

Impact of Experiential Learning on Student performance in Hospitality and Tourism Education

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Abstracts

This study aims to review the implementation situation of experiential learning in Management and Science University, hospitality education and investigate the view of instructors and industry on the viability of the embraced experiential learning techniques. This research used quantitative method for the academics of hospitality and tourism courses and professional. The purpose for this study is to assist with locating experiential getting to know in hospitality industry across the board. Hospitality enterprise are of the fastest growing segments in the economies of severe countries. Experiential learning plays a pivotal component within the lodging and journey enterprise courses. This examine seems on the view of understudies which can be jogging or have finished their program and are now doing industry work as specialists on the activity of experiential getting to know in hospitality guides. There was a hollow between the impressions of the selected gatherings. This exam intends to recognize whether the accommodation and the journey enterprise guides address the issues and assumptions for the commercial enterprise. The effect of the review clarifies that experiential learning is beneficial to move the book's statistics into looking after actual industry. Discoveries endorse that, audio system and industry talented want to cooperate installation.

Keywords: Career expectations, Learning styles, Learner perception, Previous experience, Tourism/Hospitality Training, Factor analysis.

Introduction

This paper valuable instructive apparatus to make a decent chance of the learning experience to reach out past the customary study hall, which is utilized for the travel industry and friendliness (Bouhazzama & Mssassi, 2021). Understudies through experiential learning can dive more deeply into their picked business through genuine experience which offers more benefits outside of standard customary study hall guidelines. Research on the paper around here of instruction is a significant and ignored exploration region as the travel industry turns out to be more mind-boggling, though future managers additionally expect non-professional abilities like relational abilities, reflection, and examination. (Garcia et al., 2021).

While experiential learning is an implication interpreting through numerous scholarly fields and societies, it is taking on more noteworthy significance in the cordiality and the

travel industry the board enterprises due to its rise as a learning improvement apparatus (Martha Honey, 2020). The case concerning industry ability deficiencies and backing from advanced education graduates prompted an extra review by Baum, Ma, and Payee to address the abilities banter inside the cordiality business. The experiential preparing hypothesis contends that the conduct of individuals is a consequence of what they oversee from their experience and their implications. From here, by giving experience using preparing, there can be an adjustment of people groups execution. This exploration will feature the view of cordiality industry players and the personnel concerning experiential learning, as being rehearsed by one accommodation school. The objective of this exploration is to concentrate on the view of cordiality experiential learning on understudy accomplishments and to concentrate on the connection between experiential learning and the industry insight (Yallop & Seraphin, 2020).

Literature review

This paper based on Management and Science University, experiential learning in the impact of experiential getting the hang of during study just as the advantages of experiential learning in the travel industry contrasted with hypothetical learning (Azar et al., 2020). Different phrases have been used to outline experiential learning. Kolb, (2012) states that "Learning is the technique whereby know-how is created thru the transformation of experience. Knowledge consequences from the mixture of greedy eleven experiences and transforming. Masilamani (2019) offers the following definition: Experiential mastering exists when an in my view accountable participant cognitively, affectively, and behaviourally tactics knowledge, capabilities, and/or attitudes in gaining knowledge of situation characterized via an excessive degree of lively involvement. The experiential mastering issue can take on many forms, together with concrete Experience, Reflective observation, Abstract conceptualisation, and active experimentation (Kolb, 1984).

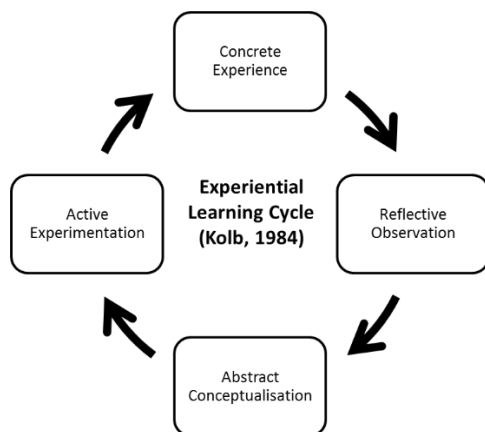


Figure 1: Experiential Learning Cycle (Kolb, 1984).

Hands-on learning is a structure of experiential studying alternatively does no longer constantly comprise college students reflecting on their product. It is associated to on the other hand now no longer synonymous with one-of-a-kind sorts of lively gaining knowledge of such as movement learning, experiential learning, free desire learning, cooperative learning, and service-learning (Jeyaraj, 2019). Experiential getting to be

aware of is many times used synonymously with the period "experiential education", on the other hand even as experiential education is a broader philosophy of education, experiential gaining information of considers the persona studying manner (Kumar, 2020).

Conceptual Framework

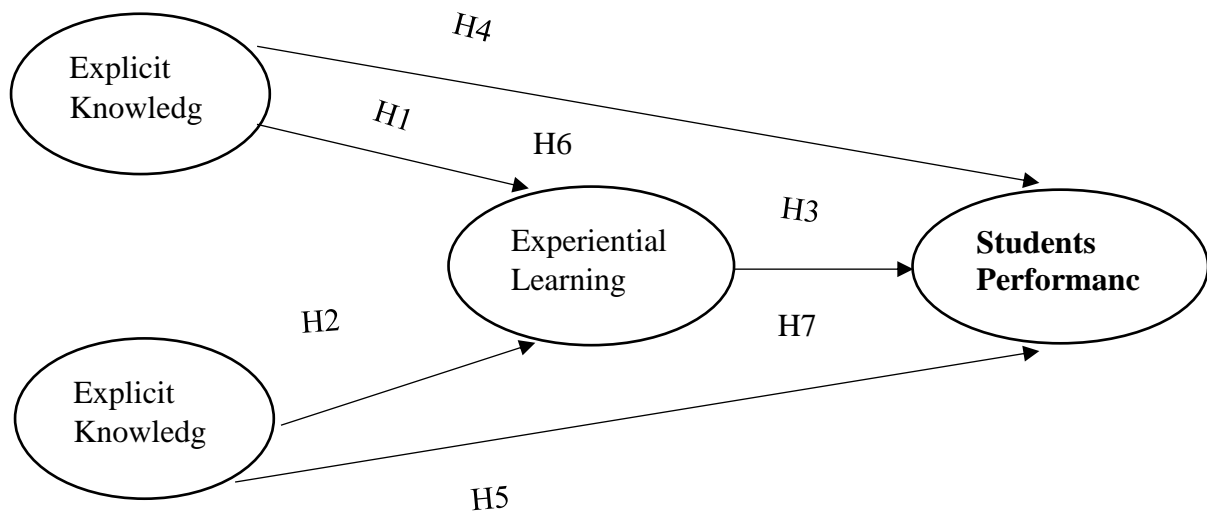


Figure 1: Conceptual Framework (Maravilhas and Martins, 2019)

Research Methodology

The data collection is through questionnaire, so the researchers have found research analysis. Quantitative research questionnaire with students of management and Science University. The aim that researcher focus on the questionnaire to a student from a tourism course in the hospitality industry (Euromonitor, 2019). The exploration would be the Bachelor and Diploma in Hospitality and Tourism Management understudies that will be going to an entry-level position, understudies that are in the temporary job program, and understudies that generally completed their temporary position. On behalf of Convenience sampling approach researchers choose to provide questioner among the hospitality industry students of Management and science university students. Total 2548 students in 2020, including local students and international students and also in different semesters. Students will provide his questioner to make answer. That number of students will be researcher sample size.

Demographic Analysis

Table 1: Gender Analysis

Gender	Frequency	Percent
Male	238	63.6
Female	136	36.4

The demographic analysis table shows table 1, the male frequency 238 with percentage 63.6% and female frequency 136 with percentage 36.4%.

Explicit knowledge

Table 2: Explicit knowledge Analysis (frequency & Percentage)

	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree
To what extent do you feel prepared in each of these communication skills?	33 (8.8%)	9 (2.4%)	87 (23.3%)	117 (31.3%)	128 (34.2%)
To what extent do you feel prepared for each of the following conceptual skills?	41 (11.0%)	33 (8.8%)	106 (28.3%)	114 (30.5%)	80 (21.4%)
To what extent do you feel prepared in each of the following analytical skills?	27 (7.2%)	31 (8.3%)	116 (31.0%)	121 (32.4%)	79 (21.1%)
To what extent do you feel prepared in each of the following teamwork related skills?	38 (10.2%)	9 (2.4%)	78 (20.9%)	109 (29.1%)	140 (37.4%)
To what extent do you feel prepared in each of the following leadership skills	36 (9.6%)	18 (4.8%)	88 (23.5%)	123 (32.9%)	109 (29.1%)
To what extent do you feel prepared in each of the following interpersonal skills?	31 (8.3%)	15 (4.0%)	89 (23.8%)	109 (29.1%)	130 (34.8%)

The Explicit knowledge table 2 shows the frequency and the percentage of the receiving positive way, such as all the variables as shows here the strongly agree 128% percentage are higher than disagree 33% percentage. On behalf of that can pretended that students are well known about their explicit knowledge, and they have performed well at their real-world working industry.

Tacit Knowledge

Table 3: Tacit Knowledge Analysis (frequency & Percentage)

	Most prepared		Least prepared		
Please rank the following hospitality functional areas in order of your level of preparedness.	199 (53.2%)		175 (46.8%)		
	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree
What is your level of preparedness in understanding marketing concepts and applying	16 (4.3%)	15 (4.0%)	119 (31.8%)	146 (39%)	78 (20.9%)

hospitality marketing functions?					
What is your level of preparedness in understanding and applying hospitality promotion, sales, and advertising techniques?	11 (2.9%)	18 (4.8%)	106 (28.3%)	147 (39.3)	92 (24.6%)
What is your level of preparedness in understanding and applying human resource functions and policies?	8 (2.1%)	19 (5.1%)	120 (32.1%)	132 (35.3%)	95 (25.4%)
What is your level of preparedness in understanding of employment potential of identified supported populations and labour relations in Malaysia?	21 (5.6%)	24 (6.4%)	122 (32.6%)	125 (33.4%)	82 (21.9%)
What is your level of preparedness in understanding and analysing accounting data?	9 (2.4%)	30 (8.0%)	117 (31.3%)	125 (33.4%)	93 (24.9%)
What is your level of preparedness in understanding and applying hospitality financial management fundamentals?	15 (4.0%)	27 (7.2%)	102 (27.3%)	140 (37.4%)	90 (24.1%)
What is your level of preparedness in demonstrating skilful use of IT for processing and communicating information in the hospitality industry?	16 (4.3%)	17 (4.5%)	83 (22.2%)	142 (38.0%)	116 (31.0%)
What is your level of preparedness in applying analytical skills related to the hospitality industry?	15 (4.0%)	14 (3.7%)	114 (30.5%)	133 (35.6%)	98 (26.2%)

The tacit knowledge table 3 shows the frequency and the percentage of the receiving positive way, such as all the variables as shows here the strongly agree 78% percentage are higher than disagree 16% percentage. On behalf of that can pretended that students are well known about their tacit knowledge, and they have performed well at their real-world working industry.

Experiential Learning

Table 4: Experiential Learning Analysis (frequency & Percentage)

	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree
What is your level of preparedness in demonstrating a clear understanding of the principles of food fabrication, production, nutrition, safety, quality, services, purchasing, cost controls, and critical issues related to food & beverage management?	12 (3.2%)	21 (5.6%)	105 (28.1%)	144 (38.5%)	92 (24.6%)
What is your level of preparedness in identifying types of beverages and demonstrating knowledge of beverage management?	13 (3.5%)	23 (6.1%)	109 (29.1%)	132 (35.3%)	97 (25.9%)
What is your level of preparedness in meetings and convention management skills?	8 (2.1%)	20 (5.3%)	101 (27.0%)	146 (39.0%)	99 (26.5%)
What is your level of preparedness in demonstrating catering and banqueting functions and skills?	14 (3.7%)	21 (5.6%)	128 (32.4%)	121 (32.4%)	90 (24.1%)
What is your level of preparedness in applying casino management competencies?	45 (12.0%)	43 (11.5%)	112 (29.9%)	110 (29.4%)	64 (17.1%)
What is your level of preparedness in applying casino management competencies?	13 (3.5%)	20 (5.3%)	109 (29.1%)	119 (31.8%)	113 (30.2%)

The experiential learning analysis table shows table 4 that, respondents concur with experiential learning makes them sure. Then, at that point, they likewise settle on experiential learning as a main conversation. Other than that, they likewise concur that experiential learning is composing handling inquiries for bunch conversations, and they will generally be imaginative when they need to address contextual analyses or undertakings in class. It is additionally concurred by the respondents about experiential learning in helping them to work independently or in gatherings and it makes them think all the more basically, comprehend the course better, take care of any issues connected with the course and work unbiasedly and separate their feelings.

Students Performance

Table 5: Students Performance Analysis (frequency & Percentage)

	Strongly Disagree	Disagree	Natural	Agree	Strongly Agree
What is your level of readiness to work in the industry?	17 (4.5%)	12 (3.2%)	96 (25.7%)	140 (37.4%)	109 (29.1%)
What is your level of overall satisfaction with learning in the hospitality program?	10 (2.7%)	18 (4.8%)	89 (23.8%)	133 (35.6%)	124 (33.2%)
What is your overall quality of education in the current program?	11 (2.9%)	10 (2.7%)	95 (25.4%)	134 (35.8%)	124 (33.2%)
What is your likelihood of recommending this hospitality program to others?	6 (1.6%)	10 (2.7%)	100 (26.7%)	133 (35.6%)	125 (33.4%)
I have received a great education from this hospitality program based on what I have paid for.	8 (2.1%)	24 (6.4%)	104 (27.8%)	139 (37.2%)	99 (26.5%)
I am happy I am majoring in hospitality and tourism management.	16 (4.3%)	9 (2.4%)	87 (23.3%)	142 (38.0%)	120 (32.1%)
I believe that hospitality and tourism management is a good course to study.	10 (2.7%)	8 (2.1%)	78 (20.9%)	131 (35.0%)	147 (39.3%)

In table 5, it shows the pieces of experiential learning standards where it stresses on the understudy's insight during their review. As it very well may be seen from the table, 109% of the respondents say that they finished the allotted readings for class and 124% concur with them taking quality with regards to current instruction program. Other than that, close to 100% of the respondents concur with them encountering pretend, re-enactment or contextual investigation for class, attempted to perceive how various realities and thoughts fit together, the utilization of material learning in class to different areas of learning, and utilized data or experience from various parts of their life in class conversations or tasks.

Reliability analysis

Table 6: Reliability analysis (Valid % & Cronbach's Alpha)

	Valid (%)	Cronbach's Alpha	Items
Explicit knowledge	374 (100%)	.977	20
Tacit knowledge	374 (100%)	.804	12
Experiential Learning	373 (99.7%)	.847	14
Student performance	374 (100%)	.896	7

In table 6 shows that, reliability analysis on Explicit knowledge valid in 100%, Cronbach's Alpha .977 no of items 20, tacit knowledge valid in 100%, Cronbach's Alpha .804 no of items 12, experiential learning 373 valid in 99.7%, Cronbach's Alpha .847 no of items 14 & student performance also valid in 100%, Cronbach's Alpha .896 no of items 7.

Correlation

Connection investigation is utilized to depict the strength and heading of the direct connection between two factors. There are various insights accessible from SPSS, contingent upon the degree of estimation and the idea of your information. In this part, the strategy for getting and deciphering a Pearson item second connection basket customer (r) is introduced alongside Spearman Rank Order Correlation (ρ). Pearson r is intended for stretch level (constant) factors. It can likewise be utilized in the event that you have one constant variable (e.g., scores on a proportion of confidence) and one dichotomous variable (e.g., Gender: M/F). Spearman is intended for use with ordinal level or positioned information and is especially helpful when your information doesn't meet the rules for Pearson relationship (Ma et al., 2020).

In the first place, it will give you a straightforward bivariate connection (which simply implies between two factors), otherwise called zero request relationship. SPSS will likewise permit you to investigate the connection between two factors while controlling for another variable. This is known as incomplete connection. In this section, the system to acquire a bivariate Pearson r and non-parametric Spearman ρ is introduced. Fractional connection. Pearson relationship final resting place customers (r) can just interpretation of qualities from -1 to $+1$. The sign out the front demonstrates whether there is a positive relationship (as one variable increments, so too does the other) or a negative connection (as one variable expands, different declines) (Goldberg, 2021). The size of the outright worth (disregarding the sign) gives a sign of the strength of the relationship. An ideal relationship of 1 or -1 shows that the worth of one variable still up in the air precisely by knowing the worth on the other variable. A scatterplot of this relationship would show a straight line. Then again, a connection of 0 shows no connection between the two factors. Knowing the worth on one of the factors gives no help with foreseeing the worth on the subsequent variable. A scatterplot would show a circle of focuses, with no example clear (Al-Dheleai & Tasir, 2020).

Table 6: Correlation (Pearson Correlation & N)

	Pearson Correlation	N	Pearson Correlation	N	Pearson Correlation	N
Age	.643**	374				
Work experience	.643**	374				
Explicit knowledge	.512**	373	.461**	374		
Experiential Learning	.512**	373	.714**	374	.785**	373

Students Performance	.714**	373	.461**	374	.679**	374
Tacit knowledge	.785**	373	.679**	374		

In the table 6 shows that correlation is conduction on Age and Work experience Pearson Correlation .643** and N 374, higher segments in Explicit knowledge, Experiential Learning, Students Performance and Tacit knowledge Pearson Correlation .512**, .785**, .714** and .785** side by side N 374 items.

Conclusion

This study is to explore the effectiveness of experiential learning in hospitality and tourism course. The study explored the types of experiential learning methods adopted in Management and Science University, hospitality education, the influences of experiential learning on students' learning outcomes, and the effectiveness of the experiential learning methods from students' perspectives. The study answered the above questions through the use of quantitative research methods, namely observations and focus group interviews with hospitality students. Previous research focuses on the identification and influences on learning of one or two specific experiential learning methods. This study comprehensively filled the gap in literature pertaining to the effectiveness of experiential learning methods in Management and Science University hospitality course delivery. The utilization of experiential learning methods has a significant and positive effect on students' learning satisfaction.

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