QUALITY ANALYSIS IN TOURISM AND HOSPITALITY EDUCATION: AN EXPLORATORY STUDY

Dr. SURESH KUMAR EKNATH
Principal/ Sectary (i/c)
State Institute of Hotel Management,
Balangir, Odisha, India

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

ABSTRACT

Education is the pillar of success for the prosperity of any nation. At the present time tourism and hospitality sector has created craze all over the globe in the field of business and commerce. The growth and development in hotel industry is the direct result of tourism growth. Today, the hospitality industry offers a promising career to the youth. .The hotel management education is distinguished from all other and one of the most challenging educational systems for all most all universities and institutes, which are providing the same. It needs special care from academic side and it needs support from the industry as well. There is demanding need for the development of the quality of the hotel management system. The hotel management course provides in-depth laboratory work for students to acquire the requisite knowledge and skill in the operational areas of Food and Beverage Service, Front Office Operation, Food Production, Catering and Housekeeping. Apart from these, it is also impart substantial managerial training in the areas of Sales and Marketing, Financial Management, Human Resource Management, Hotel and Catering Law, Property Management, Entrepreneurship Development and facility planning . It is unfortunate that the industry is unable to meet the expectation of students joining after the completion of the professional course, and in the other hand students are also unable to draw satisfaction from their respective jobs. The main objective of the study is to analyze the quality of hotel management education to mitigate the gap between expectations from the industry side and the satisfaction from the student side.

KEY WORD: *Entrepreneurship, Housekeeping, educational systems*

INTRODUCTION

The main aim of this paper is to measure the quality of hotel management education. it is very much unique in the sense that learning inside the class room but output can be examined from the field. it is not at all possible to teach them directly in the work field. in the other hand the class room cannot give the similar environment of work field. so there is a need to analyze the competency of the scholar both from the industry side as well as academic side. The competencies can be access from different angles of the various stakeholders (students, industry mentors, and faculty). Hospitality faculty must prepare their students for a highly labor-intensive, customer focused, service industry, The competencies such as customer service, flexibility, concern for order, quality and accuracy, teamwork and cooperation as well as *self control* will allow students to understand how to operate efficiently and professionally in the demanding environment of hospitality. The results would be used to focus on ensure employability and management competencies to the students in order to conduct themselves in the business world of hospitality with confidence and competently. Hospitality students who graduate today face many challenges when finding a job in today's competitive job market. Graduates must meet the expectations of the prospective companies as well as recruiters' expectations. Questions arise to how education is responding to industry and for this there is a tremendous need of quality analysis of this education. Academic Hospitality programs are designed to teach the skills that will prepare them to be competitive in the workplace. These skills should enable the graduate to manage the rapidly changing demands in today's hospitality industry addressing increased competition, changing consumer attitudes and employer demands. Throughout the views from the recruiters By university and college and department requirements, most programs undergo

evaluation and curriculum review on a scheduled basis. Research underscores that most curricular content change occurs in the instructional approach to a course as opposed to developing new courses. Hospitality educators must recognize that industry skill sets are rapidly changing. Hospitality education must provide the tools to industry and it is expected from the

students. Studies such as this review or similar reviews can assist in the development or modification of curriculum that meets the students and industry needs. If educators utilize the model presented in this study, they can clearly compare the skills that are important for graduates entering a dynamic hospitality and tourism workplace. It is recommended that this study and similar studies be conducted yearly to enable curricular change from a micro concept perspective to a macro change based on industry need. A study and curricular review will enable students seeking employment, create value in program and its curriculum and enable the re-development of hospitality programs. The industry that hospitality and tourism serves plays an important role in defining the constructs of hospitality education. Educators need to rely on the practical needs of industry while serving the long term educational needs of the students. There must be forward thinking instructors and administrators that do not get stuck in the past and not incorporate demanded skills into their classroom curriculum. If this combined effort is done on a regular basis, there will be continuous improvement of the hospitality courses and therefore, the overall program will be more successful on teaching tomorrow's hospitality professionals. were given to provide industry input, review of scholarly journals provided views from educational perspectives and the results of the studies have indicated that the

LITERATURE REVIEW

According to **Johnstone**(1994), there are large discrepancies between formal training and employer demands in the hospitality industry. The Johnstone research outlines the issues within the hospitality industry and underscores the direct link to education. Academic Hospitality programs should be addressing these skills which are deemed necessary for graduates to have, yet these programs are leaving some or many of these skills to be taught by the employer. Employers feel their recruits are less adequately prepared for work after graduation. They find that some skills are missing in recruits that should have been taught in the educational system at the undergraduate level. In research by **Goodman & Sprague** (1991), it is noted that hospitality education as we know it is in danger of vanishing. Hospitality education programs must continually shift to meet changing demands in the hospitality industry. These issues need to be understood as they represent a core within the industry. The hospitality industry operates in a very competitive environment catering to continual and swiftly changing consumer trends. For this reason, hospitality programs must be especially keen in adapting to these shifts, responding to them with educational content and programs that make practical sense to the graduates so they possess the desired skill sets for the job market they enter. utilize the skills found to be important and identify hospitality programs which meet the desired skill sets for hospitality graduates to achieve (2003). Education/Industry Skill Assessment Assessments of the job market demand in the hospitality industry are essential for supporting education program. Research has shown that curriculum which parallels industry needs can assist in the career preparation of graduates in pursuit of postgraduate careers. Research such as **Goodman & Sprague** (1991), find that students of hospitality education will remain in the industry longer if they have a strong base understanding of what is expected of them by industry. If hospitality programs and their supporting curriculum are adjusted to meet the needs of hospitality employers/industry, it must reflect the needs of industry today as well as the short and long-term future. If education can modify curriculum on a calculated schedule it could potentially offer resolution for issues regarding dated content and skills sets which do not match industry need. Ultimately the skills learned by students of hospitality must mirror contemporary skills demanded by today's competitive and quickly changing hospitality industry. This literature review examines the relationship between education and the hospitality industry and specifically, the body of literature dealing with campus recruiting and the future of hospitality education. The review of literature also provides perspectives from the hospitality industry professionals as well as those from educational professionals. The review focuses on several areas including the foundation of hospitality education, research in the hospitality education field and education's response to the industry's expectations. Foundations of Hospitality Education Hospitality education itself was born out of a need to supply the hospitality industry with competent managers and is often driven by industry standards (Nelson and Dopson, 2001). According to a study by Nelson and Dobson, the main determinants of success in the hospitality education are the quality of graduates and retention of those graduates in industry (2001). Most undergraduate hospitality programs are specialized rather than general, and their courses lack a general business perspective (Pavesic, 1991). Curricular issues have been widely discussed and debated in the hospitality education literature, primarily because of the relative newness of the field of study in comparison with other fields, and because of the continual reconstruction of curricula to satisfy institutional and industry needs (Nelson and Dobson, 2001). According to Riegel (1991), that hospitality duration basically consists of three key elements substantive knowledge, skills and values. He explains that the substantive knowledge component is essential for the practice of the profession, the skill component provides the ability to apply knowledge to practice, and the values component fosters career values necessary for success (Riegel, 1991) Research Pertaining to Hospitality Education. A survey of hospitality workplace researchers indicate that most believe there are large discrepancies between formal training and employer demands in the hospitality

Industry. One researcher summed up the key issues addressed in this study by saying: "The American worker is in trouble, and so is American higher education" (Johnstone, 1994). While Johnstone's (1994) perception may be considered by some to be on the extreme end of those who would push for major changes in hospitality training programs, there are others who support these views. For instance, Goodman & Sprague (1991) note that hospitality education, as we know it is in danger of vanishing. Hospitality education programs must refocus or face a similar fate of specialized programs such as those in the insurance, banking and transportation fields, which have been absorbed into general business programs. According to Michael Haywood (1989) "Education must adapt itself and its role in order to retain its effectiveness. Educators must now explore the prospects for educational design that enable students to prepare for continuing learning and participation in

the transformation of their personal lives, their careers, and their society." In another study by Durocher & Goodman (1991), graduating seniors in the hospitality industry were questioned. Eighty-one percent of those seniors who responded to the   survey expected to enter a training program upon graduation. In the same study by Durocher & Goodman, it was found that the average training program in the hospitality industry was 5.5 months long with high levels of variation among respondents. In a survey conducted by the American Society for Training & Development, 95 of the companies surveyed stated that learning occurred from formal in-house training (Benson, 1997). Only 71% stated that some of their training had been obtained in University programs (Benson, 1997). From 1993–1995, the percentage of companies indicating that they supported formal academic training grew from 52 to 72% (Benson, 1997). According to Pavesic (1993), some hospitality programs are faulted as being too theoretical, and in other instances, they are criticized as being too industry focused and technically orientated. Thus, a standard foundation   that industry seeks must be provided to students.

SIGNIFICANCE OF STUDY

The significance of this study is that it will provide information for the purpose of assisting academic hospitality programs and their instructional staff in designing curricula to more appropriately meet the needs of graduates as well as the job market they are entering. With the findings from this study, the educator will be able to identify the skills that recruiters in today's hospitality industry find important and be able to design course work. The classes that will enable the students to obtain the skills that are deemed important. It must facilitate the process of introducing the innovative approaches of teaching. A modern Educational system can be incorporated to add skills into the current curriculum. Once the gaps are bridged, the educational systems will be able to direct their efforts   of teaching what skills today's employers are looking for.

SCOPE AND LIMITATIONS OF STUDY

The scope of this study includes surveying recruiters in the Hospitality and Tourism Industry regarding their opinions of preparation of graduates from academic Hospitality Programs. Some recruiters were surveyed while attending a university sponsored career conference for the hospitality industry, while other recruiters were surveyed as they were conducting on-campus job interviews at times other than during the career conference. The scope of the study is directed towards providing a model to hospitality education to make curricular change. however, this study may present some results that may be unique to the region and may not be able to be generalized outside the region presenting possible limitations.

OBJECTIVES

- Identify the skills that hospitality recruiters perceive as being important for success in the hospitality industry
- Identify how can the perceived important skills be best taught—either on the job or in an educational setting.
- specify the skills needed by industry that education must address in curriculum.

FACTORS RESPONSIBLE FOR QUALITY EDUCATION

From this study few major factors are determined from the sample which are responsible for the quality of hospitality education. The survey has been conducted from both the side, from academic as well as industry, the responses were thoroughly analysed and was found that, the following six major factors play a key role for the quality of hospitality education.

- Industry institute interface/interaction
- Arranging guest lecturers from industry
- Visits to hotels (students)/ Practical Training
- Nominating the industry people for designing course curriculum
- Revise the curriculum

- Pay appropriate salaries to the faculty

In the table I all the factors which are responsible for the quality of Hotel Management education which are collected from the samples were analyzed and shown in the tale in accordance with their importance.

Factors For Quality Education According To Their Degree Of Importance   Table-I

Factors	Mean	Standard Deviation
Industry institute interface/interaction	4.87	.338
Revision of curriculum	4.86	.349
Provision of guest lecturers from industry	4.82	.386
Emphasis on hotel visit for exposure.	3.93	.408
Nominating industry people in academic	3.88	.498
Appropriate salaries to the faculty	3.85	.557
Sufficient number of well equipped class rooms	3.80	.739
Lab facility	2.27	.709
Library service	2.27	.709
Mentorship	1.60	.492
Organizing events	1.60	.492
Personal circumstances	1.53	.502

Inter college competition	1.22	.579
Workshops and seminar presentation	1.08	.394

From all the Means and SD of all factors, it is analyzed that, the industry institutes interface and revision of curriculum are more significant. The lab facility and library service are dominating. The factors like guest lecture from industry, hotel visit, nominating industry people, appropriate salary and sufficient class rooms are also the remarkable factors in respect of quality education.

In the Table II mean satisfaction index are analyzed and shown from the various background like service holder, business man, professionals and housewife/ students.

Mean Satisfaction Index of Industry across Education Categories   Table No.2

Age Brackets Aspects	Service (N=71)	Business (N=44)	Professional (N=42)	HW+ Student(N=0)
Interest for joining	4.09 (0.73)	4.12 (0.74)	4.00 (0.72)	4.03 (0.74)
Interest for further study	3.69 (0.97)	3.46 (1.18)	3.38 (1.05)	3.32 (1.11)
Recommending friends for study	4.22 (0.74)	4.12 (0.79)	4.17 (0.67)	3.80 (0.94)
Satisfaction over library facilities	3.13 (0.97)	3.29 (0.95)	3.08 (1.02)	3.29 (0.86)
Satisfaction over facilities at the institutes	3.09 (0.67)	3.12 (0.68)	3.13 (0.67)	2.87 (0.80)
Satisfaction over the faculties and teaching	2.96 (0.77)	3.25 (0.67)	3.21 (0.72)	3.26 (0.77)
Satisfaction over the skill development programmes	1.69 (0.70)	2.46 (1.18)	2.25 (1.26)	2.94 (1.09)
Satisfaction over campus and placement	1.65 (0.65)	1.54 (0.66)	1.55 (0.66)	1.50 (0.50)
Satisfaction over the job after passing out	3.09 (0.98)	2.08 (0.93)	2.16 (0.87)	2.19 (0.98)
Satisfaction over quality of services offered by the institutes	3.35 (0.88)	3.21 (0.72)	3.42 (0.83)	3.13 (0.81)
Over all	3.10 (0.81)	3.07 (0.85)	3.04 (0.85)	3.04 (0.87)

From the example study the collected data in the 10 respective fields are analyzed and these are 0.81, 0.85, 0.85 and 0.87 respectively from service, business, professionals and housewife/students. The index values are very much similar to each other. Therefore, it is understood that, the level of satisfaction in respect of quality of hotel management education from different field are almost same.

A t- test was conducted to know the difference between academic and industry satisfaction level and shown in the Table III

Results of the test of significance of difference between academics and Industry with regard to satisfaction   Table No.3

Sample	Mean	SD	SEM	df	't'	Signi. (2-tailed)
Academics	3.04	1.06	.21608	399	3.064	0.01
Industry	2.38	0.84				

As the two tail value derived is 0.01, it indicates that, it is less significant. Hence no further research require in this respect.

CONCLUSIONS

The hotel management education is mostly skilled-based education. Special attention should be taken in respect of enhancing skill from the primary stage. Demonstration and practical laboratories are mostly plying important role to nourish the student's performance. The duration of the classes may be little longer than the other classes of the universities and institutes but, this can offer the student better opportunity as well as can build the self confidence among the students in the real field. Confidence building is very important for the students to handle the job after completion of the course in certain work field in the competitive era.. Hospitality faculty must prepare their students for a highly labour-intensive, customer focused service

industry. The quality of the courses in hospitality management being offered by the universities and institutes need to be improved. The courses offered are very theoretical in nature and do not fulfill the industrial requirement, the curriculum needs to be revised and should be designed in consultation with the industry. The courseware should be revised frequently to meet the continuous changing requirement of the industry.

The competencies such as *concern for order, quality and accuracy, teamwork and cooperation* customer *flexibility* will allow students to understand how to operate efficiently and professionally in the demanding environment of hospitality. The importance of the work-integrated learning experience cannot be denied as students will be exposed to realities and the competencies that they require in the work place. Curricula need to be evaluated for the outcomes to be achieved. Faculty need to be mindful of the industry needs that are required when preparing students for the workplace and their employability on completion of their qualifications.

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