5	3.31	1.405	1.975
Hotel Services and Administration Training	42	1	5	3.36	1.428	2.040
Cross Training	42	1	5	3.43	1.532	2.348
Management Training	42	1	5	3.67	1.557	2.423
Industrial Training	42	1	5	4.31	.975	.951
Internship	42	1	5	3.50	1.469	2.159
Vocational Training	42	1	5	3.55	1.292	1.668
Just in Time	42	1	5	3.24	1.394	1.942
Valid N (listwise)	42					

Simple frequency analysis of different variables elaborates that the variable 'Industrial Training' has the highest mean score with an value of 4.31; whereas, 'Just in Time' has the lowest means score of 3.24. A general observation of the mean scores explained that most of the variables have means scores between 3 and 4; means that the prevailing training types were rated between ineffective and moderately effective. Then, exploratory factor analysis with varimax rotation was used to reduce various variables under fewer dimensions.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.830
Bartlett's Test of Sphericity	Approx. Chi-Square	444.097
	Df	66
	Sig.	.000

The high value i.e. 0.830 of KMO Measure of Sampling Adequacy and significant value of Bartlett's Test of Sphericity showed proved the fitness of data for application of factor analysis (Table no. 2).

	Component
Factor 1: After completion of Course/Program Training	
Hotel Services and Administration Training	.884
Language Training	.872
Certification Training	.831
Just in Time	.819
Cross Training	.741
Vocational Training	.733
Internship	.706
Management Training	.674
On-the-Job training	.609
Factor 2: During Course/Program Trainings	
Industrial Training	.867
Practical/Industrial Training	.832
Apprentice Training	.541
Extraction Method: Principal Component Analysis.	
Rotation Method: Varimax with Kaiser Normalization.	
a. Rotation converged in 3 iterations.	

Two factors were extracted. First factor named as '*After completion of Course/Program Training*' comprised of nine items i.e. 'Hotel Services and Administration Training', 'Language Training', 'Certification Training', 'Just in Time', 'Cross Training', 'Vocational Training', 'Internship' and 'Management Training' with Eigen value 5.680 and total variance explained is 47.336 . Training related to different hotel services and administration was found to be most important, and on-the-job trainings were given least importance by the respondents.

Component		Rotation Sums of Squared Loadings		
		Total	per cent of Variance	Cumulative per cent
dimensions	1	5.680	47.336	47.336
	2	3.076	25.636	72.972
Extraction Method: Principal Component Analysis.				

The second factor, named as '*During Course/Program Trainings*' included three items i.e. 'Industrial Training', 'Practical/Industrial Training' and 'Apprentice Training' with Eigen value 3.076 and could explain an variance of 25.636 percent. Maximum contribution was attributed to the industrial training, and least by apprentice training.

IV. CONCLUSION

The study aimed at exploring the types of trainings prevailing in Indian hotel industry. The findings revealed that broadly two types of trainings are prevailing in Indian hotel industry i.e. 'After completion of Course/Program Training' and 'During Course/Program Trainings'. The training programmes conducted after the completion of the educational programmes were considered as more important than during the course trainings by the industry. It further illustrated that hoteliers were emphasising more on training programmes related to various hotel services and administration i.e. training related to hotel operations such as front office, housekeeping, food production, and food and beverage service operational areas; whereas, least importance was given to apprentice training programmes. However, hoteliers are not considering these training programmes as very effective. This is very alarming as in future it will affect the availability of quality and quality of manpower for hospitality industry, and it will ultimately affect the

profits and competitive advantage of the organisation. So hotels should seriously devise such training programmes which are effective and beneficial for students' of hospitality management courses; which is in line with the results of previous studies of Lashley et. al (2000); Chen et. al (2012); and Malik et. al (2017). The findings of the study will make significant contribution to the literature and will have implications for all the stakeholders such as the students, educational institutes, industry and policy makers. Despite its limitations in terms of its nature i.e. exploratory; and sample design. However, these may be addressed in the future research.

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