

Assessing the Skills Required by Hospitality Management Graduates from the Viewpoints of Educators in Punjab

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ABSTRACT--- This study evaluated the important skills required by hospitality management graduates of Punjab from the viewpoints of educators. Questionnaire as the main tool was used to gather the data from the hospitality educators of Punjab which are included in the study population, first Part of the questionnaire targeted to collect the information relates to the demographic profile of respondents and the statements in the second part contains statements based on 4- point Likert scale stretching from 1 -Not Important to 4 - very important to rate the importance of each skill by the educators. Results of the study divides sixteen skills into three new domains as Efficiency & Leadership, Computational & Management, and Self-Development & Applied. Further it is also recommended to benchmark hospitality management curricula with the top rated universities of the world in order to produce more employable graduates and hospitality teaching should be more practical oriented to inculcate skills among students.

Keywords—hospitality management curricula, skills, benchmark, hospitality educators, efficiency & leadership, computational & management, self-development & applied

INTRODUCTION

As hospitality education in India from the year 1954, stays to progress and grow as a speculative discipline, anxieties persist about the training of hospitality graduates for jobs within the industry (Jauhari, 2006; Partlow & Simon, 2009). A study conducted on Manpower requirements in hospitality industry of India by 2021 (HVS Global Hospitality Services, 2011) shows most of the hospitality graduates fails to possess the required skills to fulfil industry requirements and are not in the position to be hired by most of the hotel companies. Today India has evolved as one of the tough economies of the world. The demand for trained work force is growing in every field and supplementary in the hospitality industry due to the emergence of India as one of the preferred destinations for conferences and convections. Therefore in hospitality industry there always remains demand for well-educated, multi-skilled, talented workers for holding managerial and supervisory level positions.

According to the report on travel and tourism competitiveness 2017 shared by the world economic forum (WEF) shows the rating of India at the 40th position in the list of words attractive destinations. Cutting-edge initiatives

by Indian Government like Electronic tourist authorizations, E – Tourist Visa, ensued improvement in the figure of tourist visa dispensed in the country with entrances through e-visa increased 58.8 % year-on-year to 1.457 million during January-November 2017. India got 3rd position among 184 countries in terms of contribution through travel & tourism's for GDP in 2016. India's foreign exchange earnings (FEEs) from tourism improved 20.4 per cent during the year 2017 to US\$ 24.655 billion and projected to raise by 7.9 per cent per annum during by the year 2026. Growth in tourism industry of India has benta flourishing in hotel expansion, with a projected surge of 102,348 first hand accommodations in the hotel market of India by 2021 according to HVS Global Hospitality Services(2012).

LITERATURE REVIEW

Agut, S., Grau, R., & Peiro, J.M. (2003) in their paper divided competencies into 2 domains namely technical management competencies and generic management competencies ,first domain includes financial /economics management, computing savvy, foreign language and second domain includes job performance efficiency, self-control and social relationships as important competencies for managers of Spanish hotel and restaurants.

Connolly, P., & McGing, G. (2006) in their paper highlighted about customer management skills, team coordination, judgement making, communication skills, problem resolving and foreign language as the important competencies required by hospitality graduates in Ireland.

Tesone, D.V., & Ricci, P. (2006) in their research mentioned team work, effective listening, verbal and writing skills, proficient image, standard grooming and ability to deal with the guest understanding as desired competencies required by hospitality graduates for entry level jobs in the industry.

Huang, Y. L., & Lin, C. T. (2010) in their paper underlined interpersonal and leadership skills, linguistic proficiency, diversity, communication skills, adaptive governance and customer relations as core competencies required by hospitality management trainees.

Ineson, E. M., & Alexieva, R. (2011) in their research demonstrated for being successful in hospitality industry intrapersonal skills, handling customer complaint, emotional intellect, attentiveness, work experience and trust as the important competencies to be required in hospitality graduate

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Johanson, M., Ghiselli, R., Shea, L. J., & Roberts, C. (2011) in their research paper divided competency themes into functional business area which include human resources, commercial management, communicative skills, and customer relations focus other new competency area includes ethics, global perspectives, sustainability and knowledge of green practices.

Li-Ting (Grace) Yang PhD et.al (2014) in their study identified six proportions of generic managerial competencies and seven proportions of technical managerial competencies desired by Indian hospitality management graduates from the standpoints of hotel industry professionals and educators.

Sarkodie (2015) in his research underlined most noticeable skills as multi lingual, communication skill, operational skills ,computer proficiency skills as the key skills to be possessed by the graduates to begin carrier into the hospitality industry.

OBJECTIVES OF THE STUDY

1. To evaluate the relative importance of skills needed by hospitality graduates in Punjab from the viewpoints of educators.
2. To provide endorsements for the development and upgradation of hospitality management curriculum.

METHODOLOGY

The study population includes are hospitality educators working in various educational institutes of Punjab. A convenience sampling technique was used to survey the

questionnaire from educators working in hospitality management institutes of Punjab. A Four- point Likert scale ranging from 1 (**Not Important**) - 4 (**very important**) used by the educators to rate the importance of each skill. First section of the questionnaire contains demographic information about the respondents, such as gender, age, designation, qualification and job experience.

Approximately 90 sets of questionnaires was distributed out of that 55 hospitality educators replied to the survey approx.72%.was the response rate

To fix the minimum and the maximum interval of the 4-point Likert type scale, the range is calculated as $(4 - 1 = 3)$ then divided by four as it is the greatest value of the scale $(3 \div 4 = 0.75)$. The length of the cells is firm below:

- 1 - 1.75 represents **Not Important**
- 1.76 - 2.51 represents **Moderately Important**
- 2.52 - 3.26 represents **Important**
- 3.27 - 4.00 represents **Very important**

RESULTS & DISCUSSION

Respondents Profile Table 1 displays the profile of hospitality educators from the 55 respondents, 42 were male (76.36 %) and 13 were female hospitality educators (38.88%).Majority of the respondents falls between the age group of 31-40 yrs. (52.73%) Most of the respondents were working as Assistant Professor (38.18%) with master’s degree (38.18 %) as the highest qualification level having experience of 6 - 10 yrs. (43.64%).

Table – 1 Respondent Profile

Characteristic	Hospitality Educators	% of Total Participants	Total Participants
Gender			
Male	42	76.36	55
Female	13	23.64	55
Age in yrs			
20 - 30	11	20.00	55
31 -40	29	52.73	55
41 - 50	9	16.36	55
More than 50	6	10.91	55
Designation			
Professor	4	7.27	55
Associate Professor	8	14.55	55
Assistant Professor	21	38.18	55
Lecturer	15	27.27	55
Teaching Assistant	7	12.73	55
Highest Qualification			
PhD	6	10.91	55
Bachelor’s Degree	10	18.18	55
Master’s Degree	21	38.18	55
Post Graduate Diploma	11	20.00	55
Diploma Course	7	12.73	55
Experience in yrs.			
0- 5	9	16.36	55
6 - 10	24	43.64	55
11-15	12	21.82	55
More than 15	10	18.18	55

FACTOR ANALYSIS OF SKILLS



Principal component factor analysis was accompanied on 16 items of the important skills. The procedure used a loading cutoff value of 0.35 and varimax (orthogonal) rotation with eigenvalue criterion of more than 1 to categorize the number of dimensions (factors). The KMO measure of sampling suitability (0.831) indicated that the factor analysis was deliberated extremely appropriate. The resulting three factors with eigenvalue greater than 1 explains 71.71 % of the variance in the capacities. The three factors were as follows:

1. **Efficiency & Leadership**
2. **Computational & Management**
3. **Self-Development & Applied**

Factor analysis results of mean scores, SD and ranking of the 16 skills by hospitality educators are shown in Table 2. Mean scores for the importance of the skills to be possessed by hospitality graduates ranged from a low of 2.55 to 3.18 represents the skills which perceived by educators as important are:-

- ✓ Multilingual

- ✓ Research
- ✓ Software
- ✓ Administrative
- ✓ Negotiation
- ✓ Written Communication
- ✓ Marketing and Sales
- ✓ Event Management
- ✓ Analytical
- ✓ Technical
- ✓ Interpersonal

Mean scores for the importance of the skills to be possessed by hospitality graduates ranged from a low of 3.19 to 3.58 represents the skills which perceived by educators as very important are :-

- ✓ Oral Communication
- ✓ Problem Solving
- ✓ Customer Service
- ✓ Time Management
- ✓ Practical

Table 2 Factor Analysis Results of skills with Means, SD and Rankings by Hospitality Educators

Dimension / Item	Factor Loading	Eigen value	Cumulative Variance (%)	Educators		
				M	SD	Rank
Factor 1 : Efficiency & Leadership		8.441	52.758			
Practical	0.870			3.58	0.74	1
Customer Service	0.811			3.35	0.75	3
Oral Communication	0.855			3.31	0.77	5
Interpersonal	0.679			3.18	0.80	6
Analytical	0.581			3.07	0.79	8
Time Management	0.828			3.51	0.74	2
Problem Solving	0.722			3.33	0.72	4
Factor 2 : Computational & Management		1.824	11.398			
Software	0.792			2.73	0.73	14
Negotiation	0.676			2.80	0.80	12
Written Communication	0.563			2.91	0.85	11
Marketing and Sales	0.579			3.02	0.85	9
Event Management	0.617			3.01	0.76	10
Factor 3 : Self-Development & Applied		1.209	7.554			
Research	0.772			2.56	0.81	15
Multilingual	0.710			2.55	0.88	16
Administrative	0.758			2.78	0.83	13
Technical	0.802			3.15	0.85	7

CONCLUSION

The objective of this study was to evaluate the relative importance of skills needed by hospitality graduates in Punjab based on the viewpoints of hospitality educators. Results showed that according to the perceptions of hospitality educators oral communication, problem solving, customer service, time management, practical knowledge are very much important skills to be possessed by the hospitality graduate for success in hospitality industry. This study also divides the sixteen skills into three new dimensions which are Efficiency & Leadership, Computational & Management, and Self-Development & Applied. Further this research suggests that hospitality curricula should be more practical based enable students to gain knowledge as per the expectations of hospitality

industry. Curricula should also include courses related to skill enhancement and the mode of teaching should be more practical and case studies to be incorporated for an appropriate balance of courses in hospitality management. It is also recommended that in order to produce more employable candidate's hospitality management curricula should also be benchmarked with the top rated universities of the world and more focus should be done on student exchange programs with reputed global universities.

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