VIEWPOINT OF MASTER IN INTERNATIONAL HOTEL MANAGEMENT STUDENTS ON INDUSTRY PLACEMENT

Mitzsigrid S. Quintos
Cagayan State University
mitziequintos@gmail.com

Abstract

The reason of the demand for students to acquire both theoretical and practical knowledge, the majority of educational institutions have begun adding industry placement in many aspects of their curriculums, including hotel management. The goal of the study titled "Perceptions of Master in International Hotel Management Students on Industry Placement" was to find out the attitudes, social groupings, and perceived constraints that the students had when it came to finishing their IP. In order for this paper to accomplish what it set out to do, it relied heavily on the research questions that were presented in the introduction to the study. Interviews with students at BMIHMS were carried out in order to acquire the necessary information. The number of participants in the sample was twenty-three pupils. According to the findings of this survey, students at MIHM see intellectual property as an essential component to the success of their future careers in the hospitality industry. And the professors, advisors, and managers in the hospitality business who work in educational institutions do have a big impact on the students' ability to succeed in this program. It is therefore suggested in this study that all of the stakeholders should properly communicate these challenges faced by the students so that the time, effort, and resources that are invested in the program are not wasted but are maximized. This is because the students are confronted with a variety of difficulties while they are completing their IP.
Keyword: viewpoint, industry placement, practical knowledge, theoretical

Introduction

One of the goals of educational institutions is to equip its students with the skills and knowledge necessary to have successful careers in the future. The theoretical education of students has long been the focus of higher education at universities and colleges; nevertheless, employers increasingly value applicants with demonstrated ability in practical settings (Radzi, et. al, 2015 p.3). The imbalance that comes from this disconnect between what universities teach and what businesses require contributes to the problem. Because the hotel industry has a hard time finding people who are competent to work in managerial or skilled positions, the industry placement or internship has become a significant part of the educational experience in an effort to close the gap that exists between academia and the industry. Because of the demand for students to acquire both theoretical and practical knowledge, the majority of educational institutions include industry placement in the courses that make up their curricula. One such course is hospitality management. Propounded by Barrows & Bosselman (2009), students who participate in internships have the opportunity to gain significant work experience within the hospitality business.

Prior to finishing their degrees, students often participate in an internship or get work experience in their field of study. They get the opportunity to put what they have learned in the classroom into practice; as a result, they develop a clearer understanding of the selected field of specialization and become more technically and professionally prepared. In addition, by

participating in these hands-on training opportunities, individuals are afforded the chance to increase both their employability and their level of expertise (Finch, et.al, 2012; Watts, 2008 cited in Zainal, et.al, 2012). In addition, Tas (1988) said that possibilities for students to participate in internships assist greatly to the enhancement of the students' management skills. In addition, Hodges and Burchell (2003) noted that in order for students or graduates to be competitive and employable, their internship should equip them to be "job ready" as required by the requirements of the workplace.

Students have an obligation to perform to the best of their abilities throughout their time spent in industry placement so that they might improve their chances of obtaining employment or careers in the future. Nevertheless, it is possible that their opinion of their position in the industry will affect their performance.

However, the theory of planned behaviour (TPB) developed by Azjen was not utilized in the majority of the earlier research that focused on the perspectives of students in relation to their industrial placements (Fong et al. 2005). This theory served as the basis for this study's structure, which helped the paper become more significant and meaningful. The TPB acts as a guide for understanding the behaviours of individuals and the psychological factors that underlie those behaviours (Azjen, 2005 cited in Polit & Beck 2008). The application of this notion contributes to a better understanding of the perspectives held by students with regard to their involvement in industrial placement.

In line with this, the purpose of this study, which will adapt the theory of planned behaviour as its theoretical framework, is to determine the attitudes or behaviours of the students toward industry placement and how industry placement plays an important role in the students' future careers or employability in the hospitality industry. In addition, this study will determine how the theory of planned behaviour can be adapted. This study will also determine which social groupings are influential over them in terms of doing well in industry placement and achieving their goals. In addition to this, it will include information regarding the challenges that were experienced while executing their placement.

Objectives

The main objective of this study is to analysed the perceptions of hospitality students towards IP in the hospitality industry. Among its specific objectives are the following:
1. To determine the attitudes of the students towards IP.
2. To identify the reference groups that influences the students in taking up and completing their IP.
3. To ascertain their perceived constraints in doing their IP.

Short face-to-face interviews with the respondents was used in gathering information. The interviews were done in the school during lunch break or while they are waiting for their next class in order not to disturb them in their classes. The participants were given a background about the research topic, directions about the conversation process and information in handling the data. They were informed that the interviews will be recorded, and the information obtained will be

used only for research purposes.   Interview to each respondent took ten to fifteen minutes. To identify the students' attitude and perceived difficulties toward industry placement, three questions were asked to them:

a.   What motivates you in doing your IP?

b.   Who are the important social groups that could influence you in doing your IP?

c.   What are the perceived difficulties you might encounter in doing your IP?

Methodology

Research Design

The qualitative research method was selected as the approach to use in order to fulfill the aims of this study. Research that gives descriptive data based on people's personal written or vocal statements and observation of behaviour is an example of qualitative approach in its broadest sense (Taylor, et.al, 2015 p.7). It was decided to use qualitative research methods rather than quantitative ones since qualitative research is superior in terms of producing new ideas and concepts, as well as unearthing people's opinions and attitudes (Nykiel, 2007 p.56). As a result, it is appropriate to make use of the qualitative technique given that the purpose of this study is to obtain information about the perspectives of the students as well as the perceived challenges they face while doing their industry placement.

Data Collection Method

Due to the nature of the study being qualitative, the collection of data will take the form of interviews. "providing a detailed account of the study problem or absorption in data that speaks to the spectrum of participants' experiences" is something that can be helped by this method (Stage and Manning, 2003. In this study, data from the students was collected through the use of semi-structured interviews. According to Tenenbaum and Driscoll (2005), this kind is the most straightforward of all the sorts because it consists of a series of questions or concerns that need to be discussed with the respondent. It is vital for the researcher to develop an interview guide that details the topics that need to be explained or investigated; nevertheless, after the guide has been developed, it is simple for the researcher to add or rephrase questions. An interview that is considered to be semi-structured is described as "a guided conversation in which there are recognized subjects and further questions may be raised while the talk is taking place" (De Satge, 2002). It includes the practice of posing questions in a certain way, but it is not restricted to that alone (Myers, 2013 p.122). During the course of the talk, additional questions could be asked, making improvisation a necessary skill. The use of semi-structured interviews is recommended for the purpose of data collection in this study. Due to the adaptability of this type of interview, the researcher is able to collect more material that is pertinent to the subject of the research.

Sampling Procedures

The use of non-random samples was necessitated by the study's adoption of a qualitative research methodology. According to Willemse (2009, page 20), in non-random sampling, the selection of the sample does not occur by chance; rather, the sample items are selected based on expert judgement, personal convenience, or any other sort of purposeful researcher selection. Because the respondents have previously been identified, it is appropriate to utilize a sampling method that is not random. Students who had just completed their internships in the industry in June 2015 and students who are scheduled to begin their internships in April 2016 were among those who responded to the survey.

Purposive sampling is going to be used instead of random sampling for this part of the process. The sample for a purposeful sample is chosen at random, but the qualities that the individuals in the sample possess are thought to be relevant to the research being conducted (Sproull, 2002 p. 119). This type of non-sampling method was appropriate for this research because the selected respondents possessed the criteria that were set. These respondents included students who had completed their industry placement in June 2015 as well as students who were about to begin their placement in April 2016. Only 23 of the total number of students, which was 62, opted to participate in this activity on their own volition. Due to the fact that it reaches the point of data saturation, the sample size of this investigation is sufficient.

Data Analysis Technique

Through the use of qualitative theme analysis, the data that was gleaned from the interview with the respondents was investigated. According to Willig (2013, page 61), theme analysis can be applied to a wide variety of sources, including transcripts of interviews and debates held in focus groups, texts from the media, personal diaries, letters, and diaries, and text messages.

Due to the fact that this study relied on interviewing participants for data collection, thematic analysis was utilized. The phases of this form of analysis were implemented by the researcher so that she could analysed the data that was obtained. The first thing that was done was, a day after the interviews, those that were transcribed precisely were verified a number of times to make sure that the data were accurate. After grouping the themes and conducting a frequency analysis, we were able to determine the goals of the study, which were to determine the students' attitudes about their industrial placements, the key social reference groups, and the perceived challenges in carrying out their placements.

Ethical Considerations

Before beginning the interview, all of the necessary steps were completed. Before interviewing any of the participants, we made sure to get their permission first. The responders who volunteered their participation were assured that their answers would be kept in the strictest confidence. In addition, in order to safeguard the participants' anonymity, they were not asked to provide their names, and their decision to terminate the interview if they did not feel comfortable with the themes being discussed was honoured. They were given the guarantee that the material gleaned from the interview would be put to use solely for the objectives of the research project.

Results & Discussion

Identifying the frequency of code from the obtained data was undertaken. The identified major items were counted the number times it occurred from the data. There were twenty-nine (29) major items collected from the interviews.

Eight (8) attitudes were identified from the transcript (refer to Table 1). First, the top major reason why students do the industry placement is to gain experience or exposure in the hospitality industry (20). Second, as a school requirement in completing their master's degree, the students are driven to finish their IP (11). Third, they are motivated because they are given the chance to work full time and thus, be able to save money (8). Fourth are the theoretical application (5), employment opportunities (5) and skills and knowledge development (5), all of which have the same frequency. Lastly, two items was identified with similar count: networking opportunities (1) and self-assessment if the job fits the student (1).

With regards to the social groups (refer to Table 2) who motivated the students in doing the industry placements, many of them mentioned that the lecturers and the Career Advisers Team were the most influential group (11), followed by themselves (9), next were parents/family (6) and managers and colleagues at work (6), followed by friends (4) finally; classmates (2).

In terms of perceived constraints in doing their IP (refer to Table 3), respondents revealed workplace issues (11) as the most frequently stated perceived constrain. Second spot is poor communication skills (4), challenging and tough job (4), pressure in completing the required number of hours in IP (4), fear if the job and organization do not fit the students (4). This is followed by handling difficult guests (3) and proximity of the hotel placement to the place of residence (3). Next one is money (2). Las ones are less opportunity in cross training (1), high expectations towards self (1), no opportunity for managerial positions (1), and fear being away from home (1).

Table 1: Reasons in Doing the IP

Major Reasons Identified	Interviews Transcripts
1. Gain experience/ exposure in the industry	"It is a way for me to have an experience in the hospitality industry since I do not have any hotel experience." "IP gives me international experience." "I will have an experience how the industry works and how it is done." "A good chance to have an experience in this country because as student you only have twenty hours per week and the only way to learn more and pass through different positions is when you do the placement." "..have a working experience in a hospitality company and can help me a lot in placing me which department where I want to go if housekeeping or front office."

	• "I want to do it because I don't have background in the hospitality and I want to have first hand experience from the bottom and understand how everything works and operates so that as future manager you have an understanding of the operation." • "..get experience since I have a little experience in restaurant especially here in Australia it is different." • "Experience, how it affects my future career, know the operational side of the industry.""..the reason why I chose this course in the first place because of the IP since I have a came from different background which is pharmacy and this hands-on experience for six months period that will benefit me later on in getting a job." • "I really look forward to have experience working full time for six months IP and getting know the job more and hospitality more."
2. School requirement	• "..to be able to complete my Masters' degree." • "IP is a fundamental program in Masters' degree as well as bachelor degree." • "indeed a requirement." • "..first of all I did the course because it requires me to do the industry placement."
3. Money	• "…it is a chance of earning money while learning." • "I need to support my financial requirements especially my tuition fee for the upcoming terms." • "..money as well because there is no restriction with the number of work hours." • "Money motivates me to do the IP." • "Doing placement allows me to earn money." • "I am working full time, I can get more money where I can pay for the next tuition."
4. Application of theories learned in school	• "..allows me to put into practice the theories we have been learning in school." • "..a good time to make use what you have learned in school and see how to practice it." • "..want to apply what have been taught in school to see how far I can go." • "..to integrate practical knowledge into what I do and the fact theoretical, we do have enough in our daily lectures and assignments and I think IP really reenforce being a hands-on person."
5. Employment opportunities/ career growth	• "It is a starting point for me to have an employment overseas particularly in the hospitality." • "..get a fixed job so that I won't change over jobs." • "..starting point for a healthy career in the industry." • "good opportunity to work in Australia, see how they work and work in another environment."

	• "For my career growth having worked in the hospitality in the Philippines and Singapore but moving here in Australia and it is a good opportunity to have Australian hospitality background that will help me enhance my career growth."
6.Develop skills and gain knowledge	• "…enhance my skills and learn some knowledge about hospitality." • "learn more knowledge about the area I was assigned which was housekeeping especially I want to achieve my dream role which is Rooms Division." • "..allows me to engage with my work colleagues and I believe that this work interaction enhances my interpersonal skills." • "Humans are very complex and being immersed in a work environment gives me a clearer perspective of the intricacies of what it takes to be a manager/supervisor/leader (by observing how my superiors work and lead the team I am in) as well as the entry-level perspective."
7.Networking opportunities	• "..allows me to network for it gives me the "foot in the door" experience."
8.Self-assessment if job fits to the student	• "..try one department and see if I like it."

Table 2: People or Social Groups that Influence the Students in Doing their IP

Major Social Groups	Interview Transcripts
1.Lecturers/Career Adviser Team (School)	• "First of all it is mandatory and the school mentioned the benefits and experience you will acquire when you do your IP, those motivated me in doing my IP." • "The teachers are pretty good here, they have experience and you actually listen to them, they motivated me a lot." • "..was very influential, he pushed me to go to better and bigger brand." • "..he helped me a lot with my transfer and get the job." • "..career development team they provided a lot of help and give guidance and options I can look for." • "teachers are very supportive and they want you to do better."
2.Myself	• "..internal factor for me because I need to gain experience to get a better job and progress in my career." • "..myself for me to be better, more familiar and professional in this industry." • "..of course myself because I want to challenge myself because I want to be independent and professional in the hospitality industry and how I can do in my career in the future." • "..because I really enjoy working in the hospitality industry and I want to do well in the industry." • "..mainly myself to help me figure out what to do and where to do."

	• "..motivation really comes from myself."
3.Parents/Family	• "My parents motivate me to do my IP because they want me to finish the course." • "My mother who keeps on telling me if I really wanted to pursue this career then I have to finish what I have started so that I will not be confused with the things I want to do." • "My family supports me in trying to get through my Masters course and see me a successful individual in the hospitality industry." • "My family in the Philippines because they witness in me a potential for me to grow a career in hospitality especially in Sales and Marketing."
4.Manager/Supervisor/Colleagues in the Workplace	• "I mentioned to my manager and supervisor that I want to do my placement in the hotel I work and they welcome me and motivate me to keep learning and keep pushing." • "My manager and colleagues are really nice and helpful and they even allowed me to do rotation." • "My kitchen managers and chefs at work, internal transfer for me." • "My colleagues in Singapore because they see in me a potential for me to grow a career in hospitality." • "..my team manager gives me a lot of information because they have worked in the industry so they can provide me the right information and the way I should go."
5.Friends	• "I have friends back home and here as well who have hospitality background who encouraged me to do my best, to do good and perform well in my IP." • "First of all, my friend who actually motivated me to do my IP, she referred me to the hotel and told me the position I will be working and I took the position because it is my pathway to Rooms Division." • "..they are having a good time in IP because they earn and have better knowledge than before going to IP."
6.Classmates	• "..or people in school they influence me because they mentioned that they have been working and they have background in hospitality, you also want to start getting experience yourself." • "They influence me to gain knowledge".

Table 3: Perceived Constraints Encountered in Doing the IP

Major Perceived Constraints	Interview Transcripts
1. Workplace Issues	• "Some employees are putting others down (pulling leg)." • "Other staff are abusing one's help, once you extended your hand, they want you to give them your arm." • "…supervisors having favorite employees and staff they dislike in the workplace."

		• "Those who are in the supervisory or managerial positions do not properly implement the policy and procedures, because they keep on changing the policies and procedures which makes me confused." • "issues with the workmates and difference in culture." • "In terms of the culture and work environment are something I have to adjust to." • "..adjustment on people and culture with different background."
2.	Poor Communication skills	• "..some guests do not understand me." • "..first thing for me my language is not good enough." • "English is not my mother tounge but I am trying to improve it everyday and I hope my IP helps me improve my English better." • "my language is not fluent especially if you work in front of the house where I want to do my IP."
3.	Challenging /tough job (Physical job)	• "In the department where I did my IP, we worked long hour shift and sometimes it turns to toxic environment and people are tired, fed up and they want to leave that can influence their attitude but management is trying to fix it." • "..adjustment on time on work." • "Hotel job is challenging."
4.	Fear if it is not the right job or organization to the student	• "..might realize in the end that I don't like the job because it's hard work, long hours and no recognition from the organization." • "..worry if the placement is not what I imagined or expected and if you are away from Sydney you can not come back and no time to change." • "...choose an organization that suit my skills, abilities and personality." • "..finding the right brand and position".
5.	Pressure in completing the required hours for IP	• "..because I did my IP during dead period, from January to March, to get the required hours of the school." • "..limited hours because it is not busy." • "I only work 4-5 hours because I worked in dinner buffet so I did other areas in the bar and worked night shift to complete the hours." • "There might be low season during the time we go the hours might be less."
6.	Handling difficult guest	• "…the experience itself especially if you never handled difficult guest before because they are some guests who are very demanding, you do not know what they want even if you give them everything." • "..customers especially in five star hotels and they have different conception in fine dining restaurants here in Australia, they make luxurious at lower cost compared to US and Mexico and they want dynamic and speed."
7.	Proximity of the hotel to place of	• "..main problem if it is convenient in going to my place and places I visit."

residence and commercial center	• "..would be travel time when doing early shifts/late shifts as I don't live in the city." • "My hotel was far from the city especially it is winter time and I start late at work so I find it difficult."
8. Money	• "..because I want to have my IP outside Sydney and travelling is expensive." • "..because I plan to do my IP overseas, may be Middle East."
9. Less opportunity in cross training	• "…employers do not allow cross training which supposedly I want to know more about other departments."
10. High expectations (self)	• "..pressuring myself to "learn the ropes" quickly."
11. No opportunity for managerial positions	• No guarantee for management trainee role and difficult to do supervisory role within six months
12. Fear being away from home	• "..because I want to do my placement overseas, away from home and do not know what support the school provides and sometimes you feel left alone."

Discussion of Result and Findings

According to this study, students are motivated to complete their independent projects for a variety of reasons. One of the most important reasons is that in order for them to finish their Master's degree, they are required to participate in the IP because it is a mandatory requirement of the institution. They felt compelled to complete the internship because it is a prerequisite for receiving their degree. Students believe that an activity will be beneficial to their professional development and employment prospects, despite the fact that they consider it as a necessary obligation that must be fulfilled. According to the report, the most important factor in determining whether students participate in their IP is the opportunity to obtain experience and exposure in the hospitality sector. A significant number of the respondents believe that participating in IP provides them with an excellent opportunity to learn the ins and outs of the hospitality industry. As a result, they will be better qualified and competent for positions in the hospitality industry following their graduation or placement. This finding is comparable to that of the survey that was conducted by 42 hospitality organizations that are involved with the Council on Hotel, Restaurant and Institutional Education. That poll found that IP has a number of major advantages. Building on real-world experience and gaining exposure to the hospitality business are respectively the first and second steps in this process (Petrilose and Montgomery,1998 cited in Yiu and Law, 2012).

In addition, as they are gaining experience, they simultaneously have the opportunity to put into reality the ideas that were taught to them in school. Students are given the opportunity to apply what they have learned in the classroom to real-world scenarios (McMahon and Quinn, 1995 and How to Cultivate a Successful Internship Program, 2014). Students have the impression that

placement helps them improve their talents and expand their knowledge in the hospitality industry. According to what was written by Lee (2014, page 83), this feature is the most essential factor in evaluating the overall quality of the internship program. In point of fact, students had a placement that was meaningful to them if they were able to increase both their knowledge and their abilities. The financial gain that comes with participating in IP is another element that drives students to participate in placements. Since students have the ability to work full-time during IP, this benefit is particularly appealing to students.

BMIHS takes measures to ensure that students on IP get compensated, and they are permitted to work in excess of the standard hourly limit for students. Students eagerly anticipate this fantastic opportunity, which will allow them to earn money to pay for the remainder of their time spent in school. This is in connection with the findings that were presented which state that students take into account the compensation that they receive from the placement. The students were excited to do their IP for a variety of reasons, one of which being the opportunity to expand their network. They receive the opportunity to network with coworkers, supervisors, and managers who are affiliated with other hotels in the area. Because of this, they will be able to create connections with other hospitality establishments that could become potential jobs in the future.

 The fact that this could lead to employment chances in the future piqued the interest of the students in performing the placement. In addition, the hospitality company offers full-time positions to interns who excel throughout their time there. According to Gault et al. (2010), experiential education like IP has a crucial role in strengthening the career preparedness and marketability of undergraduates, which helps them look for full-time jobs and higher compensation. After completing their assignments, students are able to assess whether or not they would enjoy working in the industry full-time. Some people came to the conclusion that working in the field was not for them.

The most prevalent social group found suggests that teachers and other career counselors may be the most influential individuals in terms of encouraging students to participate in intellectual property. The feedback demonstrates that both the lecturers and the career counsellors were supportive of the students' efforts to prepare for the placement program. Other studies, on the other hand, have shown that interns do not receive adequate support from the coordinators of their internships (Kamunzyu, 2010). It's interesting to note that one of the findings indicates that students saw themselves as a driving force behind their participation in IP activities. Students that are self-driven to complete their independent projects do so primarily for the purpose of gaining work experience. Because no previous research has revealed this as a motivated social group, this contributes new information to the existing body of knowledge.

 In addition, students acknowledged the significance of their parents and other family members as a social component that played a part in motivating them to finish their assignments. This is backed by a study that looked into the significant impact that parents have on the professional decisions of their children (Wong and Liu, 2009). Students also mentioned their classmates who had completed their internships and acquaintances who had previous job experience in hotels as influential groups in their experiences. The fact that this is the case implies, without a doubt, that

students may also rely on the guidance or comments provided by their peers and friends regarding working in the business. The bosses and coworkers at their place of employment who encouraged them to work on their IP are an additional exceptional result that serves as a crucial reference group. The latter provided them with accurate information on placement and then made the possibility to complete the placement within the hospitality organization to which they are connected available to them.

The students reported were a great deal of real or perceived limitations to their ability to complete the assignments. An interesting finding is connected to workplace concerns, which were the most often mentioned limits in the research. Crab mindset on the part of employees, changes made to individuals owing to varied cultural backgrounds, and the culture of the organization all fall into this category. In spite of the fact that they are working hard, the staff members at the hotel make an effort to undermine the confidence of the students. One student stated that employees have a propensity to become abusive when they take advantage of the assistance that interns provide during IP. Interns can also become disheartened when they observe managers and supervisors improperly implementing hotel policies and procedures. Students' beliefs that the hospitality sector is one of the most difficult and competitive encounter additional challenges because of these beliefs. According to their comments, the job requires them to perform physical labor, work long hours, and switch shifts, all of which have the potential to influence their attitudes at various times. If they were exhausted after working for long hours on a night shift, and then they had to report to work the next morning at a different shift, they will develop a negative attitude toward their employment. Work pressure was identified as one of the contributing causes to students' feelings of dissatisfaction during their internship.

 In addition, there is a perception that there are no opportunities for managerial jobs, which is another obstacle. Because these students are pursuing a Master's degree in International Hotel Management, they anticipated or speculated that they would gain experience working in supervisory or managerial roles during their studies. However, due to the restricted number of management roles and the fact that students are required to work their way up from lower positions, hotels and schools do not permit this. During the IA, one of the students voiced their concern that there were fewer opportunities for cross training. This finding was supported by Bao and Fang (n.d.) in their research. In their study, they stated that students were not content with their placement because there was no possibility for job rotation. The student emphasized the significance of having prior experience across the board in the hotel's divisions.

However, as a result of time constraints and the fact that the school recommended concentrating on only one section, there were fewer opportunities to work in other domains. Students frequently struggle to communicate effectively, which is another issue that arises throughout the placement process. They are concerned about the guests, employees, and supervisors who might not understand them as a result of inadequate communication, which in turn affects the performance of their work. In addition, students frequently have difficulty dealing with problematic guests. IP students were concerned that the work and organization would not be a good match for them in terms of the expectations that would be placed on them and their personalities.

Believed by Xu (2005)'s findings, more than twenty percent of students who major in hospitality and tourism end up working in different fields after graduation (cited in Wong and Liu, 2009). McMahon and Quinn (1995) brought attention to the issue that some students, after completing their internships, may come to the conclusion that the hospitality industry is not a good fit for them. Another problem that was considered to exist was the close closeness of the hotel location to the place where people lived. They said that their places of employment were far apart, necessitating lengthy commutes on a daily basis. It was also one of the results that distance commuting to the workplace is an important criterion when students choose their employment. This research confirmed that distance commuting to the workplace is an important consideration. A high expectation of oneself and the necessity for money to explore for placements outside of Sydney were two of the minor factors that contributed to the failure to complete the required amount of hours on time.

Summary

The conclusions of this study revealed seven good attitudes and one negative attitude held by students, as well as six relevant social groups and twelve perceived obstacles faced when carrying out their IP. They were driven to participate in the IP for a variety of reasons, including the completion of a school requirement, gaining experience, theoretical application, skill enhancement, employability, networking with hospitality industry professionals, self-evaluation with regard to a career in hospitality, and financial benefit.
The findings reveal a significant social reference group that served as a source of motivation for the researchers in conducting the IP. These individuals included teachers and members of the Career Advisers Team, the students themselves, as well as their parents and other family members, supervisors and coworkers at their jobs, acquaintances, and classmates.
Problems at work, a challenging and difficult job, no opportunity for managerial positions, less opportunity in cross training, poor communication skills, dealing with difficult guests, fear of an unsuitable/unfit job and organization, pressure in completing the required number of hours in IP, high self-expectations, the distance of the hotel placement to the place of residence, money, and the fear of being away from home were some of the perceived constraints in doing their IP.

Conclusions

The major goal of this study was to determine the attitudes, important social groups, and perceived limits of students at BMIHMS who were required to do an industry placement as part of the curriculum for their Master's degree. In the course of our research, the TPB proved to be an invaluable resource. In a nutshell, the findings of this research revealed eight different attitudes, six significant social groups, and twelve different perceived limits.

The primary findings of this research, which are based on the evidence, suggest to the academic sector that it should continue incorporating IP as an integral part of the curriculum for the benefits that it provides and the students' positive perception of gaining experience, developing skills, and employment opportunities in the industry. This recommendation is based on the key findings of the research. Several notable findings gleaned from the students' responses to the question of which social groups are most influential in pushing them to work on their IP. These are the professors, members of the Career Adviser Team, bosses, and co-workers at the place of

employment. It gives the impression that students rely on these individuals to provide them with guidance while working on their IP. Therefore, they may continue to hold pre-placement briefings or lectures in order to assist students in gaining previous insights on the role of IP and what to expect when participating in IP. This is done in order for students to have the appropriate mindset and to be prepared for the program. However, there were two significant perceived challenges experienced by the students that are need to be taken into consideration by the institution and placement businesses. These difficulties include troubles in the workplace and the perception on being unsuited to work in the hospitality industry.

Concerning the challenges that have arisen in the workplace, it has been suggested that the academic community and the business world should collaborate in order to reach a consensus on how to best prevent similar concerns inside the organization. It is imperative that there is effective communication and cooperation between students, schools, and the hospitality sector in order to get rid of problems in the workplace. Regarding the perception of unsuitability for the sector, the school ought to provide more programs before placement that are focused on providing insights and explaining what to anticipate from it. They will have a better knowledge of what takes place during the IP as a result of this.

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