An Empirical Study To Assimilate The Perceptual Gaps Among The Hospitality Stakeholders Regarding The Academic Learning Processes Followed By The Private Hotel Management Colleges In Karnataka

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Abstract:
There has been a decline in the hotel management graduates choosing hotels as a career choice. Several studies have revealed that final year students are less enthusiastic about joining hotels than the first year. This study was conducted to analyse the perceptual gaps among the hospitality stakeholders (hotel management students, hotel management faculty and hotel industry professionals) regarding the Academic Learning Process in private hotel management colleges offering a 4-year degree in Karnataka. A questionnaire was administered to 350 students, 100 faculty of private hotel management colleges offering 4-year degree and 150 hotel industry professionals comprising lower, middle and top-level management from 30 five-star properties located in Karnataka. Factor Analysis and Welch-Satterthwaite T-Test (available in Anova) were administered. The results reveal perceptual gaps amongst all three stakeholders (hotel management students, hotel management faculty and hotel industry professionals) in context to several variables about the academic learning process.
Keywords: Hospitality Industry, Perceptions, Academic Learning, Hospitality Education

Introduction
The tourism industry contributes to 12.75% of total employment in this country, with 87.50 million people employed in 2018-2019. There is a need for more than 5 lakh professionals in this country, but only 21,000 hospitality graduates pass out every year. (Tourism, 2019)

According to the Ministry of Tourism Annual Report 2019-20, 46 Institutes of Hotel Management (IHM), including 21 IHMs under the Centre and 25 IHMs under the state. There is also 14 Food Craft Institutes (FCI). There are 37 Hotel Management colleges in Karnataka with 22 institutes in Bangalore. Out of these 22 institutes in Bangalore, 11 institutes are private and offer a four-year undergraduate degree.

The Academic Process of Hospitality teaching can broadly be divided into two broad classifications- Theory and Practice. (Liasidou, 2016).

The theory sessions are conducted in the institutes, and practical and real-life work experience is achieved through Industrial Exposure Training usually offered during the 2nd year. The duration of Industrial Exposure Training is generally from 12 to 22 weeks.

The college provides knowledge, impetus and professional outlook for these graduates. (Zopiatis, 2007). However, it was found that the future outlook for these graduate professionals is very demanding and challenging despite the existence of demand. Low salary, lesser chances of promotions, and lack of proper professional career challenges prevail in this industry. Despite the demand, the industry does not pay these professionals or take care of them properly. (Gursoy, Rahman and Swanger, 2012). On the other hand, the institutions tend to provide lesser orientation and training towards the industry’s needs. There is a need for transformation from industry and hospitality management institutions (Gross and Manoharan, 2016).

Effective integration of industry institutions would provide better careers and jobs for students with increasing contributions for GDP from this industry. (Zopiatis and Constanti, 2007) This would also ensure effective reward systems and practices and retention for employees in this industry (Wang and Tsai, 2014)

There is a need for effective interaction and management with industry and academia. Rahman, 2010). Although one could see such interactions happen all over India, one does not find that it has been effective in bringing solutions to the problems and challenges for hospitality graduates. There is a need for the development and management of new implementation methods which could ensure effective interaction and integration of activities of industry and academia in the hospitality industry.

As specific research studies are limited about Industry – Institute interaction in hospitality management, this study woinvolvethe three stakeholders – Hotel Management students, Hotel Management Faculty, and Hotel Industry Professionals. The current research has undertaken the perceptual gaps in the educational learning process.

Objectives of the study
• To identify and analyse factors that influence students to opt for Hotel Management Program
To conduct an empirical study to assimilate the perceptual gaps among the hospitality stakeholders regarding the Academic Learning Processes followed by the Private Hotel Management Colleges in Karnataka

Literature Review
Related Theories and Background

Parson’s Trait and Factor Theory (the 1900s) states that a successful career requires personal traits that include personal values, skills, and overall personality to match with job factors. The job factors in this theory revolve around pay and work environment.

Theory of Career Choice (1959) by John Holland states that while making a career choice, individuals prefer work where the environment is suitable based on their personality types, categorised as realistic, artistic, enterprising, social, conventional and investigative.

The Happenstance theory (1979) says that luck plays a significant part in a graduate’s life: social factors that cannot be predicted, events that occur due to chance and environmental factors are essential.

Social Cognitive Career Theory (1994) explains aspects of career development such as How career interest is developed, how career choices are made and attainment of academic and career success. The Social Cognitive Career Theory's main dimensions include self-efficacy beliefs, outcome expectations, and goals.

Herzberg's Motivation Theory, often known as the Two Factor Theory, was developed by Herzberg. In 1959, Frederick Herzberg created the model. According to the approach, an organisation can influence motivation in the workplace by adjusting two factors: Motivators and Hygiene Factors. Motivators are elements that encourage employees to work harder. Hygiene elements do not motivate employees to work harder, but their absence demotivates them.

McClelland's Human Motivation Theory (1961) states that every individual has one of the below three powerful primary motivators: the desires for accomplishment, association, or power. These motivators are not intrinsic; they are developed over time through our culture and life experiences.

Factors that influence students’ career choice
(Jawabreh, 2014)The elements that influence students' decision to enrol in a hotel management program were investigated. It was discovered that social and cultural factors influence students' decision to enrol in a hotel management program in Jordan. (Olamide and Olawaiye, 2013) research on secondary school students reveals that opportunity, personality and environment play an essential role in deciding a career.
(Fizer, 2013) in his research work on Agriculture, students mention that students are majorly influenced by their families while making their career choice.
(Ibanez, no date) looked at the elements that influence high school students' professional choices. According to the findings, immediate and extended family impacted students' professional decisions. Compared to other extended family members, the parents had a more significant influence. It was also discovered that career-related guidance positively impacts students' decision-making. According to the study, friends affected students' professional choices.

Several studies have been conducted that state that parents have a crucial role in deciding a student's career. One study reveals that the type of equation the parents share with their kids also influences career decision making. (Kumar, 2014)

(Bikse et al., 2018) This study demonstrates that understanding self-interests and exploring one's potential are critical in choosing a vocation. They also value their own learning experiences and parental guidance.

A study concluded by (Nyamwage 2016) states that the student’s interest is an essential determinant regarding the career choice. (Kumari and Singh, 2021) states the role of eco-friendly environment for the motivation and encouragement of future.

According to the author, in another research (Wen et al., 2018), students’ intentions to pursue a particular field are impacted by several factors. A few of these include the attitude of the students and subjective norms. Any student’s past work experience and academic background have no bearing on their career decision. Their studies also revealed that 4th year students had better career objectives when compared to the 3rd year students and behavioural control had a strong influence on the students of the 4th year.

(Walsh, Chang and Tse, 2015) This study conducted in Hong Kong and the USA examines the role of emotional intelligence (EI). It reveals that EI has a considerable impact on the aspirations of students to pursue a career in the hospitality business.

(Ezeuduji, Chibe and Nyathela, 2017) The study states that students who have optimistic attitudes towards hospitality management and related fields usually choose hospitality management as their primary choice.

(Wiener et al., 2009) mentions that students want to join hospitality programs as they find the industry to be exciting with enjoyable nature, career opportunities and exciting experiences.

Opportunities for personal development was stated as one of the primary reasons (Can et al., 2012) to opt for a Hotel Management major.

**Hospitality Academic Process**

The main aim of this research (Pol and Patil, 2015) is to find out the career objectives, level of content and the percentage of students who would join the hospitality industry; post their graduation. This research throws light on the final year students pursuing hospitality management who have completed their internship training and are prepared to start their careers in the hospitality industry. The authors conclude that the students’ mindsets could be changed if there is a contradictory experience during their internship.
In another study (Ezeuduji, Chibe and Nyathela, 2017), the researcher reveals that the students seem to be unsatisfied with the hospitality curriculum and feel that it is inadequate to the current needs. This research (Mishra, 2010) is an experiment to analyse how to enhance hospitality education’s transmittal structure in India by administering the indications of instructional resonance theories. This research examines the current status of the hospitality education system with a notion to explore the inadequacies of its instructional framework. The authors found that to make the subjects more interesting, the faculty has to employ novel teaching methodologies to capture the students’ attention. The syllabus has to be designed so that there are ample opportunities for the students to explore subjects that appeal to them the most. The research speaks about using websites and projection slides, which significantly increase students’ interests.

This research (Dursun, 2012) explores the present syllabus of the International Hotel School from the students’ point of view. Comprehensive and definite syllabus-oriented skills that could be used for the syllabus assessment were addressed. The author also analysed a structure for syllabus variables to assess student readiness; capabilities of the hospitality management syllabus from students’ point of view and the list of factors that add the most value to student readiness were some of the critical issues in this research. The outcome of this research is that the International Hotel School needs to assess and evaluate the present syllabus and opt for specific changes regarding their teaching methodologies.

This research (Pranata dkk, 2013) tends to discern the awareness level of student trainees in the hospitality industry regarding their administration skills and abilities before and after their training period and to confer the awareness level of their supervisor or employer regarding the student’s capabilities. The author states that the main aim of this study is to attain more expertise regarding the relationship between practical learning or training and the accomplishment of administration abilities. The outcome of this research is that the students with training skills have been able to address analytical, financial and problem-solving techniques. The author states that the practical training opportunities conducted for the students helped them immensely to achieve their administration skills which are much needed for their growth in the hospitality industry.

In this study (Amoako Sarkodie, 205), the researcher looks at the understanding of hospitality/tourism graduates about the abilities required in the hospitality/tourism job world and the hospitality/tourism education process. The authors argue that there should be a close working relationship between university faculties and industry strategists so that graduates know what is expected of them in the workplace. (Singh, V., & Tharakan, Y. G., 2020) reiterates the role of hygiene awareness as an essential parameter.

This research (Kumar, 2014) investigates the current situation of hospitality education in India and analyses the difficulties faced by the hospitality industry to provide solutions for the forthcoming generations. There are tiny articles highlighting the education of the
hospitality industry in India. The author states a lack of understanding and uniformity of the courses offered, creating discord amongst the students and the employers alike. This research presented comprehensive information gathered through various articles, papers, archives that constitute hospitality education. The author obtained questionnaires from 21 administrators from hotels and restaurants located in Delhi, Mumbai, and Kolkata for this research. The evaluated results stated that hospitality education was poor or less than satisfactory in India. Much importance was given to the theory-based courses rather than imparting the practical applications necessary for the students. The samplers also felt that most private institutions were fake as they earned vast amounts of money but did not care to improve the teaching faculty or provide top-notch education. Another significant disadvantage is the students are being treated as manual labours in restaurants and hotels, where they undergo training. There is a lack of commitment from students, academicians and hospitality professionals in hospitality internships.

In another study (Immaneni and Sailaja, 2017), the researcher raised the issues and challenges hotel management students faced during Industrial Exposure Training. The researcher mentions that IET is the first practical, real-life exposure that a Hotel Management student experiences. A lot of attention needs to be given to this crucial point where the student more or less creates an impression about the industry. Efforts should be put in from all sides-institutional, industry, and students- to make it a positive and excellent learning experience for the students to further look forward to joining the hotel industry. In the current context, it would be not incorrect to say that IET is mainly responsible for creating an impression about the industry and deciding whether the students wish to choose hotels in the future depending on their IET experience.

This research (Samantha Sabirin, Munawaroh and La Are, 2018) focuses on those students who have completed their internship/training. The study evaluates their awareness of the effect of their professional growth based on collective and psychological theory. This research analyses how the students perceived the effect level during their internship/training program could control their career growth. The outcome of this research is that the advantage achieved through internship and career growths of students have been afflicted because of self-competence, being the central aspect among students. In another study (Ezeuduji, Chibe and Nyathela, 2017), the researcher reveals that the students seem to be unsatisfied with the hospitality curriculum and feel that it is inadequate to the current needs. The research found (Pol and Patil, 2015) that the students are inclined towards core operational departments. The students also have a lousy opinion about promotion and growth opportunities in the jobs in hotels. Students have an average rating to respect level or social status in hotel jobs and security regarding employment and the future. A positive opinion is observed on meeting new people while working in the hotel industry. This study reveals the uncertainly of students about joining hotel jobs as a career, and the impact of hotel jobs on them is mediocre.

Purpose and Significance
Choosing a career is an essential part of any student’s life and remains a tough decision. The purpose of the first objective is to make all the stakeholders aware of the various reasons of students joining Hotel Management Program to give them clarity on the real challenges and issues they may come across during the Academic Process; admission counsellors can benefit and provide accurate inputs to the students to align the perceptions and expectations of the students at the time of starting the program. The admission counsellors can help and provide correct information to the students to align the perceptions and expectations of the students at the time of starting the program.

The second objective mainly focuses on the three stakeholders' perceptions of the Academic Learning Process. After obtaining the perceptions of the three stakeholders, the gaps in terms of the three stakeholders’ perceptions were analysed. The outcome of the study would benefit the stakeholders. It would reveal where the students’ perceptions- faculty, students- industry and faculty-industry do not match. It is essential to bridge these gaps as these could be the possible reasons for students’ dissatisfaction. This would further help keep the students motivated to choose hotels as their first career choice, and the Human resource department will get motivated freshers who are willing to join the industry. This will indirectly benefit the hotel management institutes, as well as this may have a positive impact on admission.

Scope
The scope is to cover the students of private Hotel Management colleges of Karnataka. Since most colleges are located in Bangalore, the study was restricted to Bangalore. (Total 11 private Hotel Management colleges offering 4-year Programs). The study covers 11 private colleges and 30 Five-star hotels in Bangalore. The study is conducted from 2017 to 2022.

Research Questions
RQ1. What factors influence students to choose Hotel Management as a course and career?
RQ2. What are the perceptions of Hotel Management students regarding the Academic Learning Process?
RQ3. What are the perceptions of Hotel Management faculty regarding the Academic Learning Process?
RQ4. What are the perceptions of the Hotel Industry regarding the Academic Learning Process?
RQ5. Are there any perceptual differences between the three stakeholders in the Academic Learning Process?

Hypothesis
1. Ho There is no significant difference in the perception of the Hotel Management students and Hotel Management Faculty about the academic learning process on students joining hotels as a career.

2. Ho There is no significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals about the educational learning process on students joining hotels as a career.

3. Ho There is no significant difference in the perception of the Hotel Management students and Hotel Industry Professionals’ academic learning process on students joining hotels as a career.

**Research Methodology:**
The researcher chose to collect primary data with the help of a questionnaire. Separate questionnaires were prepared and administered to students, faculty and hotel industry professionals. The questionnaire contained descriptive, closed-ended and 5-point Likert scale questions. The following tests were administered:
- Reliability and validity test.
- Exploratory and Confirmatory factor analysis
- Welch-Satterthwaite T Test

The scholar did several related theories and literature reviews to study the perceptions of Hotel Management students, Hotel Management faculty and Hotel Industry professionals about the academic learning process.

The papers related to Hotel Management and Tourism were also studied in detail to understand the perceptions of the mentioned stakeholders about the constructs discussed above. Data analysis was done using SPSS and JMP software.

**1.1 Sampling**
The scholar adopted a stratified sampling technique for data collection as the study was conducted during the lockdown phase due to Covid-19. Therefore it was impossible to meet and contact the students in person.

The sample size included 350 students, 100 faculty of private hotel management colleges offering 4-year degree and 150 hotel industry professionals including lower, middle and top-level management from 30 five-star properties located in Bangalore, Karnataka.

Table 1 List of Private University/ Institutes in Bangalore offering a 4-year degree in Hotel Management

<table>
<thead>
<tr>
<th>S no</th>
<th>Name of University/ Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Oxford Hotel Management (Affiliated to Bangalore University)</td>
</tr>
<tr>
<td>2</td>
<td>AMC College (Affiliated to Bangalore University)</td>
</tr>
<tr>
<td>3</td>
<td>Acharya Institute of Hotel Management &amp; Catering Technology (AICTE Approved)</td>
</tr>
<tr>
<td>4</td>
<td>Army Institute of Hotel Management &amp; Catering Technology (AICTE Approved)</td>
</tr>
<tr>
<td>5</td>
<td>Christ College of Hotel Management</td>
</tr>
<tr>
<td>S no</td>
<td>Name of the Hotel</td>
</tr>
<tr>
<td>------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1</td>
<td>Bengaluru Marriott Hotel Whitefield Unit of Chalet Hotels Limited</td>
</tr>
<tr>
<td>2</td>
<td>Hilton Bangalore Embassy Golf Links</td>
</tr>
<tr>
<td>3</td>
<td>Hotel Hilton (A Unit of prestige Hospitality Ventures Limited)</td>
</tr>
<tr>
<td>4</td>
<td>ITC Gardenia</td>
</tr>
<tr>
<td>5</td>
<td>Radisson blue Bengaluru outer ring road</td>
</tr>
<tr>
<td>6</td>
<td>Sheraton Grand Bangalore</td>
</tr>
<tr>
<td>7</td>
<td>Sheraton Grand Bengaluru Whitefield Hotel Convention Center</td>
</tr>
<tr>
<td>8</td>
<td>Taj MG Road, Bengaluru</td>
</tr>
<tr>
<td>9</td>
<td>The Zuri Whitefield, Bengaluru (Unit of Zuri Hospitality Private Limited)</td>
</tr>
<tr>
<td>10</td>
<td>Crowne Plaza</td>
</tr>
<tr>
<td>11</td>
<td>ITC Windsor</td>
</tr>
<tr>
<td>12</td>
<td>Taj Bangalore</td>
</tr>
<tr>
<td>13</td>
<td>Taj West End, Bangalore</td>
</tr>
<tr>
<td>14</td>
<td>The Oberoi Bangalore</td>
</tr>
<tr>
<td>15</td>
<td>Vivanta Bengaluru Whitefield</td>
</tr>
<tr>
<td>16</td>
<td>Vivanta by Taj-Yeshwantpur</td>
</tr>
<tr>
<td>17</td>
<td>Courtyard by Marriott by Trishul Buildtech and Infrastructures Private Limited</td>
</tr>
<tr>
<td>18</td>
<td>Four Seasons Hotel by Embassy One Developers Pvt Ltd</td>
</tr>
<tr>
<td>19</td>
<td>Hilton Hotel</td>
</tr>
<tr>
<td>20</td>
<td>Hilton Hotel by Manyata Promoters Pvt Ltd</td>
</tr>
<tr>
<td>21</td>
<td>Hotel Royal Orchid Regenta</td>
</tr>
<tr>
<td>22</td>
<td>Le Meridien Bangalore</td>
</tr>
<tr>
<td>23</td>
<td>Novotel Hotel - Bengaluru (Unit of Interglobal Hotels Private Ltd)</td>
</tr>
</tbody>
</table>
The Chancery Pavilion (A Unit of Elixir Enterprises and Hotels) 225
Viceroy Bangalore Hotels Pvt ltd 276
Vivanta Bengaluru-Residency Road 98
Clarks Exotica Resort and Spa 122
Hyatt Bangalore 143
Palm Meadows Resort 78
Sterlings Mac Hotel 190

Result
Out of the total 350 students, almost 66.9% were males and 33.1% were females. 24% 1st years, 25.7% 2nd years, 24.3% 3rd year, and 26% 4th-year students participated with 50.3% completed IET. 78.9% of students joined Hotel Management due to self-interest, and 68% of students mentioned that they were aware of the career prospects after graduation.

Out of the 150 hotel industry professionals, 26% belonged to top management, 56% middle management and 18% lower management. 10% were General Managers and Directors, 30.7% Head of the Departments, 12% Managers, 12% Assistant Managers, 16% Executive and 19.3% Associates. 38% of the industry professionals who participated in the study had more than ten years of hotel work experience.

Out of the 100 Hotel Management Faculty who participated in the study, 18% had about ten years of work experience in hotels, 55% had up to 7 years of industry experience. 54% of the faculty had ten years and above of teaching experience. About 77% believe that students were counselled before admission.

Reliability, validity and adequacy tests of the questionnaire:

The three questionnaires were tested for reliability, validity and adequacy, and the following results were obtained:

<table>
<thead>
<tr>
<th>Tests</th>
<th>Students</th>
<th>Faculty</th>
<th>Hotel Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach Alpha</td>
<td>0.921</td>
<td>0.895</td>
<td>0.926</td>
</tr>
<tr>
<td>Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)</td>
<td>0.894</td>
<td>0.622</td>
<td>0.810</td>
</tr>
</tbody>
</table>

Cronbach’s alpha indicates that the data set is consistent and reliable. KMO indicated that the data set is adequate.
Results of Objective 1

Exploratory Factor Analysis with Principal Component Analysis was performed to derive the factors. The study gave three factors with 17 variables with a total 65.6% variance after deleting variables with a factor loading of 0.5 and below.

Table 3 List of variables with factor loading extracted under three components

<table>
<thead>
<tr>
<th>Factor 1 Motivational Factors</th>
<th>Factor loading</th>
<th>Factor 2 Aspirational Factors</th>
<th>Factor loading</th>
<th>Factor 3 Rational Factors</th>
<th>Factor loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>High marks not required in 12th</td>
<td>.851</td>
<td>Become Hotel General Manager</td>
<td>.516</td>
<td>Interested in Cooking</td>
<td>.805</td>
</tr>
<tr>
<td>Less competition</td>
<td>.844</td>
<td>Multiple Career Opportunities</td>
<td>.883</td>
<td>Influenced by Cookery Show on television</td>
<td>.673</td>
</tr>
<tr>
<td>Not suitable for other Industry</td>
<td>.755</td>
<td>Huge Job Opportunities</td>
<td>.860</td>
<td>Passionate about Hotel Industry</td>
<td>.601</td>
</tr>
<tr>
<td>A friend was in Hotel Industry.</td>
<td>.755</td>
<td>Travel Abroad</td>
<td>.845</td>
<td>Family members are in Hotel Industry</td>
<td>.600</td>
</tr>
<tr>
<td>Less academic pressure</td>
<td>.704</td>
<td>Settle Abroad</td>
<td>.777</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage my Family Business</td>
<td>.629</td>
<td>Glamorous Industry A6</td>
<td>.675</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet celebrities</td>
<td>.596</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results of Objective 2

The following hypothesis was tested using Welch-Satterthwaite T-Test.
1. Ho There is no significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to the academic learning process on students joining hotels as a career.
2. Ho There is no significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to the academic learning process on students joining hotels as a career.
3. Ho There is no significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to the academic learning process on students joining hotels as a career.

There is no significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Course content and curriculum in terms of preparing students for internships/ jobs in the hospitality industry.

Descriptive Analysis
Table 4 List of academic learning process variables along with descriptive analysis of the three stakeholders

<table>
<thead>
<tr>
<th>S No</th>
<th>Variable</th>
<th>Students</th>
<th>Faculty</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course content and curriculum in terms of preparing students for internships/jobs in the hospitality industry</td>
<td>52% Unsatisfied</td>
<td>86% Satisfied</td>
<td>44% Unsatisfied</td>
</tr>
<tr>
<td>2</td>
<td>Course Delivery by faculty (pace, relevancy)</td>
<td>52% Unsatisfied</td>
<td>91% Satisfied</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Faculty knowledge in terms of technical inputs provided</td>
<td>49% Unsatisfied</td>
<td>88% Satisfied</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Connection and relatedness of Theory taught in the college and practical application of the same</td>
<td>38% Unsatisfied</td>
<td>72% Satisfied</td>
<td>48% Unsatisfied</td>
</tr>
<tr>
<td>5</td>
<td>Examination questions covering curriculum and learning</td>
<td>50% Unsatisfied</td>
<td>78% Satisfied</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Interview Preparation offered by college</td>
<td>51% Unsatisfied</td>
<td>71% Satisfied</td>
<td>52% Unsatisfied</td>
</tr>
<tr>
<td>7</td>
<td>College Infrastructure</td>
<td>51% Unsatisfied</td>
<td>83% Satisfied</td>
<td>71% Satisfied</td>
</tr>
<tr>
<td>8</td>
<td>Campus Placement Opportunities offered by the college</td>
<td>52% Unsatisfied</td>
<td>86% Satisfied</td>
<td>76% Satisfied</td>
</tr>
<tr>
<td>9</td>
<td>Efforts made by the college to prepare students for hotel industry</td>
<td>56% Satisfied</td>
<td>82% Satisfied</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Industry interaction organised by the college</td>
<td>48% Unsatisfied</td>
<td>86% Satisfied</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Extra co-curricular activities organised by the college</td>
<td>50% Unsatisfied</td>
<td>80% Satisfied</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Briefing/counselling/assistance offered by the college to students</td>
<td>43% Unsatisfied</td>
<td>76% Satisfied</td>
<td></td>
</tr>
</tbody>
</table>

Table 5 List of academic learning process variables along with p-value and the result of hypothesis tests

<table>
<thead>
<tr>
<th>Variables</th>
<th>Students - Faculty P-value and result</th>
<th>Faculty - Industry P-value and result</th>
<th>Student-Industry P-value and result</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th>&lt; 0.05</th>
<th>&lt; 0.05</th>
<th>&gt; 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course content and curriculum in terms of preparing students</td>
<td>Null</td>
<td>Null</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for internships/jobs in the hospitality industry</td>
<td>Rejected</td>
<td>Rejected</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>Course Delivery by faculty (pace, relevancy)</td>
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<td>3</td>
<td>Faculty knowledge in terms of technical inputs provided</td>
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<td>4</td>
<td>Connection and relatedness of Theory taught in the college and</td>
<td>Null</td>
<td>Null</td>
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<td></td>
<td>practical application of the same</td>
<td>Rejected</td>
<td>Rejected</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>Examination questions covering curriculum and learning</td>
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<td>6</td>
<td>Interview Preparation offered by the college</td>
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<tr>
<td>7</td>
<td>College Infrastructure</td>
<td>Null</td>
<td>Null</td>
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</tr>
<tr>
<td>8</td>
<td>Campus Placement Opportunities offered by the college</td>
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<td>&gt; 0.05</td>
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<tr>
<td>9</td>
<td>Efforts made by the college to prepare students for the hotel</td>
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<td>industry</td>
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<td>10</td>
<td>Industry interaction organised by the college</td>
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<td>Null</td>
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<td>11</td>
<td>Extra co-curricular activities organised by the college</td>
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<td>12</td>
<td>Briefing/counselling/assistance offered by the college to</td>
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<td>Null</td>
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<td></td>
<td>students</td>
<td>Rejected</td>
<td>Rejected</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

**Inference**

1. **Course content and curriculum in terms of preparing students for internships/jobs in the hospitality industry**

Inference: P value is less than 0.05, which indicates that the Null Hypothesis is rejected. Hence there is a significant difference in the perception of the Hotel Management students and Hotel
Management Faculty in relation to Course content and curriculum in preparing students for internships/jobs in the hospitality industry.

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected. Hence, there is a significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to Course content and curriculum in preparing students for internships/jobs in the hospitality industry.

Inference: P-value is more than 0.05, which indicates that the Null Hypothesis is accepted. Hence, there is no significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to Course content and curriculum in terms of preparing students for jobs in the hospitality industry.

2. Course Delivery by faculty (pace, relevancy)
Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected. Hence there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Course Delivery by Faculty.

3. Faculty knowledge in terms of technical inputs provided
Inference: P-value is less than 0.05, which indicates that Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Technical Knowledge of Faculty

4. Connection and relatedness of Theory taught in the college and practical application of the same
Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to Connection and relatedness of Theory taught in the college/institute and practical application of the same in industry.

Inference: P-value is more than 0.05, which indicates that the Null Hypothesis is accepted. Hence, there is no significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to the Connection and relatedness of theory and practical.

5. Examination questions covering curriculum and learning
Inference: P-value is less than 0.05, which indicates that Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Exam Questions Covering Course Curriculum

6. Interview Preparation offered by the college
Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Interview Preparation offered by the college

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to Interview preparation for training and placement offered by the college

Inference: P-value is more than 0.05, which indicates that the Null Hypothesis is accepted. Hence, there is no significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to Interview Preparation offered by the college.

7. College Infrastructure
Inference: P-value is less than 0.05, which indicates that Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to College Infrastructure

Inference: P-value is more than 0.05, which indicates that the Null Hypothesis is accepted; hence, there is no significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to college infrastructure (sufficient labs, equipment, computers etc.)

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis was rejected. Hence, there is a significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to College Infrastructure.

8. Campus Placement opportunities provided by the college
Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected. Hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Campus Placement Opportunities offered by the college

Inference: P-value is more than 0.05, which indicates that the Null Hypothesis is accepted; hence, there is no significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to Campus placement opportunities offered by college (quality and quantity)
Inference: P-value is less than 0.05, which indicates that the Null Hypothesis was rejected. Hence, there is a significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to Campus Placement Opportunities offered by the college.

9. Efforts made by the college to prepare students for the hotel industry

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected. Hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Efforts of College for Preparing for Industry.

10. Industry interaction organised by the college

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Industry interaction organised by the college

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to Industry interaction organised by college for students

Inference: P-value is more than 0.05, which indicates that the Null Hypothesis is accepted; hence, there is no significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to Industry interaction organised by the college

11. Extra co-curricular activities organised by the college

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected; hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Extra Co-Curricular Activities

12. Briefing/counselling/assistance offered by the college to students

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected. Hence, there is a significant difference in the perception of the Hotel Management students and Hotel Management Faculty in relation to Briefing offered by the college for taking Internship

Inference: P-value is less than 0.05, which indicates that the Null Hypothesis is rejected. Hence, there is a significant difference in the perception of the Hotel Management Faculty and Hotel Industry Professionals in relation to Industry interaction organised by college for students Briefing offered by the college for taking Internship

Inference: P-value is more than 0.05, which indicates that the Null Hypothesis is accepted; hence, there is no significant difference in the perception of the Hotel Management students and Hotel Industry Professionals in relation to Briefing offered by the college for taking Internship
Conclusion
Seventeen variables under three factors (Motivational Factors, Aspirational Factors and Rational Factors) were identified through Objective 1.
The study involved all the hospitality stakeholders. A limited study was done that involved the viewpoint of the Hotel Management Faculty.
All stakeholders' viewpoints and perceptual gaps were taken into account through this study.
There was a limited study found earlier that involved all hotel industry professionals.

The study concludes that there are several differences in academic learning perceptions of students, faculty, and hotel industry professionals.
Students and Industry professionals are unsatisfied and have a similar viewpoint regarding hotel management course curriculum in preparing students for interviews, the relatedness of theory and practical and interview preparation offered to students by the college. On the other hand, the faculty have different perceptions regarding the mentioned variables and are satisfied. Also, the student’s and faculty perceptions do not match other academic learning parameters like course delivery, faculty technical knowledge, examination pattern, extra co-curricular activities, efforts of faculty to prepare students for industry, including briefing and counselling. Faculty and industry professionals have a similar perception about college infrastructure and campus placement opportunities offered to students and are satisfied. On the other hand, students seem to be unsatisfied and have a different perception of the mentioned parameters.

This study would further help the Hotel Management Academicians understand students' perceptions so that the gap can be bridged that may ultimately influence students to choose hotel industry as their preferred career choice after graduation.

Suggestions
There is a need to look into the hospitality management curriculum and revise it to make it more industry-appropriate. The students are more confident to face the interviews and handle real-life daily issues arising. Also, faculty members must be updated, and regular development programs have to be organised so that they are updated with the new technologies and processes followed in hotels.
Being a skills-oriented course, there is a need to relook into the exam pattern/ questions and make it more suitable to prepare the students to face interviews. Preparing E-portfolios instead of Internship reports, entrepreneurial preparation etc., can be included in the assessment of students. The level of interaction between industry and academics is required to be strengthened through more industrial visits, guest lectures, workshops etc.
Further studies could be undertaken to create a model that can establish a relationship between the academic learning process and its influence on the motivational, aspirational and rational factors that lead to students joining hotel management programs.
Other parameters like the influence of allied service industry such as retail, banking, hospitals etc., can be further explored.
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