

# Analyzing Role of University/Institute Support and Organizational Environment in Industrial Training Satisfaction of Hospitality Students: with Reference to Uttarakhand



Ravish Kukreti, Rakesh Dani

**Abstract:** *Internship in area of hospitality are integral part of curriculum for any hospitality undergraduate course as it provides students with the platform where they can actually implement their theoretical knowledge into the practical aspect. Internship tenure focuses on supervised practical training of hospitality undergraduates in particular time frame. Internship tenure provides very essential platform to implement their skills in professional hotel environment. In spite of its relevance and importance of internship very little amount of research has been done for analysing the internship satisfaction of hospitality undergraduates. 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.*

*The findings of the study will be relevant and useful for students of hospitality management, Universities /Institute offering courses in the field of Hospitality management and the employer offering jobs to the students of hospitality management*

**Keywords:** *Internship, Hospitality, Students, Hotel organization.*

## I. INTRODUCTION

Industrial training is an integral part of hotel management curriculum, various colleges and universities that are running hotel management has made industrial training a mandatory requirement before completing graduation in hotel management. Industrial training refers to a tenure or duration which focuses and emphasizes in providing supervised practical training in a specified tenure.

Training of the hotel management graduates can be carried out in various reputed hotels brands. The main objective of industrial exposure training is to offer real work experience to the students as it acts as an interface of industry student interaction.

Hospitality education has incorporated industrial training as an essential aspect of the educational experience. In the broad spectrum industrial training can be identified as short term practice in which industrial trainee gains instructional experience in a particular trait or section (Zopiatias, 2004). Internship / industrial training are the fruitful opportunity given to the hotel management students during their academic studies to be familiarize by the real world professional industrial exposure which guide them to be successful professional in future (Singh & Dutta, 2010).

Industrial training acts as an opportunity which helps students to enlighten the career goals of the students, increasing the professional and technical skills and illuminating their personal values at different hotels (Hall, 1976). Internship helps students and provide prospects of multiple benefits to the involved students in the way of enhancing the practical skills and dealing with different and difficult customers (Zopiatias & Constanti, 2007).

With the help of industrial training students utilize the knowledge gained by them in the class. The supervised actual learning at the workplace helps students to learn the practical skills with the help of real operation which help to develop better understanding of the Industry and the work they have to do in the Industry. The exposure of industrial training students initiates lots of self confidence and they are clear as to what area they want to work. This clarity comes when students perform various tasks in the organization (Gravan & Murphy, 2001). Internship provides framework for the students to fulfill dreams for upcoming employment opportunities. Internship in the field of Hospitality education helps students helps students to earn valuable experience through experimental learning process (Barrow & Bosselman, 1999). Industrial training or internship in the field of business and management are highly fruitful and provides valuable experience to the students to enhance their transition to real hotel world (Knouse & Fotenot, 2010). Nowadays business and management internship have become vital and essential in students learning and career perception (Gupta et al; 2010) from the perspective of the students industrial training not only acts as an link of job opportunities post graduation but also provide an opportunities to enhance their practical and demonstration skills

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(Huang & Jia, 2010), attractive industrial training program in the curriculum of the universities or the institution provide an opportunities to complete larger intake (Hsu et al., 2010), from the perspective of the organization industrial training acts as an essential tool for screening and placement of the prospective candidates (Huang & Jia, 2010)

With the help of various academic research it can be identified that there are multiple benefits and positive outcomes of industrial training (Okay & Sahin, 2010). However the true success of internship/ industrial training experience lies on the satisfaction of the students doing industrial training (Knouse & Fotenot, 2010)

Satisfaction of Industrial trainees is one of the key areas of research which is highly neglected and very less research has been done in this key area (Klee, 2011).

## II. REVIEW OF LITERATURE

Internship for the students with the satisfying experience provide huge amount of advantage and benefit. Students who are having satisfactory experience have a optimistic outlook for their career search and progression they also tend to have a positive attitude towards their educational institute / universities (Paulins, 2008). The students having positive and satisfying experience will be useful asset to the organization that are hiring them and can have good career start as they are having good operational knowledge.

Ganguli Pralay (2019) in this study author concluded that students of hotel management share bad experience during the tenure of their industrial training even in major reputed brands, the bad experience are in the form of low remuneration and the conduct of industrial training. Yi-An Hou (2018) suggested that industrial training is regarded essential platform which eradicates the gap between industry and academics Hui Zhang, Rashid B & Mohamad Alam A (2017) examined the influential factors related to which helps students to choose hotels as a career and identified industrial training as integral component Yuliana (2016) study suggested that organizational environment along with place plays a significant role in the satisfaction of the students Gupta et al (2010) conducted a study of management students to examine the level of satisfaction where in the students experience after completing their internship which highlighted the quality of internship will depend on the nature of internship and the benefit derived would certainly affect the internship satisfaction level

Industrial training with the positive satisfaction would be useful for all the parties (ie employer, academic institution and the students) as they are conducted to provide quality advanced education and carer preparation (Gault et al., 2000) and framing better & stronger resumes (Divine et al 2007) and incubating the new ideas within organization (Sattler 2001) some of the other benefit cited are :-

### A. For Students

- It acts as a bridge between professional practice and classroom learning (Baird 1996; Kuh 2008; Paris & Adams 1994)
- It creates the awareness regarding the personal values (Taylor 1998)

- It increases the understanding of the personal characteristics (eg Strength and weakness) (Tovey 2011)
- Develop increase exposure of ethical business matter (Raymond, McNabb & Mathai 1993)
- It increases career opportunities. (Sattler 2011)
- Greater remuneration (Coco 2008)
- Greater job pleasure (Divine et al 2007)

### B. For Institution

- Better quality of enrolled students (Gault et al 2000.)
- Enhance better communication with industry (Divine et al 2007)
- Updating of the course curriculum as required by the industry. (Schumutte 1986, Divine et al 2007, Sattler 2011)
- Increased placements for the students (Divine et al 2007)
- Creates good image (Divine et al 2007)

### C. Benefits of Internship for Employer

- Good quality students are available for employment (Coco 2000, Knemeyer & Murphy 2002)
- Employers get students with good theoretical knowledge (Sattler 2011)
- It creates an evaluation criteria for training protocols (Schumutte 1986)
- It creates a positive reputation of employer over the interns (Schumutte 1986)
- It is also helpful in increasing the morale of senior employee (Sattler 2011)

### D. Institution / University Support

University or the institution support is very much essential as the coordinator work with the students and act as a consultant in extreme condition or in condition of problem, hence bond between the university, institution coordinator and industrial trainee is essential for each trainee performance (Ramos Sanchez et al 2002). The internship tenure is predominantly much more efficient and effective, if the tenure is properly monitored and frequent communication is being done between the training coordinator and the students (Hedlund, 1973, Hennessy 1977). Support from university is very much essential wherein a institution / university supervisor work closely with the students and act as a consultant in the case of emergencies or in any situation of problem

(Klee 2011). The supervisor of university coordinate with the interns at difficult situation which means supportive relationship is maintained between the university supervisor and the interns students to monitor each intern performance and results in satisfaction (Ramos-Sanchez et al 2002 cited in Klee 2011).

Smits (2006) made the investigation on the level of satisfaction of the apprentice by means of support provided to them by their school and found that the earlier apprentices were less satisfied with the supervision provided to them with university, author suggested that students with good supervision would have higher training inputs compared to those who receives lesser supervision.

Papadimitriou and Mardas ( 2009) explored that during the tenure of internship close supervision of the university faculty essential and helpful in dealing problems of interns

Moghaddam ( 2011) examined the role of internship officer while dealing international placements and helpful students with essential support, the result of research indicated that the internship office of institution was instrumental in support process of interns and placements.

### E. Organizational Environment

Knouse and Fontenot (2008) in his work found out that mentor or supervisor helps industrial trainees to socialize in the organizational environment which results in better learning opportunities for the students .He also stated that mentor are the integral part of industrial training and mentorship should be integrated as an essential part of industrial training tenure.

D'abate et al ( 2009 ) stated that the organizational environment can also be referred to as work environment which majorly covers area such as career development , learning opportunities, co worker support and internship satisfaction , he in his work found out that not only job characteristics but overall organizational environment are good indicators of industrial training satisfaction.

Tarquin and Truscot ( 2006 ) have explained in their work that their exist a relationship between the industrial trainee satisfaction and the supervisory support and the relationship provided to the students. A supervisory support can be referred to as the amount of encouragement, monitoring and assistance provided by their supervisor during their work .The industrial trainees who have received larger amount of support from the supervisor have developed higher level on internship satisfaction ( Klee, 2011)

According to Hurst ( 2007 ) there exist certain amount of importance in regard to support not only in internship training but also for full time employment. A workplace which is having higher amount of supervisory support would have positive impact on job satisfaction, job performance and organizational commitment and decreases employee role conflict and absenteeism ( Dixon et al 2005;Hurst ,2007 ).

Rothman ( 2007 ) in his work suggested that factors such as task clarity , assignment , proper communication determine the effectiveness of industrial training .Smits ( 2006 ) conducted his study on quality of internship his work showed that the industrial trainees were satisfied by the supervision extended to them and agreed that the supervision in their organization was good and satisfactory.

Wen ( 2010 ) in his work stated that the success of the industrial training i directly associated with the effectiveness of supervision and the clarity of task .The role of supervisor determine that whether the tenure of industrial training is positive or otherwise Clarity in the task helps in improving the industrial training experience while the unorganized training develops frustration in the industrial training ( Rothman, 2007 cited in Wen ,2010 ).

Lord et al ( 2011) work identified that the opportunities which includes students academic skills ,express students view and support from co worker influence their satisfaction towards the firm which ultimately results in overall satisfaction of the industrial trainee. Work opportunities can be defined as an opportunities to showcase ones skills which showcase the satisfaction of the industrial trainees ( Lord et al ,2011).

Moghaddam ( 2011 ) in his work found out that the students who have done industrial training or the students who are pursuing their industrial training were found to be thankful to the supervisor and the staff who have answered their queries ,helped them during their working hours and simultaneously identified them as the team members or the co workers. Beared ( 2007 ) found in his work that socialization and networking are invaluable assets of industrial training .Certain factors which contribute to overall satisfaction includes positive work environment, communication skills ,improved job prospects and comfort with work environment ( Gupta et al; 2010 )

Huang and Jia (2010) in his work found that the presence of collaborative and organized formal learning experience as well as support from supervisor and co workers helps to decrease dissatisfaction, frustration as well as stress of industrial trainee in the current work place. He also added to that for the industrial trainees organizational support is very much essential as it develops social circle of the industrial trainees. The result of socialization along with the mastery in the task develops self confidence and develops favourable job performance level which ultimately results in industrial trainee satisfaction ( Huang and Jia ; 2010)

## III. RESEARCH METHODOLOGY

### A. Research Design

Industrial training satisfaction is an area where very less amount of research is being done , hence the main objective of this research study is to major factors that contribute to the industrial training satisfaction among the hospitality students of Uttarakhand .Quantitative method would be used in the research ,the study would include the relationship between the identified predictors of industrial training satisfaction and student's industrial training satisfaction will be examined empirically .The entire framework would include independent variables and dependent variables, Independent variable would include university support and organizational environment and dependent variable which include internship satisfaction

Focus of research is to identify of relationship between these variables whereby the objective is to determine different aspect that drives student's satisfaction with their industrial training experience .Discussion and suggestion will be given in response to the findings.

### B. Research Objectives

- To examine the relationship between University / institute support and industrial training satisfaction.
- To examine the relationship between organizational environment and industrial training satisfaction

### C. Hypotheses for research

Based on the research questions following hypothesis are being formulated:-

- **H1** – Whether positive relationship exist between University / institute support and industrial training satisfaction

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- **H2** – Whether positive relationship exist between organizational environment and industrial training satisfaction

## D. SAMPLING

Extensive review of literature was done and as a part of quantitative study conclusion was drawn on the basis of questionnaire distributed to the respondent ,entire research was based on deriving relationship between independent variable ( University / Institute Support and Organizational environment ) and dependent variable (Internship Satisfaction) for which data was gathered from 100 respondent of major hospitality institute of Uttarakhand. Questionnaire was filled by the students representing mix of major universities and institutes offering undergraduate courses in the area of hotel management.

## E. Data Collection

The main source of data for the research paper were primary and secondary

### ▪ Primary data

Primary data for the study in this research paper was collected from major hospitality institutes of Uttarakhand –data was gathered in the form of questionnaire which was gathered from the students who have completed their internship from various reputed hotel brands for which 18 structured questionnaires were developed including factors influencing internship satisfaction, overall satisfaction and personal details of the candidate.

### Secondary data

Secondary data for the research work consisted of various documentary sources including reputed journals, renowned magazines bulletins, books and other relevant reports

## F. Data Analysis Tools

Research paper used 18 question asked from the respondent which was measured on Likert 5 point scale ranging response 1-Strongly Disagree 2- Disagree 3- Neutral 4 Agree 5- strongly Agree, range included various factors of internship satisfaction along with the personal details .This was chosen for the reason that these tools are very cost effective, efficient and easy to analyse, likert scale was used in the questionnaire design process to rate the response

## IV. DATA ANALYSIS AND INTERPRETATION

The structured questionnaires were duly filled by the 106 respondents. The data revealed by the questionnaire are presented in the following diagrams.

## Data analysis and interpretation:

S.No	Particular	Rating					Mean score	Result
		1	2	3	4	5		
1	I was Allotted a University Supervisor/ T&P coordinator	2	6	14	28	56	4.22	Very Good
2	T&P Coordinator provided me with immediate feedback	2	8	24	26	46	4	Good
3	My T&P Coordinator was aware of current trends	1	8	18	34	45	3.75	Good
4	My hotel and Training and placement coordinator were having good relations	1	6	14	26	59	4.28	Very Good
5	My T&P coordinator valued my work	2	1	14	34	55	4.34	Very Good
6	My T&P coordinator was in continuous contact with me	18	14	24	14	36	3.33	Neutral
7	University/Institute coordinator conducted interviews and documentation	4	4	14	30	54	4.18	Good
8	T&P cell provided adequate opportunities regarding interviews	2	8	16	30	50	4.11	Good
9	I was briefed about internship	4	1	8	24	69	4.44	Very Good
10	My immediate supervisor during internship assisted me while training	6	4	10	22	64	4.26	Very Good
11	My immediate supervisor shared his/her valuable experience with me	34	22	6	34	10	2.33	Satisfactory
12	Internship provided me beyond classroom learning	2	2	10	14	78	4.54	Very Good
13	I learnt more about hotel during internship	2	1	10	13	80	4.58	Very Good
14	Post Internship I am a better professional	4	1	16	22	63	4.31	Very Good
15	I was satisfied with my internship	2	1	8	18	77	4.57	Very Good
16	Because of overwork I thought to quit	50	18	8	8	22	2.37	Satisfactory
17	Learning outcomes while my internship was fruitful	1	1	20	26	58	4.31	Very Good
18	Internship means learning	1	1	4	16	84	4.70	Very Good

NOTE—1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Mean interpretation: 1 - 1.80 = Unsatisfactory, 1.81-2.60 =satisfactory, 2.61-3.40= Neutral, 3.41- 4.20= Good, 4.21- 5.0=Very good

## V. CONCLUSION

The research paper examined the relationship between the independent variable (University/Institute Support and Organizational Environment) with the dependent variable internship satisfaction among the undergraduates of hospitality management in the major hospitality institutes of Uttarakhand

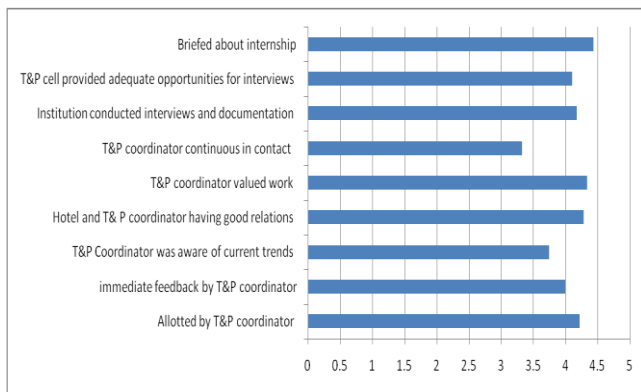
**According to H1:** Findings of the study revealed that there is a positive relationship between the University/Institute Supervisor or Training and placement coordinator with the industrial training satisfaction of hospitality undergraduates, study suggested that all the major institutes were having the supervisors or T&P coordinators to assist students for their internship who were aware about the current trends of the hospitality industry and provided immediate feedback to the students regarding the internship at various reputed brands at the same time the T&P coordinator or the supervisors valued the work of the interns and compared the work with the WTO Sheets ( What to be Observed )

The role of the Supervisor or the T&P coordinator was to provide adequate opportunity to all the students and coordinate for all the relevant paper work.

**University/Institution/T&P Cell Support**

S.No	Particular	Rating					Mean score	Result
		1	2	3	4	5		
1	I was Allotted a University Supervisor / T&P coordinator	2	6	14	28	56	4.22	Very Good
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**University/Institution/T&P Cell Support**

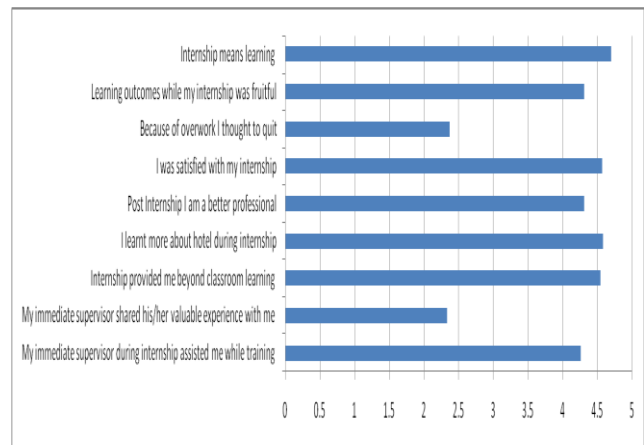


**According to H2:** The result showed that there is an positive relationship between the organizational environment and industrial training satisfaction of hospitality undergraduates as the immediate supervisors at the work place guided interns while performing the work allotted to them , the study also revealed that the organizational environment provided interns with the platform in which they learnt more about hotel and were actually able to apply their theoretical knowledge practically which turned them to a better industrial professional, learning during their internship tenure were fruitful and majority of students were satisfied with their internship tenure

**Relationship between Organization & Trainees**

S.No	Particular	Rating					Mean score	Result
		1	2	3	4	5		
1	My immediate supervisor during internship assisted me while training	6	4	10	22	64	4.26	Very Good
2	My immediate supervisor shared his/her valuable experience with me	34	22	6	34	10	2.33	Satisfactory
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9	Internship means learning	1	1	4	16	84	4.70	Very Good

**Relationship between Organization & Trainees**



**SUGGESTIONS**

The study also suggested that enhanced efforts are required from the side of Supervisors or T&P coordinators to be in continuous contact with the intern students pursuing their internship as many students were not in continuous contact with the Training & Placement Coordinator or the supervisor. The study also suggested that the immediate supervisors should communicate with the interns and should share their valuable experience with the interns who would make learning during internship more interesting and fruitful for the interns and prolonged working hours for the interns should be avoided so that the interns are not overburden and remain intact with the industry

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