

The On-The-Job Training Experiences of the Hospitality Management Students: Input in the Manual of Learning and Development

John Arvic E. Policarpio

Faculty, St. Louise de Marillac College of Sorsogon, Inc. Sorsogon City

Abstract— The On-the-Job Training (OJT) of Hospitality Management represents a dynamic and immersive educational strategy tailored to nurture the skills and competencies essential for success in the vibrant and ever-evolving hospitality industry. The present study ventured in understanding the live experiences, applications of classroom learning to practicum, gaining new learnings and the challenges faced during their On-the-Job Training. Trainees were able to share their lived experiences, challenges, and insights with the researchers. The action plan is being proposed to enhance the program of the school in terms of the On-the-Job Training of Hospitality Management Students.

Keywords— Hospitality Management, Hospitality Industry, On-the-Job Training, Lived Experiences, Practicum

INTRODUCTION

The hospitality Industry is a broad industry that requires knowledge, skills, expertise, and attitude in dealing with customers. This is a diverse industry that will help you boost your patience, confidence, managerial and leadership style, and skills in dealing with various guests from different corners of the world. That's why employees of the Hospitality Industry should have their classroom learning to-live experiences for them to adapt to the changing environment in this industry. As for Sharma 2021 et. al, Students who participate in internships can obtain a good sense of what it is like to work for organizations in the industry and acquire practical skills through hands-on experience and by networking in the workplace.

Barwani and Azam, 2023 explored the correlation between the 10 factors affecting the training quality of OJT and its impact on the satisfaction of the students. These factors include the training quality, clear expectation, effective assessment, learning stimulation, competence development, training resources, training relevance, effective support, active learning, and the student's satisfaction. These factors were perceived to affect the student's satisfaction with regards to their perceived effectiveness of the OJT training to their experience and skills development.

Salzabilla et al. 2023 identified the effects of internship on the career readiness of hospitality students mediated by self-efficacy variables, self-efficacy strengthened the link between internship experiences along future job preparation in the hospitality sector. Students involved in the study perceived the experiences they gained from the OJT as enough to foster career readiness which

increases their motivation to pursue the hospitality sector. In addition, Ren and McKercher 2021 pointed out that Practical training programs aim to develop hospitality students to be work-ready for their future careers. Students acquire cognitive and professional skills through the "learning by doing" component of the hospitality curricula and develop their careers smoothly thereafter.

In addition, Puri 2017 One of the most invaluable ways to help students prepare for their careers and life, is through the application of practical skills- be it internships, apprenticeships, or even externships. Not only does a hands-on approach to learning help students gain a deeper understanding of their theoretical knowledge, but it's also their first foray into discovering a world that could shape the rest of their lives, which is why it's crucial to make the experience truly count.

The Experiential Learning Theory of David Kolb 1984 plays a vital role in understanding the importance of hands-on experiences for on-the-job training can result in deeper understanding and skill development of the students, thus allowing them to explore the different possibilities and opportunities that awaits them.

With all the current studies, this study endeavors how were the experiences of the hospitality trainees during their on-the-job training. It is the assessment of the hospitality students during their classroom preparation, schools training and the actual performance during the training at Astoria Plaza Manila as the partner Hotel for On-the-Job training of Saint Louise de Marillac College of Sorsogon, Inc. hospitality management students.

METHODOLOGY

Samples

The batch 2022 and 2023 of Saint Louise de Marillac College of Sorsogon, Inc. Bachelor of Science in Hospitality Management were the respondents of this study. These respondents had their past training at Astoria Plaza Manila via online practicum and hands-on practicum. They served as the primary source of the data needed to assess the experience of the students who had their actual training at the said establishment.

Twenty (20) hospitality graduates were purposive selected as the respondents of the questionnaire and be the respondents for the Focus Group Discussion and Online Interviews. In addition, convenience sampling was used to select respondents who are currently residing the researcher's location for Personal interviews.

Sampling

The sampling that is used by the researcher is Purposeful Sampling and Convenience Sampling as these two samplings helped the researcher to gather data efficiently.

Purposeful Sampling is used by recruiting or asking the respondents to answer the questions as they are more qualified for the data that is needed in the research. The researcher was able to gather data from the respondents who were available for interviews be it online or personal interviews. Convenience Sampling also helped the researcher to look for the respondents by utilizing geographic location and resources that make participant recruitment convenient. This technique helped the researcher gather data from the respondents who are residing at Sorsogon Province. Provided with these samplings, the researcher come up with 20 respondents that provided essential data to his study.

Instruments

To get the appropriate data needed the following instruments were used by the researcher to gather the needed data. The researchers used Online Interviews with the graduates who were working away from the province, in this way researcher can collect data using gadgets or social application platform. Another research design is Personal interview and focus group discussion with the graduates who are staying in Sorsogon province to gather data. And the last is the Content Analysis method for extracting the ideas and experiences of the

students with the help of their Practicum Activity Journal.

The Data were gathered, and the researcher used phenomenological inquiry and thematic analysis to produce reliable data.

Data Gathering

To be able to realize the results of this study, the researchers presented a structured interview that gathered data about the experiences of the respondents. The researchers prepared an interview consisting of questions that answered the Statement of the Problem of the researcher.

First, the researchers identified the students who graduated from St. Louise de Marillac College of Sorsogon, Incorporated from batch 2022 and 2023. With the approval of the Program Head of the Hospitality Management Program and the Dean of the higher education department and president of the school.

Second, send an invitation or request to the respondents to conduct an interview online, focus group discussion, and personal interviews through their Group Chat and Personal Messages. Invitation was sent using social media platform.

Third, ask permission to allow the researchers to record their answers via video and voice recorder and present the questionnaire to the respondents for them to construct their answers.

Fourth, the data collecting and interpreting and analyzing them according to the result using the research design. The results that were gathered and treated with confidentiality and for research purposes only.

Data Analysis

A collection of data from qualified respondents to answer interview questions through exchanges of voice messages online, interviews via focus-grouped discussion, and personal interviews. After all answers were recorded, there were data analysis where the researchers read the data gathered, eliminated irrelevant information, and grouped similar data to describe the lived experiences of the participants.

The researchers presented the data gathered through a composite description that consisted of all the relevant answers combined. The researcher used Inductive

Qualitative Research allowing the respondent to answer the given questionnaire following a phenomenological analysis.

RESULTS AND DISCUSSIONS

This study has generated the following significant results:

1. Lived Experiences of the On-the-Job Training students

A lot of experiences have been offered by this form of apprenticeship to the students. Such becomes an avenue for these students to be exposed to the practical and actual work environment dealing with real clients and engaging themselves with real tools or equipment in a live-work practice. Research participants of this study provided their experiences of their deployment in the hospitality and tourism industry. Accounts of their experiential learning through the training have been uncovered in the succeeding themes. These themes are one (1) Exposure to Primary Job Responsibilities in a Hotel where students were assigned to a hotel as part of their apprenticeship and were exposed to the basic and primary responsibilities. In the end, the shared experiences of these participants are typically the main tasks of being a hotel staff. The actions they perform are primary responsibilities as Guest Service Agents (GSA). The two research participants assigned to the housekeeping department were exposed to cleaning the guest room and the maintenance of the hotel premises. While the one assigned as front desk agent became the first person who interacted with the clients. All these actions accorded by them have the intention of providing quality service to the hotel customers. Two (2) Developing and Valuing Professionalism Exposing the students to an embedded learning experience enables them to directly interact with the real composition and elements of certain workplaces. More than the acquisition of technical skills also known as the hard skills, these hospitality management students were able to hone their attributes in providing outstanding customer service. In the end of the training, distinct core traits of professionalism were imbued in each of the three cited research participants. Forbearance surfaces when a research participant discharges the function in the assigned post. Dedication and determination were obvious in the shared content of research participant 2. On the part of research participant 3, adaptability was manifested in the performance of the tasks. Three (3) Presence of a Support Group while Learning, the hospitality Industry is a very challenging industry that requires teamwork and great supervision and coaching

of supervisors for the students to be successful in their training and chosen industry. The shared ideas of the 5 participants showed that working with co-trainees and great mentoring of supervision makes jobs and tasks easy. After the success of training, The shared experiences of the participants create a clear vision that working with the co-trainees and with the guidance of the mentors or supervisor, to have open communication and accommodating to the trainees' made tasks and jobs easy, fun, and enjoyable. With these experiences, it was shown that communication, unity or oneness, openness, made a tiring job great and satisfying one. Four (4) Navigating Challenges of Trainees it is profound evidence that challenges during the training are very visible. These challenges act as agents that allowed trainees to be more motivated to do their tasks and take the challenge to finish what is expected of them. Challenges are evidence that we are being tested and trusted for a specific task. As participants experience a task being asked to them to perform. In the end of the challenges, Learning and getting used to the task make things easier. Five (5) Unveiling insights of trainees through Actual Performance and Demonstration trainees learned from classroom setup and even in the practicum where they needed to perform every learning they learned with the assistance of the supervisors or trainers aligning to the standards of the Hotel. Students during their practicum perform all the basic standards of hotel operations, and it is a must that they perform as they need to experience and perform the actual job in the chosen industry. In the end of the training, Actual performance and demonstration help the trainees understand more the importance of each task and job to be done. This evaluates the interns by performing tasks of the real employees allowing them to internalize and be familiar with each procedure and process in the daily operations.

2. Applying theoretical classroom learnings to the actual On-the-job Training

Theoretical classroom learning is the foundation of knowledge and the building of characteristics and attitudes of the students. This is also the process of knowing the theories, facts, information, and concepts of the subject. These were the basic skills of the students formed from ideal to realistic situations. This supported with the following themes and ideas from the author. One (1) Qualities and Characteristics as a Weapon in Completing the Real Task, the characteristics and qualities are considered as tools and assets in completing task in the hospitality industry. These talks about the professionalism of the trainees during their training.

According to A. Ackerman, certain traits will make it easier for a person to succeed at a given job. In the call of becoming professional in the chosen field, a good quality and superb characteristics are very essential for the future hotelier or leader of hospitality industry. As these will help to create a positive and satisfying customer experience. Two (2) Completion of the task for customer satisfaction Customer satisfaction is very vital in the role of every employee of hospitality industry. Completion of the task creates positive impact to the customer that allow the trainees to have an exceptional service to the guests. This exceptional service creates loyalty of the customers and growth in the business. Furthermore, according to K. Khoo customer satisfaction has a significant positive influence on revisit intention and word of mouth. In the end of the training, Evidently, participants learning from the classroom setting was applied during their training. It was observed that there were challenges faced but eventually it was solved and addressed as the training progress. They also pointed out the importance of Customer Satisfaction as this is the most important experience a guest should have.

3. Valuable insights from their experiential learning

The insights gained from experiential learning are multifaceted and contribute significantly to personal, academic, and professional growth. This was Hospitality Management students shared their new learning after the Training at Astoria Plaza. The valuable insights were identified using the themes. One (1) By facing challenges in a hands-on setting, students perform individually to develop critical thinking and problem-solving skills. These insights are invaluable, as they empower learners to navigate complex situations, make informed decisions, and adapt to unforeseen circumstances. According to Wangchuk, as the trainees underwent different exposure in the different departments, they were able to improve their problem-solving skills. Evidently, Problem solving skills is one of the skills a hospitality management students should develop. As hospitality industry is focused on customer satisfaction, the hospitality management student should be equipped with this skill to enhance their leadership or managerial skills. Two (2) Through these experiences, participants discover hidden strengths, identify areas for improvement, and develop a deeper understanding of their capabilities. The insights gained contribute to personal growth, increased self-confidence, and a heightened sense of self-awareness. According to the UK College of Personal Development, Personal development is a powerful process that can enable deep

positive and lasting change to how we see ourselves and the world. When you engage in activities that enable your skills, knowledge, and confidence to grow, you can realize your capabilities, unleash your potential, and achieve your goals. In the end, Personal Development is very crucial in the field of Hospitality Industry. This is very vital in providing customer satisfaction and growth in the business. The participants understand and share their thoughts and ideas about how personal development creates a positive impact in their profession and industry. Three (3) Teamwork and Collaboration, participants gain insights into effective communication, conflict resolution, and the dynamics of working with diverse groups. These insights are transferable to various professional settings, as individuals learn the importance of collaboration in achieving common goals and navigating interpersonal dynamics. According to Losekott 2018, in addition to hard skills, students learn communication skills, professionalism, teamwork, and personal development. After the training, Teamwork and collaboration are very essential in the hospitality industry. These create harmony among the workers and trainees. Evidently, teamwork and collaboration create good relationships among each other. Four (4) Networking and Professional Skills this provides opportunities for networking, mentorship, and the development of professional skills. Participants gain insights into industry practices, expectations, and the skills required for success in their chosen fields. According to Wolff and Moser, networking as behaviors that are aimed at building, maintaining, and using informal relationships that possess the benefit of facilitating work-related activities of individuals by voluntarily granting access to resources and maximizing common advantages and According to R. Kapur Professional Skills are regarded to be of utmost significance for the individuals in promoting well-being and goodwill. In the end of the training, Professional Skills is very crucial in the hospitality industry as we dealt with diverse guests and customer. This skill is very essential in valuing every guest of the hotel as this creates customer satisfaction and business good image.

4. Challenges encountered by the On-the-job Students

The on-the-job training is the application of their learnings from school to the actual job in the hotel. For the students who are not yet aware and familiar with the standard operating procedures of a hotel, it be will always be a challenge for them to adjust, learn, unlearn, and relearn. Expectedly, students were assigned to the different departments of the hotel. Which gave them the

different challenges in each department. Each challenge is labeled according to the themes. One (1) Technology Integration, Equipment and Facilities Challenge this challenge is found during the training of the Hospitality Management students, that is evidently present in their live experiences. Technology, Equipment and Facilities familiarization is one of the important learnings they need to learn. According to P. Anton, hospitality sector is meeting the growing expectations of modern-day guests who seek personalized experiences. Technology plays a vital role in enabling hotels to personalize guest interactions throughout their stay. The participants who shared in this theme understands that Technology Integration, Equipment and Facilities Challenge is the most challenging part in the duration of the training. The technology integration creates a vital improvement in the daily operation of the hotel as this will help the management and trainees provide the adequate and updated technologies in performing customer satisfaction. Two (2) Time Management Challenge this is skills to meet deadlines and handle multiple tasks. This is very clear to the trainees during their On-the-Job Training that time management is very crucial during their training. According to A. Kaminske, effective time management is linked to several personality traits. People with better time management skills tend to have higher self-control, which means that they can control and refrain from acting on impulses. There were 5 participants who responded to these challenges. After these challenges, Time management helps the trainees finished their assigned task during the daily operation. With time management, this helps the trainees understand the important of adhering to given task. Four (4) Adaptability and Culture, Change Challenge this is to develop the ability to adapt to evolving work environments in the training grounds and industry changes. This also challenge the trainees to adapt to different cultures and change. According, to Ylagan, found out that the schools should conduct culture sensitivity training for students' preparation for their practicum. This could help the students to diminish culture shock and homesickness. There were 5 participants who were challenged in this theme. After experiencing this challenge, Amidst the theoretical classroom discussion of Adaptability of Culture, it was evident that during the actual training adaptability of culture is very essential for the trainees to surpass the challenges. Five (5) Team Collaboration Challenge these are challenges of the trainees when it comes to collaboration and teamwork with the mentors and co-trainees. This challenge allows student to experience networking and enhancing opportunities. As

for R. Aleza, working in a team allows you to portray and exercise your strengths. You also get to learn from others, which enhances your skills. Working with others also sharpens your communication and leadership skills. There were 4 participants experienced this theme. After which, there were challenges faced by the trainees under this theme. This helps every trainee to develop their leadership skills along with the help and guidance of their co-trainees and supervisors. Six (6) This challenges the communication skills of the trainees in responding to the needs, questions and other related information needed in satisfying the guests and mentors. According to Adeyemi, effective communication is the lifeblood of any successful business, fostering collaboration, innovation, and a positive organizational culture. However, when communication falters, it can lead to a cascade of problems that affect not only day-to-day operations but also the overall success of the business. Only participant 16 participant experienced this challenge. The themes showed above that the Hospitality Management students experienced a lot of challenges related to the themes. These challenges help the trainees to experience new learning towards the different situation and job task given. These challenges help the trainees develop their confidence, leadership skills, adaptability to culture and leadership skills.

CONCLUSIONS

Based on the finding the following are the conclusions made:

The experiences of hospitality management students in on-the-job training allow them to directly expose and perform the basic and complex standards of the hotel industry, resulting in the improvement of their technical competencies and desirable qualities.

Through voluntary hands-on performance of the hotel tasks and guided engagement these hospitality management students apply theoretical classroom learnings in their on-the-job training.

Hospitality management students' on-the-job training experiences improve their technical skills as well as their personal and professional characteristics.

The challenges of Hospitality Management students were dominantly present in adapting to new environments, understanding different cultures, and the process of changing, learning, unlearning, and relearning.

The On-the-Job Training Manual is proposed to improve the ability, skills, capability, competency, and qualification, and self-learning development of the Hospitality Management students before their On-the-Job Training.

RECOMMENDATIONS

Hospitality management students be regularly updated on the fast-changing hotel industry standards through subscriptions to learning sites that focus on the hotel tourism business.

Intense group support learning be done from classroom setup to skills training and demonstration.

Simulations of hotel industry operations in compliance with existing standards be regularly done in school-based job-embedded activities of the students.

An exceptional exposure and participation of the Hospitality Students to various skills demonstrations and actual performance on-campus and off-campus activity be ensured.

Students studying hospitality management be exposed to more hotel guest relations activities, familiarity with hotel job descriptions and performance, and the hotel's diverse community.

Students be allowed to have different exposures in the different department of the Hotel and Restaurant in the preparation of their Practicum.

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