

Impact of Industrial Training Readiness on Hospitality Students

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Abstract- Industrial training is a very critical element in the hospitality education and it serves as a link between theory and practical application in the industry. The hospitality industry is mostly service-oriented and it is preferable that people working there are not only scholarly educated but are also equipped with practical skills, professional attitude as well as good communication skills. Preparedness to industrial training involves the readiness of hospitality students concerning their successfully meeting the training programs in the industry.

This includes technical competence, inter-personal skills, professional behavior, self confidence, adaptability and a sense of professional code at workplace. Students who are better prepared regarding industrial training adjust faster in the dynamic settings in the hotels, restaurants among others. They show enhanced interaction between them and clients and colleagues, adhere to professionalism, and perform their duties of operation efficiently. Such a degree of readiness helps enrich their training experience and provide them with useful insights into real operations of a hospitality.

One of its advantages is the training of real life skills, though hospitality education usually focuses on theoretical training, the industrial one will provide students with the occasion to practice this knowledge in the practice and develop the abilities to solve problems, cooperate with others, learn to use time wisely which are the keys to success in the industry. Ready students also feel more confident and show more positive attitude towards their profession, and, therefore, are able to cope with the interaction with the guests, overcome stressful situation interactions, more successfully.

I. INTRODUCTION

Hospitality industry is one of the fastest growing industries in the global economy that makes serious contributions to job creation and economy development. It comprises various portfolio of

services, such as hotels, restaurants, resorts, travel agencies, and tourism related organizations.

Considering that this is a service-oriented industry, the demands of highly skilled and trained staff have been on the rise.

The centers offering hospitality education are thus not only focused on the theoretical knowledge but also practical training to prepare students to work in the real world as well. The very fact that hospitality itself is about providing steady and quality service experiences to diverse cultural clientele makes it so that the students do not just walk in the workplace, but with a fine-tuned ability of human interaction, emotional tendencies, and flexibility to change and adapt to different circumstances. Another important aspect of hospitality training is industrial training whose students receive the chance to experience real applications of hospitality settings, acting as a bridge between theoretical and real world practices in the industry.

During the periods of their industrial training, the students participate in the interactions with several areas of the hospitality industry at the front office, housekeeping, food and beverage, and kitchen areas, which enables them to learn the operational procedures and protocols, service level criteria, and organizational culture unique to the hospitality industry. The interactions can aid the students in adjusting abstract concepts taught in lectures into concrete competences required in direct service interactions and everyday working processes and coordination activities integrated into teams.

The role of industrial training is thus not simply something addition to formal training - it is a formative, defining show, that influences student professional identity, work habits and career patterns

in the long run. The quality of the industrial training offered depends on the level of preparation that the hospitality students have. Preparation to industrial training refers to how well the students are able to participate in the training programs of hospitality companies which includes knowledge of the hospitality operations, professional mindset, communication skills, flexibility, teamwork, and knowledge of work responsibilities. Properly prepared students can easily adapt to the high-speed world of the hospitality industry but unprepared students might not be able to meet the demands of the organization.

This willingness is also critical in the way of increasing the employability of students as many organizations tend to judge the trainees on the basis of their performance, attitudes, and the ability to meet the professional standards. In recent years, the hospitality institutions have realized the importance of preparing the students properly before they are sent to the industrial training, and in this regard, they organize pre-training orientation and workshops, and skills training exercises to reinforce the preparedness of the students and impart the necessary knowledge and professional behaviors in the hospitality settings.

II. RESEARCH PROBLEM

Industrial training is very vital in hospitality training because it enables a student to gain practical experience and accustom to job environment. However, many students in the hospitality industry face difficulties when attending the industrial training as they are not well prepared.

Sufficient preparation will include technical prowess, interpersonal communication, professionalism, adaptability, and knowledge of work-related standards. Without full preparation, students may not be able to perform their duties properly, establish effective interpersonal communication with their colleagues and clients, and adapt to the dynamic and service-oriented environment of the hospitality business.

It creates a gap between what is being taught in the academic environment and what is actually being required in the industry. Academic institutions tend to focus on the theoretical knowledge, and the hospitality field requires the development of practical skills and professionalism.

Students might therefore develop a feeling of anxiety, low self esteem and reduced educational performance

during their training period.

Lack of good performance during industrial training may also have a negative influence on the future employment and career advancement. The main research problem is to determine the degree of industrial training preparation in the students of the hospitality field and to understand how the degree of preparation influences the learning process, acquisition of skills and overall performance in the process of training.

III. NEED FOR THE STUDY

Hospitality industry is in search of people who have knowledge, confidence, and capability of offering an outstanding service to the customers. Training in industries is important in preparing hospitality students to real professional environments, although, the effectiveness of the industrial training greatly relies on the readiness of the students before they join the workforce.

A significant number of students have problems throughout the training process because of the absence of experience, lack of confidence, poor communication, and the inability to understand the norms of the workplace. The study is necessary due to the growing importance of matching the needs of the industry to the education in hospitality.

The knowledge on the impacts of industrial training readiness will help in establishing whether the students are adequately equipped and the factors that influence their performance in training. The results may provide useful information to the hospitality schools that want to improve their courses, methods of training, and pre-training orientation programs. Through such considerations, the educational institutions can be in a better position to prepare students in meeting the challenges of the hospitality industry, make learning more interesting, and enhance their job opportunities.

IV. SCOPE OF THE STUDY

This study will be conducted to examine the role of industrial training preparation on students in the hospitality sector, especially its contribution to their training experiences and career advancement.

The target market will be the students of hospitality who are in the process of or are already in industrial training in the hotels and other hospitality-related

facilities. The research is based on the crucial preparedness measures, such as technical skills, communication skills, professional attitude, adaptability, collaboration, and job role awareness.

It also looks at the contribution of these factors to the performance of students, their confidence, the outcome of their education and how they can adapt to their workplaces in the hospitality industry. The scope of the study is limited to hospitality students and the results of the study will be mainly beneficial to the hospitality education and training programmes.

V. LITERATURE REVIEW WITH GAP ANALYSIS

An extensive review of the current literature shows that there are a number of important theoretical frameworks and empirical research studies that shape the correlation between industrial training readiness and student performance. The critical concept that was noted by Donald A. Schoen (1983) is reflective practice, and he believed that learners become more competent when they are able to relate theoretical concepts with real situations. Industrial training in the hospitality setting also offers such reflective experiences in that students are exposed to real world working conditions whereby they develop professional skills, decision making, and problem solving.

David A. Kolb (1984) came up with Experiential Learning Theory which states that learning is facilitated by experience, reflections, conceptualizations, and experimental activities. Industrial training preparedness in hospitality education provides the school graduate with a degree of personal readiness to submerge in the world of practice, enhance technical skills, communication, and professional confidence.

John Tribe (1997) discussed the fact that tourism and hospitality education was interdisciplinary and it was important to integrate theory and practice and that alliances should be formed between educational institutions and industry players to help in preparing hospitality professions.

Paul Barron (1999) discovered that internships have significant effects on the career attitude of students, where well-equipped students have had more learning experiences and have developed a positive perception of the career of hospitality.

Chris Cooper (2002) has highlighted the importance of

practical training in terms of offering practical experience and noted the importance of industry collaborations in establishing an effective training program.

Kaye Sung Chon (2003) noted that collaboration between the hospitality institutions and the industry will enable the students to acquire experiences that meet work expectations, whereas Andrew Lockwood (2004) pointed to the fact that practical training will help them to develop leadership skills, teamwork, and problem-solving skills.

Peter Lashley (2005) focused on the quality of services and the impact of employee training on hospitality enterprises and observed that on-the-job training improves professional skills.

Pauline Sheldon (2007) emphasized that a combination of theoretical education and practical experiences in the industry was needed whereas David Airey (2009) has affirmed the importance of internships as they help students to learn the reality of hospitality business operations.

Hae Ok Kim (2010) examined the experience of hospitality student internship and discovered that students who are well prepared enjoy a greater education benefit and portray more motivation.

Another group of researchers such as Elizabeth Ineson (2012), Rachel Sangpikul (2016), and Suzanne Au Yong (2019) has further developed these pillars, analyzing the role of institutional support, academic congruence, and structured orientation programs in student preparedness and career preparedness.

One such gap in this literature is that not much attention has been given to the particular and quantifiable contribution of pre-training readiness factors to student performance and career outcomes. Numerous studies discuss internship experiences, in general, as opposed to the preparedness variable and its unique impact on learning outcomes. This gap is filled by the present research as one of the independent variables is direct consideration of industrial training readiness.

VI. RESEARCH DESIGN WITH OBJECTIVES OF THE STUDY

The research design used in the proposed study will be quantitative to determine the effect that the preparedness to industrial training has on hospitality students. This study employs descriptive survey

research since the researcher will evaluate the state of study preparation and its respective consequences on the outcomes of their training experiences.

The primary data are gathered by the use of structured questionnaire among hospitality students whereas secondary data are obtained using scholarly articles, research studies, books, conference papers and online databases.

A quantitative approach can be used in this study since it makes the objective measurement of the level of readiness possible and allows the relationships between the variables of preparedness and the outcomes of training to be analyzed statistically.

The target population is the groups of students pursuing the courses of hospitality and hotel management in which industrial training is an obligatory part. Convenience sampling is used to take a sample of about 100 students and it enables quick and collection of data in a limited time and budget and also the selected students have direct experience or knowledge of industrial training.

The designed questionnaire utilizes five-point Likert scale that examines the areas like knowledge of the operations of the hospitality sector, communication skills, professional attitude, self-confidence, adaptability, and willingness to undergo practical training.

The data analysis strategies involve percentage analysis, mean standard deviation analysis, correlation analysis and regression analysis. The research instrument is reliable with the instrument in question being carefully drafted with the designing of the questionnaire and pilot testing whereas validity is maintained with the questions being designed in a manner that they actually measure the concept of training readiness in the industry and its constituent factors.

The research questions are: (1) to test the degree of industrial training readiness in students of the hospitality industry; (2) to determine the determinants of industrial training readiness, such as communication, technical knowledge, and attitude to the professional and their role; (3) to determine the connection between industrial training readiness and the development of the skills among the students; and (4) the effect of the industrial training readiness on the confidence of the students and their professional competence.

All of these objectives help to achieve a holistic

explanation of the role of pre-training preparation in determining the performance and future of the student in the hospitality industry.

VII. HYPOTHESES

The hypotheses are drafted to examine how theory is linked to the professional development of hospitality students with regards to industrial training readiness in different aspects. The null and alternative hypothesis are stated in the following way:

Null Hypotheses (H₀): H₀ 1- Preparedness to industrial training has no significant relationship with skill improvement among hospitality students.

H₀ 2 - The impact of industrial training preparedness on the professional skills of hospitality students is not significant.

H₀ 3 side - Prepared to do industrial training does not significantly impact the confidence of hospitality students in their internship.

H₀ 4 -Industrial training readiness does not show any significant relationship with educational outcome of hospitality students.

H₀ 5- Industrial training preparedness is not a significant influencer of the job and career preparedness of the hospitality students.

Alternate Hypotheses (H₁): H₁ 1 -A significant relationship exists between industrial training preparedness and skill development in the case of hospitality students.

H₀ - 1-Industrial training preparedness has a significant impact on professional competency of hospitality students.

H₁ 3 -Industrial training preparedness significantly increases self-confidence of the hospitality trainees in the course of training.

H₀ - There is a significant correlation that exists between industrial training preparedness and the academic outcomes of students of hospitality.

H₁ 5: The level of preparation to the industrial training has a considerable result on the job security and career preparation of hospitality students.

VIII. PREVIOUS MODEL OF THE STUDY

In previous studies, numerous theoretical and conceptual models have been applied to explain how practical training, internship, and experience learning affect the career growth of hospitality and tourism

studies students.

According to Experiential Learning Model (Kolb, 1984) learning may be considered as a four stages process that includes direct experience, thinking, reflective observation, and active experimentation. In hospitality training, industrial training is the first level experience where the student applies the classroom training into practice.

Reflective Practice Model (Schön, 1983) deals with the learning process based on the reflection of the experiences that a person had had previously; being ready to train on the industrial field, the students will be able to reflect on the experience and apply the insights learned to the future experience in the job situation.

The 1997 framework by Tourism and Hospitality Education by John Tribe integrates theoretical concepts with practical training with the need of integrating classroom learning and practical exposure in the industry, as a way of developing professional competency. According to Internship Learning Model (Ineson, 2012), industrial training is a critical aspect towards acquiring skills, professional attitudes and career awareness and implies that the level of preparation among students heavily influences their learning outcomes and career advancement.

Research Area, Sampling Data, and Data Collection Methods with Justification

The study location is in hospitality and hotel management colleges and universities where most students are required to undergo industrial training as part of their educational curriculum such as the one provide by institutions that offer Bachelor of Hotel Management, Diploma in Hotel management, and other similar courses.

Selection of these institutions was based on the fact the key aspect of learning that is undertaken by these institutions is industrial training, which makes it essential to have industrial training so that participants enrolled in the institutions come with first-hand experience in terms of the internship programs.

Sampling will entail selecting around 100-200 students in hospitality institutions out of varying academic years especially those who are about to undergo industrial training or those who have just completed it. The convenience sampling technique is used because it allows the researcher to get information on easily accessible and willing subjects

and is also suitable in educational research in times and conditions that put a constraint on time and financial resources.

Primary research data is collected with the help of a structured questionnaire with closed-ended questions which are measured using a five-point Likert scale that deals with technical skills, communication skills, professional attitude, and self-confidence. The secondary data will be obtained in books, scholarly journals, research papers, dissertations, and web databases dedicated to hospitality education and training related to industries.

The mixture of the primary and secondary sources contributes to the increase of credibility and accuracy, as it presents empirical data with theoretical support.

IX. THEORETICAL PERSPECTIVE

Industrial training is a very important factor in hospitality training that is practiced with the aim of providing the students with practical exposure to the real working environments in forms of hotels, resorts, restaurants, and travel firms, amongst others. The service orientation attached to the hospitality sector implies that the employees must have a good theoretical background as well as relevant practical expertise.

The industrial training readiness implies how ready students are, both in the knowledge of training, abilities, mind, and confidence before starting training. This preparation is not a fixed characteristic but a dynamic condition developed by chosen institutional forces, individual drive, and pre-selection to the industrial setup. The theoretical concepts single out five fundamental elements of industrial training preparedness.

Technical Knowledge implies the general understanding of the hospitality practices and the standards of the services and make sure that the students are well informed about the dynamics of the departments they are going to work in. Communication Skills refers to the skills in communicating effectively with guests, managers and coworkers which will enable an easy delivery of the services and how one effectively interrelates with people at the work place.

Professional Attitude entails maintaining a sense of discipline, punctuality and proper workplace behavior which are commendations to the supervisors and other

employees that the student is serious with his or her duties.

Confidence and Adaptability is the ability to cope with the challenging circumstances and adapt to the work environment and help students to work effectively even in case of being faced with the unfamiliar procedures or without having anticipated challenges. Industrial Expectations know-how means the understanding of job responsibilities, service standard and standards of behavior that make the hospitality sector unique to other working settings.

Moreover, preparedness is related to career awareness and job preparedness among the students. Internships provide students with access to the standards of hospitality sector, job functions, and career opportunities. Industrial training Gifted individuals who perform well would get good feedbacks and can be offered jobs by the institutions where they are being trained.

Learning institutions have a lot of role to play in this process through introduction of pre-training orientation activities, skill development seminars and engagement with industry players just to make sure that training programs are highly responsive to the expectations and standards of the hospitality industry. The effectiveness of this institutional back-up is thus a determining factor concerning the effectiveness with which students are able to prepare themselves in order to succeed.

X. KEY FACTORS INFLUENCING INDUSTRIAL TRAINING READINESS

It offers fifteen determinants of how hospitality students are ready to work in the industrial training. The communication skills will be needed to interact with the guests, supervisors, and colleagues. Students who have good communication skills not only verbally, but also non-verbally, stand a higher chance of resolving complaints, giving good information, and establishment of good working relationships.

Effective communication is particularly important in front-office jobs, where any miscommunication may result directly into a poor satisfaction of the guest and the reputation of the company. Technical knowledge refers to the theoretical and practical knowledge of the operations of a hospitality business such as front office management, housekeeping, food and beverage service and kitchen practice. When students have a

working knowledge of these operational areas, they are able to interact meaningfully on the daily tasks as well as adjust more easily to the departmental workflows. Self confidence would help students to cope with the guest interactions and operational obstacles without fear, which also leads to the increased levels of performance during training.

The feeling of confidence is developed based on the experience in hospitality processes, proper implementation of theoretical knowledge in the classroom, and encouragement of supervisors and colleagues. Adaptability - the capacity to adapt to new working conditions, corporate cultures, and changeable service requirements is especially essential since the hospitality industry is a rapid and volatile environment.

Students who are able to accept change, take positive criticism and perform under a challenging environment are much better placed to excel in the process of their industrial placement. The interdepartmental characteristics of hospitality operations are anchored on teamwork and collaboration, which require students to cooperate appropriately and establish effective communication with other colleagues, irrespective of their different backgrounds. Hotels and other hospitality facilities work in line with combined efforts of various departments front desk, housekeeping, food and beverage, and culinary, and students who recognize the dynamics of working together can become an effective contributor towards team business and organizational objectives.

Customer service orientation Customer service orientation focuses on the desire to serve the guests in a remarkable, satisfying, and exceeding way and this is the key to the hotel hospitality values and the main attribute of the future professionals. Such orientation includes empathy, patience, attentiveness, and the real interest in guest satisfaction that cannot be identified only with observing procedures. Problem-solving skills will help students to evaluate problems and develop the right solutions and apply them within a professional and timely process, relying on the ability to think critically and creatively.

With the hospitality setting that is often characterized by unforeseen circumstances, like receiving a guest complaint or a situation that results in a hiccup in the processes, the ability to remain clear-headed and respond with a firm decision is an appreciated quality.

Consciousness of applied skills - knowing hospitality protocols such as table setting, drinks service, and guest management will enable the students to contribute effectively to the day-to-day organizational operations by the training initiation avoiding any form of credibility erosion among managers and supervisors due to lack of applied skill.

Lastly, career awareness entices students to work with a deliberate purpose of their industrial training, forming professional goals and to use their networking potential to develop a network of people in the industry to provide mentorship and counseling to them as well as potential job opportunities.

XI. DATA COLLECTION AND ANALYSIS OF DATA

A total of 100 respondents of hospitality students, front office staff, and hospitality managers were used to collect data. Gender distribution showed that 70% of the respondents were male and 30 percent of female. There was the age distribution, where the majority of the men were aged between 26 and 31 (30%), 40 and above (15%), and 21 to 25 and 32 to 40 years (15% and 10% respectively). The women were the most represented with 26 31 representing the highest and 32 40 the lowest at 15 and 7 respectively.

This group of customers is representative of the generally selected or directly entered professional demographics of early career hospitality practitioners and advanced students that have been undertaken through or completed an industrial training placement in the recent past.

The survey results regarding the effects of the practical training on the development of the professional skills revealed that 25% of men and 10% of women strongly agreed that the practical training plays a significant role in development of professional skills and the results revealed that another 15 and 5% of men and women respectively were in agreement.

Together, it was found that 40 percent of men and 15 percent of women had a favorable view to this statement, which is indicative of widespread agreement on the role of training in competency building. The few that strongly disagreed (10 percent of men and 3 percent of women) indicated that an insignificant minority of participants perceived that their practical training experiences had limited value, which could be as a result of poor pre-training

preparation or lack of correspondence between the training placement contexts and objectives of the training.

In terms of the implication of online education in the overarching understanding of the hospitality theory, a quarter of men and 1 in 10 women agreed, with another quarter and 5 of women assenting to the point with a strong agreement, indicating that online education as an addition to the classroom preparation is said to be effective and blended approaches of online theoretical classes and face-to-face work experiences may form an effective model of hospitality education. There was also determination of the confidence regarding the management of interactions with guests, as a part of the training, where most of the participants agreed that practical placement did enhance their confidence in handling guests professionally. Institutional support questions pertaining to preparation before the training were equally given positive responses with majority of the students, expressing their agreement on the same, including those who strongly agreed that their institution of learning gave them sufficient orientation and skills preparation exercises before they started their industrial training.

This confirms the enabling work of the hospitality schools in the formation of student preparedness. Regarding concerns on whether practical practice classes promote training preparedness, most of the respondents replied either the affirmative or agree emphatically and this makes sense on the importance of practical institutional classes that will recreate actual hospitality settings. Reports of questionnaire questions regarding the acquisition of skills in technical aspects as a result of undertaking coursework also identified that there was high satisfaction to agreeableness which implies that academic programs are generally effective in imparting the operational knowledge that is applicable to the hospitality workplace.

The evidence is in favor of positive and significant correlation between institutional pre-training assistance as well as the student training outcomes, during industrial training. These findings correlate with the alternative hypotheses of the research indicating that the industrial training preparedness is significantly and positively correlated with the skill growth, professional competence, self-confidence, academic outcomes, and professional preparedness

among students in the hospitality; it means their career preparedness.

XII. LIMITATIONS OF THE STUDY

The research encountered several limitations that should be noted when interpreting its findings. The study was constrained by a restricted sample size drawn from selected institutions, which may limit the generalizability of findings to the broader hospitality student population.

Time limitations during data gathering also restricted the depth of inquiry possible within the survey instrument. Additionally, the study relies on self-reported information from students, which may be subject to response bias or social desirability effects. The narrow geographical scope of the research further limits the extent to which conclusions can be applied across different regions or institutional contexts. Despite these constraints, the study offers important and actionable insights into the significance of industrial training readiness in hospitality education.

XIII. CONCLUSION

The current study has examined the role of the readiness to industrial training to the student of the hospitality sector and the impact of readiness on the educational attainments, improvement in skills, confidence and the professional competence of the student. Industrial training plays a key role in a hospitality education since the students are provided with invaluable practical experience in the practical working environment in the form of hotels, restaurants and other hospitality establishments.

The results of the research reflect that the extent to which the students will be able to use their experiences over the internship depends heavily on how well they will be prepared before taking the industrial training. Those students who come to their placements with a good sense of what to expect in the industry, professional attitude, and well-formed interpersonal skills are proved to be in a better position to get significant learning out of the training conditions and also make positive contribution at the organisations where they serve their placements.

It was discovered that the hospitality students who have adequate technical skills along with strong communication skills and professional attitude are

better placed to cope with the problems of industrial training. The connection between institution based preparation and the performance of the students, during the training process is hence the key element in enhancing the results of the hospitality training sector overall.

The ability to communicate was identified as an exceptionally important element of the preparation of an industrial training. Students who have well-developed communication abilities are more confident when talking with guests, supervisors, and teammates and can deliver higher service quality because they ask them questions, handle complaints, and discuss the coordination with colleagues in a clear and professional way.

The study also highlighted the importance of having a professional attitude and professional discipline, students who are punctual, accountable and also compliant with the workplace rules are likely to perform well in industrial training. Positive outlook towards the learning process will also allow the students to accept feedback provided by the mentor and improve their personal performance gradually to establish good working relationships with colleagues and supervisors and to show the desire to develop professionally, which employers in the hospitality industry can appreciate.

The information gathered and examined in this work proves that direct, positive correlation exists between the readiness to industrial training and status of the students in various levels such as skill formation, professional competency, self-confidence, educational outcomes, and workplace realization. These results are comparable to the theoretical frameworks addressed in the literature - especially, to the Experiential Learning Theory of Kolb that points to the fact that people learn better when they are actively involved in practical activity, and to the Reflective Practice Model of Schoen that puts emphasis on the reflection process of people as the one that leads to their professional development.

Institutions that provide hospitality education must thus focus on preparing students better by providing them with skill development programs, practical training programs and through partnership with industry players that will enhance the overall effectiveness of the industrial training programs. Enhancing the performance of academical preparation to industry requirements would result in the next

generation of competent confident and career ready hospitality professionals who can handle the demanding service requirements of the new global hospitality industry.

Future studies can be improved by increasing sample size and geographic area; longitudinal research of students who received industrial training preparation to the point of getting a job and beyond would shed more light on whether industrial training preparedness has long-term effects on the professional careers of graduates.

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