

Review on Employability of Students in Hospitality Sector

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Abstract: This review aims to explain the understanding of the self-image of tourism and hospitality graduates, the profession of tourism and hospitality, and the option of work. The initial impression of job picture may drive the eagerness of the student to complete the study and plan its career path in this company. Tourism learning has served in developing the industry as a significant field to exploit the growth of tourism in the region. In an agency that trains human capital to grow the tourism sector, tourism education puts importance on the potential to access the skilled and employable human resources. Descriptive research found that high students had a strong understanding of their character's ability to support people, but it was considered that the character's moral regulation was weaker. The last point was that the students expressed a strong value in becoming a travel and hospitality sector entrepreneur. They considered nevertheless a lower value in becoming a secondary level coach. The multiple regression analysis found that the picture of self-esteem and the picture of a tourism profession could predict tourism work choice.

Keywords: Career perception, Career Choice, Character, Hospitality education, Tourism.

INTRODUCTION

For many people, the increasing number of tourism businesses has created jobs or occupation. The work itself has often drawn graduates to the sector to improve their professions. The students are therefore following the hospitality and tourism education in order to be qualified to operate in the field. Defining the tourism sector includes several terminologies. The tourism itself applies to other professions working within the attractions. Examples of the positions are the boss in a country or area of theme parks, amusement centre, destination management service, or tourism bureau. The hospitality industry applies to the employment that work with restaurants, hotels, or catering services [1].

Although travel industry is applied to the positions that relate to tour activity, travel agent, or conference or convention facilities. There are also tourism-related professions, such as a vocational school teacher or instructor at the secondary stage. This article will use tourism profession to imitate hospitality travel, and other similar tourism professions too, to clarify the terms. In Indonesia, tourism terminology is called "pariwisata," and all tourism terminologies are expressed in that phrase. There are several variables that make students select a job after graduation from school, such as the inspiration of the applicant, community of references or the industry profile. When selecting the tourism profession, this work should concentrate on the understanding of self-characteristics and the occupation in tourism as the context [2].

Tourism Education:

"Tourism education" has served in developing the industry as a significant sector to exploit the productivity of tourism in the region. As an agency that trains human capital to grow the tourism sector, tourism education puts importance on the potential to access the skilled and employable human resources. The number of institutions that hold the education on tourism has rapidly increased. Experts in tourism education said the foundational pillars of the tourism materials provided to students are technical, profession, and business. This helps the students to develop their professional skills so that they could be able to work in the industry properly [3].

Self-image:

In creating career self-image is important as, according to the study, the work participation is defined by recognizing the value of the task, which has a close connection to self-concept and self-image. The self-image is the way a human perceives the attributes and personality traits as perceptions. The self-image of tourism human resources consists of their ability to support others, serve the new visitors, organizational

abilities, hard-working disposition, loyalty, imagination, courtesy, diplomatic skills, personal health, and spiritual existence [4].

Tourism Career Image:

Tourism employment image, described in some studies as the role of working circumstances, marginal career opportunities, seasonality, low wages, and since there is unnecessary service operation it carries the bad name. Also empirically the population often perceives tourism as an inferior sector in certain section of the Indonesian country. Tourism, though, offers a wide range of work. Therefore, people's entrance point to the business is smoother. This review thus creates metrics for the tourism profession image on appearance, income, family experience, work climate, group approval, task diversity, and potential guarantee [5].

Tourism Job Choice:

Several researchers have researched the interpretation of the connection between education and job. This was mentioned that certain behaviours involve seeking the employment or occupation, such as knowing the labour market, improving professional networking, getting self-awareness and the opportunity to find the position, and establishing occupation objectives. Furthermore, researchers suggested other determinants that affect work or career decisions, such as: a) gender, b) socio-economic status, c) temperament, d) self-efficacy, e) perceived employability, f) professional preferences, and g) wider influences, including labour market dynamics and economic stability [6].

Researchers have indicated that many educators and researchers are interested in knowing the career purpose of the student, especially the degree to which they intend to establish careers in the hospitality and tourism industry. However, in their research they have found that there has been a rise in the pattern of students who will not start their profession in hospitality and tourism. The explanation is that since they perceived principles of the features of the business, such as employment, work-life balance and the task are challenging. In addition, the requirement for a particular degree of personality characteristics often defines the interests of the applicant when deciding on the work or profession in tourism. Accordingly, the analysis model is as seen in figure 1.

To deal with dramatic developments in the economic climate, consumer demands, and leaner companies, companies needed to become more agile to retain their competitive edge, and this has consequences for the growth of the present career of individuals. Employability can only be improved, as the researchers concluded, by learning up-to-date technical expertise, preparing career growth, and developing transferable skills in this fast-growing and evolving environment. In other terms, employability needs not just the expertise the labour market wants but also successful career preparation and progression. One can only realize objectives with good employability, secure a career [7].

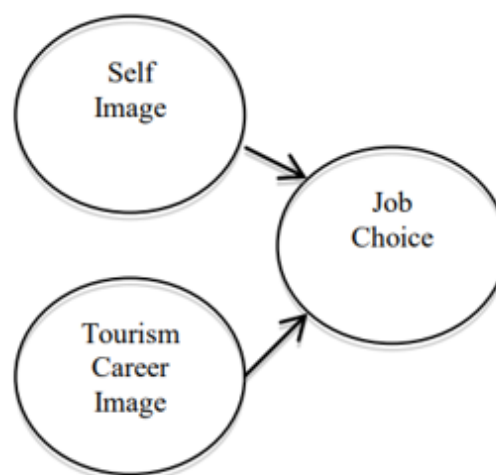


Fig 1: The Research Paradigm

After the 1990s one of the higher education priorities has been to strengthen the production of employability skills and/or making it more visible to learn these skills. Hence, a major concern of colleges is to encourage college graduates in improving their employability by ensuring they learn the skills required

in the work sector and the skills needed for career growth. Higher education will train graduates to take up potential work. Employability skills are essential for businesses, graduates, employers and institutions of learning [8]. Hospitality management and associated Higher Education programs are centred on presenting hotels, restaurants and similar companies with a pool of highly qualified personnel and future managers. Hence growing employability of students is critical for companies, educational institutes, and students themselves. What school education delivers, though, may vary significantly from real company needs. Researchers concluded that basic competencies are important to most organisations and that tourism graduates typically fulfil the employer's standards, but at a lower than desirable standard [9].

For hospitality students to effectively perform their work market positions and progress their employment, work skills, which can act as markers of student employability, need to be defined during curriculum planning to address the difference between school education and industry needs. Researchers classified abilities as personal skills and work skills, and concluded that the two would often be adequately matched. Other studies have divided employability into core items and advancing items in which the former refers to core skills that satisfy general and different job requirements, while the latter refers to the specific skills needed for certain industries and jobs. Parallels can be drawn between core competencies and personal competencies, and between specific competencies and job competences. Numerous research have investigated the association between core competencies and a productive career. But career achievement includes expertise from both the personal and the work. In fact, several reports have explored the essence of employability or expertise from the viewpoints of various audiences, such as businesses, employees, teachers and students.

Through the viewpoint of the workers in hospitality and tourism sectors, businesses require inexpensive and versatile labour in order to stay viable; however, from the viewpoint of the students, training is also an exposure to the world of employment, and their encounters help in both personal and job growth. However, scholars [8] concluded that the field of employment could be more strongly associated with higher education both through structured cycles of controlled job experience and more informally through students' work experiences. Hospitality education in Taiwan involves a diverse network provided by universities, technical schools, community colleges, and hospitality programs [10].

The first vocational high school hospitality founded and sustained by the Government appeared only in 1996. Today the number of institutions delivering graduate and undergraduate degrees in hospitality and tourism has increased, hitting about 159 institutions providing over 180 programmes. Therefore, in order to satisfy the demand of the hospitality industry, students will find their job preparation in the work climate related to successful hospitality. While hospitality educators have already begun to work on bridging the divide between hospitality graduates' skills and hospitality industry aspirations, few research have considered the constituents of the overall employability of hospitality graduates from the students and company perspectives. This work therefore explores the employability of college graduates in hospitality from the students and industry viewpoints [11].

Employability has been a central aspect of the so-called modern employer-employee contract, in which employability is meant to override the guarantee of job protection. Such transition is followed by a significant change in job growth expectations from managers to workers. Researchers described employability as the ability to attain, retain, and outstand in a work. The University of Central Lancashire Employability Centre in the United Kingdom describes employability as possessing the skill set, experience, comprehension and personal qualities needed to improve the probability of pursuing a rewarding and productive career. Two aspects of employability were assessed in the present study: essential skills and specialized skills. Key skills are also recognized as basic abilities, specific skills, core competencies, transferable skills or soft skills, according to scholars. Often known as specialized strategies or employability resources (e.g. technical experience, mind-set and abilities) are unique expertise, or the professional skills or topic skills needed for other sectors or for roles.

Competency:

Studies indicated that technical expertise and specific motivations and qualities are directly linked to work results. Competence may also predict work success by offering a combination of endogenous factors (such as personal interests, characteristics, and self-conceptions) and exogenous factors (such as abilities and skills). Researchers concluded that expertise is helpful in predicting successful work results and assessing information, talents, abilities and other personal characteristics critically. They found competency to be an ability that enables one to combine expertise, personal energy, inspiration, social position and skills in

social networking to produce outstanding job results. In summary, competency can be described as a mixture of exogenous abilities (e.g., technical experience or skills), personal qualities (e.g., temperament, enthusiasm, or values), and capabilities that are indispensable to accomplishing a mission and producing successful results. Researchers consider core skills to be an essential element of the potential workforce; in certain terms, core skills are a crucial ability that workers will learn in other job conditions or organisations. In addition, staff are expected to build level-specific expertise and technical competencies for their roles.

Some other studies have listed the expertise as personal and work abilities. Researchers also split skill-based human resource creation into three categories: basic skills, practical skills and personal skills. Fundamental qualities, such as professionalism, are associated with corporate principles, priorities, objectives, and mission and are a competency that all workers will attain. Functional abilities, such as technological knowledge and financial awareness, are focused on departmental priorities and objectives, which help enhance the efficiency of an individual's work.

Lastly, communication skills, such as adaptability, are fostered by reaching specific objectives and are crucial in training an adult for professional vision and developmental tasks. Comparison of both findings indicates that the definition of fundamental competency is comparable to the definition of core competency identified by academics, and the category of practical competency is comparable to that of level-specific and technical skills. Job capabilities include basic / secondary competency and practical competency. Specific skills reflect the definition of professional growth capabilities provided by scholars, and covers job preparation and creation and key competencies. In addition, competence is an employee's capacity to do a task, which is sometimes viewed from a company viewpoint. Employability, as viewed by the educator's viewpoint, applies to the qualifications an applicant may learn in order to apply for a job. As a consequence, competence and employability are two concepts which overlap and are related. Professional expertise is more than key employability; it also requires the ability to manage jobs and to grow. Employment qualifications, which involve essential competencies, level-wide competencies, and technical abilities, correlate with practical employability.

This research addresses the idea of employability from the viewpoint of competencies. Employability relies on technical knowledge and work qualifications; the former covers fundamental abilities, including career preparation including growth expertise, while the latter applies to practical employability, such as essential skills, level-specific skills, and specialized skills. Fundamental skills like job attitude and personal qualities are an important trait for all workers. Level-specific qualifications are a manager's organizational abilities, and professional expertise is the skilled management and technological knowledge needed to accomplish a mission. Fig 1. Illustrates the framework of student's employability.

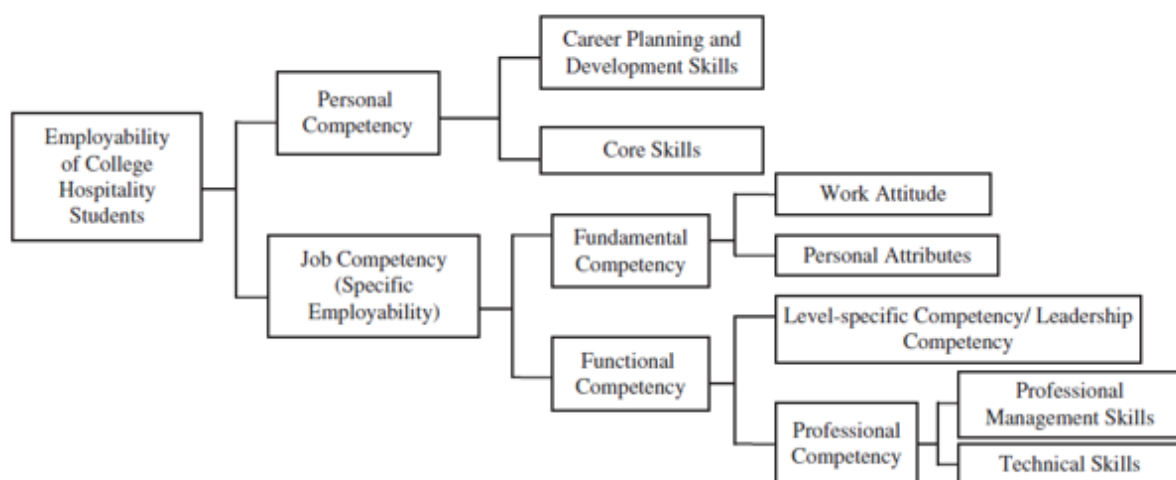


Fig 1: Framework of College Hospitality Students' Employability.

LITERATURE REVIEW

The employability qualities, according to analysts, include expertise and abilities, thinking ability, work management and job quest mastery, and technical awareness. Many studies suggested the employability qualities would provide durability and personal effectiveness. Employability has been described over the

past decade as the continuous completion, acquisition, or development of work by the optimum use of skills. Such competencies applied to the expertise, skills and abilities a person required to execute different roles effectively and meet duties within a job and to the adaptability of that person to shifts in the external and internal labour market. The present study combined these attributes into a definition of employability as a set of skills, knowledge, and attributes that enable one to choose a career, to be employed, to freely transfer to the job market, to grow, to fulfil job duties, to show commitment to work, to feel satisfied or successful, and to realize personal potential [12]. Such competencies applied to the expertise, skills and abilities a person required to execute different roles effectively and meet duties within a job and to the adaptability of that person to shifts in the internal and external labour market. The present study combined these attributes into a concept of employability as a collection of expertise, skills, and attributes that empower one to choose a profession, to be employed, to freely move to the job market, to develop, to fulfil job duties, to display dedication to work, to feel happy or productive, and to realize personal potential [13].

Researchers proposed that students would give a prospective employer two facets of employability: (a) transferable abilities that are accessible in the working life; and (b) subject-matter abilities specific to a particular profession. For nine common capability classes, the National Training Authority recommended employability capabilities models: written communication, oral communication, problem solving, critical and logical reasoning, knowledge processing, and teamwork, social networking abilities, learning and adaptability, and self-management [14]. Researchers found that the job growth capabilities of full-time workers at Taiwan visitor hotels cover job creation and preparation as well as key employability from the viewpoint of the Chinese community. The former involves career identification (e.g. self-discovery, role discovery, position selection), role behaviour (e.g. professional decision-making, position assessment and preparation intervention) and employment disposition (e.g. career trust), while the latter encompasses career change and regulation (e.g. self-management, job quest and agility, lifetime problem-solving and learning), employee behaviours [15].

CONCLUSION

This review suggests that they will lead their career path in the tourism industry by affirming that students can appreciate the job atmosphere as well as gaining positive personality or self-image. Thus, the hospitality and tourism education program requires certain considerations to plan the mind-set of the students that will improve their self-image such that the students will firm that they will join the tourism field. The students viewed a positive picture of the tourism profession, but they have noticed that they may not have the same picture or experience with the population. This research focuses only on behavioural purpose on the option of job for the students, so more research could be done to consider students' intention to work in tourism industry after graduation from their thesis.

Employability is assessed both by technical abilities and work competency. Specific skills are tied to expertise in job preparation and growth, and central employability. Employment competency applies to basic employability, including teamwork, expertise in business management, technological knowledge and core competencies (i.e. job disposition and personal attributes); This definition follows the researchers' suggested iceberg principle, which describes abilities in terms of exogenous (knowledge, expertise, etc.) and endogenous (attitude, attributes, intellectual power, etc.) abilities.

This review finds that students lack trust in their employability for both core employability and unique employability, as well as lose faith in their expertise in job preparation and growth. Students' employability is generally lower than anticipated, particularly in terms of skills in skilled management such as human resource management, administrative management, team development, persuasion and control, finance and cost management, product placement and promotion, and crisis management; these skills are rated highest in the necessity index.

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