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AN ANALYSIS OF QUALITY MEASURING PRACTICE IN HOTEL MANAGEMENT EDUCATION

Dr. SURESH KUMAR EKNATH

Principal/ Sectary (i/c)
State Institute of Hotel Management,
Balangir, Odisha, India

Kalpna Jena

Lecturer
State Institute of Hotel Management,
Balangir, Odisha, India

ABSTRACT

There is still no such appropriate way ever discovered for measuring the quality of education like Hotel Management with accuracy, though there is a strong need of it but various approaches have been adopted by few experts/researchers of this field. This paper presents a review about quality of hotel management education especially in Odisha. The review identifies reliance on both industry/ academic based approaches. These are applied only to identify limitations and suggest a need for refinement, particularly in relation to the centrality of student learning within hotel management. Hotel management education is most critical and sensitive for measuring quality in this field. It is again very much flexible as human psychology is concerned. Another thing which is more vital, that is, quality can be measured when interfacing the reality.

Keywords: Quality; Management; Quality management models; Human psychology.

INTRODUCTION

Hotel Management education has become a prime concern in the world as the number of travelers grows and markets become more sophisticated in most countries. The World Travel and Tourism Council (W TTC) estimate a boost in the total amount of travel and tourism activity in the next decade. So all the nations are accumulating their enormous potential in tourism and hotel sector which is utmost necessary to provide world –class products matched with technically qualified workforce. Every nation has been taking initiatives to promote and develop Hotel and Tourism both in terms of infrastructure as well as services by giving attention on uplifting products/services as well as manpower. Due to diverse nature of Hotel, it is not easy to accurately define the skills and competency requirements in hotel management. It is found that with increasing competition in hotel/ tourism industry globally and the growing demands of efficient services the training and education has become a key area of researchers in hotel. National bodies like FHRAI (Federation of Hotels and Restaurants

Association of India) in association with HVS International conducted Indian Hotel Industry Survey and a research on

Status of Hotel Education in India. Apex bodies like AICTE (All India Council for Technical Education) / UGC (University Grants Commission) have been funding seminars/ symposia/ conferences in the field of Hotel management. Within last five years various seminars like “Saga of Hotel Education – Quality Education” (2003), Practices in Travel & Tourism Sector (2005), Seminar on Hotel Education Issues & Challenges (2005) and other such conferences have been conducted from time to time so as to nurture the young talents as per growing demands.

Various researchers in India have conducted research on issues pertaining to hotel education in India. Papers titled “Role of Hotel Education in providing competent manpower”,

“Opportunities & Dilemmas facing Graduate Hotel Education in India.”, “Tourism & Hotel Management Education in India”, “and Hotel Education in India – a case study.” And other such related topics have been addressed in last five years. A survey was also conducted at Odisha about the quality education in hotel management by WTO in association with government of India/ Odisha Tourism Department in the year 2007.

In the report published by World Bank (2007) it has been revealed that the demand of skilled courses like Multimedia, Hotel & Hotel Management, Tourism, Telecommunication & Aviation is emerging at a very high rate in India. However, the demand is not being fulfilled in an appropriate manner. The World Bank Survey (2007) unveils that teaching pedagogy in Indian University system has not been changed / upgraded since 1970. World Bank has suggested changing the education to meet the growing demands of industry, professional / technical education should be emphasized. Industry-Institute interface should be strengthened. One of the basic problems lies in the vocational/ professional system since systems and industry requirements keep changing rapidly. The role of Associations becomes vital here so as to bridge the gap between industry requirements and academic inputs to ensure the quality education. To confirm the delivery of upgraded systems and technology, both faculty members as well as learners need to be facilitated.

The above discussed and the research findings prompted to have an association of national stature representing academia and trade with a focus on developing youth for hotel sector.

However, the novel idea of having an association like Indian Hotel Congress was floated by Mr. Ashish Dahiya, the founder member of Department of Hotel Management Birla Institute of Technology, Mesra the first university to open doors for imparting hotel education overseas. To start with Mr. Dahiya launched India's first University Journal of Hotel Management “JOHAR- Journal of Hotel Application & Research” published by BIT Mesra in association with Department of Tourism Government of Jharkhand. CMTHS has also been a strong promoter of Research and Liaisoning of Academia & Trade since its inception in 1976. Then after IHC formally came into existence and the official website of IHC www.indianhotelcongress.net was launched on 27th September 2007 “World Tourism Day”. IHC aims to provide a common platform to Hotel Educators, Institutes, professionals and students so as to strengthen academic-industry interface, promoting and conducting research in hotel, strengthening Indian Hotel Literature, Acknowledge & appreciate contribution as well as advancements in hotel and Developing Human Resources. In many countries and many cultures the issue of quality management has been firmly on the agenda of Education Institutions for quite some time.

Education for the masses and a growing climate of increased accountability are frequently cited as rationales for a greater emphasis on quality (Eriksen, 1995; Oldfield and Baron, 1998; Becket and Brookes, 2006).

Other environmental forces include the greater expectations and diversity of students as consumers, their demand for increased flexibility in provision, and increasing levels of competition within and across national borders (Brookes and Becket, 2007). The role of education in stimulating national economic growth and the value of international students to national economies exacerbates the need to ensure quality within this. These forces demand that quality assurance processes are both rigorous and transparent, and that quality enhancement initiatives are firmly embedded in any quality management programme. Despite the relevance of these forces to hotel, leisure, sport and tourism education, there has been limited research conducted specifically on quality. Education plays an important role in building of the Nation and is instrumental in bringing about a change in the society as a whole. For quality improvement in education of mass, every citizen has to be covered, without any

disparity. Although the number of institutes has increased since independence, the quality of education could not be enhanced remarkably. If unemployment has to be eliminated, the quality education has to be imparted.

Odisha acquired the status of a separate state on April 1, 1936. Odisha is one of the 28 States in India, situated in the eastern part along the coast of Bay of Bengal. The total population of the State is 3.670 crores as per 2001 census (provisional). The scheduled castes and the scheduled tribes comprise 22.21 and 16.20 percent respectively. The literacy percentage of the state is 63.61% (excluding 0-6 population) in which male and female literacy stands as 75.95% and 50.97% respectively (Source: census 2001, Provisional).

Odias were believed to be tradition-bound and quite apathetic to receive the liberal education introduced during the British rule. However, in pre-independence days, like other states, it also participated in the race and witnessed a massive quantitative expansion in its education system to get a separate position in the education movement of India. This is now being enhanced by the Government of India with due attention towards it. The importance of education and professional courses are well understood today. It was one of the last Indian territories to come under the British rule and therefore was exposed much later to the liberal education introduced by them. At the same time, Orissa has always made concerted efforts to provide quality education to all. Prospects of a brighter future are evidently in the offing in view of certain major initiatives of the Government of Orissa and the Government of India.

The first Hotel management Institute was started as "Food Craft Institute" in September 1973 in Bhubaneswar Odisha. Initially only three food craft trades were introduced and subsequently other trades were added. With the growing need of manpower in hotel industry, the State Government of Orissa introduced 3-years diploma course in Hotel Management & Catering Technology and the Institute was renamed as "State Institute of Hotel Management" in 1981. The Institute was further upgraded to the national level by the Government of India and was named as "Institute of Hotel Management Catering Technology & Applied Nutrition" in the year 1984. After up gradation of the Institute to the status of Institute of Hotel Management, the Institute has been receiving grant-in-aid from government of India with effect from 1st January 1984. IHM, Bhubaneswar seeks to meet the needs of students and employers by offering relevant, quality career education programmes in related field of Hotel Management so that a student can significantly contribute to the society in general and hotel industry in particulars.

The State Institute of Hotel Management (SIHM) Balangir has been set up with joint assistance from the Ministry of Tourism, Govt. of India and Dept. of Tourism, Govt. of Odisha with a view to training and developing skilled manpower for the dynamic Hotel & Tourism Industry.

Started in the year 2004, at present the Institute is offering Degree, Diploma and Craftmanship courses in hotel management. The minimum educational qualification for admission in Diploma courses is 10+2 pass (any stream) and for Craftmanship courses 10th pass.

- *B.Sc in HHA (3 years degree program – 60 seats*
- *Diploma in Food production – 30 seats*
- ***Diploma in Food & Beverage Service– 40 seats***
- *Diploma in Front Office Operation – 40 seats*
- *Diploma in House Keeping Operation – 40 seats*
- *Diploma in Bakery & Confectionary – 30 seats*
- *Craftmanship Certificate Course in Food Production– 30 seats*
- *Craftmanship Certificate Course in Food & Beverage Service– 30 seats*

The Institute has its own newly constructed state of the art building along with modern laboratories (Food

production lab, Food & Beverage lab, Front office lab, Housekeeping lab and computer lab) in a picturesque location on the outskirts of Balangir town on the Balangir – Titilagarh road. The Institute campus is magnificently stands in an area spread over 7 Acres of land including students playground, all weather synthetic badminton, basketball, volleyball courts. Separate Gym for boys and girls in hostels. The institute has owns Boys Hostel & Girls Hostels to accommodate more than 120 (boys) and 60 (girls).

With students working across the country and abroad, SIHM, Balangir is absolutely a first choice for the aspirants. The seeds sown by the institute have proven fruitful, and thus their works are recognized. SIHM, Balangir has been ranked as no. 1 institute at All-India level and bestowed with Best SIHM Award (all-round performance) at National Awards for Excellence in Hospitality Education for the consecutive years 2008-09, 2009-10 and 2010-11 from the Ministry of Tourism, Govt. of India. Also, the Institute was honoured by Education Brainiac as 10th Best Training in the year & Placement Institute in India in the year 2020 and Asian Excellence Award for Special Principal Recognition Award-2022. Some of the brilliant minds who graduated from SIHM, Balangir which proved the effectiveness of SIHM, Balangir's teaching-learning methodologies can be seen in the achievements of its students and placement records.

The other eminent organization in hospitality and tourism, the Utkal University of Culture came into existence by virtue of an ordinance promulgated on the 9 June, 1999, which was later replaced by "Utkal University of Culture Act 1999". It was established as a teaching-cum affiliating university. It was set up in order to engage itself to preserve, promote, propagate and protect the richness of our cultural values by way of making substantive accomplishment through study, research, documentation and continuing education. The University was recognized by the University Grants Commission (UGC) on 1 December, 1999, under Section 2(f) of the U.G.C Act, 1956. It has also been accredited by the Association of Indian Universities (AIU) since 1 April 2000. Then a number of colleges started in hotel management programme under the umbrella of it. The University seeks to spread the benefits of culture and education. The mission is to evolve policies and programmes which would enable to make the University a distinct one by fostering our composite culture through qualitative expansion of academic studies and researches. Such activities would necessarily focus on various relevant and frontier areas of culture and development. Besides these the other leading private bodies like Regional College of Management Autonomous, Ranjita Institute of Hotel Management and Catering, School of Hotel Management of Siksha O Anusandhan University etc. have come into existence to provide the same service in Odisha.

OBJECTIVES

- This study provided the first steps towards improving the institute's delivered quality of Services.
- It generated a number of questions which identify different research avenues.
- These include exploring utilizing different means of data collection methods
- It may incorporate feedback in a continuous improvement approach.
- It may help to bridge the gap between industry and academics.
- It can be able to meet the level of expectation and satisfaction of the learner as well as the industry.

LITERATURE REVIEW:-

Within these fields of *Becket and Brookes (2008) Quality Management Practice in Higher Education – What Quality Are We Actually Enhancing?* The review reveals a reliance on industry quality management models, despite the fact that these have been applied with only partial success. Managing quality both in industry as well as academic has proved to be a challenging task. 'Education quality is rather a vague and controversial concept'. Similarly, Pounder(1999:156) argues that quality is a 'notoriously ambiguous term' given that it has different

meanings to different stakeholders. As a result, the difficulty in defining quality, its measurement and management has unsurprisingly proved to be contentious. Journal of Hotel, Leisure, Sport and Tourism Education 7(1), 40 – 54 42 Becket and Brookes (2008) Quality Management Practice in Higher Education – What Quality Are We Actually Enhancing?

- Quality as exceptional (for example, high standards)
- Quality as consistency (for example, zero defects)
- Quality as fitness for purpose (fitting customer specifications)
- Quality as value for money (as efficiency and effectiveness)
- Quality as transformative (an ongoing process that includes empowerment to take action and enhancement of customer satisfaction)
- BHMCT(Bachelor in Hotel Management & Catering Technology) (three years).
Diploma in Hotel Management { Food Production, Housekeeping operation, F&B Service,
- Front office operation, Bakery and confectionery} (1 and half years)
- Craft Courses (Food and beverage service, Food production) (6month & 1Year)

The major goal, and at the same time the major challenge for the Institutes today, is to offer hospitality educational programs of high quality, and prepare students to be employable by the hospitality industry after graduation. This challenge becomes imperative particularly after the growth of tourism as well as economy. In the last few years, a severe competition among the institutes has been noticed and it created alarming revolution in the prospective job market. More than 10 percent of the economically-active populations are employed in the hospitality industry, which also accounts for the country's GDP. Tourist arrivals are also increasing day by day for which the demand for the workforce for the industry also increases. Initially pass out students were placed within the state. Currently, the trend is out of the state, i.e., mostly in the four metros and few other places like Hyderabad, Goa, Bangalore, Thiruvananthapuram, etc.

METHODOLOGY

Specifically, service-quality perceptions stem from Howell a provider performs visa-a-vise-customers' expectations about how the provider should perform. Thus, organizations -teaching institutions or not - must define who their customers are in order to orientate their strategic planning towards meeting the expectations of these customers.. Most of the contemporary researchers and writers in the field of quality in education (Siegel and Byrne, 1994; Langford and Clearly, 1995; Sallis, 1993) assign the role of external customers to students, employers and the society as a whole. Any person next in line within the organization in reference who adds value to the educational service, i.e., teaching and support staff, is assigned the role of internal customer. Sallis (1993) specifically defines internal customers as the teachers and support staff, while he classifies external customers into three levels:

- 1 primary external customer, i.e., student;
- 2 secondary external customers, i.e., the parents, the governors and employers; and
- 3 tertiary external customers, i.e., the labor market, the government and society.

Adopting the above school of thought regarding the presence of two distinct types of customers: internal and external, which are focused here, for the purpose of this study, on one group of external customers, and one group of internal customers. The external customers include the institute's students and the employers, i.e. managers in the hospitality industry, while the teaching staff formed the group of internal customers. The following factors are considered here, these are,

- Well maintained buildings.
- Outstanding teachers.
- High moral values.

- Excellent examination results.
- Specialization.
- The support of parents, business and the local community.
- Plentiful resources.
- The application of latest technology.
- Strong and purposeful leadership.
- The care and concern for pupils and students.
- A well balanced curriculum.

Different instruments for assessing service quality have appeared in the marketing literature. One of the most popular instruments in the literature, known as SERVQUAL, was developed by Parasuraman et al. (1988).SERVQUAL, which has been used to measure service quality in a wide spectrum of services such as health care, banking, utility .companies, fast food, etc., is based on capturing the gap between customers' service perceptions and expectations. The two sets of items which constitute SERVQUAL - one for addressing expectations and one for addressing perceptions - were further grouped into five general categories, reflecting five service quality dimensions such as assurance, empathy, responsiveness, reliability; and tangibility.

FINDINGS

The strongest correlation was the one between staff competence and the overall quality of educational services. This suggests that staff competence is perceived as one of the most important drivers towards overall quality of the institutes from the employers' perspective. In this paper the synergies have been also examined between different drivers of quality - as perceived by employers - by examining Pearson correlations coefficients among them. Some of the most important synergies observed were as follows:

- Competence of staff with quality of staff and with the quality of educational programs
- Whether the institute's curriculum reflects the needs of the hospitality industry with:
- Participation of the hospitality industry in the development of the institutes curriculum
- Promotion of partnership between the hospitality industry and the hospitality education
- Fair treatment of students during industrial placement by their employers
- Participation in curriculum development with Cultural environment and gender sensitivity of curriculum
- Consideration of employers suggestions in the process of educational programs development
- individualized attention to employers' needs

Based on these results, the following factors were identified as the general dimensions that must be improved in order for employers' perceptions of service quality of institutes to be improved.

- Staff competence.
- Staff quality.
- Building and educational facilities.
- Participation of industry in curriculum development.
- Industrial placement service.
- Support of learning process through tutoring.
- Library environment for self-study. Staff competence.
- Willingness to provide prompt solutions (responsiveness).
- Individualized attention to students' needs.

From the above, it is evident that the institute should emphasize among others on the following areas:

- Improving the library of the institute.

- Improving the communication between students and institutes management.
- Building and educational facilities, including facilities for food and beverage education.
- Building individualized attention to students' needs, that is students' affairs system.

QUALITY FUNCTION DETERMINANTS.

Requirement For service Provider	Requirement For Quality
Staff Communication	Faculty Qualification
Role of communication	Faculty Experience
Class Size	Workshop
Class Facilities	Supportive service
Computer Facilities	Library hours
Institute's space facilities	Computer Support
Required Minimum equipment	Teachers Morale
Privacy	Students Participation
Salary	Curriculum

CONCLUSION

There is a need to communicate the mission of the Institute to all members of the staff in order to achieve a coherent approach towards the implementation of its role. The institute's vision should be modified to reflect a place of excellence in hospitality studies, both locally and internationally, promoting the interests of students and serving the needs of the hospitality industry for qualified staff. Quality of educational services should be focused all the time and everywhere. If the institute is to acquire a student's development oriented. Organizational climate has to be improved, particularly in terms of human relations, communication, involvement and participative decision making, recognition, team work, reward system, ongoing training and career opportunities. Teachers are both student builder and suppliers. As suppliers they provide others, i.e. students, colleagues, subordinates and supervisors with learning opportunities and support. In order for an institution to serve the needs of its students, student orientation must lie at the heart of every stakeholder and every provider, both individually and collectively within the given system. To do this, the whole organization must have a clear direction towards quality when a system is moving in the same direction, organized around the same purpose and providing clear benefit to its customers, it is orderly and predictable; when it is not, it is chaotic and wasteful of its resources. This is true in any organization, whether it provides a manufactured product, a tangible service or an environment. After the thorough analysis the Institute, were identified few areas like contribution, competency, continuous improvement, commitment & collaboration from the faculties. These five Cs indicate five dimensions which have a primary effect on the quality of educational service. In order, however, for the staff to provide the five Cs they should enjoy the right organizational climate.

Current research supports a strong relation between employees' perceptions of their organization's service climate and students' perceptions of the quality of service. This is valid for the institutes of which one type of external students, parents, have a permanent psychological and physical contact with their teachers and other staff members. In order for this contact to be upgraded, improvement in organizational climate becomes an imperative.

The top five quality characteristics of the school were identified like consistency, act as a facilitator, aim for continuous improvement, act as a fair arbitrator, act as a trust builder. If the management wants to improve organizational climate and working environment, it has to give priority to the above five quality requirements. Such improvements will have a spill-over effect on external customer perceptions on service quality. For instance, the management of the institute should be "consistent" with what is declared as a quality working environment. This makes people feel that they are in good hands and have the feeling of assurance since they

work for the institute. The second top priority for the staff in terms of quality requirements is that of "facilitator". That means that the management should make things easier and intervene to improve organization climate and remove barriers.

Education plays an important role in building of the Nation and is instrumental in bringing about a change in the society as a whole. For quality improvement in education of mass, every citizen has to be covered, without any disparity between the haves and the have-nots, the rural and the urban, the linguistic & geographical regions and more importantly between the genders. Although the number of schools has increased since independence, the number of dropouts at the end of schooling is still quite high. If illiteracy has to be eliminated, the school drop-out rate has to be minimized and quality education has to be imparted, then correspondingly the No. of schools and teachers has to be increased manifold.

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