# MEASUREMENT OF LEARNING PERCEPTION OF HOSPITALITY STUDENTS IN NEPAL

Chandra P Rijal, PhD

## Abstract

*Amid the present situation of overwhelming development, growth and global acceptance of Nepalese tourism and hospitality education, the present work has been accomplished to promote the culture of inquiry in higher education. Being guided by the core principles of Bloom's Taxonomy, the present researcher has established a universally applicable instrument to measure the students' perceived level of transfer of learning in respect with their perceived empowerment of knowledge, skill competence and attitude with willingness to take up a professional career in very specialized sector of tourism and hospitality. In a sense, the present work has been proposed as a milestone in having a proven measure of delivered quality of education. The findings of the present research also would serve instrumental in responding to the common charge of Nepalese hospitality education not being pragmatic. Hopefully, such a work would serve as a genuine effort to nullify the intuitive charges forged against Nepalese hospitality education and it should help the knowledge community to establish a prestigious position of Nepalese tourism and hospitality higher education in the world as Nepal stands a distinct source country of memorable tourism services.*

**Key Terms:** Bloom's taxonomy of learning, knowledge, skill competence, attitude, level of preparedness, domains of learning and development.

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## 1. INTRODUCTION

### 1.1. Preamble

Many studies have confirmed the prevalence of considerable gap between what is learnt in the classroom setting, and its application in the world of work. Hospitality industry cannot be an exception in this respect. For example, Johnstone (1994) has identified huge discrepancies between supply and demand of hospitality education and employment availability. As a result, the hospitality students have been facing tough time globally while establishing themselves as the professionals of this respectful domain of

professionalism. Another scholar (Peddle, 2000) has revealed that the success of higher education programs heavily depends on the way the students are groomed with employability skills. This scholar has added that employability skills may be considered as the basic requisite in assisting every person entering the workforce. In this respect, a scholar has acknowledged employability skills as the core skills, key skills, transferable skills, general skills, non-technical skills, or soft skills (Robinson, 2006).

These all views imply that developing employability skill has been a global concern in dealing with the process of developing hospitality professionals. At the same time, it is equally imperative for the hospitality learners to empower themselves with skill competence in today's globally competitive environment. It is a universal phenomenon that alike other sectors, the students of hospitality education must meet the expectations of potential employers. To accomplish this need, the academic programs in hospitality are expected to be designed to impart in students with basic conceptual knowledge, practical skill competence and enrichment of personal attitude to serve the guests. It is obvious that these skills would enable the students to manage the rapidly changing demands in today's competitive hospitality industry.

One of the most widely used means of learner empowerment with skill competence and expertise is to follow the universally accepted principles and methods -- Bloom's Taxonomy (Bloom, Krathwohl, & Masia, 1956) has been firmly crafted on the philosophy of objective-based curriculum planning and implementation. The committee has identified three domains of educational activities or learning (Bloom, Krathwohl, & Masia, 1956) -- 1. *cognitive:* mental skills (Knowledge), 2. *psychomotor:* manual or physical ability (Skill), and 3. *affective:* growth in feelings or emotional areas (Attitude) – all meaning KSA proposition of learning. This taxonomy of learning behavior supports to the universal learning process. That is, after a learning episode, the learner should have acquired new knowledge (K), skill (S) and attitude (A), and today, it is widely understood as 'KSA chain' of transformation.

On the other hand, a scholar, Reigen (1995) has recognized hospitality education as a multidisciplinary area of learning, which brings the perceptions of many disciplines, especially those found in social sciences to bear on specific areas of application and practice in the hospitality and tourism industry. The tourism and hospitality industry has experienced intense extension in size and complexity. Because of the expanding role of services in the world economy, business schools have begun to address the needs of service operations. At the same time, many hotel-school programs are drifting away from a hospitality-management orientation to general business management orientation. If hospitality education programs are to serve adequately their students and the industry, they must refocus their curricula in respect with the needs of the respective industry -- the alternative is to be absorbed into general business programs.

Other scholars (Peddle, 2000; & Johnstone, 1994) have stressed the need for some level of industry involvement in the process of hospitality education and assessment to confirm the assessment of required professional skill competence. The viewpoints of modern educators solve this problem as the industry experience is a prime requirement in hospitality education. In this respect, the educators may be in a better spot to assess

because they can interpret both sides -- the academics and the industry. However, faculty members may also lack specific knowhow on practical aspects of curriculum beyond their teaching domain, and thus might not be accurate judges of student preparedness in other than their area of expertise. Moreover, their level of judgment of student preparedness from their own area may also be biased because they are the ones who are delivering the learning inputs to the students. Students, on the other hand, can best evaluate their own level of preparedness because they are the ones who can evaluate in best way engaging in the same curricula. Faculty can therefore, judge certain generic and fundamental skills of the students but definitely not the specific skills that are learnt through academic and practical discourses.

During the preliminary stage of this academic exploration, the present researcher could realize that a more systematic and scientific inquiry was essential in the Nepalese context to establish the level of students preparedness in respect with their knowledge, skill and attitude (KSA), especially among the hotel management students and an idea entitled, Hospitality Students' Preparedness in Nepal: A Study from the Perspectives of Bloom's Taxonomy was materialized. The research aimed at serving with responsiveness for revisiting the value of applying a balanced approach to empower learning and professional transformation by enriching the learner knowledge, practical skill competencies and conducive attitude towards and profession, institution and the guests experiencing in hospitality industry.

## 1.2.  The Missing Link

Although there are abundant studies on hospitality students' preparedness in the global context, studies in context of Nepal are insufficient. Keeping this in mind, the present researcher was interested to perform the research which would further analyze hospitality students' preparedness to enhance students' knowledge (K), skill competence (S), and attitude (A) confirming the prospect of their career promotion of life.

Due to fast paced changes in the hospitality industry, with great emphasis on employability skills that attract employers there is a need to determine the level of competence that graduating students in hospitality management programs possess before moving on to workplace. Additionally, more than 30 institutions are associated with hospitality education and increasing day by day, more systematic inquiry is needed regarding readiness of meeting expectations of potential employers.

In fact, the present researcher, being involved in Hospitality Education, Research and Innovation, could realize the value of conducting a systematic study of this nature as an academic ingenuity to contribute in the lifelong professional career.

## 1.3.  Statement of the Problem

This study was guided by an aim to assess the students' overall level of preparedness in hospitality industry linking curriculum and industry practice as an outcome of practice-blended academic discourse in BHM program. To attain this purpose, a statement of problem was crafted to govern the overall research in a purposeful manner. The statement of problem reads as – How is the overall level of hospitality students' preparedness from

the perspective of Bloom's Taxonomy of Knowledge, Skill and Attitude (KSA) transformation, with specific reference to BHM students' perception?

## 1.4.   Objectives of the Study

The primary objective of the present study was to assess the overall level of students' preparedness in context of hospitality higher education segment in Nepal. While doing so, present researcher took into account the three pillars of Bloom's Taxonomy of academic discourses of teaching-learning, viz. knowledge, skill competence and attitude development as the ultimate process outcomes leading to professional transformation through pragmatic teaching-learning.

More specifically, the present research was confined to --
  a. assess the overall level of students' preparedness in respect with knowledge, skill and attitude component,
  b. evaluate the overall level of students' preparedness in respect with selected component along with student perceived problems facing their professional preparedness during the study tenure, and
  c. compare the level of variations across different forces - demographic variables of students, past experience involvement, family background.

## 1.5.   Research Questions

Taking into consideration the background of study, objectives and statement of the problem, the present researcher composed a set of three research questions (RQs) which are mentioned as follows:

**RQ1**: To what extent are the Nepalese hospitality students of higher education prepared from the perspective of knowledge empowerment, with specific reference of BHM program?

**RQ2**: What are the corrective measures to be taken to improve the knowledge domain of learning among the hospitality students in the prevailing context of Nepal?

**RQ3**: To what extent are the hospitality students prepared in respect with the possession of required practical skill competencies to execute their likely professional functions while working in the respective industry?

**RQ4**: What alternative course of action should be initiated to transform the required skill competencies among the Nepal based higher education hospitality students?

**RQ5:** How favorable is the hospitality students' general attitude towards the respective profession and individualism?

**RQ6**: How can hospitality students' attitude be transformed making it more desirable?

## 1.6.   Working Hypotheses

The present researcher took into consideration a number of propositions in the form of null hypotheses ($H_0$) to confirm the statistical level of significance of the association or relationship between different selected constructs (variables) of the study. Considering above specified purpose of the study, systematic assessment of hospitality students' level of preparedness in general was made the focus of study. In this respect, the level of preparedness (Knowledge domain, Skill competence domain, Attitude domain and aggregation of all three domains) serves as the dependent variable and participating students' demographic classifications including gender, previous education background, academic level of attainment, university attended and geographic area of their origin were taken as the basis of analyses which served as the independent variables of the study. Considering these constructs, the following working hypotheses were generated for statistical testing:

$H_{01}$: The overall level of students' preparedness and their gender may be independent of each other.
*[Level of students' preparedness: dependent variable (qualitative in nature; exemplary to critical level); Gender of the student: Independent variable (qualitative in nature with two value labels – male and female); Type of required test: Chi-square tests as both variables are of qualitative nature.]*

$H_{02}$: The overall level of students' preparedness and their past academic background may have no statistically significant relationship.
*[Level of students' preparedness: dependent variable (qualitative in nature; exemplary to critical level); past academic background: independent variable (nominal in nature with two value labels – tourism and hospitality and non-tourism and hospitality; Type of required test: T-test.]*

$H_{03}$: There may not be statistically significant relationship between the university attended and student perceived level of preparedness.
*[Level of students' preparedness: dependent variable (qualitative in nature with five value labels – exemplary to critical level); University attended: Independent variable (nominal in nature with five value labels – Tribhuvan university, Kathmandu university, Purbanchal university, Pokhara university and Other university); Type of required test: Analyses of Variance (ANOVA).]*

$H_{04}$: The overall level of students' preparedness and their geographical origin may have no statistically significant relationship.
*[Level of students' preparedness: dependent variable (qualitative); geographical origin of student: Independent variable (nominal in nature with eight value labels – Province 1, Province 2, Province 3, Province 4, Province 5, Province 6, Province 7 and others); Type of required test: ANOVA.]*

$H_{05}$: The level of students' preparedness in terms of overall level, KSA domain-wise level and their gender, past academic background, university attended and geographic origin may have no statistically significant relationship.

*[Test required: Coefficient of correlation [r] as the relationship will be analyzed in a matrix of 8 x 8 matrix of variables comprising of four variables of observation (overall level of preparedness, level of K, level of S and level of A) and 4 units of analyses (gender, past academic background, university attended and geographic origin of the student).]*

## 1.7.    Significance of the Study

On its successful completion, the outcomes of this research may serve instrumental in multiple respects. First of all, a study of this nature serve as an evidence-based means to evaluate the effectiveness of hospitality curriculum in developing the level of professionalism among the hospitality students, especially at Bachelor's level. Such inputs would serve valuable in taking management decision by respective authorities in the process of needful curriculum change over time.

In addition, hospitality educators and institutions may find the study findings important for them to revise their professional and institutional practices by transforming overall teaching learning system as prescribed by globally acclaimed system practices.

Similarly, the hospitality entrepreneurs, managers, and career counselors may find the model of KSA empowerment as a guiding framework to monitor, supervise and suggest necessary course of action and codes of professionalism for the graduating students' of hospitality specialization.
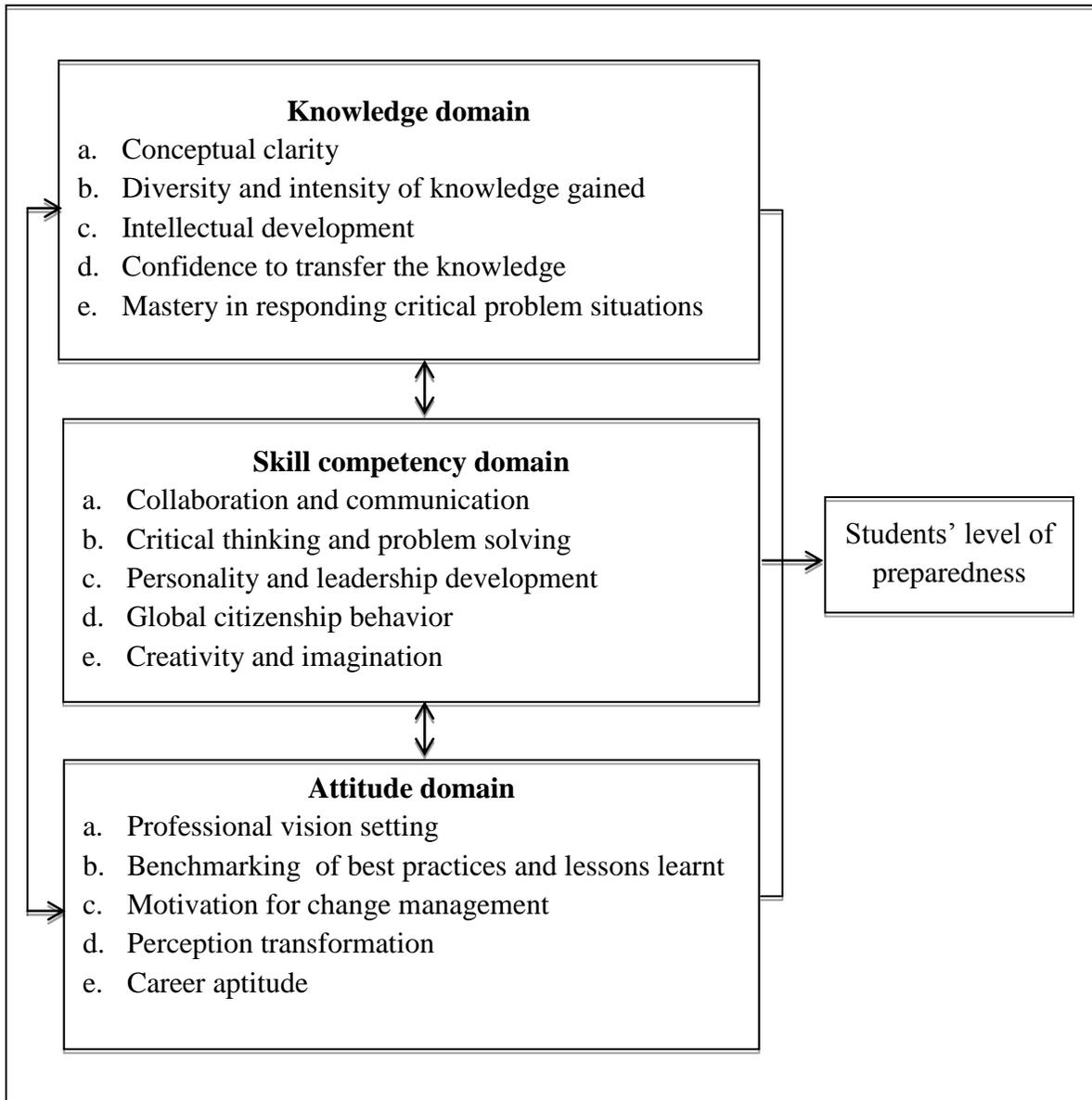
Moreover, the student themselves can have best reflection triangulating their knowledge, skills and attitude assisting them to attain holistic picture of professional preparedness realizing the importance of getting prepared on academic knowledge, hard and soft skills, attitude and aptitude transformation. This report may serve instrumental in bridging the gap between knowledge community and professional community offering them required level of evidence.

## 1.8.    Conceptual Framework of the Study

On the basis of preliminary review of literature related to chosen area of study, the present researcher developed a conceptual framework taking into account the overall statement of the problem, research questions and working hypotheses to govern the research in a systematic and objective manner. For this, the present researcher attempted to connect with various insights exchanged by different scholars. In fact, the present researcher was in search of a holistic concept or conceptual prototype to base the intended study onto it but could not find such holistic resources. At the same time, attending a small group counselling session of a contemporary scholar in hospitality education and leadership provided with a valuable opening for the present researcher. On discussing the universally valid and replicable components of professional preparedness as process outcomes of an academic program in higher studies, especially in applied sciences, this scholar emphasized on three dominant components – knowledge transformation, development of skill competence and attitude transformation – to transform the graduates into professionals for life-long proposition (Rijal, C. P., 2018; depicted from lecture on hospitality education; June 24, 2018). In fact, this idea serves as a bond to connect the several ideas exchanged by varying professionals and scholars in different forms, and thus it serves as a link to form the roots of conceptual framework of the present study.

Figure 1.1 presents with the detailed elements of conceptual framework governing the present study.

*Figure 1.1; Conceptual Framework of the Study*



**Knowledge domain**
a. Conceptual clarity
b. Diversity and intensity of knowledge gained
c. Intellectual development
d. Confidence to transfer the knowledge
e. Mastery in responding critical problem situations

**Skill competency domain**
a. Collaboration and communication
b. Critical thinking and problem solving
c. Personality and leadership development
d. Global citizenship behavior
e. Creativity and imagination

**Attitude domain**
a. Professional vision setting
b. Benchmarking of best practices and lessons learnt
c. Motivation for change management
d. Perception transformation
e. Career aptitude

Students' level of preparedness

As presented in figure 1.1, present researcher has taken into consideration the three pillars of Bloom's Taxonomy of Learning – Knowledge, Skill Competence and Attitude (KSA) as an academic process in preparing student for their professional (Bloom, Krathwohl, & Masia, 1956). Measurement of preparedness of knowledge domain was made limited to the assessment of clarity of concept, processes and outcomes, diversity and intensity of knowledge gained, intellectual development, confidence to transfer knowledge and mastery in responding critical problem situations. Similarly, collaboration and communication, critical thinking and problem solving, personality and leadership development, global citizenship behavior and creativity and imagination comprise the

measures of assessment of skill competency domain. Finally, the preparedness in terms of attitude domain has been observed in respect with professional vision setting, benchmarking of best practices and lessons learnt, motivation for change management, perception transformation and career aptitude.

## 1.9. Definition of Key Terms

For the purpose of making it simple to readers of this report, the present researcher has defined a number of key terminologies in this section.

*Attitude:* Attitude refers to the feeling or opinion about something or someone indicating particular mental state.

*Hospitality Industry:* Hospitality industry consisting of group of different organization providing shelter, food and entertainment to the people away from their home such as hotels, restaurants, pubs, casinos, airlines, theme parks and so on (Barrows, Powers, & Reynolds, 2015).

*Knowledge:* The fact or state of knowing something with familiarity gained through experience, association, or learning is considered as knowledge.

*Skill Competence:* The ability to apply one's knowledge effectively and readily in execution of learned physical tasks.

*Students' preparedness:* Students' preparedness refers to the readiness with competence to work efficiently and effectively as required by hospitality professionals.

## 1.10. Limitation and Delimitation of the Study

Primarily, such study would have been conducted using the data of different students' from different batches of multiple years comprising the proportionate number of students representing old curriculum and new curriculum-based comparative analysis. However, due to constraint of maintaining contact with students, it was practically infeasible to get in touch with adequate number of old curriculum-based BHM passed out students. Thus, the present researcher administered the survey with the most recent, new curriculum based batch of internship completed students of BHM or closely related programs.

Likewise, such study would have combined a few qualitative observations of the passed out students with on the job performing status in workplaces. But it was not be really feasible to physically locate and engage such participants for qualitative observation.

## 2. LITERATURE REVIEW

## 2.1. Review of Conceptual Perspectives

As the main part of review of literature, this section provides with a closer study of various theoretical and conceptual aspects related to student's preparedness in respect with knowledge, skill and attitude domain as the process outcomes of academic program discourses.

For this, the present researcher has observed it relevant to review such perspectives primarily from the works of Bloom, Krathwohl and Masia (1956), Barrows, Powers and Reynolds (2015), Buergermeister (1983), Cybinski and Forster (2009) and Robinson (2006) as the pertinent sources for learning about the hospitality student preparedness so as to develop a conceptual ground of knowledge required for this research.

### 2.1.1. Foundations of Hospitality Education
Hospitality education itself was born out of a need to supply the hospitality industry with competent managers and is often driven by industry standards (Nelson, & Dopson, 2001). According to a study by Nelson and Dobson, the main determinants of success in the hospitality education are the quality of graduates and retention of those graduates in industry. Most undergraduate hospitality programs are specialized rather than general, and their courses lack a general business perspective (Pavesic, 1991). Curricular issues have been widely discussed and debated in the hospitality education literature, primarily because of the relative newness of the field of study in comparison with other fields, and because of the continual reconstruction of curricula to satisfy institutional and industry needs (Nelson, & Dopson, 2001). According to Reigel (1991), hospitality education basically consists of three key elements substantive knowledge, skills and values. This researcher has explained that the substantive knowledge component is essential for the practice of the profession; the skill component provides the ability to apply knowledge to practice, and the values component fosters career values necessary for success.

A team of scholars has proclaimed that the relationship between a student's scholastic execution and the inputs the students brings to a well-defined course of consideration is inspected; the course of consideration is well-defined in being a quantitative subject where scholastic execution is examinable against objective criteria; a person student's inputs are readiness and exertion, and these are too open to objective estimation; and consideration is additionally focused on how participation and readiness combine to affect execution in an obligatory to begin with year commerce insights course (Romer, 1993). This team has further added that the instruction research has distinguished numerous components that anticipate students' tertiary scholastic performance, particularly cognitive capacity and identity factors (Woodfield, Jessop, & MCMillan, 2007).

Other scholars have claimed that prompt educating environment and course structures and have been found consistently monitored. Further, this scholar has confirmed the productivity and progress of student due to consistency on university system (Cybinski, & Forster, 2009).

According to Wilson (2006), scouring the shelves of any library or shop leaves one swimming may be an ocean of "isms"—behaviorism, constructivism, social constructivism—as well as lists of learning theories: multiple intelligences, right- and left-brain learning, activity theory, learning designs, Piaget, and communities of learners. This scholar has further assessed that significant shift has concerned a growing awareness among learning theorists of the social aspects of learning. According to this scholar, the

previous generations of psychologists have targeted on individuals' learning; whereas the current work has placed more stress on vital role of social teams for the development of understanding. Although solitude and peaceful silence offer sensible opportunities for learning, the social occasions of language, discussion, joint work and dialogue conjointly play a vital role in learning, added Wilson (2006).

### 2.1.2. Hospitality Curriculum

Nelson and Dopson (2001) have mentioned three key parts of cordial reception education. They are substantive information, skills, and values. According to these scholars, substantive information is a vital element to follow the profession, ability part provides with flexibility to use knowledge to follow, and therefore the value part supports with career values necessary for achievement and progression. These scholars have expressed that cordial reception educators developed courses that integrated general education curricula with specialization of cordial reception curricula, meaning that general education serves better when it is nourished with values for life and work teams.

The importance of operating expertise in cordial reception education has been attempted by several researches. For example Stalcup (2002) has mentioned that cordial reception educator's additionally as cordial reception employers in agreement that internships were a very important tool of cordial reception programs in making ready students for careers within the business. Business recruiters provided the subsequent reasons why they thought-about some universities and faculties to own the best situation programs were healthy college support, sort of situation opportunities, contact with business, and preparation of scholars for the situation expertise.

According to Woods and King (1995), most faculty cordial reception programs serve instrumental to own business expertise through internships or field experiences for the students. Further, these scholars have mentioned that such experiences provide several advantages to the organizations providing such opportunities. According to these scholars, internship in practice helps organizations to gain and develop enthusiastic workers as it supports the probability and effectiveness to judge the worker during realistic work surroundings. Adding onto it, Kavanaugh and Ninemeier (1990) have developed a case for billet programs as academic work programs where several faculties enable students to accumulate sensible work expertise while earning college credit at identical time supporting them to work in real time situation as they move ahead in their career.

On explainiing the significance of internship embedded curriculum for practical teaching-learning, Daugherty (2001) has classified internship projects into two types -- academic and non-academic. For academic internships, schools offer students standardized practical training motivating them by giving academic credit on hourly basis of works, whereas non-academic internships are sought by the students and usually arranged through the understanding between students and employers. Both types of internships are claimed to develop understanding of industry and working systems as a replication of classroom taught theories, concepts, interpersonal skills, work ethics and their interests.

### 2.1.3.  Domains of Hospitality Student Preparedness

Most wide and universally applicable tool in teaching-learning has induced by Bloom's Taxonomy of Educational Objectives (Bloom, Krathwohl, & Masia, 1956). According to these scholars,   knowledge-based goals, skills-based goals, and affective goals (affective: values, attitudes, and interests); Measurable student outcomes that require the higher levels of expertise will require more sophisticated classroom assessment techniques.

### a.  Knowledge Domain

The study and practice of knowledge have emerged rapidly in hospitality industry (Cooper, 2006). Although the industry has been developing into a highly knowledge-based industry as a result of recent advancements in information technology that allow for an extensive use of knowledge transfer, knowledge reuse, storage and production of knowledge (Pyo, Uysal, & Chang, 2002).

Brotherto and Wood (2000) have discussed the idea of the periphery of hospitality activity based on food, drink and accommodation. In a similar way, Telfer (2000) has revealed an approach that is dominated by the perspectives of supply and suppliers making it clear about concept of fulfilling the need and want of customers. In addition, concept of delivering food and service in proper hospitable manner has identified as delivering experience and memories by offering meal experience instead of food and drink (Nailon, 1982). Furthermore, to serve with a core essence of hospitality requires the guest to serve through feelings of generosity, friendliness, the host-guest relationship, entertainment and welcoming behavior considering international and cross-cultural dimensions (Lashley, 2000; O'Connor, 2005 & King, 1995).

In order to explore the conceptual shift from service and services management to hospitality and experience management it is helpful to distinguish a number of key dimensions, Pine and Gilmore (1998) differentiate between services and what they call the 'experience economy' using a similar approach and some of their dimensions are helpful in the exploration of the differences between services and hospitality.

Ramkrishnan (1996) has characterized global economy by knowledge intensive firms which require diversity of gain knowledge, specialized knowledge helping organization to develop unique knowledge competences, and also collaborate in ways to create new knowledge that enhances the performance of the organization. Other scholars have stated that knowledge processes have a beneficial impact on innovation as knowledge creation impacts innovation the most and it fully intermediates the impact of knowledge empowerment and utilization (Tatiana, & Aino, 2011). These scholars have further added that knowledge intensity increases all knowledge processes and moderates the relationship of documentation and knowledge sharing with knowledge creation. Further, knowledge intensity has been considered as a difficult concept to define but easy to apply across the sectors and industries. Many studies have used the term based on its most established definition popularized by the Organization for Economic Cooperation and Development ([OECD], 2016; & Kay, & Russette, 2000).

Additionally, Delmar and Wennberg (2010) have also produced another conceptualization of knowledge intensive entrepreneurship as a type of "high potential entrepreneurship" contributing to economic growth. These scholars have further claimed that distinguish it by labor qualification, background and capability of individual (Strambach, 2008; & Hauknes, 1999), and a knowledge intensive have undertaken complex operations where human capital is the crucial distinguishing factor (Alvesson, 1995; & Muller, & Doloreux, 2009).

Adding up to knowledge empowerment, student intellectual development has become significant task for the faculty members who act as the responsible agencies in creating favorable environment to develop academic features, interpersonal skills, social and moral values (Anderson, & Krathwohl, 2001). Adding up onto these environments, scholars have discussed about the opportunities for students to engage in thinking at various levels, with the goal being to develop graduates who evaluate, create, synthesize, and analyze—the highest levels of Bloom's Taxonomy (Anderson, & Krathwohl, 2001; & Forehand, 2005). Another scholar has added wide range of activity that fit within the area of Student Intellectual Development -- activities for disciplinary knowledge, develop critical thinking and problem solving skills, enhance interpersonal and social skills, cultivate effective communication skills, apply knowledge and skills across contexts, learn through service in the discipline, and pursue further academic exploration (Forehand, 2005).

**b.  Skill Competence Domain**
Practical skill competencies have been widely emphasized and discussed in the literature of hospitality management education while such skills are considered core principles to produce business with high capability graduates equipped with relevant management competencies (Hansson, 2001; & Christou, 2002). Further, specifying generic and transferable skills together with leadership, communication, critical thinking and human resource management are essential to career success as discussed in Tas, LaBrecque and Clayton (1996) and Kay and Russette (2000). Another scholar, Gustin (2001) has found that inspiring and teaching critical thinking skills resulted in student's better readiness to satisfy demands of a pre-outlined business surrounding. Similarly, another scholar, Moscardo (1997) has identified that in developing problem solving skills, creative and flexible-thinking competencies are critical in building management competencies for tourism students. Whereas others have claimed that the linkage between theoretical knowledge and related skills possess gap fulfilling component for developing students' career (Quinn, Bright, Faerman, Thompson, & McGrath, 1996).

Additionally, Baum (2006) has mentioned that in many countries, tourism and leisure education has developed from training at the practitioner level, designed to meet the skills needs of the local hotel and restaurant industries through a process of academic and professional evolution whereby new and higher tiers have been added to existing provision in response to industry and student demand.

According to Department of Education Employment Training and Youth Affairs ([DEETYA], 1998), employers prefer the graduates with transferable skills together with

strong written and oral communication skills, interpersonal skills, teamwork, and problem solving skills, whereas tourism and hospitality employers anticipate that graduates possess transferable generic skills in areas of leadership, communication, strategic thinking and decision-making (Buergermeister, 1983; Goodman, & Sprague, 1991; Cichy, Sciarini, & Patton, 1992; & Williams, & DeMicco, 1998). The competencies which have been identified as essential in the work of Kay and Russette (2000) and emphasize recognizing customer problems, showing enthusiasm, maintaining professional and ethical standards, cultivating a climate of trust, and adapting creatively to change. Beer (2009) has conducted research into the concept of global competency within the curriculum of hospitality management programs and concluded that effective communication in another language; cross-cultural sensitivity and adaptability are some of the most important competencies.

Goodman and Sprague (1991) have assessed the job market demand within the hospitality business area unit essential for supporting education program which results in changing business expectations and it accordingly drives the career path of students. These scholars have further discussed that hospitability program offering institutions should bridge the gap between student competencies and industry needs. Ultimately, the abilities learnt by the students should replicate the modern skills demanded by today's competitive and dynamic hospitality businesses (Goodman, & Sprague, 1991).

Considering communication and collaboration as an important factor in student's preparedness, Peter, Liran and Karen (2011) have discussed cooperative communication serve instrumental in realizing a precise goal. Further, communication between various stakeholders and work team strengthens to assist their learning potential. Likewise, these scholars have further claimed that clear communications between team members positively affects the working scenario resulting in effective and efficient outcomes.

Another scholar, Roschelle (1992) has recognized collaboration as an exercise in convergence or construction of shared meanings and notes and identified as a features of interactions that enable participants to reach convergence through the construction, monitoring, and repairing of shared knowledge.

Critical thinking and the processes are widely depicted as essential elements of university curriculum and subsequent student development (Atlas, 2017). In this respect, Adams (1994) has added that development of critical thinking by interpreting analyzing, and manipulating information in response to a problem or question that requires more one-right-answer application of previously learned knowledge directed by classroom instruction and guided practice.

On assessing the significance of personality development and leadership, Goldberg (1990) has propounded that the variety of individual variations is nearly limitless. However most of those differences are insignificant in people's daily interactions with others and have remained mostly unnoticed. Another scholar has emphasized on "Big-Five" factors which have traditionally been numbered and labeled as (I) Surgency (or Extraversion), (II) Agreeableness, (III) Conscientiousness (or Dependability), (IV)

Emotional Stability (vs. Neuroticism), and (V) Culture (Digman, 1990; p. 19). Other scholars have recalled another set of five personality factors as neuroticism, extraversion, openness, agreeableness and conscientiousness and claimed to be capturing most of the individual differences in behavioral patterns (Costa, & McCrae , 1995), and are therefore appropriate for studying daily behavior and performance in a wide range of domains.

Holland's Personality Theory has suggested that congruent personality with performing job happier and more (Holland, 1973). This understanding of job assists in increasing the job satisfaction, thus reducing turnover and increasing retention within the industry. Likewise, some companies have used personality "typing" as a way to better understand and relate to managers and employees having a clear definition of each specific job could provide a significant step toward increased job satisfaction and reduced turnover in the hospitality industry (Kulfan, 1995).

Effective leadership is central aspect for an organization's success where several studies have shown the positive effects of leadership development on a variety of organizational variables such as followers' satisfaction, commitment, and performance (Bryman, 2007). According to Day (2000), leadership models and traits required by leaders to effectively lead organizations in this era of increased efficiency and accountability continue to be the subject of considerable research and discussion.

As a part of professional development program, leadership preparation has been considered as a means to implement collaborative models of leadership to promote teaching learning model (Johnson, 2002). Another team of scholars, Hofmeyer, Sheingold, Hester and Warland (2015) have identified practice of leadership in teaching learning by academics in non-formal leadership roles.

Education for global competence can promote cultural awareness and respectful interactions in increasingly diverse societies (Brubacker, & Laitin, 1998; & Sen, 2007). Further, global competence has recognized multidimensional skill competence capacity so as to examine local, global and intercultural issues, understand and appreciate different perspectives and world views, interact successfully and respectfully with others, and take responsible action toward sustainability and collective well-being.
The Program for International Student Assessment ([PISA], 2018) assessment has used its own definition of global competence. This definition outlines four target dimensions of global competence that people need to apply successfully in their everyday life:
a. the capacity to examine issues and situations of local, global and cultural significance (e.g. poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes);
b. the capacity to understand and appreciate perspectives and world views;
c. the ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender; and

    d. the capacity and disposition to take constructive action toward sustainable development and collective well-being (p. 12).

Considering, global competence as an integral part of student skill competence preparedness in respect with global issues and challenges; an individual has to develop positive perception towards different culture knowing about their similarities, differences and transition (Organization for Economic Co-operation and Development [OECD], 2016). Further discussed in United Nations Educational, Scientific and Cultural Organization [UNESCO] (2015), global citizenship education requires skilled educators who have a good understanding of transformative and participatory teaching and learning encouraging learners to engage in critical inquiry and supporting the development of knowledge, skills, values and attitudes that promote positive personal and social change.

In a global competitive market, many organizations have been adopting new sets of structures and procedures to better compete and survive (Amabile , 2012). In addition, organizations have started restructuring work performance and work practices by establishing consistent sets of procedures.

In a similar way, Woodman, Sawyer and Griffin (1993) have described creativity as a means to ensure that organizations remain flexible and are able to successfully handle their changing competition, markets, and technological requirements. A creative work process is engagement in behaviors and activities that are directed at developing innovative solutions that might work for various changing working problems (Drazin, Glynn, & Kazanjian, 1999).

**c. Attitude Domain**

There have been many researches in which the attitude domain of hospitality students has been observed. For example, Kusluvan (2003) has claimed that the attitudes of students determine the act to choose and reject the industry in a short period of time. In order to understand this further, this scholar has suggested analyzing and recognizing perspectives of students pursuing and completing hospitality curriculum.

Bloom, Krathwohl and Masia (1956) have emphasized to take care of affective domains that include feelings, values, appreciation, enthusiasm, motivation and attitudes. Further, these scholars have listed five major behavioral categories ranging from the simplest to the most complex -- a. receiving, b. responding, c. valuing, d. organization and e. internalizing values.

The term "benchmarking" refers to a type of management approach characterised by implementing the best practices found in similar industries or even in different industries in order to improve the performance of an organization (Joo, Nixon, & Stoeberl, 2011). It may also be equally applicable in replicating the behavioural adjustments across the industries and institutions. According to Camp (1995), serching the best practices among the organization helps to progess as demanded by industry. Similarly, Stapenhurst (2009) has suggested that organizations should take advantage of benchmarking as an

improvement tool for many reasons. In fact, in tourism and hospitality, benchmarking may serve as one of the instrumental instruments in transforming not only the organizational process climate, but also the overall structural systems to a greater extent.

Camp (1995) has claimed that competitive advantage can be achieved if multiple elements serve in congruent with business objectives. Further, this scholar has suggested a model of inputs, processes, outputs, markets and environmental characteristics for building a performance measurement system in a hotel as an agency promoting memorable experiences. The main idea behind benchmarking is to identify better practices that could be of use if implemented in order to improve the systems and performance. Therefore, in many institutions there is a system practice of having benchmarking teams to obtain data from the benchmarking 'partner' and then use it in identifying changes required for improving the performance of their own organization. This way, the organization is able to achieve better practice or performance by identifying best practices and then adapting them (Camp, 1995) in the organization's operating systems.

Best practice benchmarking was adopted at a slower rate in 'white collar' service organizations such as retail organizations and financial services among others (Francis, & Holloway, 2007). The idea of benchmarking was to improve their services and reduce their costs at the same time (Mathaisel, Cathcart, & Comm, 2004).

Setting objectives and providing feedback work in tandem where teachers need to identify success criteria for learning objectives to achieve those objectives (Hattie, & Timperley, 2007). Similarly, feedback should be provided for tasks that are related to the learning objectives; this way, students understand the purpose of the work they are asked to do, build a coherent understanding of a content domain, and develop high levels of skill in a specific domain. According to Hallinger, Bickman and Davis (1996), highly successful leaders develop and count on leadership contributions from many others in their organizations. Setting objectives is the process of establishing a direction to guide learning (Pintrich, & Schunk, 2002). These scholars have further outlined that the students build intrinsic motivation when they set personal learning objectives.

Shute (2008) has discussed on providing feedback as an ongoing proposition in teaching learning programs helping students to improve their learning outcomes. According to many studies, feedback provides information that helps learners confirm, refine, or restructure various kinds of knowledge, strategies, and beliefs that are related to the learning objectives (Hattie, & Timperley, 2007).

According to Lee (2008), change may be viewed as a newly designed idea useful to improve operational performance. In contrast, the psychological management of an organization recognizes what the organization may sense during the transition period. Due to forceful nature of labor in hospitality, change management produces psychological implications on operations, this scholar has claimed. Due to the service nature of the hospitality industry, change is only as successful as its quality, personified by the organization's employees (Otteribacher, & Howley, 2005). Another scholar has

discussed change as an ongoing process in every organization to be successful and survive in a dynamic environment supporting to have effective management of human resources (Mullins, 2005).

Davies (1995) has suggested to redefine hospitality education by focusing on curriculum which meets the perceived needs of industry. With higher or changing work expectations, the industry and education must work together to enable graduates to meet workplace expectations. Lecours (1993) has observed that the hospitality industry in the early 90s expected managers to exhibit a strong education foundation to be capable in meeting industry functional and strategic requirements serving for both short and long term basis. Hospitality education working with industry needs to develop relationships to enable the formation of contemporary and effective curriculum to meet industry expectations. Students who had positive attitudes towards their internship experiences and training had greater job satisfaction and confidence once in a career (Ko, 2007).

Richardson (2008) has mentioned that tourism and hospitality students are mostly unclear about careers and working conditions in the hospitality industry and thus it is quite imperative to examine career factors. Career factors that are important to employees led Blomme, Van Rheede and Tromp (2009) to argue that discrepancies in what employees expect in the hotel industry and what they experience may lead to negative consequences. These are distinct differences in expectations of job content, development opportunities, work-family balance, salary, performance-related pay and career opportunities (Blomme, Van Rheede, & Tromp, 2009).

Roney and Öztin (2007) have found students without work experience had neither a favorable nor an unfavorable perception of tourism careers. However, when students completed work experiences in college, their perceptions of the tourism industry were affected in a negative way due to irregular working hours, lacking job security (Roney, & Öztin, 2007), low pay, and lack of development opportunities (Lu, & Adler, 2008). Richardson (2008) has found 46 percent of hospitality and tourism students with work experience claimed they would not work in the hospitality industry after they graduated because of their work experiences in the industry. Thus, providing students an accurate depiction of a career is important (Richardson, 2008; & Roney, & Öztin, 2007).

Curriculum must be an ongoing process, always adjusting to change. Often teachers and courses, instead of leading the changes, are not up-to-date with the newest happenings and changes (Frakas, 1993). According to this scholar, the existing curriculum has to be reviewed periodically to keep abreast of the trends, otherwise old and outdated knowledge and processes will be passed onto the students without realizing that they are outdated.

## 2.2. Review of Related Policy Documents

For the purpose of establishing understanding of the student preparedness, the present researcher found the policies, norms, rules and regulation, standards and issues and challenges of tourism and hospitality management.

Hospitality education lacks of consistency and standardization of paths contributes problem among students and employer (Amoah, & Baum, 1997). Kumar (2014) has claimed curriculum and course content are considered the key to success for hospitality education due to rapid change in the need of the industry. Tourism policy acts as a set of guidelines to determine which specific objectives and actions should be pursued to meet the needs of the particular destination area under consideration. Policies regulate the actions of not just the government, but also those in the private and non-profit sectors. National education policy generally focuses on legislation, co-ordination, planning and financing of all levels of education and incorporate the policies in which subjects are taught, certification and guidelines (Amoah, & Baum, 1997).

National Council for Hotel Management and Catering Technology ([NCHMCT], 1982) has enacted a set of objectives for setting up the Council on advising the Government on coordinated development of hotel management and catering education and standardized courses and infrastructure requirements for institutes imparting education and training in hospitality management.

## 2.3.    Review of Related Studies
To assess the perceived level of student overall preparedness, the present researcher has undergone an extensive review of the related studies. Such a strategy has helped to evaluate the commonalities and differences between the past and present study.

On discussing student preparedness, Breen, Walo and Dimmock, (2004) have assessed hospitality and tourism management competence and investigation measured students' perceptions of their level of management competence, developed during the first, second and third years of their degree program. A self-assessment instrument that measures perceived competence in 24 generic management competencies and 8 management roles within the Competing Values Framework (Quinn, Faerman, Thompson, & McGrath, 1996). The key findings of investigation imply that tertiary education in tourism and hospitality studies has proved effective in contributing towards the development of management competencies in this cohort of students, particularly in the mentor role. This study also highlights the importance of offering a curriculum in tourism and hospitality management that incorporates a blend of learning experiences that will develop students' level of management competence, thereby preparing them for future management roles.

Further, Valachis (2000) discuss the essential competencies provided by the formal hospitality management education in Greece for a profession in hospitality and tourism industry according to the graduates' perceptions. Moreover, recommendations from the respondents should be indication for appropriate modifications in the programs of study and the introduction of more suitable teaching methods.

Another landmark in preparedness may be referred to study in Ghana (Sadik, 2017). The key contribution to knowledge of the findings includes an elucidation of the key gaps in hospitality graduate employability education in Ghana; the mapping of the range of employability skills that graduates should possess in order to be successfully employed

within the hospitality industry; the theoretical development of a conceptual framework for researching and improving employability education in Ghana.

Rahman (2010) attempt has been made to evaluate students' perception on effectiveness of curriculum. In this study, Rahman (2010) has assessed preparedness in respect with curricula indicating students were quite well prepared and overall satisfied with the program. Results also highlight the importance of work experience as an integral part of the curriculum in affecting students' preparedness. Another scholar, Richardson (2008) has examined the attitude and perception of hospitality students in Australia towards careers in the industry. This scholar has observed the perception pertaining to the respondents' relationship with their managers, promotion opportunities, career paths, and the pay and conditions offered within the industry.

Further, Charles (2006) has identified need of various employability skills obtained from classroom behavior, internship exposure and experiences. This study has revealed that interpersonal communication and leadership behavior have significant role in shaping professionalism. Another scholar has assessed the competencies developed by curricula has positive relationship and internship adds significant change in professional maturity in a learning process (Breen, 2004).

Mirandac (1999) has found that five of the most important skills needed by college graduates as ranked by hospitality recruiters include employee relations, leadership, guest services, staffing, and conflict management.  Also this scholar has suggested that industry should play an instrumental role in developing contemporary and applicable curriculum matching the industry needs.

To sum up from these all reviews, it can be concluded that all three domains of observation – knowledge, skill competence and attitude development – serve as the dominant components of preparedness of professionalism in undergoing graduates of an academic program that has ample intensity of practical exposure requirement. For this, the conceptual framework of the study designed by the present researcher is expected to serve the purpose in a holistic manner as the framework has been developed keeping in view the holistic measures to be considered in this respect.

## 3.  RESEARCH METHODOLOGY

### 3.1.    Methodological Paradigms of Research and Designs

The present researcher applied a quantitative method of research applying a survey approach of data collection which comprised of exploratory, descriptive and causal research design to accomplish the research in line with the spirit of systematic and scientific requirements of the study.

Exploratory research design in the sense that the present researcher performed initial literature review and took into account the expert opinion while establishing the research problem and hypotheses.

Similarly, as part of descriptive design, based on detailed conceptual framework of the study and different variables considered in it, the present researcher developed a set of survey questionnaires structured in rating scale to study and analyze the student perceived level of preparedness under predetermined domains and elements of the study. In this part, needful analyses of measures of central tendency were run.

Finally, based on various statistic computed and hypotheses taken into account, needful statistical test comprising Chi-square test, T- test, ANOVA, Correlation and regression analyses were run according to nature of statistics and unit of analyses. On such a basis, needful inferences were deducted before coming to conclusions of research.

## 3.2.  Sources of Information

The present study has been mainly based on primary data collected through respondent survey. The fresh BHM passed out students' were considered as the providers of primary data for this research. As part of secondary sources of information, the present researcher performed a series of literature review from the theoretical perspective, related studies and policy documents. The main purpose of performing secondary information gathering was to strengthen the present researcher's level of understanding of the subject matter, defining the problem and identifying best practices in similar type of studies.

## 3.3.  Population of the Study

In the present research, the population size was unknown and comprised of fresh BHM graduates from any university who passed within last one year. There was no absolute database available which provides accurate population size of total students of BHM program who passed within last one year of this research.

The reason behind considering the fresh BHM passed graduate as the population of the study was backed up by the assumption that the fresher graduates could better recall the overall level of preparedness in respect with development of knowledge, skill competence and attitude as a result of getting an opportunity to study BHM.

## 3.4.  Sampling Techniques and Determination of Sample Size

Since, the size of study population was unknown to the present researcher, simple random sampling technique was used to select the study sample. To compute the minimum required sample size to represent the unknown population of fresh BHM graduates who passed within last one year, the following formula (Rose, Spinks, & Canhoto, 2015) was used:

$n = 4pq/d^2$
Here,
n = minimum required sample size which is unknown
p = 0.5 at 95 percent level of confidence considering the worst case scenario for unknown population
q = 1 − p = 1 - 0.5 = 0.5
d = ±5 percent margin of error = 0.05 at 95% confidence level
So, computing the sample size:
$n = 4 \times 0.5 \times 0.5/(0.05)^2 = 400$

Thus, a total sample size of 400 was determined and while executing it even larger size of n = 436 was collected keeping into consideration of adequate distribution of the samples across all undertaken demographic categories of the respondents.

## 3.5.    Bases of Results Analyses

Since the present researcher used Likert scale rating type of questionnaires with rating scores of 5 through 1 to explore the BHM students' perceived level of preparedness in terms of knowledge, skill competence and attitude development as a result of attending BHM program. The basis of results analyses was also depicted from Likert (1932).

Likert (1932) has proposed with interpretation mechanism for Likert rating scales of 1 through 5 points. In this mechanism, the scholar has suggested to treat the rating of 4 and above points as exemplary level, similarly, 3-4 as fully operational level, 2-3 as low level and 1-2 as the critical level. By replicating this phenomenon, the present researcher has established following basis of results analyses:

*Table 3.1: Bases of Results Analyses*

| SN | Individual Itemized Rating Scale | Mean Score * | Percentage of Total Score | Level of Preparedness |
|---|---|---|---|---|
| 1. | $\geq 4$ | $\geq 300$ | $\geq 80\%$ | Exemplary Level of Preparedness |
| 2. | $\geq 3 < 4$ | $225 - 300$ | (60 - 80)% | Fully Operational Level of Preparedness |
| 3. | $\geq 2 < 3$ | $150 - 225$ | (40 - 60)% | Low Level of Preparedness |
| 4. | $< 2$ | $< 150$ | $< 40\%$ | Critical Level of Preparedness |

*\*Out of 75 items used in the rating scale with scoring range of 75 (75 x1) through 375 (75 x 5)*

As presented in table 3.1 above, to represent an exemplary level of preparedness, an individual itemized rating score of 4 and above is required which is equivalent to 80 percent and above. To examine it in respect with mean score of total items, exemplary level of preparedness requires at least 300 points altogether out of 75 items of rating.

Similarly, for fully operational level of preparedness, an individual itemized rating score of 3 and less than 4 is required, which is equivalent to 60 percent and above. To examine it in respect with mean score of total items for this level of preparedness, it requires at least 225 and less than 300 points altogether out of 75 items of rating.

Further, a low level of preparedness in terms of individual itemized rating score requires at least 2 and less than 3 points of rating score which is equivalent to 40 percent and above. To examine it in respect with mean score of total items for this level of preparedness, it requires at least 150 and less than 225 points altogether out of 75 items of rating.

Finally, a critical level of preparedness in terms of individual itemized rating score requires at least below 2 points of rating score which is equivalent to below 40. To examine it in respect with mean score of total items for this level of preparedness, it requires below 150 points altogether out of 75 items of rating.

## 3.6.    Unit of Analyses, Locating the Study and Time of Study

In this study, individual students who passed the BHM program within last one year before the time of this study were the unit of analyses. To represent them in a socio-demographically suitable manner, the present researcher decided to consider the gender, academic specialization before joining BHM program, academic attainment in the BHM program, university of BHM study and hometown of the respondent as the units of analyses (See Appendix A; Section A).

The present researcher executed this study locating the survey within the Kathmandu and Pokhara valley on the ground of personal convenience. Within these two valleys, for the simplicity of research administration, the present researcher approached to the respective institutions offering BHM program and having access to fresh BHM passed out students in the campus; received informal consent of the respective program administration and then got contact with the respondents. The entire process for the administration and collection of 436 successful samples took almost three weeks in the month of August 2018.

## 3.7.    Instrumentation and Tests of Validity and Reliability

For the purpose of primary data collection through survey, the present researcher designed a set of survey questionnaires comprising in two sections. Section A of the survey questionnaires included personal or demographic information of the respondents. Similarly, Section B comprised of 75 itemized rating scale based questions to establish the measurement of student perceived level of preparedness in selected domains (knowledge, skill and attitude), each domain distributed in 5 specific elements and 5 itemized rating scale per element. This section also included two open ended question at the end to explore various problems and their corrective measures to improve the overall level of student preparedness as they perceived (See Appendix A).

For the purpose of collecting primary data, the present researcher has used questionnaires which included three domains of the study. All these aspects of the questionnaires confirm its Content Validity based on comprehensive review of literature to determine holistic measures of academic preparedness of a study program. Also the present researcher was thoroughly guided by the research supervisor as the expert of the subject matter, confirming the Expert Validity.

To confirm the reliability of the tool, a pilot test of 25 samples were collected and data entry was performed using IBM SPSS Version 24 for Windows. Since the majority of the data collection items in the survey questionnaires contained Likert Scale based rating, computation of r using Cronbach Alpha and Guttman Split-Half Coefficient was decided to be considered as a means of confirming reliability of the instrument. The test results of Cronbach Alpha = 0.961 confirmed that the instrument was highly reliable for research

administration. Similarly, the test result of Guttman Split-Half Coefficient = 0.898 further confirmed the universal level of reliability of the data collection instrument.

## 3.8.  Mechanism for Research Administration and Data Treatment

Using the past graduate contact information with BHM campus, the respondents were personally contacted and requested for their participation in the survey. To maintain high level of information accuracy and timely accomplishment of data collection, the present researcher personally administered the survey applying individual as well as group based approach of probing and facilitation for effective and timely responding.

Since the respondents were given freedom to quit the survey if they intended to do so at any time of the process of responding, out of 457 questionnaires administered for survey a total of 21 of the respondents quit it amid the process and altogether 436 of them could respond with their free consent and interest to participate voluntarily in this process.

In this study, the present researcher has used IBM SPSS 24 version for data coding, editing, transcribing, refining and interpretation in which, results were presented with tabulation method. Each result consist of number of respondent, mean value, standard deviation and required statistical test to present and confirm the result in a scientific manner.

## 3.9.  Respondent Information

This section provides with the detailed participant information on the basis of results generated for all samples collected and coded after successful response and submission of duly completed survey questionnaires. Table 3.2 presence with the respondent information disaggregated by gender and their academic backgrounds prior to studying BHM program.

*Table 3.2: Gender and Academic Background Prior to BHM*

| SN | Academic Background Prior to BHM | Gender | | | | Total |
|----|----------------------------------|--------|-------|--------|-------|-------|
|    |                                  | Male   | %     | Female | %     |       |
| 1. | Tourism and Hospitality Study    | 208    | 70.50 | 87     | 29.45 | 295   |
| 2. | Non-Tourism Study                | 86     | 60.99 | 55     | 39.10 | 141   |
|    | Total                            | 294    | 67.43 | 142    | 32.56 | 436   |

*Note: The sum of percentages in total column may not be always exactly 100 due to rounding effect.*

As presented in table 3.2 above, out of altogether 436 successful responses collected, 295 of the respondents reported to have attended Tourism and Hospitality programs at secondary level prior to joining BHM study which is relatively higher than Non-Tourism background reported by 141 of them. Similarly, while compared between genders, almost 68 percent of the respondents were male.

Similarly, it was equally important to confirm the respondent information disaggregated by the university attended for BHM study and gender of the students. For this, table 3.3 presents with necessary information.

*Table 3.3: University of BHM Study and Gender-wise Display of Respondents*

| SN | University of BHM Study | Gender | | | | Total |
|----|---------------------------|------|-------|--------|-------|-------|
|    |                           | Male | %     | Female | %     |       |
| 1. | Tribhuvan University      | 149  | 73.76 | 53     | 26.23 | 202   |
| 2. | Kathmandu University      | 39   | 69.64 | 17     | 30.35 | 56    |
| 3. | Purbanchal University     | 31   | 63.26 | 18     | 36.73 | 49    |
| 4. | Pokhara University        | 41   | 64.06 | 23     | 35.93 | 64    |
| 5. | Others                    | 34   | 52.30 | 31     | 47.69 | 65    |
|    | Total                     | 294  | 67.43 | 142    | 32.56 | 436   |

*Note: The sum of percentages in total column may not be always exactly 100 due to rounding effect.*

The information presented in table 3.3 reveals that majority of the chosen respondents, i.e., 46 percent, studied their BHM degree at Tribhuvan University affiliated institutions, whereas rest of the respondents represented other universities with almost equal number.

Finally, table 3.4 presents the respondent information in respect with their gender and province-wise of their hometown.

*Table 3.4: Gender and Province of Respondent Hometown*

| SN | Hometown of Respondent | Gender | | | | Total |
|----|-------------------------|------|-------|--------|-------|-------|
|    |                         | Male | %     | Female | %     |       |
| 1. | Province 1              | 27   | 84.37 | 5      | 15.62 | 32    |
| 2. | Province 2              | 20   | 70.07 | 7      | 25.92 | 27    |
| 3. | Province 3              | 127  | 63.18 | 74     | 36.81 | 201   |
| 4. | Province 4              | 73   | 66.97 | 36     | 33.02 | 109   |
| 5. | Province 5              | 29   | 74.35 | 10     | 25.64 | 39    |
| 6. | Province 6              | 10   | 66.66 | 5      | 33.33 | 15    |
| 7. | Province 7              | 6    | 54.54 | 5      | 45.45 | 11    |
| 8. | Others                  | 2    | 100   | 0      | 0     | 2     |
|    | Total                   | 294  | 67.43 | 142    | 32.56 | 436   |

*Note: The sum of percentages in total column may not be always exactly 100 due to rounding effect.*

As presented in table 3.5, among the 436 successfully collected study samples, almost 46 percent of the respondents reported to be the permanent residents of Province 3, followed by 25 percent of them from the Province 4, confirming high degree of geographic intensity of higher education attendance in Nepal by the people from these two regions. For other provinces, they represented with almost similar percentage.

From this all presentation on successful respondent information, the present researcher could establish the relevance of consideration of predetermined units of analyses and confirmed that it worth performing data presentation and analyses in respect with respondent gender, academic background prior to BHM, university of BHM study and finally hometown of respondents. Thus, the overall data presentation and analyses was

accomplished in the next chapter making these bases as the dominant aspects of performing this task.

## 3.10. Plan of Action

Altogether, the present researcher required almost 12 weeks to accomplish this job. The information provided in the table 3.5 below presents with the display of weekly plan of action used in the present study.

*Table 3.5: Plan of Action*

| SN | Activities | Weeks | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | $W_1$ | $W_2$ | $W_3$ | $W_4$ | $W_5$ | $W_6$ | $W_7$ | $W_8$ | $W_9$ | $W_{10}$ | $W_{11}$ | $W_{12}$ |
| 1 | Development of preliminary concept to explore the research gap. | ■ | | | | | | | | | | | |
| 2 | Development of detailed research design and testing data collection tools. | | ■ | ■ | ■ | | | | | | | | |
| 3 | Collection of data through respondent survey. | | | | | ■ | ■ | ■ | | | | | |
| 4 | Data coding, transcribing, verification and results production. | | | | | | | ■ | ■ | | | | |
| 5 | Development of first draft of the report and editing it. | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ■ | ■ | | |
| 6 | Seeking peer feedback to improve the quality of information and study report. | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ■ | |
| 7 | Finalizing study report for global publication. | | | | | | | | | | | | ■ |

As a systematic and scientific inquiry, the information presented in above table 3.5 reveals that the present research is an outcome of the at least 12 weeks continuous effort of the present researcher over above stated various concurrent activities with almost full time engagement.

## 3.11. Socio Ethical Compliances Made

Throughout the study process, the present researcher was always concerned and alert to make the present research socio-ethically as sound as possible. For this, the present researcher opted with the number of considerations which includes as follows:

1. The present researcher conducted research by applying an informed approach where the purpose of research was clearly informed and allowed respondents to respond in Free State of mind.
2. All works or literature reviewed was appropriately cited and acknowledged using the specified norms of American Psychological Association (APA) style guideline as suggested by NATHM.
3. The present researcher was thoroughly committed to use the research opportunity for purely academic purpose only.
4. The present researcher has maintained full confidentiality of each respondents participating in this survey.

# 4. DATA PRESENTATION & ANALYSES

## 4.1. Knowledge Preparedness

In this section, the present researcher has worked out to develop a detailed presentation and analyses of information pertaining to respondent perceived level of preparedness in terms of knowledge domain. Such a presentation and the analyses has been developed with chosen units of analyses – gender of the respondents, academic specialization before joining BHM program, academic attainment in the BHM program, university of BHM study and hometown of the respondent.

To commence the presentation and analyses in a more systematic manner, table 4.1 presents with information on gender-wise perceived level of knowledge preparedness which is presented using mean scores and Chi-square test to confirm the statistical level of interdependence.

*Table 4.1: Gender-wise Perceived Level of Knowledge Preparedness*

| SN | Respondent Gender | Measures of Knowledge Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|
| | | N | $\bar{x}$ | σ | |
| 1. | Male | 294 | 98.48 | 17.363 | Fully Operational |
| 2. | Female | 142 | 95.70 | 18.907 | Fully Operational |
| 3. | Total | 436 | 97.57 | 17.907 | Fully Operational |
| *Calculation of p value by Chi-square test:* Respondent gender and their perceived level of knowledge preparedness | | | | | 0.390 |

The above figures in table 4.1 reveal that out of maximum possible mean score of 125 points allocated for *Knowledge Preparedness*, a mean score of almost 98 points (78 percent) indicated that the students' perceived level of academic preparedness as a result of studying BHM lies at *Fully Operational Level of Preparedness*, slightly below the exemplary level of preparedness. The above table also reveals that similar results were obtained while compared between the genders of the respondents.

To confirm the statistical level of significance of difference of such results, Chi-square test was run which resulted with p value of 0.390. Here, as the p is greater than 0.05 at 95 percent level of confidence, it implies 'do not reject null hypotheses', meaning that the

respondent gender and their perceived level of knowledge preparedness were independent of each other. It means that being a male or female respondent had almost no statistically significant influence on perceived level of knowledge preparedness. In other words, both male and female respondents reported in similar way the perceived level of knowledge preparedness as a result of studying BHM program.

The student perceived level of their knowledge preparedness was further analyzed on the basis of their academic backgrounds prior to BHM study, as presented in table 4.2 below:

*Table 4.2: Specialization before BHM and Perceived Level of Knowledge Preparedness*

| SN | Academic Specialization before Joining BHM Program | Measures of Knowledge Preparedness | | | Level of Preparedness |
|----|----|----|----|----|----|
| | | N | $\overline{x}$ | $\sigma$ | |
| 1. | Tourism and Hospitality | 295 | 98.20 | 18.016 | Fully Operational |
| 2. | Other Than Tourism and Hospitality | 141 | 96.26 | 17.669 | Fully Operational |
| | Total | 436 | 97.57 | 17.907 | Fully Operational |
| *Calculation of p value by T-test:* Specialization prior to BHM study and perceived level of knowledge preparedness | | | | | 0.000 |

The information presented in table 4.2 confirms that the students who studied Tourism and Hospitality program prior to BHM study had reported with slightly higher level of knowledge preparedness as compared to that of other than tourism and hospitality specialization.

However, such information needs statistical testing to confirm the difference. For this, T-test was run at 95 percent level of confidence which resulted with p value of 0.000. Here, $p < 0.05$. So the decision should be – reject null hypothesis. It implies that there was statistically significant relationship between the overall perceived level of knowledge preparedness and their broad area of specialization prior to joining BHM program.

Then after, the present researcher attempted to observe the students perceived level of knowledge preparedness with respect to the university program attended. Table 4.3 presents relevant information in this respect.

*Table 4.3: University Attended and Perceived Level of Knowledge Preparedness*

| SN | University Attended | Measures of Knowledge Preparedness | | | Level of Preparedness |
|----|----|----|----|----|----|
| | | N | $\overline{x}$ | $\sigma$ | |
| 1. | Tribhuvan University | 202 | 107.29 | 8.964 | Exemplary |
| 2. | Kathmandu University | 56 | 100.57 | 14.011 | Exemplary |
| 3. | Purbanchal University | 49 | 82.29 | 17.123 | Fully Operational |
| 4. | Pokhara University | 64 | 98.20 | 12.751 | Fully Operational |
| 5. | Others | 65 | 75.69 | 20.180 | Fully Operational |
| | Total | 436 | 97.57 | 17.907 | Fully Operational |
| *Calculation of p value by ANOVA:* University program attended | | | | | 0.000 |

| and perceived level of knowledge preparedness |
|---|

As presented in table 4.3, the students' perceived level of knowledge preparedness in respect with university program they attended for BHM studies, the students reporting to have studied TU and KU hotel management programs had responded with relatively higher level of academic preparedness and in case of other universities, they had perceived with relatively lower level of preparedness.

However, such information needs be statistically examined. For this, the present researcher used analyses of variance (ANOVA) to examine the statistical relationship between university programs attended and perceived level of knowledge preparedness. The test results revealed p value of 0.000 at 95 percent confidence level indicating the decision for 'reject null hypothesis' meaning that there was significant difference in the overall level of student perceived level of knowledge preparedness while compared it across the universities they studied BHM program.

Finally, table 4.4 represents perceived level of knowledge preparedness in respect with respondents' province-wise origin of their hometowns.

*Table 4.4: Province-wise Perceived Level of Knowledge Preparedness*

| SN | Respondent Hometown | Measures of Knowledge Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|
| | | N | $\overline{x}$ | σ | |
| 1. | Province 1 | 32 | 103.63 | 13.237 | Exemplary |
| 2. | Province 2 | 27 | 88.52 | 20.913 | Fully Operational |
| 3. | Province 3 | 201 | 100.75 | 16.455 | Exemplary |
| 4. | Province 4 | 109 | 94.83 | 18.297 | Fully Operational |
| 5. | Province 5 | 39 | 96.33 | 19.140 | Fully Operational |
| 6. | Province 6 | 15 | 87.80 | 24.039 | Fully Operational |
| 7. | Province 7 | 11 | 91.82 | 10.638 | Fully Operational |
| 8. | Others | 2 | 82.00 | 25.456 | Fully Operational |
| | Total | 436 | 97.57 | 17.907 | Fully Operational |
| *Calculation of p value by ANOVA :* Province of respondent hometown and perceived level of knowledge preparedness | | | | | 0.000 |

The information presented in table 4.4 reveals that respondents from provinces 1 and 3 perceived level of knowledge preparedness was found almost 83 and 81 percent respectively, which indicated an exemplary level of perceived knowledge preparedness. However, among the rest of respondents representing other provinces, their perceived level of knowledge preparedness as a result of attending BHM program was computed slightly less falling in fully operational level of preparedness.

Such an information required confirmation through statistical testing of significance of the differences for which test of ANOVA was used and p value of 0.000 at 95 percent level of confidence implied that the null hypothesis should be rejected. In other words, province-wise hometown of respondent and their perceived level of knowledge

preparedness possess statistically significant relationship. It means that the students coming from different provinces have differently perceived their knowledge level of preparedness.

From the above all information analyses, it can be concluded that except the students' gender, other independent variables have significant influence over students' perceived level of knowledge preparedness as a result of attending BHM program.

## 4.2. Skill Competence Preparedness

As the present researcher had considered skill competence as another dominant component of analyses in this research, the subsequent sub-sections reveal relevant information in this respect. Such a presentation and the analyses has been developed with chosen units of analyses – gender of the respondents, academic specialization before joining BHM program, academic attainment in the BHM program, university of BHM study and hometown of the respondent.

To commence the presentation and analyses in a more systematic manner, table 4.5 presents with information on perceived level of preparedness in respect with gender and specialization before BHM study.

*Table 4.5: Gender and Specialization before BHM to Perceived Level of Skill Competence Preparedness*

| S N | Respondent Gender | Specialization before BHM | Measures of Skill Competence Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|---|
| | | | N | $\bar{x}$ | σ | |
| 1. | Male | Tourism and Hospitality | 208 | 98.09 | 18.410 | Fully Operational |
| | | Other Than Tourism and Hospitality | 86 | 97.20 | 17.048 | Fully Operational |
| | | Total | 294 | 97.83 | 17.998 | Fully Operational |
| 2. | Female | Tourism and Hospitality | 87 | 96.03 | 19.414 | Fully Operational |
| | | Other Than Tourism and Hospitality | 55 | 93.56 | 21.275 | Fully Operational |
| | | Total | 142 | 95.08 | 20.117 | Fully Operational |
| | Total | Tourism and Hospitality | 295 | 97.48 | 18.702 | Fully Operational |
| | | Other Than Tourism and Hospitality | 141 | 95.78 | 18.820 | Fully Operational |

| | | Total | 436 | 96.93 | 18.736 | Fully Operational |
|---|---|---|---|---|---|---|
| *Calculation of p value by Chi-square test* : Respondent gender and their perceived level of skill competence preparedness | | | | | | 0.473 |
| *Calculation of p value from T-test*: Academic specialization and their perceived level of skill competence preparedness | | | | | | 0.000 |

The above figures in table 4.5 reveals that out of maximum possible mean score of 125 points allocated for *Skill Competence Preparedness*, a mean score of almost 97 points, i.e., 78 percent indicated that the graduate perceived level of skill competence preparedness as a result of attending BHM program lies at *Fully Operational Level* of preparedness, slightly below exemplary level of preparedness.

The above table also reveals that similar results were obtained while compared between the genders of the respondents. To confirm the statistical level of significance of difference of such results, Chi-square test was run and a p value of 0.473, which is greater than 0.05 at 95 percent level of confidence implies that 'do not reject null hypotheses', meaning that the genders of the respondents and their perceived level of skill competence preparedness are independent of each other. It means being a male or female respondent had almost no significant meaning to influence the overall student perceived level of skill competence preparedness.

Similarly, it also confirms that, respondents studied Tourism and Hospitality program prior to BHM study are slightly higher level of preparedness as compared to that of other. To confirm the statistical level of significance of difference of such results, t-test was run and a p value of 0.000, which is less than 0.05 at 95 percent level of confidence implies that 'reject null hypotheses', meaning that Academic Specialization before Joining BHM program and students perceived level of skill competence preparedness has statistically significant relationship.

To commence the presentation and analyses in a more systematic manner, table 4.6 presents the information on university attended and the perceived level of skill competence preparedness showing various statistical figures.

*Table 4.6: University Attended and Perceived Level of Skill Competence Preparedness*

| SN | University Attended | Measures of Skill Competence Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|
| | | N | $\overline{x}$ | σ | |
| 1. | Tribhuvan University | 202 | 106.88 | 9.098 | Exemplary |
| 2. | Kathmandu University | 56 | 100.04 | 15.067 | Exemplary |
| 3. | Purbanchal University | 49 | 81.55 | 19.828 | Fully Operational |
| 4. | Pokhara University | 64 | 97.23 | 14.004 | Fully Operational |
| 5. | Others | 65 | 74.63 | 20.873 | Fully Operational |
| | Total | 436 | 96.93 | 18.736 | Fully Operational |
| *Calculation of p value by ANOVA :* University attended and perceived level of skill competence preparedness | | | | | 0.000 |

In the above table 4.6, University attended and perceived levels of skill competence preparedness were measured. As a result, mean value of TU and KU were almost 107 and 100 respectively showing exemplary level of skill competence preparedness among them and in case of other universities, they had perceived with relatively lower level of preparedness.

However, such information needs be statistically examined. For this, the present researcher used analyses of variance (ANOVA) to examine the statistical relationship between university programs attended and perceived level of skill preparedness. The test results revealed p value of 0.000 at 95 percent confidence level indicating the decision for 'reject null hypothesis' meaning that there was significant difference in the overall level of student perceived level of skill preparedness while compared it across the universities they studied BHM program.

The student perceived level of their skill competence preparedness was further analyzed on the basis of their province-wise hometown, as presented in table 4.7 below:

*Table 4.7: Province-wise Perceived Level of Skill Competence Preparedness*

| SN | Respondent Hometown | Measures of Skill Competence Preparedness | | | Level of Preparedness |
|----|---------------------|------|--------|--------|------------------------|
|    |                     | N | $\overline{x}$ | σ |  |
| 1. | Province 1 | 32 | 103.97 | 12.367 | Exemplary |
| 2. | Province 2 | 27 | 88.37 | 21.403 | Fully Operational |
| 3. | Province 3 | 201 | 99.68 | 17.556 | Fully Operational |
| 4. | Province 4 | 109 | 94.00 | 19.119 | Fully Operational |
| 5. | Province 5 | 39 | 96.51 | 19.849 | Fully Operational |
| 6. | Province 6 | 15 | 86.00 | 25.801 | Fully Operational |
| 7. | Province 7 | 11 | 94.18 | 11.677 | Fully Operational |
| 8. | Others | 2 | 89.00 | 35.355 | Fully Operational |
|  | Total | 436 | 96.93 | 18.736 | Fully Operational |
| *Calculation of p value by ANOVA :* Province of respondent hometown and perceived level of academic Preparedness | | | | | 0.000 |

The information presented in table 4.7 reveals those respondents from provinces 1 perceived level of skill competence preparedness was found almost 83, which indicated an exemplary level of perceived skill preparedness. However, among the rest of respondents representing other provinces, their perceived level of skill preparedness as a result of attending BHM program was computed slightly less falling in fully operational level of preparedness.

Such an information required confirmation through statistical testing of significance of the differences for which test of ANOVA was used and p value of 0.000 at 95 percent level of confidence implied that the null hypothesis should be rejected. In other words, province-wise hometown of respondent and their perceived level of skill preparedness

possess statistically significant relationship. It means that the students coming from different provinces have differently perceived their skill level of preparedness.

As part of second component of analyses of perceived level of skill competence preparedness, it can be determined that except students' gender, other independent variables have significant influence over students' perceived level of skill competence preparedness as a result of attending BHM program.

## 4.3.  Attitude Preparedness

Additionally, attitude was assumed to be another equally important domain of student preparedness. The subsequent sub sections provide with detailed information in this respect. Such a presentation and the analyses has been developed with chosen units of analyses – gender of the respondents,  academic specialization before joining BHM program, academic attainment in the BHM program, university of BHM study and hometown of the respondent.

To commence the presentation and analyses in more systematic manner, table 4.8 presents information of respondent gender and specialization before BHM study.

*Table 4.8: Perceived Level of Attitude Preparedness against Gender and Specialization before BHM*

| S N | Respondent Gender | Specialization before BHM | Measures of Attitude Competence Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|---|
| | | | N | $\bar{x}$ | σ | |
| 1. | Male | Tourism and Hospitality | 208 | 99.60 | 18.281 | Fully Operational |
| | | Other Than Tourism and Hospitality | 86 | 99.50 | 16.791 | Fully Operational |
| | | Total | 294 | 99.57 | 17.830 | Fully Operational |
| 2. | Female | Tourism and Hospitality | 87 | 96.17 | 20.118 | Fully Operational |
| | | Other Than Tourism and Hospitality | 55 | 95.02 | 19.370 | Fully Operational |
| | | Total | 142 | 95.73 | 19.770 | Fully Operational |
| | Total | Tourism and Hospitality | 295 | 98.59 | 18.872 | Fully Operational |
| | | Other Than Tourism and Hospitality | 141 | 97.75 | 17.909 | Fully Operational |
| | | Total | 436 | 98.32 | 18.549 | Fully Operational |

| | |
|---|---|
| *Calculation of p value by Chi-square test* : Respondent gender and their perceived level of attitude preparedness | 0.119 |
| *Calculation of p value from T-test*: Academic specialization and their perceived level of attitude preparedness | 0.000 |

The above figures in table 4.8 reveals that out of maximum possible mean score of 125 points allocated for *Attitude Preparedness*, a mean score of almost 98 points, i.e., 79 percent indicated that the graduate perceived level of attitude competence preparedness as a result of attending BHM program lies at *Fully Operational Level of Preparedness*, slightly below exemplary level of preparedness.

Both male and female respondent obtain almost similar mean score, meaning comparing between them shows nearly equal perceived level of attitude preparedness. For statistical confirmation, use of Chi-square test reveals that p value was 0.119 at 95 percent level of confidence which means $p > 0.05$, which implies 'do not reject null hypotheses', meaning that the respondent gender and their perceived level of attitude preparedness were independent of each other. In other words, both male and female respondents reported in similar way the perceived level of attitude preparedness as a result of studying BHM program.

Then after, the present researcher attempted to observe the students perceived level of attitude preparedness with respect to the university program attended. Table 4.9 presents related information in this respect.

*Table 4.9: University Attended and Perceived Level of Attitude Prepareiss*

| SN | University Attended | Measures of Attitude Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|
| | | N | $\bar{x}$ | σ | |
| 1. | Tribhuvan University | 202 | 108.21 | 9.389 | Exemplary |
| 2. | Kathmandu University | 56 | 98.84 | 16.070 | Fully Operational |
| 3. | Purbanchal University | 49 | 82.86 | 19.509 | Fully Operational |
| 4. | Pokhara University | 64 | 100.41 | 13.130 | Exemplary |
| 5. | Others | 65 | 76.71 | 20.341 | Fully Operational |
| | Total | 436 | 98.32 | 18.549 | Fully Operational |
| *Calculation of p value by ANOVA:* University program attended and perceived level of attitude preparedness | | | | | 0.000 |

Table 4.9 above projects with perceived level of preparedness with respect with university attended for BHM study. The student attended Tribhuvan University and Pokhara University was found to be exemplary level of attitude preparedness in comparison of rest of the other universities. Moreover, students who had attended other university also falls under fully operational level having lowest mean value of 76.71.

For statistical testing, the present researcher used ANOVA to study the statistical relationship between university programs attended and perceived level of attitude preparedness. As a result, value of $p = 0.000$, where $p < 0.05$ meaning that null

hypothesis should be rejected. It indicates to confirm decision for rejecting null hypotheses. In other word, there was significant difference in the overall level of student perceived level of attitude preparedness while compared it across the universities they studied BHM program.

Likewise, the present researcher had chosen to present the systematic view regarding student perceived level of attitude preparedness in respect with respondents' province-wise hometown in table 4.10 below:

*Table 4.10: Province-wise Perceived Level of Attitude Preparedness*

| SN | Respondent Hometown | Measures of Attitude Preparedness | | | Level of Preparedness |
|----|---------------------|------|--------|--------|----------------------|
|    |                     | N | $\bar{x}$ | σ |                       |
| 1. | Province 1          | 32  | 104.47 | 13.493 | Exemplary          |
| 2. | Province 2          | 27  | 88.93  | 17.998 | Fully Operational  |
| 3. | Province 3          | 201 | 100.85 | 16.918 | Exemplary          |
| 4. | Province 4          | 109 | 95.98  | 19.983 | Fully Operational  |
| 5. | Province 5          | 39  | 99.15  | 20.757 | Fully Operational  |
| 6. | Province 6          | 15  | 89.07  | 23.825 | Fully Operational  |
| 7. | Province 7          | 11  | 93.09  | 12.903 | Fully Operational  |
| 8. | Others              | 2   | 81.00  | 39.598 | Fully Operational  |
| | Total | 436 | 98.32 | 18.549 | Fully Operational |
| | *Calculation of p value by ANOVA :* Province of respondent hometown and perceived level of attitude preparedness | | | | 0.002 |

The information presented in table 4.10 reveals that respondents from provinces 1 and 3 perceived level of attitude preparedness was found almost 83 and 81 percent respectively, which indicated an exemplary level of perceived attitude preparedness. However, among the rest of respondents representing other provinces, their perceived level of knowledge preparedness as a result of attending BHM program was computed slightly less falling in fully operational level of preparedness.

Such an information required confirmation through statistical testing of significance of the differences for which test of ANOVA was used and p value of 0.002 at 95 percent level of confidence implied that the null hypothesis should be rejected. In other words, province-wise hometown of respondent and their perceived level of skill preparedness possess statistically significant relationship. It means that the students coming from different provinces have differently perceived their skill level of preparedness.

As part of final component of analyses of perceived level of attitude preparedness, it can be determined that except students' gender, other independent variables have significant influence over students' perceived level of attitude preparedness as a result of attending BHM program.

## 4.4.   Overall Level of Preparedness

Lastly, in this section, the present researcher has attempted to produce with the overall picture of respondent perceived level of preparedness due to BHM study. Such a calculation has been produced as a sum of previously discussed three domains of student preparedness – knowledge, skill and attitude.

Following Table 4.11 displays information on overall student level of preparedness in terms of respondent gender:

*Table 4.11: Gender-wise Perceived Level of Overall Preparedness*

| SN | Respondent Gender | Measures of Overall Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|
| | | N | $\overline{x}$ | σ | |
| 1. | Male | 294 | 295.87 | 51.789 | Fully Operational |
| 2. | Female | 142 | 286.50 | 57.339 | Fully Operational |
| 4. | Total | 436 | 292.82 | 53.773 | Fully Operational |
| *Calculation of p value by Chi-square test:* Respondent gender and their perceived level of overall preparedness | | | | | 0.388 |

As presented in Table 4.11, out of maximum possible mean score of 375 points allocated for *Overall Preparedness*, a mean score of almost 292 points (78 percent) indicated that the students' perceived level of academic preparedness as a result of studying BHM lies at *Fully Operational Level of Preparedness*, slightly below the exemplary level of preparedness. The above table also reveals that similar results were obtained while compared between the male and female respondents.

To confirm the statistical level of significance of difference of such results, Chi-square test was run which resulted with p value of 0.388. Here, as the p is greater than 0.05 at 95 percent level of confidence, it implies 'do not reject null hypotheses', meaning that the respondent gender and their perceived level of overall preparedness were independent of each other. It means that being a male or female respondent had almost no statistically significant influence on perceived level of knowledge, skill and attitude preparedness. In other words, both male and female respondents reported in similar way the perceived level of overall preparedness as a result of studying BHM program.

The student perceived level of overall preparedness was further analyzed on the basis of their academic backgrounds prior to BHM study, as presented in table 4.12 below:

*Table 4.12: Specialization before BHM and Perceived Level of Overall Preparedness*

| SN | Academic Specialization before Joining BHM Program | Measures of Overall Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|
| | | N | $\overline{x}$ | σ | |
| 1. | Tourism and Hospitality | 295 | 294.27 | 54.204 | Fully Operational |
| 2. | Other Than Tourism and Hospitality | 141 | 289.79 | 52.924 | Fully Operational |
| | Total | 436 | 292.82 | 53.773 | Fully Operational |
| *Calculation of p value by T-test:* Specialization prior to BHM | | | | | 0.000 |

| study and perceived level of overall preparedness | |

Above mention Table 4.12 indicates that Tourism and hospitality specialized students scored higher mean value than other. It was calculated 78 percent mean value which falls into Fully Operation Level of Preparedness.

Such an information required confirmation through T-test and p value was calculated 0.000 which is less than 0.005 at 95 percent confidence level which is less than 0.05 at 95 percent level of confidence implied that the null hypothesis should be rejected. In other words, it confirmed that the perceived level of overall preparedness appear with statistically significant difference in respect with academic specialization before joining BHM program.

Likewise, the present researcher observes systematic relationship between perceived level of overall preparedness and university attended for BHM study. The information presented in Table 4.13 provides with relevant information this respect.

*Table 4.13: University Attended and Perceived Level of overall Preparedness*

| SN | University Attended | Measures of Overall Preparedness | | | Level of Preparedness |
|----|---------------------|------|--------|--------|------------------------|
|    |                     | N    | x̄     | σ      |                        |
| 1. | Tribhuvan University | 202 | 322.38 | 25.735 | Exemplary |
| 2. | Kathmandu University | 56  | 299.45 | 42.989 | Fully Operational |
| 3. | Purbanchal University | 49 | 246.69 | 54.258 | Fully Operational |
| 4. | Pokhara University | 64 | 295.84 | 37.172 | Fully Operational |
| 5. | Others | 65 | 227.03 | 59.892 | Fully Operational |
| | Total | 436 | 292.82 | 53.773 | Fully Operational |
| *Calculation of p value by ANOVA:* University program attended and perceived level of overall preparedness | | | | | 0.000 |

As presented in table 4.13, the students' perceived level of overall preparedness in respect with university program they attended for BHM studies, the students reporting to have studied TU hotel management programs had responded with relatively higher level of overall preparedness and in case of other universities, they had perceived with relatively lower level of preparedness.

However, such information needs be statistically examined. For this, the present researcher used analyses of variance (ANOVA) to examine the statistical relationship between university programs attended and perceived level of overall preparedness. The test results revealed p value of 0.000 at 95 percent confidence level indicating the decision for 'reject null hypothesis' meaning that there was significant difference in the overall level of student perceived level of overall preparedness while compared it across the universities they studied BHM program.

Finally, it was again important to observe the systematic relationship between province-wise hometown of respondent and their overall level of preparedness, as presented in table 4.14 below:

*Table 4.14: Province-wise Perceived Level of Overall Preparedness*

| SN | Respondent Hometown | Measures of Knowledge Preparedness | | | Level of Preparedness |
|---|---|---|---|---|---|
| | | N | x̄ | σ | |
| 1. | Province 1 | 32 | 312.06 | 36.174 | Exemplary |
| 2. | Province 2 | 27 | 265.81 | 59.176 | Fully Operational |
| 3. | Province 3 | 201 | 301.28 | 49.536 | Exemplary |
| 4. | Province 4 | 109 | 284.81 | 55.973 | Fully Operational |
| 5. | Province 5 | 39 | 292 | 58.529 | Fully Operational |
| 6. | Province 6 | 15 | 262.87 | 72.303 | Fully Operational |
| 7. | Province 7 | 11 | 279.09 | 34.402 | Fully Operational |
| 8. | Others | 2 | 252 | 100.409 | Fully Operational |
| | Total | 436 | | | Fully Operational |
| *Calculation of p value by ANOVA :* Province of respondent hometown and perceived level of overall preparedness | | | | | 0.001 |

The information presented in table 4.14 reveals that respondents from provinces 1 and 3 perceived level of overall preparedness was found almost 83 and 80 percent respectively, which indicated an exemplary level of perceived overall preparedness. However, among the rest of respondents representing other provinces, their perceived level of overall preparedness as a result of attending BHM program was computed slightly less falling in fully operational level of preparedness.

Such an information required confirmation through statistical testing of significance of the differences for which test of ANOVA was used and p value of 0.001 at 95 percent level of confidence implied that the null hypothesis should be rejected. In other words, province-wise hometown of respondent and their perceived level of overall preparedness possess statistically significant relationship. It means that the students coming from different provinces have differently perceived their knowledge level of preparedness.

From the above all information analyses, it can be concluded that except the students' gender, other independent variables have significant influence over students' perceived level of overall preparedness as a result of attending BHM program.

Finally, to examine the statistical level of significance of the relationship between various dependent and independent variables considered in the present research, the information pertaining to correlation between these variables has been presented in table 4.15.

*Table 4.15: Correlation between Different Variables*

| Correlation Analyses | Gender | Specialization before BHM | University Attended | Hometown | Knowledge Preparedness | Skill Competence Preparedness | Attitude Preparedness | Overall Preparedness |
|---|---|---|---|---|---|---|---|---|
| Gender | | 0.095* | 0.155** | 0.041 | -0.073 | -0.069 | -0.97* | -0.082 |
| Specialization before BHM | 0.095* | | 0.125** | 0.112* | -0.051 | -0.043 | -0.021 | -0.039 |
| University Attended | 0.155** | 0.125** | | 0.179** | -0.577** | -0.565** | -0.541** | -0.576** |
| Hometown | 0.041 | 0.112* | 0.179** | | -0.141** | -0.123* | -0.113* | 0.129** |
| Knowledge Preparedness | -0.073 | -0.051 | -0.577** | -0.141** | | 0.928** | 0.907** | 0.969** |
| Skill Competence Preparedness | -0.069 | -0.043 | -0.565** | -0.123* | 0.928** | | 0.936** | 0.980** |
| Attitude Preparedness | -0.097* | -0.021 | -0.541** | -0.113* | 0.907** | 0.936** | | 0.973** |
| Overall Preparedness | -0.082 | -0.039 | -0.576** | -0.129** | 0.969** | 0.980** | 0.973** | |

*\* Correlation is significant at the 0.05 level (2-tailed)*
*\*\* Correlation is significant at the 0.01 level (2-tailed)*

The results of Correlation analyses as presented in table 4.15 above reveal that all the dependent variables including the perceived level of preparedness of knowledge, skill competence, attitude and overall level of preparedness are highly correlated between each other since the value of correlation in each combination of these variables is almost closer to +1. Similarly, the results also confirm positive correlation between all independent variables including respondent gender, their area of specialization before BHM study, university of BHM study and province-wise hometown.

Similarly, the above results also reveal slightly negative correlation between all independent and dependent variables.

The above display of information implies that each domain of perceived preparedness, including total preparedness, has been highly correlated to rest of domains and each demographic element considered for analyses is slightly positively correlated with each other.

These results also confirm all prior tests performed in previous sections to confirm that gender of the students does not influence their perceived level of preparedness as a result of studying BHM program, whereas rest of independent variables have been resulted with slightly negative correlation with all the dependent variables taken into account, which contradict with the rest of tests performed in earlier sections.

## 4.5.　Problems and Corrective Measures of Preparedness

To explore open responses of the respondents on various problems and their corrective measures to improve the overall level of preparedness among the students undergoing BHM program in different universities, the present researcher has asked two open-ended questions at the end of survey questionnaires (See Appendix A). The questions required the respondents to outline up to three problems that they perceived as impeding against their preparedness in course of studies. Similarly, they were also asked to respond with at least one measure to be taken against each problem they had cited.

Tables 4.16 and 4.17 present the simple frequency distribution of various problems and their corrective measures as perceived by the respondents on priority basis.

*Table 4.16: Respondent Perceived Problems Facing Preparedness*

| SN | Problems | Responses | | | | Total | |
|---|---|---|---|---|---|---|---|
| | | Male | | Female | | | |
| | | f | % | f | % | f | % |
| 1. | Lack of balance between theory and practice | 94 | 65.3 | 50 | 34.7 | 144 | 100 |
| 2. | Inadequate R&D and industry linkage based learning | 81 | 72.7 | 32 | 28.3 | 113 | 100 |
| 3. | Inadequate grooming for personality and leadership development | 33 | 67.3 | 16 | 32.7 | 49 | 100 |
| 4. | Lack of learning from global realities | 25 | 71.4 | 10 | 28.6 | 35 | 100 |

| 5. | Inadequate technological knowhow and application | 13 | 61.9 | 8 | 38.1 | 21 | 100 |
| 6. | Missing entrepreneurial thrust | 15 | 71.4 | 6 | 28.6 | 21 | 100 |
| 7. | Others | 88 | 68.2 | 41 | 31.8 | 129 | 100 |

*Note: The sum of percentages in total column may not be always exactly 100 due to rounding effect.*

As presented in table 4.16 reveals most of the respondent observed the problem in balancing theory and practice in respect with respondent gender. Problems faced by the students were placed in ascending order considering their frequency. Among mentioned problems, lack of balance between theory and practice reported by 144 respondent, where almost 65 percent were male and 35 percent were female.

Finally, above mentioned problems required respective corrective measures, where Table 4.17 displays such information below:

*Table 4.17: Corrective Measures on Preparedness*

| SN | Corrective Measure | Responses | | | | Total | |
| | | Male | | Female | | | |
| | | f | % | f | % | f | % |
|----|----|----|----|----|----|----|----|
| 1. | Balancing between theory and practice | 94 | 65.3 | 50 | 34.7 | 144 | 100 |
| 2. | Emphasis on R&D and industry linkage based learning | 81 | 72.7 | 32 | 28.3 | 113 | 100 |
| 3. | Grooming for personality and leadership development | 33 | 67.3 | 16 | 32.7 | 49 | 100 |
| 4. | Global context based learning | 25 | 71.4 | 10 | 28.6 | 35 | 100 |
| 5. | Emphasis on technological knowhow and application | 13 | 61.9 | 8 | 38.1 | 21 | 100 |
| 6. | Focus on entrepreneurial thrust | 15 | 71.4 | 6 | 28.6 | 21 | 100 |
| 7. | Others | 88 | 68.2 | 41 | 31.8 | 129 | 100 |

*Note: The sum of percentages in total column may not be always exactly 100 due to rounding effect.*

The information presented in table 4.17 projects the most responded corrective measure of the problem faced by the student was balancing between theory and practical of BHM study. Similarly, above mentioned frequency was arranged in an ascending order from highly to low response frequency and least discussed among the other reported to be focusing on entrepreneurial thrust as compare to other securing only 21 response among 436 students where 15 and 6 were male and female respectively.

## 4.6.  Key Findings of the Study
On the basis of overall data presentation, analyses and statistical testing, the present researcher has deducted following key findings of the study:

1. Both male and female students participating in the survey research have reported with almost similar level of perception on their knowledge, skill competence and preparedness as a result of studying BHM.
2. Students specialized in Tourism and Hospitality program before joining BHM program has significant difference in perceived level of students' preparedness.
3. Academic preparedness and university joined has statistical relationship where level of knowledge, skill competence and attitude preparedness was higher in TU and KU.
4. Province-wise hometown of respondent and perceived level of academic preparedness has significant relationship in which respondents from province 1 and province 3 reported highly preparedness in terms of knowledge, skill competence and attitude.
5. College administration less prioritized on total quality model of learning approach in BHM degree where overall perceived level of preparedness reached to fully operational level only.
6. As discussed in problem faced by students, lack of balance between theory and practices were reported by more respondent in this study.

## 5.  SUMMARY & CONCLUSIONS

### 5.1.  Summary of the Study

Visualizing the prevailing gap of establishing scientific measures to assess the outcomes of BHM program as a blend of theory and practice in context of Nepal, the present study entitled 'MEASUREMENT OF LEARNING PERCEPTION OF HOSPITALITY STUDENTS IN NEPAL: A STUDY FROM THE PERSPECTIVE OF BLOOM'S TAXONOMY OF KNOWLEDGE, SKILL COMPETENCE & ATTITUDE (KSA)' was coined up. The major focus of the study was to assess the students perceived level of preparedness in terms of knowledge, skill competence and attitude development as a result of studying BHM program.

A survey research was used to administer the present study. The BHM passed out students within last one year of the present research were considered as the study population. Simple random sampling technique was used to collect a total of 436 study samples by fielding the research in Kathmandu and Pokhara Valley.

On the basis of overall reviews, data presentation and analyses, it can be concluded that except the students' gender, other independent variables have significant influence over their perceived level of preparedness in respect with knowledge, skill competence and attitude as an outcome of studying BHM program in a more pragmatic manner. From this study, overall perceived level of preparedness reported as fully operational level of preparedness, slightly below exemplary level.

### 5.2.  Discussions

The present researcher has attempted to compare and contrast this work with that of a select number of previously accomplished studies. In this respect, it was observed

relevant to closely compare the present work with the works of Rahman (2010), Richardson (2008), Charles (2006) and Breen (2004).

The present research shares closer linkage of skill competence with that of Rahman (2010), in which an attempt has been made to evaluate students' perception on effectiveness of curriculum. In this study, Rahman (2010) has assessed preparedness in respect with curricula indicating that the students were quite well prepared and overall satisfied with the program. Results also have highlighted the importance of work experience as an integral part of the curriculum in affecting students' preparedness. The present research has been accomplished with broader area of coverage as it includes knowledge, skill competence and attitude as the major domains of students' preparedness and development. Moreover, the present research has revealed that all these three domains of preparedness contributed significantly to form the overall level of preparedness with fully operational level of preparedness, slightly below the line of exemplary level of preparedness.

Another scholar, Richardson (2008) has examined the attitude and perception of hospitality students in Australia towards careers in the industry. This scholar has observed the perception pertaining to the respondents' relationship with their managers, promotion opportunities, career paths, and the pay and conditions offered within the industry. Rather, the present research has limited the premise of student perceived level of professional and academic preparedness achieved as a result of studying BHM degree. Both the researches were focused on students' career, but in addition, the present research focuses on perceived level of career focused preparedness among the participating students.

Further, Charles (2006) has identified need of various employability skills obtained from classroom behavior, internship exposure and experiences. This study has revealed that interpersonal communication and leadership behavior have significant role in shaping professionalism. Similar to this study, the present research has incorporated these elements within skill competence domain of observation. The elements incorporated in this domain include critical thinking and problem solving, communication and collaboration, personality and leadership development, global citizenship behavior and creativity and imagination as the integral determinants of skill competence preparedness.

Another scholar has assessed the competencies developed by curricula has positive relationship and internship adds significant change in professional maturity in a learning process (Breen, 2004). However, the present study analyzes the students preparedness in respect with knowledge, skill competence and attitude in context of Nepal showing operational level of preparedness in each domain. The present research has revealed that attitude development was significantly affecting the overall perceived level of student preparedness which was not considered in the study of Breen (2004). In this respect, the present research has covered a more holistic conceptual premise as it has been directly aligned with the vision set by Bloom's Taxonomy in setting educational objectives and process outcomes.

To compare the present research with all these selected studies conducted earlier, it is confirmed that the present research has established a holistic model of observation covering all possible elements and magnitudes of preparedness measurement in respect with universally accepted domains of learning and development as outlined in the Bloom's Taxonomy and now this model can be replicated in all other contexts of pragmatic teaching learning.

## 5.3.    Conclusions

The present study reveals that it is imperative to transform the overall teaching learning system incorporating knowledge, skill competence and attitude domains by means of adequate industry-academia linkage so as to achieve higher level of students' preparedness for professionalism.

For this, university curricula is required to be revisited their system practices and engagement patterns with freshly graduated BHM students. In a similar way, academic institutions needs to reconsider replication of theory into practical exposure helping them to bridges the gap perceived by the industry.

## 5.4.    Learning Reflections

Through this systematic journey, the present researcher could establish a clear and concise conceptual model of assessing and measuring student preparedness in respect with Bloom's Taxonomy. The present researcher also practically learnt to transform various conceptual insights into a model to form a science of learning and development out of such concepts. For example, development of conceptual framework of study and designing the data collection instrument around the premise of such conceptual framework was a learning moment for the present researcher.

Now, the present researcher is firmly confirm about the universal replication of the science of this study as it has incorporated a holistic premise of Bloom's Taxonomy covering all possible domains of learning and professional preparedness.

## 5.5.    Suggestions for Managerial Implications

On the basis of key findings of the present study, the present researcher would like to suggest for considering following actions to address the various issues, challenges and problems raised by this research:

   a.  University academic programs for BHM studies, especially while designing and implementing the curriculum and teaching learning approaches, adequate emphasis must be placed in empowering students' knowledge, skill competence and attitude as the key outcomes of such teaching learning process.
   b.  College management should take into account the issue of balancing between theory and practices as part of course delivery for all subjects.
   c.  The academic institutions and universities should emphasize on transforming graduate personality, leadership and global citizenship behavior to make them capable of effectively working in the ever-changing global environment of hospitality industry.

d. The academic institutions should also emphasize in action for the professional development of teachers and other resource persons to make them capable of effective graduate support and facilitation in the process of their academic and professional development. The hospitality educators must be provided with updated knowledge and practices in the ever-changing domain of hospitality education.

## 5.6. Suggestions for Policy Implications

The present study has revealed a big gap in the level of students' preparedness across the universities, the respective universities must take into account this difference to empower the students with minimum required inputs of pragmatic education. For this, a set of common minimum standards need be developed and enacted by all universities to similar attainment of knowledge, skill competence and attitude transformation among all students pursuing all academic programs. Since, Nepal lack a systems approach to have periodic monitoring and evaluation of academic programs to trace the program outcomes and graduate learning and development, the governing bodies like, University Grants Commission (UGC) and respective line ministries should initiate continuous assessment of such concerns.

## 5.7. Suggestions for Further Research

On the basis of present researcher's personal observation and learning through this experience, further research should be conducted covering qualitative approach and including the perceptions of educators, employers and respective experts, in addition to graduate perception.

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**APPENDIX A**
**SURVEY QUESTIONNAIRES**
**Your help required!**

**Dear respondent,**
I am approaching you with a request for your active participation in an academic inquiry to assess the hospitality students' perceived level of preparedness after completing their BHM study and practicum in respective industry.

For this, my research design requires participation of fresh graduates of Bachelor of Hotel Management (BHM) program to respond their perceived level of attainment of the overall preparedness in respect with knowledge, skill competence and attitude (KSA) development as a result of their academic exposure to BHM program.

In this respect, I am happy to inform you that you are randomly selected as one of the potential respondents. Thus, I would like to request you for your valuable participation in responding the questions attached hereafter. It may take about 25 minutes of your valuable time. I wish you will enjoy responding all the given questions, however it is a purely voluntary contribution from your side.

Sincerely,


_____

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**Section A: Personal Information**
*Instruction: Please place the suitable code given in the box alongside, or fill in the blanks as applicable.*
Q1.    Can you please specify your gender?                                       ☐
            Male…………………………………………..1
            Female…………………………………….....2

Other…………………………………………….3
Q2.    Which of the following areas of specialization of education did you ☐
attend before joining BHM program?
         Tourism and Hospitality…………………..1
         Others……………………………..……….2
Q3.    What is your aggregate CGPA/Percentage after completing the BHM program?
         _____ Out of 4 CGPA
         _____ Out of 6 CGPA ☐
         _____ %

Q4.    Which university BHM Program did you study?
         Tribhuvan University……………………1 ☐
         Kathmandu University………………......2
         Purbanchal University……………………3
         Pokhara University………………………4
         Others…………………………………….5
Q5.    Where is your hometown? ▢
         Province 1……………………………….1
         Province 2………………………………..2
         Province 3……………………………….3
         Province 4……………………………….4
         Province 5………………………………..5
         Province 6……………………………….6
         Province 7……………………………….7
         Others………………………………….…8

## Section B: Preparedness Assessment Checklist

Q6. *The following checklist contains 75 items arranged in 3 domains and 15 elements of assessment to respond on your overall perceived level of preparedness as an outcome of undergoing BHM program. Please consider a rating score of '5' for 'exemplary level of preparedness, '4' for 'fully satisfactory', '3' for 'moderately satisfactory', '2' for 'low level of preparedness' and '1' for 'hardly any preparedness' as perceived by yourself while placing a 'X' mark in the corresponding box against each item.*

| QN. | Domain and Elements of Preparedness | Perceived Level of Preparedness | | | | |
|---|---|---|---|---|---|---|
| **61** | **Knowledge Domain of Preparedness** | | | | | |
| **611** | **Conceptual Clarity** | **5** | **4** | **3** | **2** | **1** |
| 6111 | I firmly believe that by attending BHM program, I could acquire up-to-date conceptual knowledge about various aspects of hotel management and operations. | | | | | |
| 6112 | I am confident that my exposure to study BHM program has empowered me with various technical aspects and procedural requirements linked to hotel management and operations. | | | | | |
| 6113 | I feel delighted of being empowered with basic knowledge of prototyping various hospitality products and services as a result of studying BHM program. | | | | | |
| 6114 | I firmly realize that my exposure to BHM studies has provided me with opportunity for wider learning of various emerging | | | | | |

| | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| | concepts and best practices in hospitality economy. | | | | | |
| 6115 | As a result of attending BHM program, I have learnt significantly in transforming organizational and interpersonal behavioral sets desired in the hospitality industry. | | | | | |
| **612** | **Diversity and Intensity of Knowledge Gained** | **5** | **4** | **3** | **2** | **1** |
| 6121 | Now, I firmly realize that my academic exposure to study BHM program has served instrumental in learning about hospitality services with exposure to wider range of subject matter of study. | | | | | |
| 6122 | Through this experience, I perceive that I have learnt each subject with depth richness of conceptual coverage. | | | | | |
| 6123 | I feel the functional specializations offered in BHM program could really add in my knowledge base to transform myself as a professional worker in this discipline. | | | | | |
| 6124 | I strongly perceive that step-by-step learning across various semesters of BHM program has really served as a systematic process of knowledge empowerment with diversity and intensity of coverage of various areas of study and practice. | | | | | |
| 6125 | I am very much confident that teaching learning of various cross-cutting subjects beyond Hospitality education [for example, sociology, culture, history, geography, language, etc.] has served as a source of knowledge integration for professional learning and development for life. | | | | | |
| **613** | **Intellectual Development** | **5** | **4** | **3** | **2** | **1** |
| 6131 | After completing each semester of BHM program, I could realize the qualitative changes taking place in me as I was empowered with new knowledge in different semesters. | | | | | |
| 6132 | Through this program, I could develop a sense of self-direction, initiative-taking and independent thinking as part of knowledge empowerment for myself. | | | | | |
| 6133 | BHM program offered me to strengthen my intellectual ability to imagine newer horizons, create new product and services, test them and observe the overall scenario in hospitality industry in any context. | | | | | |
| 6134 | As a result of my active participation in this program, I firmly realize the discrepancies in knowledge between what I already knew before attending it, what I learnt through this program and what I need to further discover in future. | | | | | |
| 6135 | I am quite confident that I am now able to analyze the abstract concepts and materialize them into tangible ideas or knowhow as a result of studying BHM program. | | | | | |
| **614** | **Confidence to Transfer the Knowledge** | **5** | **4** | **3** | **2** | **1** |
| 6141 | My participation in BHM program helped me significantly in preparing myself to apply conceptual knowledge in real-life situations within and beyond hospitality industry. | | | | | |
| 6142 | I strongly believe that attending BHM program has significantly improved my working efficiency to achieve stated goals of the organization. | | | | | |
| 6143 | Now I am quite confident, I can transfer to others the knowledge gained through BHM program. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6144 | After completing BHM, I could utilize different concepts and methods to solve the real-world problems in the areas of my professional specialization. | | | | | |
| 6145 | BHM program has led with an opportunity to empower myself to make self-reflection and self-assessment of my current learning position to better visualize future course of action for continued learning. | | | | | |
| **615** | **Mastery in Responding Critical Problem Situations** | **5** | **4** | **3** | **2** | **1** |
| 6151 | The opportunity to study in BHM program has served with my felt delight for being empowered with grounded knowledge useful to resolve the interpersonal, professional and organizational problems in all contexts. | | | | | |
| 6152 | As I passed through various stages of this program, I could firmly realize development of conceptual and pragmatic mastery with ability to take responsibility in resolving critical problems at any level of organizational operations. | | | | | |
| 6153 | As an outcome of BHM study, I clearly understood the logics of critical thinking and the tools used to consistently identify and select the best decision among multiple alternatives. | | | | | |
| 6154 | As a BHM graduate, I have now realized in me with continued development of confidence to deal effectively with various problems within and beyond the hotel service industry. | | | | | |
| 6155 | I firmly believe that the opportunity to study in BHM program served me with capacity to generalize the value of knowledge to create new solutions to address existing problems. | | | | | |
| **62** | **Skill Competence Domain of Preparedness** | | | | | |
| **621** | **Collaboration and Communication** | **5** | **4** | **3** | **2** | **1** |
| 6211 | This academic program has thoroughly prepared me to take charge of each assignment at individual as well as group level with hand-to-hand support to each member involved. | | | | | |
| 6212 | Through active participation in different programs such as collaborative writing, group projects, joint problem solving, debates, study teams, and other activities, I got opportunity to transform my collaborative skills. | | | | | |
| 6213 | The opportunity to study in BHM program has served instrumental for me to transform my professional writing and verbal communication. | | | | | |
| 6214 | BHM program empowered my foreign language skill which is required in effective communication with customers. | | | | | |
| 6215 | I feel confident in communicating in English language as my verbal communication has become more fluent after the completion of BHM program. | | | | | |
| **622** | **Critical Thinking and Problem Solving** | **5** | **4** | **3** | **2** | **1** |
| 6221 | The program has helped me significantly in applying research or evidence-based practices in problem solving. | | | | | |
| 6222 | As a result of attending BHM program, I have developed confidence in me to carryout effective probing the problem situation and identify the causes and consequences of each problem. | | | | | |
| 6223 | Now I can apply basic statistical tools to process data and | | | | | |

|      |                                                                                                                                                                                                                          | 5 | 4 | 3 | 2 | 1 |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
|      | produce information required for decision-making in organizational setting.                                                                                                                                               |   |   |   |   |   |
| 6224 | I am more confident of making choices and prioritizing among multiple alternatives for decision-making.                                                                                                                   |   |   |   |   |   |
| 6225 | As a result of studying BHM, I became more confident to establish relevant interpretation of empirical information and transform it into organizational decision-making.                                                   |   |   |   |   |   |
| **623** | **Personality and Leadership Development**                                                                                                                                                                             | **5** | **4** | **3** | **2** | **1** |
| 6231 | Various discourses and events organized during the BHM program helped me significantly to remain effectively groomed and presentable to face the world and works with a smile and courteous behavior.                     |   |   |   |   |   |
| 6232 | BHM program has harmonized with effective learning the outcomes of desired professional qualities like punctuality, flexible and willingness to learn.                                                                    |   |   |   |   |   |
| 6233 | As a graduate of hospitality education, I see myself as a kind and empathetic about the difficulties others face and I can act as helping hand to my guests, peer group and other stakeholders.                            |   |   |   |   |   |
| 6234 | I firmly realize that the learning experiences in BHM program could help in developing the personality traits and behaviors with positive vision, integrity, consideration, and sense of direction in this special sector of economic development. |   |   |   |   |   |
| 6235 | As a result of my learning experiences in BHM program, I am now more confident to lead the work teams within and beyond the organizational setting.                                                                       |   |   |   |   |   |
| **624** | **Global Citizenship Behavior**                                                                                                                                                                                        | **5** | **4** | **3** | **2** | **1** |
| 6241 | BHM program has improved my foreign language proficiency to be connected with global diverse workforce and other stakeholders.                                                                                            |   |   |   |   |   |
| 6242 | I have learnt about people from other cultures and showing respect for diverse beliefs, values, attitude and behavior within and beyond global hospitality corporations.                                                  |   |   |   |   |   |
| 6243 | Completing BHM has added value and behavioral practices in understanding and working with local, regional, national and international tradition and practices.                                                            |   |   |   |   |   |
| 6244 | As a graduate of hospitality education, I feel more confident to work with diversified workforce with socio-economic and other demographic differences.                                                                   |   |   |   |   |   |
| 6245 | I am confident of working as per the requirements of prevailing political-legal, socio-cultural and economic environments.                                                                                                |   |   |   |   |   |
| **625** | **Creativity and Imagination**                                                                                                                                                                                         | **5** | **4** | **3** | **2** | **1** |
| 6251 | As a hospitality graduate, I am confident that I can innovate different hospitality products, services and procedures.                                                                                                    |   |   |   |   |   |
| 6252 | I firmly realize the importance of continuous process improvement on everything we do in hospitality operations to assure customer delivered quality.                                                                     |   |   |   |   |   |
| 6253 | I am firmly capable to analyze organizational system as a whole to promote the understanding of its interconnected                                                                                                        |   |   |   |   |   |

| | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| | pieces and relationships. | | | | | |
| 6254 | The exposure to study in BHM program has transformed the traditional concepts to widely accepted newer systems and practices in hospitality service. | | | | | |
| 6255 | I feel confident to adapt in different changing environment and work for the development of any hotel establishment using my creativity and imagination. | | | | | |
| **63** | **Attitude Domain of Preparedness** | | | | | |
| **631** | **Professional Vision Setting** | **5** | **4** | **3** | **2** | **1** |
| 6311 | During the course, I learnt to set SMART (Specific, Measureable, Attainable, Relevant and Time-bound) goals for professional life and also learnt to formulate strategies for the attainment of stated goals. | | | | | |
| 6312 | Successful completion of BHM course served me to effectively visualize a clear picture of my future career outlook and position. | | | | | |
| 6313 | After completion of BHM degree, I could clearly realize the additional area of further learning and development for future enhancement. | | | | | |
| 6314 | My exposure to attend BHM program has served quite instrumental in making positive perception and learning towards hotel management profession as a life-long endeavor. | | | | | |
| 6315 | Now, I feel confident while counseling and suggesting others while guiding them onto various areas of specialization in this discipline. | | | | | |
| **632** | **Benchmarking of Best Practices and Lessons Learnt** | **5** | **4** | **3** | **2** | **1** |
| 6321 | Through this learning, I could acquire competence to make case and incidental reflections on applying best practices to enhance practical learning from successful experiences of others or favorable business situations. | | | | | |
| 6322 | BHM program-based practical project exposure supported me to acquire functional benchmarks for myself. | | | | | |
| 6323 | Now, I feel confident to showcase my expertise equivalent to best practices as a result of practical exposure based learning via BHM program. | | | | | |
| 6324 | I firmly realize that the study and practice through BHM course prepared me to uplift the existing benchmark (best practices) in any working situation through lesions learnt from experiential learning projects and incidents during the course. | | | | | |
| 6325 | I am now confident and committed to apply in practice at work the lessons learnt during the BHM study. | | | | | |
| **633** | **Motivation for Change Management** | **5** | **4** | **3** | **2** | **1** |
| 6331 | As a result of study of BHM program, I feel empowered with knowledge, skill competence and passion for taking initiatives for organizational development and change (ODC) interventions in any situation. | | | | | |
| 6332 | My participation in BHM program helped me significantly in preparing myself to improve continuously – the organizational systems, processes and result procedures with effective adaptation. | | | | | |

| | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 6333 | I firmly realize that while studying in BHM I could prepare myself regarding product, service and process standardization. | | | | | |
| 6334 | I have learnt to recognize and materialize the opportunities and situations in forming newer services and developing effective processes of their delivery. | | | | | |
| 6335 | I firmly believe that study of BHM course motivated me to work as an important member of team for effective outcomes. | | | | | |
| **634** | **Perception Transformation** | **5** | **4** | **3** | **2** | **1** |
| 6341 | As I kept on moving ahead semester-by-semester, I could perceive more value from hospitality services and careers for myself, institutions and other stakeholders. | | | | | |
| 6342 | By completing BHM degree, I could firmly realize the worth and significance of hospitality industry in nation building in context of Nepal. | | | | | |
| 6343 | My learning experiences throughout the study of BHM transformed my perception of working in the similar areas of specializations applying my knowledge and skill gained through this study. | | | | | |
| 6344 | As an outcome of BHM study, I clearly understood the significance of entrepreneurship transformation for promoting hospitality service industry in context of Nepal. | | | | | |
| 6345 | Now I am quite confident, I can show welcoming and courteous behavior to the valuable guests and others through different approaches with calm state of mind and charming appearance. | | | | | |
| **635** | **Career Aptitude** | **5** | **4** | **3** | **2** | **1** |
| 6351 | The program exposure has helped me significantly in identifying specific areas of specialization to excel in my career utilizing my ability in the best possible way. | | | | | |
| 6352 | Now, I have firmly realized the need and my interest to establish a few new service endeavors by using the entrepreneurial traits and skills learnt while studying BHM. | | | | | |
| 6353 | BHM course has delivered more than my pre-course expectation what I supposed as career goals and success in future. | | | | | |
| 6354 | Now I can apply my abilities to perform specific tasks and effectively address a range of different situations. | | | | | |
| 6355 | Study of BHM program has empowered me with confidence and willingness to make or work in a number of aspects of hospitality service industry ranging from hotel, cruise, travel agency, restaurant business, and so on. | | | | | |

Q7.    Please recall a few areas that you feel you could not really improve during the study of BHM program but now you realize those aspects were also equally important.

a.    _____
       _____

b.    _____
       _____

c.    _____
       _____

Q8.   What could have been done to improve or address more effectively in the areas of deprivation as you have felt in Q7 above? Please be specific.

a.   _____
     _____

b.   _____
     _____

c.   _____
     _____