

# Aesthetic & Emotional Skill-Gap among Hotel Management Students in the Context of Multidisciplinary and Dedicated Institutes in Punjab.

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**Abstract:** - This research study examines a skill-gap in the area of aesthetic & emotional skills among students of hotel management in the context of dedicated and multi-disciplinary institutes. The study hypothesized that a multidisciplinary institute has a negative impact on the skill-gap of aesthetic & emotional skills required in hotel industry. The study used a cross-sectional sample survey technique due to prevailing pandemic condition. The data used in the study was collected from 25 teaching staff members of both the groups of institutes through a standardized questionnaire (containing 10 items). The null hypothesis that  $\mu_1 = \mu_2$  is rejected as  $\mu_1 = 21.76$  i.e. mean for group one (dedicated institutes);  $\mu_2 = 31.68$  i.e. mean for group two (multidisciplinary institutes). The other statistics for the applied 'T' test are as follows: Variance for the dedicated-institutes group is 0.85666667 for the multidisciplinary-institutes is 1.56; Pearson Correlation is 0.002883437; The P value for one-tail T is 1.75795E-21 whereas the value of one-tail critical 't' is 1.710882067.

**Keywords:** Integrated campus, Dedicated campus, Instructional Area, Competencies, Emotional Skills, Aesthetic Skills.

## INTRODUCTION

A robust academic infrastructure of hospitality education is available in India. There are 96 institutes affiliated with National Council of Hotel Management & Catering Technology, including financed by the government and self-financed private institutions imparting professional education of hospitality and catering technology (institutes.htm, 2021). As per an estimate by non-governmental sources there are 615 institutes of hotel management in the private sector. In the Punjab region hospitality education has grown by leaps and bounds in terms of quantity as well as quality since year 2001 particularly in private sector. The cities of the region such as Chandigarh, Jalandhar, Amritsar, Kapurthala and Ludhiana are known for the education facilities. According to (targetstudy.com) there are thirty nine institutes in private sector and nine institutes in government sector raising the total in Punjab and Chandigarh to forty eight as shown respectively in tables 1 and 2.

**Table 1 List of Private Institutes of Hotel Management in Punjab**

S. No.	Name of Institute
1	Amritsar College of Engineering & Technology, Amritsar.
2	Chandigarh College of Hospitality Management, Landran, Mohali.
3	Chandigarh College of Hotel Management & Catering Technology, Landran, Mohali.
4	Chandigarh Institute of Hotel Management, Gharuan, Mohali.
5	Chandigarh University, Mohali.
6	CKD Institute of Management and Technology, Tarn Taran.
7	Cordia Hospitality and Tourism Management Institute, Khamano, Fatehgarh Sahib
8	CT Institute of Hotel Management, Shahpur, Jalandhar.
9	CT Institute of Hotel Management & Catering Technology, Jalandhar.
10	CT University, Ludhiana.
11	Desh Bhagat Institute of Hotel Management &

**International Journal of Science, Engineering and Management (IJSEM)**  
**Vol 6, Issue 7, July 2021**

	Catering Technology, Gobindgarh.
12	Desh Bhagat University, Gobind Garh, Fateh Garh Sahib.
13	Global Institute of Hotel Management, Amritsar.
14	Golden Institute of Management & Technology, Gurdaspur.
15	Guru Kashi University, Bathinda.
16	Hays Institute of Hotel Management, Zirakpur.
17	Hotel and Catering Management Institute, Gholumajara, Chandigarh.
18	IITT School of Hotel Management, Pojewal, Nawanshehar.
19	Innocent Hearts College of Hotel Management, Loharan, Jalandhar.
20	Ivana Institute of Fashion Technology and Hotel Management, Ludhiana.
21	KC Hotel Management College, Nawan Shehar.
22	Laxmi College of Hotel Management, Patiala.
23	Lovely Professional University, Phagwara, Jalandhar.
24	MK Institute of Hotel Management and Catering Technology, Amritsar.
25	PCTE Institute of Hotel Management & Catering Technology, Ludhiana.
26	Pyramid College of Business and Technology, Phagwara.
27	Rayat and Bahra Institute of Hotel Management, Mohali.
28	Rayat Bahra University, Mohali.
29	RIMT University, Gobindgarh.
30	Shiv Shakti Institute of Hotel Management, Pathankot.
31	Shri Sukhmani Institute of Hospitality and Management, Dera Bassi, Patiala.
32	St. Soldier Institute of Hotel Management and Catering Tech., Jalandhar.
33	Surya School of Hotel Management, Rajpura Patiala.
34	Surya World Institutions of Academic Excellence, Rajpura, Patiala.
35	Swami Satyanand College of Hotel Management and Technology, Amritsar.
36	UEI Global, Jalandhar.
37	UEI Global, Ludhiana.
38	A & M Institute of Computer & Technology, Pathankot.
39	Ramgarhia Institute Of Management & Advance Studies, Phagwara.

Source: (targetstudy.com)

**Table: 2. List of Government Institutions of Hotel Management in Punjab and Chandigarh**

Source: (targetstudy.com)

S. No.	Name of Institute
1	Guru Nanak Dev University, Amritsar.
2	IK Gujral Punjab Technical University, Jalandhar.
3	Punjabi University, Patiala.
4	Institute of Hotel Management, Catering Technology and Applied Nutrition-IHMCTAN, Bathinda.
5	Institute of Hotel Management, Gurdaspur.
6	Chandigarh Institute of Hotel Management and Catering Technology. Sect. 42, Chandigarh.
7	Dr. B. R. Ambedkar Institute of Hotel Management, Catering and Nutrition, Sec. 42, Chandigarh.
8	SR Government College for Women, Amritsar.
9	Food Craft Institute, Hoshiarpur.

**Dedicated Institute and Integrated or Multi-disciplinary Institute** : For the purpose of this study a dedicated institute is defined as a facility of education offering education-programs related to only one stream and or its allied areas (here in this case hotel management and its allied areas). The institute must have a physically separate and independent building at least for instructional area meant for the stream while sharing the other supporting areas such as lawn / open area / garden, library, sports area, auditorium, canteen, etc. On the other side an integrated or multidisciplinary institute is defined for the purpose of this study an education facility offering education-programs related to more than one streams in a joint campus sharing instructional as well as other supporting areas.

**Aesthetic Skill** : Aesthetic skill can be described as an appealing expression of the various attributes through one's body-dispositions and behavior as per the job-requirement. (Witz.A., 2003) describe it specifically as the attributes such as appealing outlook, attractive body-shape. The other components of behavior may include talking through the right words, in the right tone, at the right volume and a soothing calm.

**Emotional Skill** : Emotional skill is the ability to manage emotions as per the job-requirements. It includes expression and suppression of emotions as per the job-requirement. According to the prevailing situation some emotions are expressed though they are actually not felt, on the other side some emotions are never expressed though they are actually felt.

**Theoretical Background :** According to (Reichmann and Grasha 1974; Keirse and Bates 1984; Kolb 1981) as cited in (M.J.Lage., 2000) the literature on different approaches of learning offers three general systems. Out of them the first system the Grasha Reichmann learning styles questionnaire (GRLSQ) categorizes learners as either dependent, collaborative and independent learners. A dependent learner requires an extensive directions, a collaborative learner learns as a part of a team whereas an independent learner learns best when left free on his own. The second system, the Keirse-Bates categorization of learning styles is based on personality-types as measured by the Myers-Briggs Type Indicator (MBTI). The MBTI scale identifies how a person relates to the world i.e. 'introvert' or 'extrovert'; processes information i.e. 'sensing' or 'intuitive'; makes decisions i.e. 'thinking' or 'feeling'; and evaluates the environment 'judging' or 'perceiving'. These personality traits affect a person's way of learning style (Lawrence 1993; Keirse and Bates 1984) as cited in (M.J.Lage., 2000). The third system of classification of learning styles focuses on how a person takes-in and processes information (Kolb 1981) as cited in (M.J.Lage., 2000). On the basis of these two criteria, learners are divided into four categories: assimilators, convergers, divergers, and accommodators. Assimilators and convergers learn through abstract conceptualization, whereas divergers and accommodators take in information through concrete experiences. Convergers and accommodators process information via active experimentation, but divergers and assimilators process information through observation and reflection. According to (THE GLOSSARY OF EDUCATION REFORM FOR JOURNALISTS, PARENTS AND COMMUNITY MEMBERS, 2013) a learning-environment is an important factor of a learning activity of a person. A learning environment can be defined as a physical place, context and a culture to which a learner is exposed. The culture-component of a learning environment represents dominating ethos and or characteristics of the members of the environment, including how they behave with each other. As per the literature a learning environment has a direct as well as an indirect impact on a learning-outcome a person. According to (Entwistle, 1987) as cited in (N.J., 1991) it is the student's perception of a learning environment that influences how a students learns not necessarily the learning environment itself. Therefore it is proposed that

**i. Null Hypothesis  $H_0$ :** A skill-gap in case of aesthetic and emotional skills of a hotel management student is free of a type of institute in which he learns i.e. a dedicated institute ( $\mu_1$ ) and multidisciplinary institute ( $\mu_2$ ). In other words  $\mu_1 = \mu_2$ .

**ii. Alternative Hypothesis  $H_1$ :** A skill-gap in case of aesthetic and emotional skills of a hotel management student

is negatively affected by a dedicated institute ( $\mu_1$ ). In other words  $\mu_1 > \mu_2$ .

**iii. Alternative Hypothesis  $H_2$  :** A skill-gap in case of aesthetic and emotional skills of a hotel management student is negatively affected by a multi-disciplinary institute ( $\mu_2$ ). In other words  $\mu_1 < \mu_2$ .

### RESEARCH METHODOLOGY

The study used a standardized questionnaire of ten items, scaled using five-point Likert scale. One option stating Can't Say was provided and was labeled as '0' zero in the scale for those who might not be willing to choose any option from 1 to 5 due to a reason. The questionnaire was distributed to the two groups of teaching staff i.e. working in dedicated and multidisciplinary institutes each; consisting of 35 members. They were allowed to use the questionnaire tool at the home for recording feedback. Out of 27 completely filled and returned feedback 25 were included in the final analysis as two replies were removed due to marking of '0' option. The 12 % of the respondents in the group one were associate professors and the rest 88 % were working as assistant professor. In the group two there were 8 % respondents working as associate professor and remaining 92% were working as assistant professor. In the group one 16% respondents were female the remaining 84% were male. In the group two 24% respondents were female the remaining 76% were male. The data was analyzed using 'T' test with the help of MS Excel software.

### THE RESULT & ANALYSIS

The analysis of the data carried out using 'T' test shows that  $\mu_1 = 21.76$  whereas  $\mu_2 = 31.68$ . The Variance for the group one dedicated-institutes is 0.856666667 for the group two multidisciplinary-institutes is 1.56; Pearson Correlation is 0.002883437; The P value for one-tail T is 1.75795E-21 whereas the value of one-tail critical 't' is 1.710882067. Therefore, the null hypothesis is rejected as  $\mu_1$  is not equal to  $\mu_2$ . The alternative hypothesis  $H_1$  is also rejected as  $\mu_1$  is not  $>$   $\mu_2$ . However alternative hypothesis  $H_2$  is accepted as  $\mu_1 <$   $\mu_2$ .

**Limits :** The study used cross-sectional questionnaire due to prevalent pandemic condition in the country. Hence, the care is advised while applying the inferences.

### CONCLUSION & RECOMMENDATION

On the basis of analysis of the data it is concluded that a multidisciplinary institute is positively associated with a skill-gap in case of aesthetic & emotional skills for hotel industry. It is recommended to arrange a totally separate instructional area for hotel management programs to plug this aesthetic & emotional skill-gap among the students. So that the industry may get useful human resources and the students

can secure a higher-paying and good quality jobs.

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