
Assessment of the Extent of Enhancement of Skills of the Students through Internship offered under Hospitality Management Specialization

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Introduction

Internship is a period of work experience offered by an organization for a limited period of time. [Wikipedia.com] Internship is very important because it substantially increase the chance of finding employment. Internship is also very useful as it offers an intern to actually know how a particular company is working. Internship is the great opportunity for building student work experience, for improving resumes, for gaining professional contacts and for earning more money. Basically an internship enables student to answer the questions about a work experience program as an integral part of their course of study. Gaining practical experience in their chosen field enables student to examine their interest and abilities in these areas as well as to test career possibilities. [lib.dr.iastate.edu]

Now a day's hospitality industry is flourishing full fledged and so the Department of Family and Community Resource Management is also giving an opportunity to the students of hospitality management to explore this industry by providing a one month internship. This includes gaining the practical knowledge of three different departments of this industry viz. front office, food and beverage and housekeeping.

Thus this study was conducted to find out the extent of development of the skills of the students in various different departments and their satisfaction level. This study will be beneficial to all such institutions where internship is offered as this would be a feedback from the students to know the usefulness of the internship program.

Objectives:

- To find out the background information of the respondents.
- To assess the extent of skill enhancement among the students through internship.

Delimitation

- The study was limited to 60 Hospitality Management Specialization students of the Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara.

Methodology

Descriptive research design was adopted for conducting the present study. The study had two sets of variables. Independent variables comprised of respondent's age, educational level, current occupation, type of family, size of family and total family income. Dependent variable comprised of extent of skill development. The sample of the study comprised of 60 respondents studying in Department of Family and Community Resource Management specializing in Hospitality Management. Purposive sampling method was used to select the sample. Questionnaire was used as an instrument to gather the information from the respondents. The questionnaire was divided into two sections.

Section 1 dealt with the background information of the respondents and their family such as age, educational level, current occupation, type of family, size of family, number of family members and family income.

Section 2 dealt with the satisfaction scale to assess the skill development. The respondents were asked to respond on a 3 point continuum scale in terms of 'low extent', 'moderate extent', 'high extent' and the scores were given as '1', '2', and '3'. Thus this section was further divided into four sub sections.

Sub section1 dealt with the overall development.

Sub section2 dealt with the development of skills in front office department.

Sub section 3 dealt with the development of skills in housekeeping department.

Sub section 4 dealt with the development of skills in food and beverage department.

Major Findings: The findings of the study are as follows:

Section 1: It was observed that more than one-half (56.67%) of the respondents were in the age group between 21years to 22years. It was also found that remaining (43.33%) of the respondents were in the age group between 19years to 20years. The mean age of the respondents were found to be 20.57years. While analyzing the data it was found that nearly one-half (53.33%) of the respondents did their internship in the year 2017-18 and less than one-half (46.67%) of the respondents did their internship in the year 2016-17. A wide majority (86.67%) of the respondents are students and about one-tenth (13.33%) of the respondents are doing service. It was found out that wide majority (91.67%) of the respondents had educational level till BSc, few (6.67%) of the respondents had higher level of educational and negligible (1.66%) respondent had the educational level till post graduation.

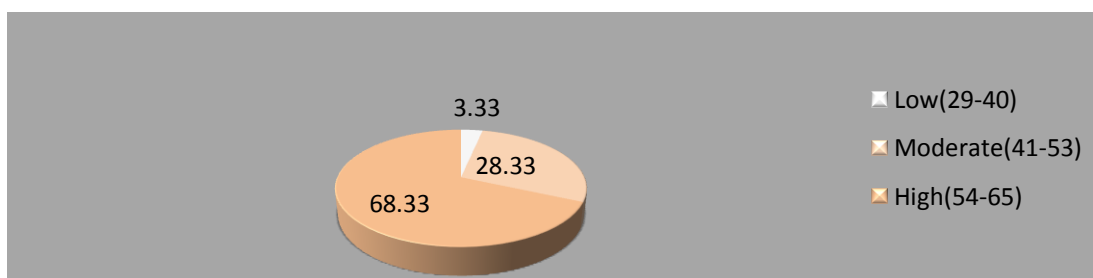
More than three-fourth (78.33%) of the respondents lived in nuclear family and about one-fifth (21.67%) of the respondents were from joint family. It was found out that more than one-half (56.67%) of the respondents had monthly income between ₹10000-₹40000, about one-third (36.66%) of the respondents has monthly income between ₹41000-₹70000 and few (6.67%) of the respondents had monthly income between ₹71000-₹100000 of the family.

Table.1 Frequency and Percentage distribution of the respondents for enhancement of overall skill development

Sr. no.	Statements	Low extent		Moderate extent		High extent		Item mean
		f	%	f	%	F	%	
1	It enabled me to expand my vision	2	3.33	40	66.67	18	30	2.27
2	It made me more managerial	2	3.33	25	41.67	33	55	2.52
3	It cultivated my spirit to service for leisure industry	6	10	33	55	21	35	2.25
4	It helped me to face reality of society	4	6.67	23	38.33	33	55	2.48
5	It increased my social experience	3	5	30	50	27	45	2.40
6	It increased my tolerance and patience for management of task and work.	4	6.67	23	38.33	33	55	2.48
7	It helped me to improve my personal works	4	6.67	19	31.67	37	61.67	2.55
8	It helped me to reflect my own career planning	2	3.33	30	50	28	46.67	2.43
9	It inspired me to strengthen my own abilities and improve my own values	3	5	19	31.67	38	63.33	2.58
10	It improved my career skills	4	6.67	26	43.33	30	50	2.43
11	It increased my self confidence	2	3.33	18	30	40	66.67	2.63
12	It helped me to learn problem solving techniques	4	6.67	27	45	29	48.33	2.42
13	It helped me to perform job under formal setting	2	3.33	22	36.67	36	60	2.57
14	It developed desirable work habits and attitudes	0	0	28	46.67	32	53.33	2.53
15	It helped me to see practically the link between theory and practice	0	0	12	20	48	80	2.80
16	It gave me opportunity to develop and strengthen new skills	3	5	17	28.33	40	66.67	2.62
17	It helped me to develop communication skills	1	1.67	18	30	41	68.33	2.67
18	It helped me to develop leadership skills and group living	4	6.67	33	55	23	38.33	2.32
19	It helped me to recognize my own self	4	6.67	25	41.66	31	51.67	2.45
20	Got to know the worth of the lower cadre employee in hotel industry	5	8.33	31	51.67	24	40	2.32
21	Learnt to get along with the staff and colleagues	5	8.33	23	38.34	32	53.33	2.45
22	Learnt to communicate with higher level executives	4	6.67	24	40	32	53.33	2.47
	Weighted mean							2.48

This table represents the overall skill development in hospitality industry. It was found out that wide majority of the respondents got to know about link between theory and practice, about two-third of the respondents developed and strengthened new skills, increased their self confidence and developed their communication skill and nearly half of the respondents learnt to communicate with higher level executives, learnt to get among with the staff and colleagues, developed desirable work habits and attitudes, got more managerial and increased their tolerance and patience for management of task and work to the higher extent.

Fig. 1 Graphical representation of the respondents for extent of overall skill development



The graph represents the extent of overall skill development of the respondents. It shows that more than two-third(68.33%) of the respondents had a high extent of overall skill development,

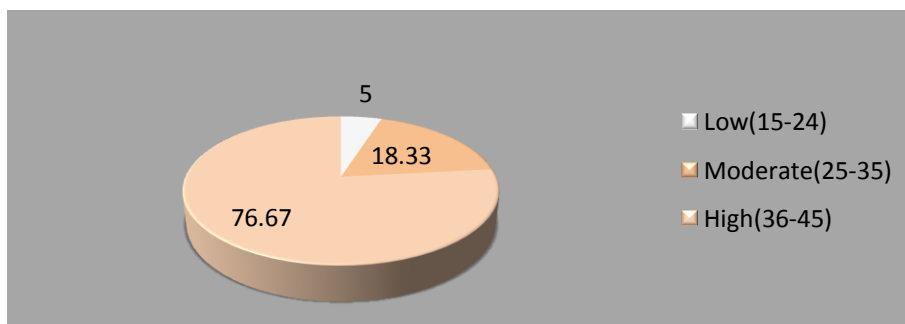
more than one-fourth(28.33%) of the respondents had a moderate extent of overall skill development and very few(3.33%) had a low extent of overall skill development.

Table.2 Frequency and Percentage distribution of respondents for enhancement of skill development in front office department

Sr. no.	Statements	Low extent		Moderate extent		High extent		Item mean
		f	%	f	%	f	%	
1	It helped me to develop communication skill	2	3.33	21	35	37	61.67	2.58
2	Learned telephone manners and etiquettes	2	3.33	25	41.67	33	55	2.52
3	Learned about cash handling procedure and budgeting	7	11.67	32	53.33	21	35	2.23
4	Computer skills are enhanced	4	6.67	17	28.33	39	65	2.58
5	Learned about how to make key cards	5	8.33	14	23.33	41	68.33	2.60
6	Gained knowledge about different reservations system through various techniques	6	10	15	25	39	65	2.55
7	Learnt the methods of handling guest problems and complaints.	3	5	26	43.33	31	51.67	2.47
8	Learned to effectively coordinate with other departments	2	3.33	15	25	43	71.67	2.68
9	Developed my decision making ability to resolve guest problems	6	10	35	58.33	19	31.67	2.22
10	Developed ability to sense special needs for guests	3	5	28	46.67	29	48.33	2.43
11	Developed ability for marketing and salesmanship	8	13.33	45	75	7	11.67	1.98
12	Importance of personal grooming for front office desk	2	3.33	9	15	49	81.67	2.78
13	Learnt booking (check in- check out procedure)	3	5	11	18.33	46	76.67	2.72
14	Learnt the ways for dressing for front office	2	3.33	8	13.33	50	83.33	2.80
15	Learnt the techniques to be pleasing in all situations	4	6.67	12	20	44	73.33	2.67
	Weighted mean							2.52

This table represents the skill development of the respondents in front office department. It shows that a wide majority of the respondents learnt ways for dressing for front office, about three-fourth of the respondents learnt to effectively coordinate with other department, learnt about booking and learnt the techniques to be pleasing in all situation and about two-third of the respondents developed communication skills, enhanced computer skills, learnt techniques for making key cards and also learnt about various reservation system to a higher extent

Fig. 2 Graphical representation of the respondents for extent of skill development in front office department



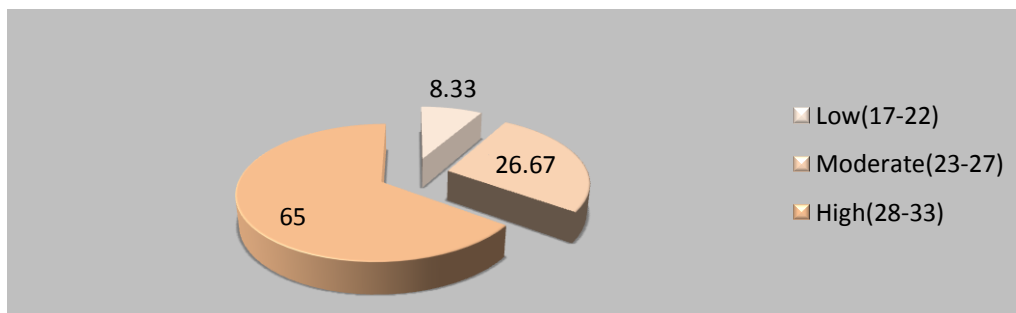
The graph represents the extent of skill development of the respondents in the front office department. It shows that about three-fourth (76.67%) of the respondents had high extent of skill development, nearly one-fifth (18.33%) of the respondents had moderate extent of skill development and very few (5%) of the respondents had a low extent of skill development in the front office department.

Table.3 Frequency and Percentage distribution of respondents for enhancement of skill development in housekeeping department

Sr. No.	Statements	Low extent		Moderate extent		High extent		Item mean
		f	%	f	%	f	%	
1	Developed the skill of arrangement of room	1	1.67	18	30	41	68.33	2.67
2	Developed skill of cleaning room and bathrooms	3	5	21	35	36	60	2.55
3	Learned about different types of room arrangements	1	1.67	17	28.33	42	70	2.68
4	Learned new techniques for decorating rooms or banquets	0	0	9	15	51	85	2.85
5	Learned about flower arrangement and napkin folding	2	3.33	7	11.67	51	85	2.82
6	Learned techniques for supervising the work in process	1	1.67	39	65	20	33.33	2.32
7	Gained knowledge about different types of linen, laundry and upholstery	0	0	20	33.33	40	66.67	2.67
8	Learned methods for removal of different types of stains	12	20	16	26.67	32	53.33	2.33
9	Learned about room service procedure	0	0	24	40	36	60	2.60
10	Learned about bathroom cleaners and cleaning procedures	2	3.33	36	60	22	36.67	2.33
11	Learnt about guest service	1	1.67	11	18.33	48	80	2.78
	Weighted mean							2.60

This table represents the skill developed in housekeeping department. It shows that majority of the respondents learnt about new techniques for decorating rooms and banquets, learnt about flower arrangement nad napkin folding and about guest services, about two-third of the respondents developed skill of arrangement of room, cleaning room and bathrooms, gained knowledge about different types of linen, laundry and upholstery and learnt about room service procedure and more than one-halfof the respondents learnt methods for removal of different types of stains to a higher extent.

Fig. 3 Graphical representation of the respondents for extent of skill development in housekeeping department



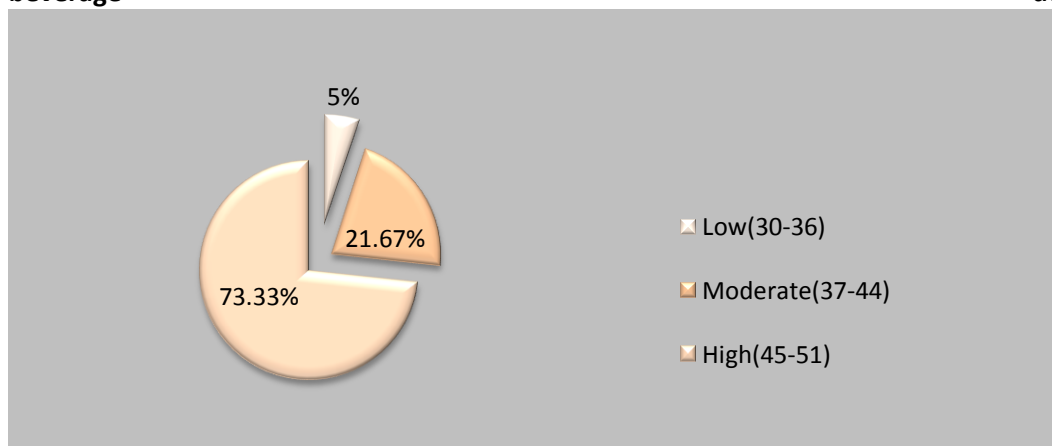
The graph represents the extent of skill development of the respondents in the housekeeping department. It shows that nearly two-third (65%) of the respondents had high extent of skill development, more than one-fourth (26.67%) of the respondents had a moderate extent of skill development and few (8.33%) of the respondents had a low extent of skill development in the housekeeping department.

Table.4 Frequency and Percentage distribution of respondents for enhancement of skill development in food and beverage department

Sr. no.	Statements	Low extent		Moderate extent		High extent		Item mean
		f	%	f	%	F	%	
1	Learned about table setting	1	1.67	6	10	53	88.33	2.87
2	Gained knowledge about different types of service	1	1.67	10	16.67	49	81.67	2.80
3	Developed etiquettes to present menu cards	1	1.67	20	33.33	39	65	2.63
4	Developed techniques of serving	2	3.33	15	25	43	71.67	2.68
5	Learned methods of making bills	6	10	21	35	33	55	2.45
6	Learned about buffet table arrangement	0	0	8	13.33	52	86.67	2.87
7	Learned about decorating tables	1	1.67	7	11.67	52	86.67	2.85
8	Learned about different linens	2	3.33	13	21.67	45	75	2.72
9	Learned about various cutlery and crockery placements	0	0	10	16.67	50	83.33	2.83
10	Learned about various furnishing	3	5	8	13.33	49	81.67	2.77
11	Developed knowledge for talking to guest	1	1.67	16	26.67	43	71.67	2.70
12	Learnt about handling guest complaints	3	5	30	50	27	45	2.40
13	Developed skills for answering guest queries	1	1.67	27	45	32	53.33	2.52
14	Developed skills of attending guest needs	0	0	24	40	36	60	2.60
15	Learnt different ways of welcoming and wishing guests	1	1.67	8	13.33	51	85	2.83
16	Learnt different types of napkin folding	0	0	10	16.67	50	83.33	2.83
17	Learnt methods of laying the table	0	0	10	16.67	50	83.33	2.83
	Weighted mean							2.72

This table represents the skill developed in food and beverage department. It showed that majority of the respondents developed their skills by learning about table setting, different types of services, buffet table arrangement, different ways of wishing and welcoming guests, table decorations, various cutlery and crockery placements, various furnishings, different types of napkin folding and methods of laying the table and about three-fourth of the respondents developed their skills by learning different techniques of serving and gaining knowledge about different types of linens to a higher extent.

Fig. 4 Graphical representation of the respondents for extent of skill development in food and beverage department



The graph represents the level of extent of the skill development of the respondents in the food and beverage department. It shows that about three-fourth (73.33%) of the respondents had high extent of skill development, less than one-fourth (21.67%) had moderate extent of skill development and very few (5%) of the respondents had a low extent of skill development in the food and beverage department.



CONCLUSION

The Department of Family and Community Resource Management, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda provides one month internship to the students studying hospitality management. The internship helps the students in gaining the practical knowledge and upgrade their knowledge about the various aspects of Hospitality Industry. The feedback given by the students depicted that the period assigned for internship was only one month which was found to be a short time to get practical exposure in this field. Therefore it was concluded that the internship period be extended but due to the demands of the completion of the curriculum, the students were advised to continue the internship with their respective hotels if they wished after college hours if the students were really interested to learn more and were willing to do so.

REFERENCES:

1. <https://en.wikipedia.org/wiki/Internship>
2. <https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2068&context=rtd>