

Hotel Management Students Pre-Training Perceptions and Challenges Faced During Industrial Training in Hotel Industry

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Abstract

Industrial training is an important part of hospitality education. It helps students understand real hotel work and professional behaviour required in hotel operations. This study focuses on the expectations, experiences, and career plans of 100 hospitality students in India after completing their industrial training. Before training, students expected to learn practical skills and get better career opportunities. During training, many students face problems such as long working hours, work pressure, stress and communication difficulties with senior staff.

Even after these challenges, most students still wanted to continue their career in hospitality. Industry students also believe that industrial training improved their skills and knowledge. The study suggested that colleges and hotels should provide better guidance, support, fair stipend and property Mentoring to make industrial training more useful and effective for students.

Keywords: Industrial training Hotel management students Pre training perceptions

Introduction

Industrial training is an important aspect of a hospitality management students' career because it helps students apply classroom learning in real hospitality industry, however, there is often a difference between what students expected before training and what they actually experience in hotels. For many students, industrial training is their first real experience in hospitality sector. This training becomes a turning point as it can either increase their interest in working in the hotel. Industry or make them question their career choice.

This research paper studies the gap between students' expectations and real experience during industrial training. The study has four main objectives to understand students' expectations before training to identify the major challenges face during training, to examine changes in students, Career viewpoint after training to suggest ways for hotel management, colleges and hotel organization to better prepare and support students during industrial training.

According to hotel management course syllabus, students must complete three to six months of industrial training to improve their customer services and practical skills. However, many students start their training with very high and unrealistic expectation about the hotel work. These expectations are often formed through classroom learning and limited industry exposure in college. During actual hotel operations,

students face many challenges such as long working hours, strict management hierarchy and difficult communication with guests, which are very different from what they expected.

Therefore, it is important to understand students' expectation before training, their confidence in their own preparation and the challenges they face during industrial training. This is important for both academic understanding and practical improvement of industrial training program.

In recent years research on hospitality internship has increased, however, there are very few studies in India that examine both students' expectation before training and real challenges faced during industrial training in one study. Most previous studies focused only on students' experiences after training or on a specific operational issue separately. This study aims to fill this gap by examining students' expectation about hotel industry before training, the problem faced during industrial training and the connection between student expectation and their actual training experiences.

The findings of this study will help hotel management teachers, hotel industry professionals and to improve industrial training programs and build a better connection between colleges and hospitality industry.

Literature review

There are many studies available on industrial training and hospitality and hotel management education. The following review presents the important findings of national and international study related to present research.

Bhindar (2014) Studied industrial training practices in colleges in Punjab, Haryana and Chandigarh. The study found a lack of proper training systems, poor planning, less preparation and weak coordination between colleges and hospitality industry. This created a gap between what colleges teach and what the industry expects. The study suggested that well planned training program with clear goals and shared responsibilities between students, colleges and the industry is important who are preparing skilled hospitality graduates.

Dahiya (2024) studied the impact of industrial training on the career prospects of female hospitality students in Haryana and Chandigarh. The study found that positive training experiences, skill development, safe work environment and meaningful industry exposure increased students' interest in continuing a career in hospitality. It also highlighted the art a supportive and inclusive workplace help improve gender diversity in the hospitality industry.

Ahlawat (2025) studied how industrial training affects the career diseases of hotel management students. The study found that students who receive proper training with department rotation mentorship and go to coordination between colleges and hotels were more interested in choosing hospitality as a career. The study also showed that training duration, quality mentoring and strong institutional support are important for successful industrial training.

Shetu, Afrin and Sayeda Studied the experiences of hospitality students in Dhaka during their internships. The study found that students appreciated well-structured training programmes and that good internship experiences increase their interest in hospitality careers. However, many students also complained about strict job hierarchy and long working hours, showing that these problems exist in many regions, not just one area.

Kumar and Lakhawat (2024) found that many hotel management students lost interest in hotel jobs after industrial training because of low salary and difficult working conditions. The study suggested that hotels

should improve working conditions and colleges should prepare student with realistic expectation before training.

Chauhan, Bakshi and Khatkar (2023) found that industrial training helps students improve their knowledge Learning attitude, social skills and confidence. These positive experiences motivate students to continue in hotel management. However, students who had bad training experience lost interest in the course and hospitality career.

Priyadarshan S (2024) found that hotel management students face many problems during industrial training. The study suggested better student support, fair stipend and proper system to handle harassment. It also warned that unresolved problems may reduce students' interest in hospitality career.

Soffi (2020) Studied the challenges in hospitality internship programs in Malaysian public universities. The study identified problems such as sexual harassment, mismatch of expectation, poor student preparation, attitude issues and placement difficulties. It also found that internship coordinators manage student placements and industry relations with very limited support and recognition.

Dhore and Sapra (2025) Studied the main problems Phase during hotel industrial training using interviews and questionnaires. The study Found issues such as. Communication problems, heavy work duties, cultural adjustments, poor work life balance, and lack of guidance from supervisors. It also shows that these problems affect student emotionally and mentally. The study suggested improving mentorship, communication and proper task management during training.

KALGI 2022 explained the importance of training and development in the hospitality and tourism sector in India. The study Stated that training helps students learn skills from their current job while development focus on long term career growth. Both are important for building skilled hospitality professionals and should be included in industrial training program.

Rajashree S Pol, (2015) Studied students view about hotel jobs after completing industrial training. The study found that students had mixed opinions about working in hotels. Many students still wanted to continue in hospitality career. Or further studies, but negative experiences during training could affect their perception of the hotel industry.

Objectives.

- To study students' expectation about hospitality industry before training.
- To identify the main challenges faced during industrial training by students.
- To identify the effect of training on students' career plans and view about the hotel industry.
- To suggest better support and preparations for students during industrial training.

Research. Methodology

This This study uses the descriptive research design with quantitative and qualitative approach to capture student perspective and complex experiential description. The research respondents consist of Indian hotel management students who have completed at least one industrial training cycle

Sampling Method

The convenience sampling was used to collect the data from hospitality management institutes. Sample size was 80 -120 Respondents. Students who trained at resorts, cruise lines, restaurants and 5-star hotels (68%) as well as four-star hotels (14%) were included.

Data Analysis

Three instrumental types were employed to acquire primary data from structure questionnaire. Secondary Data was collected from research articles and peer viewed publications on industrial training and hospitality.

Data Analysis and interpretation

Motivations for pursuing hotel management

The frequency and percentage of primary motivations reported by respondents for Selecting hotel management (Multiple response question) Are presented in table 01

Table 01. Reasons for pursuing hotel management (Multiple responses, N =100)

Motivation	Frequency.	Percentage (%)
Passion for hospitality.	48	48 %
Travel opportunities.	39	39 %
Career prospects.	35	35 %
Family influence	30	30 %
Other reasons	35	35 %
Good salary expectations.	13.	13 %

The above shows that passion for hospitality (48%) is the major factor influencing students’ choice of the hospitality Sector, indicating Essential Motivation Travel opportunities (39 %) and career prospects (35%) are emerged as significant motivators, reflecting Aspiring and professional considerations. Family influence (30 %) highlights the influence of social factor in career selection.

Pre training expectations.

Table 02 displays the main Scores And percentage distribution of six liquor scale statements that assess students’ expectation prior to the commitment of industrial training

Table 02: Pre-Training Expectations of Students (5-Point Likert Scale, N = 100)

Statement	SA (5) %	A (4) %	N (3)%	D (2) %	SD (1) %	Mean
Expected good career opportunities in hotel industry.	41%	18 %	23 %	9 %	9 %	3.73
Believed working hours would be reasonable.	14 %	27 %	14 %	14 %	32 %	2.64
Expected adequate hands-on training	27 %	32 %	36 %	5 %	0 %	3.77

Anticipated Hotel work to be glamorous and exciting.	32 %	23 %	36 %	9 %	0 %	3.77
Expected fare compensation During training.	45 %	14 %	18 %	9 %	14 %	3.64
Confident about Applying academic knowledge practically.	36 %	32 %	18 %	9 %	5 %	3.95

Tubo table shows that students reported the highest Agreement For the statement confident. About applying academic knowledge practically (Mean = 3.95) Indicating strong confidence in the practical relevance of their academic learning. Positive responses were also recorded for expectations regarding adequate hands-on training (mean = 3.77) And the perception of hotel work as a glamorous and exciting (Mean = 3.77) Reflecting optimistic expectations towards the industry.

Furthermore, Students perceived the hotel industry is offering good career opportunities (Mean = 3.64) showed moderate agreement Respondents, however, the statement believed working hours would be Reasonable Recorded the lowest mean score (2.64) Indicating concerns regarding long and irregular working hours in the hospitality industry.

Challenges Faced during Industrial Training

The main scores for 10 Challenge dimensions that respondents treated during their industrial training policemen are presented in table 3.

Table 3: Challenges During Industrial Training (5-Point Likert Scale, N = 100)

Challenge.	SA (5) %	A (4) %	N (3)%	D (2) %	SD (1) %	Mean
Long and irregular working hours.	59 %	9 %	9 %	5 %	18 %	3.91
Communication with senior staff or management.	41 %	18 %	23 %	14 %	5 %	3.77
Dealing with difficult guests or customers.	36 %	23 %	23%	14 %	5 %	3.73
Adjustment to organisational culture and hierarchy.	36 %	18 %	27 %	9 %	9 %	3.73

Workplace stress and pressure.	41 %	14 %	18 %	14 %	14 %	3.64
Physical demands of the job.	41 %	9 %	14 %	18 %	18 %	3.45
Being assigned repetitive Menial task.	36 %	14 %	18 %	14 %	18 %	3.45
Gaps between academic learning and practical application	14 %	32 %	27 %	9 %	18 %	3.18
Limited supervision and guidance from mentors.	14 %	23 %	36 %	14 %	14 %	3.14
Inadequate compensation or stipend	27 %	18 %	18 %	18 %	18 %	3.09

The above table shows that long and irregular working hours (mean 3.91) emerged as the most significant challenge faced by students during industrial training, indicating the demanding nature of the hospitality industry. Challenges related to communication with senior staff or management (mean 3.77) dealing with difficult guests or customer (mean 3.73) and adjusting to organisational culture and hierarchy (mean 3.73) were also rated highly reflecting difficulties in workplace interaction and adaptation.

Additionally, workplace stress and pressure (mean 3.64) along with the physical demand of the job, mean 3.45 and repetitive and menial task (means 3.45) indicates both psychological and physical challenges experienced during training. In comparison Challenges related to the gap between academic learning and practical application (mean 3.18) limited supervision from mentors mean 3.14 and an inadequate compensation and or stipend (Mean 3.09) received comparatively lower means scores, suggesting moderate, rather than severe concern among respondents.

Post-Training Perceptions

The main scores and percentage distribution for 7 Likert scale statements that gauge students’ attitude and perception after completing industrial training are shown in table 4

Table 4: Post-Training Perceptions (5-Point Likert Scale, N = 100)

Statement	SA (5) %	A (4) %	N (3)%	D (2) %	SD (1) %	Mean
Training Helped me develop essential professional skills	38 %	19%	24%	10%	10%	3.77

My perception of the hotel industry has improved.	29%	14%	33%	14%	10%	3.18
I am more confident about pursuing a career in hospitality	24%	19%	33%	14%	10%	3.09
The training experience met my Initial expectations	19%	19%	43%	10%	10%	3.14
I would recommend hotel management as a career to others.	14%	10%	29%	33%	14%	2.64
I am considering changing my career path away from hotels.	19%	0%	33%	10%	38%	2.50
I feel better. Prepared for my future career after training.	24%	5%	48%	5%	14%	3.00

Table no 4 shows that students had mixed perceptions about the hotel industry after completing their training. The highest mean score was recorded for “Training helped me develop essential professional skills” (Mean 3.77) Indicating that the training was effective in improving practical and professional Competencies.

However, students showed only moderate improvement in their perception of the hotel industry (Mean 3.18) and confidence in pursuing a Hospitality career (Mean 3.09). The training also met expectations only to a limited extent (Mean 3.14) with many respondents remaining neutral

The statement “I would recommend hotel management as a career to others” received a relatively low mean score (2.64) reflecting low career endorsement among students. Similarly, although respondents generally disagreed with changing their career path away from hotels, (Mean 2.50) a considerable number remain uncertain.

Career Likelihood After Graduation

The distribution of respondents' self-assessed likelihood of Going into the hotel business after graduation is shown in table 5

Table 5: Likelihood of Pursuing a Career in the Hotel Industry Post-Graduation (N = 100)

Response	Frequency.	Percentage.
Very likely	32	32 %
Likely.	41	41%
Uncertain	18	18%
Unlikely.	9	9%
Total.	100	100%

Table Five presents students' likelihood of pursuing a career in hotel industry after graduation. The findings indicate a generally positive inclination towards hospitality careers as 73% of respondents expressed willingness to join the industry, including 32 % of who were very likely and 41% who were likely to pursue a hospitality career.

However, 18% of respondents remained uncertain. Indicating hesitation and lack of clarity regarding their long-term career decisions. In addition, 9% of students reported that they were unlikely to pursue a career in hotel industry reflecting comparatively lower career commitment among a small group of respondents. Overall, the findings suggest that, although the majority of students show positive career intentions towards hospitality industry, a considerable proportion still experience uncertainty about their future career path.

Finding

- Student had high expectation before training for careers (3.73), learning (3.77) and preparedness (3.95).
- Long working hours were the biggest challenge (3.91) followed by communication issues (3.77).
- A gap existed between expectations and actual training experience.
- Training improved professional skills. (3.77).
- Career confidence after training remains moderate (3.09).
- About 73% students still wanted hospitality career after graduation.
- Fewer students recommended hotel management as a career option.

Recommendations and Suggestions

Educational institutions should provide realistic pre training, orientation programme, strengthen faculty monitoring and align academic curriculum with industry requirements to facilitate the effective preparation and support of student during industrial training placements. Institution should also promote reflective learning practises and provide sufficient academic and emotional support to students throughout their training.

Hotel organisation should provide Conducive training environment through appropriate mentorship, fair working conditions, reasonable working hours and meaningful task assignments that contribute to skill

development, Regular feedback and transparent stipend policies need to be continued to promote the satisfaction and professional Growth of the trainees.

Overall, it is necessary to strengthen the coordination between educational institution and hotel organisations for providing effective industrial training experiences not provides students preparedness confidence and Professional development.

Conclusion

The study concludes that Industrial training plays an important role in connecting academic learning and practical industry exposure for hotel management students. The finding shows that training meaningfully contributed to the development of professional skills such as communication, customer service, discipline, time management. While Student faced challenges, including long working hours, limited mend or shape gap between expectations and actual experiences. The majority of respondents still expressed willingness to pursue career in hospitality industry after graduation. But the findings also indicate the need to improve the overall training experience to strengthen career confidence and professional satisfaction among students. Hence, stronger collaboration between educational institution and Hospitality organisation is essential to provide structure guidance supportive work environment, meaning learning opportunities during industrial training. The finding indicates that the training had a significant contribution to the improvement of professional skills such as communication, customer service, discipline and time management. Even though long working hours lack of mentorship and disparity between expectations and actual experience were challenges raised, most respondents Remain willing to pursue career in hospitality industry after graduation. At the same time, the findings suggest the need to improve the whole training process in order to improve the career confidence and professional satisfaction of students.

Therefore, closer partnership between educational institution and hospitality organisation is crucial in providing structured guidance supportive working environment and meaningful learning opportunities during industrial training.

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