CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction

The methodology chapter of this study deals with the significance of the research, research gap, statement of the problem, research questions, objectives, pilot study, details of the population under study, the research design, measurement scales used for data collection, the statistical tests used to draw various implications of the study, and limitations of the study.

The primary objective of this study is an analysis hospitality curricula of India, its components, including the curriculum, subject item variables which are considered most critical to hospitality curricula imparted by hospitality practitioners and educators. It is assumed that this research will support the educators of hospitality while developing the curriculum which may be modified for four-year graduation programs yielding a bachelor degree in hospitality. To attain the objectives of this study, an empirical investigation was essential besides the literature review. Conceptual framework of the study was developed based on literature review on curricula details of top ten hospitality institutes in the world including the benchmark regulatory bodies governing the hospitality education in India. The following sections provide an overview of the research methods adopted in this study to explore and examine the four year hospitality curricula, (in some cases Tourism) the content of existing programs of 10 benchmark universities, allowing the researcher to publish content of material made available by the universities on the web-site and Internet, in light of the findings of the literature review.

3.2. Importance of Course Subjects in the Hospitality Curriculum models

The biggest challenge hospitality programs face today is to deliver a curriculum that fulfills the constantly shifting needs of the industry Gursoy & Swanger (2004). Earlier approaches to hospitality curriculum studies found the essential skills and competencies possessed by the hospitality students are important (Rahman 2010; Cho, et al., 2006; Swanger & Gursoy 2016). A study by Shariff (2013) provided a revised structure of hospitality curriculum model components based on the various skill sets. Some studies emphasized that the curriculum inculcate operational skills and behavioural aspects of personal and managerial skills Swanger & Gursoy (2016),
Cho, et al. (2006) reported the differences in perceptions of the key stakeholders about graduate education programs in hospitality. The results of their course analysis indicated that an opinion gap exists between the stakeholders, which implies that the hospitality graduate education may not correspond to the demands of the industry. Chung-Herrera et al. (2003) ranked ninety-nine hospitality job specific competencies and found time management, adaptability and self-management to be the most important factors. The top five most important course subjects as identified by Swanger and Gursoy (2016) are, internship experience, employment readiness, ethics, leadership, hospitality management and organization. Interestingly, these subjects are applicable to a broad range of segments and not related with any specific knowledge or skills required for routine operations of the industry.

However, the most evolved curriculum model is one that is offered at the Cornell School of Hotel Administration wherein clusters of opportunities are available for the graduates to choose from. The web content when analyzed established a model that offers courses required taken are core curriculum, electives, concentrates, minors, practice school and extended academic opportunities. Although a typical 4 year, Bachelors program the SHA curriculum prepares students for professions and leadership through a core business management foundation with a broad-spectrum emphasis on the entire service industry. Along with the core curriculum, the Cornell curriculum allows students to combine their interests in hospitality business management and above all an array of courses that could be taken from the popular liberal arts curriculum of the SHA. The first two years at SHA covers most of the academic learning and the next two years is focused on honing competences in specific interest areas through internships and networking.

3.3 The Research Gap

There is very little research evidence in recent times to measure the perception of management trainees, the industry (managers) and the academia to study the adequacy of hospitality management graduate program models. The number of AICTE approved hotel management colleges in India have increased from 64 in 2006-07 to 105 in 2012-12 (AICTE annual report 2012 -13). There are 52 NCHMCT (National council approved colleges also offering a three year degree BSc in hospitality management. The supply of trained graduates has not kept pace with the demand or if
available may not meet the expectations of the managers in the hospitality industry. There is a gap of nearly 478,000 between manpower demand and supply in 2009-10. In addition there is already a shortfall of almost 62,000 hotel management graduates in this sector (Market Plus, 2012). The research would seek to identify the perceptions and expectations of the three major stakeholders, which would be useful to academics, the educational systems and regulatory bodies to carry forward reforms to the educational experience of hospitality management graduate programs in India. Additionally, practical and professional experiences have been found to drive as a necessary channel for managerial success. The industry – academia interface has become a mandatory part of these hospitality programs worldwide. However, there are claims that “too often, industry and academia go about their daily business almost independently of each another”. It may contribute to the formation of learning gaps during learners’ academic experiences. The learning gaps may be may be narrowed if all students on the program are not necessarily put through the same courses in hospitality or content, but focus on interest areas of the student. These gaps in student’s expectations, aspirations and career paths, may be fulfilled by hospitality curriculums models that are flexible with precise mandated subjects that would deal with operational and managerial subjects to fit a worldwide competency core subjects and then offer a basket of option (electives) to choose from.

Most developed countries have hospitality programs that prepare graduates for a career in management of service based industry. As a result, the difference between hospitality schools and business schools is blurring. There are enough empirical evidences that highlight hospitality industry is started recruiting from business schools as from hospitality schools. Marketing, Finance and Information Technology seem to be the disciplines that the industry identifies as long term leadership talent that scores an edge over operational and functional aspects of hotel management. Research suggests that conventional hotel management courses must continue to retain the loyalty of their stakeholders which includes recruiters, faculty and most importantly student by intensifying the quality of their curricula, however the focus on services elements makes hospitality management programs a shrinking niche. In past two decades several hospitality educational institutions are offering hospitality management programs to satisfy the diverse needs. Hence, to meet the challenge, hospitality management programs in India must update the curricula and it must be
This research study aims to identify and discuss important and high-utility curricula contents of a hospitality program. The emphasis lies on (1) the subjects presently taught in four year hospitality graduate programs, (2) whether these subjects are in line with what literature obtained from the benchmark hospitality institutes, and (3) whether hospitality academics, management trainees, and industry professionals agree on the importance of these subjects in the hospitality curriculum.

### 3.4 Problem Statement and Research Questions

Riegel (1990) claimed that “the whole hospitality discipline must attain some kind of consensus concerning a “commonly held philosophy of purposes.” According to literature the novice managers while training and working as management trainees face trouble in relating the job with management tasks and skills as evidenced by Purcell & Quinn (1996) who indicated that “students have been criticized for having unrealistic hopes of the types of responsibilities they may be assumed and subsequently the types of skills they will be expected to exercise on entering the industry.” The literature has also specified that many fresh hospitality graduates have understood the theories underlying business and managerial issues or tasks, but fail to have the knowledge or initiative to execute those tasks which was reinforced by Raybould & Wilkins (2005) “recurrently we receive the criticism from industry that students are over-qualified but under-experienced for even entry level management positions.” The lack of initiative and knowledge may be linked to the courses being taught in hospitality curricula which has been established in preceding research (Perdue et al.2000; Nelson & Dopson, 1999; Kay & Russette, 2000). Consequently, by employing the outcomes of this study as a foundation when developing or modifying a hospitality curriculum, hospitality programs could guarantee that students were exposed to courses and experiences believed important by hospitality educators and industry practitioners, thereby ensuring a better uniformity of learning outcomes and discover a successful balance between what is taught and what is achieved.

Since the study is a descriptive research approach study, non-probability with convenience sampling and quantitative data, research questions were designed rather than research the use of supporting hypothesis. The outcomes are mostly not to be assumed as predictive, and is not be generalized.
3.4.1 Research questions

1. What are the perspectives of hospitality industry practitioners/experts/industry leaders on the subject item importance on a hospitality management curriculum model?

2. What are the perspectives of academia/faculty of hospitality on the subject item importance on a hospitality management curriculum model?

3. What are the perspectives of hospitality Management Trainees on the subject item importance on a hospitality management curriculum model?

4. What are the perspectives of the three identified stakeholders of important subjects for an undergraduate hospitality curriculum model?

5. Within the categorized subjects what are the subject items that are most significant according to the stakeholders to be suggested on a hospitality curriculum model?

The above research questions were determinedly phrased keeping in mind both positive and negative connotations. While the positive view believes that the curriculum components are robust and needs modification in terms inclusion of more contemporary course subjects. The negative view is about the robustness of curriculum changes that can be adopted in spite of meeting the requirements of regulatory bodies’ governing the hospitality management institutes. Hence, the combinations of positive and negative aspects mirror the predetermined directions and the potential of the research question to achieve the objectives of the study. The aim is to ascertain the most recent perspectives of the three important key stakeholders rating the significance and importance of course subjects falling into various categories to suggest a hospitality curriculum model.
3.5 Objectives of the Study

The primary objective of the proposed study is to identify the status of hospitality management education in India from the perspective of the industry, the academic community and management trainees.

- To develop a tool for benchmarking the requirements of the curriculum of the hospitality management graduate programs in India and the hospitality industry requirements
- To investigate the key factors of hospitality management education in India from the perspective of stakeholders
- To develop a model for hospitality management graduate program. Refer Annexure 1 and Annexure 3.
Figure 3.1  Theoretical Framework

[Diagram of Theoretical Framework]

- Ecole Hôtelière de Lausanne, Lausanne - Switzerland
- Hotelschool The Hague, The Hague/Amsterdam - Netherlands
- Cornell University, USA
- Glion Institute of Higher Education, Glion - Switzerland
- The Emirates Academy of Hospitality Management, Dubai - United Arab Emirates
- Les Roches International School of Hotel Management, Switzerland/Spain
- Oxford Brookes University, United Kingdom
- Blue Mountains International Hotel Management School, Lorne - Australia
- Florida International University, Miami - Florida
- Hong Kong Polytechnic University, Hung Hom - Hong Kong
- AICTE India, UGC - India
- NCHMCT – India

[Diagram showing various stakeholders and perspectives related to the hospitality industry]
The mapping of the variables (course subjects) explored through research articles and syllabi of benchmarked hospitality institutes emphasized that the topic under consideration can be studied through the broad categories as identified in the theoretical framework. It was expected that, through exploration of these major components associated with curriculum course subjects, the actual themes would emerge to get the authentic blueprint of the current scenario regarding the requirement of course subjects in the hospitality curriculum model. The analysis of the literature concluded with the development of a conceptual model as represented in figure 3.1.

3.6 Pilot Study

To identify the perspectives of the academicians on the importance of course subjects, a pilot study was undertaken in the month of July 2014 using a survey questionnaire sent online to selected participants from WGS HA. (Welcomgroup Graduate School of Hotel Administration – Manipal) The target population for the study was 34 full time faculty teaching various hospitality related academic programs at a constituent college of a private university at Manipal, Karnataka, India. Census method is used to collect the data where the data was obtained from every member of a population.

A total of 248 hospitality related courses were identified from the websites and college curriculums of top ten universities across the word including India (AICTE and NCHMCT). All these hospitality schools offer four year degree program in hospitality management. As many of these courses overlapped in terms of course content, some course subjects offering similar content were eliminated during the questionnaire development through content analysis of each course by the researchers. For eg Human Resource Management for the Hospitality Industry was converted to Human resources management. As a result, a total of 140 hospitality management courses were identified for the main survey. On factor analysis, factor loadings with less than .4 were eliminated and finally only 116 were retained. The final set of curriculum items were arranged based on the suggestions adopted from the previous literature (Swanger & Gursoy, 2016; Gursoy & Rahman 2012; Swanger, 2012; Swanger & Gursoy, 2007). The respondents were asked to measure the importance of these course subjects on a 5-point Likert scale, 1(Least Important) to 5 (Absolutely essential and core). The data was collected through an electronic questionnaire administered online and analyzed using SPSS 16.0. Descriptive and inferential statistics is used to identify and summarize the characteristics of 116 variables is used.
in the study. The factor loadings of all the 140 items were more than 0.4, eight factors emerged with 28 items, 26 items, 18 items, 21 items, 16 items, 11 items, 8 items and 12 items in each factor. There were two questions that were open ended and qualitative in nature in order to capture any other perspectives of all three stakeholders. Refer Annexure – 3.

3.6.1 The subjects that were eliminated on factor analysis

Of the 140 were the 24 as follows were eliminated

1. Kitchen layout
2. Food technology and food presentation
3. Club and F&B homestay
4. Facilities planning
5. Food service distribution channels
6. Consumer behavior in hospitality
7. Supply chain management
8. Principles of management and OB
9. Tourism and travel management
10. Indian culture and history
11. Open elective projects
12. Personal and professional development
13. Managerial leadership
14. Business law and corporate governance
15. Hotel leadership development program
16. Corporate governance
17. Industrial training report
18. Opportunities outside curriculum
19. Interior design in hospitality
20. Nutrition and home science
21. Real estate transaction support
22. Structured finance
23. Financial consulting
24. Hospitality controllership

The other 116 subject item variables are retained.
3.7 Research Design

The research design of any study has two basic principles of providing responses to research questions and controlling the variance Kerlinger & Lee (2000). It facilitates the researcher to answer specific research questions validly, precisely and objectively. The research design should be consciously planned and executed to generate empirical evidence based on the research problem. It is the preparation of an action plan which is aimed at organizing and interpreting data in the overall framework of the study in order to solve the research problem. The research design tries to find acceptable answers to the research questions based on the shreds of evidence collected and analyzed. The overall strategy to assume the three important stakeholders of hospitality education and integrate their perceptions into an acceptable curriculum model which ensures that the study effectively addressed the research problem.

3.7.1 Exploratory Phase

In this phase of the research, the researcher has very little knowledge about the problem formulation, objectives, development of hypothesis and the key variables and their relationship. This phase provides the basis for subsequent in-depth research. A common methods used in the phase is surveying of available related literature, experience survey, and intensively studying few selected cases to get insights regarding the phenomenon Kothari (2004).

An in-depth examination of relevant literature was undertaken during the exploratory phase. Different research articles related to hospitality education, curriculum design, course subjects, curriculum model development, skills for hospitality management, hospitality studies, and stakeholder driven curriculum models have been examined. It included a vast range course subjects related to different categories of core concentrates, core business, core operational, majors, minors, open electives, program electives, free electives and extended academic opportunities. Christensen et al (2012) indicated that researchers use surveys in order to obtain information about the thoughts, emotions, attitudes, values, perceptions and behavioral intentions of participants. Literature also indicates that survey method is the best method to collect information about large population. The survey technique was used to collect information, and to response the research questions posed. Survey technique mainly helps in gathering primary data from a section of people using the questionnaire
designed for the study. Some of the issues specific to hospitality education and curriculum were discussed during the pilot study phase with subject experts and industry representatives, which helped the researcher to modify the questionnaire with more relevant information.

3.7.2 Descriptive Phase

The principal approach used in this research is descriptive research. The descriptive studies are used to “make descriptions of the phenomenon or the characteristics associated with a subject population: who, what, when, where and how of a topic” Cooper & Schindler (2003). Certain characteristics associated with the proportion of the population can be analyzed using the descriptive phase. The present study represents the curriculum course subjects of various hospitality educational institutions. Since the study sought to determine the most important course subjects into various broad categories, and the knowledge sought was factual, objective and required quantification in terms of the number of subjects, the quantitative method was felt appropriate Creswell (2003). In order to explore the subjective nature of the differences regarding their perspectives on the top important subjects to be featuring in the curriculum, application of qualitative method was chosen Silverman (2009). Content analysis is to identify a common theme among the sentences in the open responses is used for analysis of the open-ended question seeking their opinion on the important curriculum course subjects.

3.8 Universe/Population of the Research

“Universe” is a term is defined as the total number of elements or units in any field of inquiry and the term “population” denotes to the total of elements or items about which the data is desired Kothari (1980) (1984) (2004). The summary of variables of interest in the population is defined as population parameters Cooper & Schindler (2003). In this research study, the investigation is about the various course subjects of hospitality featuring in the bench marked hospitality education institutes across the word including India. Since the study was associated with three groups of stakeholders, it could not be confined to any one region due to the smaller population of management trainees, industry practitioners and academicians. The list of five-star luxury, five-star hotels, and four star hotels was collected from the FHRAI directory of hotels in India and from different trip advisor websites. The researcher endeavored to collect the data majorly from the four zones covering pan India. Similarly all hotel
management colleges offering four year bachelor of hotel management degree courses were selected for the study.

3.9 Population of the study and Sampling Design
The target population for this study based on the total number of five star and four-star hotels and hotel practitioners in India considered is 5040. This includes all levels of manager’s front line supervisors up to General Manager and above including hotel owners and consultants. The management trainees per hotel group per year is limited to 20 every year. Therefore, total number of management trainees are 200 as top ten hotels in India are assumed. Meanwhile the scope of the study is limited to four year BHM programs, all AICTE recognized hotel management institutes in India with 4 year undergraduate degree are considered. Hence, the total faculty strength considered is 2760. The total population size of the three stakeholder categories is 8000 in total.

3.10 Convenience Sampling Technique – Merits & Demerits
Convenience sampling, also known as haphazard sampling or accidental sampling Etikan et al (2015), is one among the non-probability sampling methods, in which the researcher chooses the sample units from the population, depending upon certain criteria like willingness to participate, accessibility and proximity (Battaglia, 2008; Bernard, 2006). In other words, convenience sampling is conducting studies on those units of the population, which are easily available to the researcher Leiner (2014). It has been a reliable technique for social empirical researchers since so long. Still there is limited reviews about convenience sampling and how to put it to the best use yet.

Researchers can choose this sampling method, when the population is large or not well defined and when randomization is not possible. It also becomes appropriate when the available probability sampling methods are cost-prohibitive and time consuming Etikan et al (2015). Convenience sampling is also helpful while conducting studies on developmental science, Jager et al (2017). Most of the times, in empirical social science studies, researchers would prefer the convenience sampling method, since it is simpler to administer or if there exists a paucity of time. According to Dooley (2003) Lunsford & Lunsford (1995) a large noteworthy part of social science basis is on convenience sample.

Leiner (2014) Argues that, out of the 44 published articles in The Journal of Communication in the year 2012, 34 articles have used convenience sampling. There
are other studies as well, which shows the affinity towards Convenience Sampling Haude (2002) Potter et al (1995). In another study Bornstein (2013) compared the sampling strategies adopted by the developmental science journal articles from 2007 to 2011, and found that 92.5\% of them used convenience sampling. It is also helpful for conducting pilot studies as well as for coming up with relevant hypotheses of the study Saunders (2012). Lang (1996), argues that the usage of convenience sampling is also explained by a cost-benefit analysis. Another view on the affinity towards convenience sampling is that the researchers are being able to explore the maximum potential of the study area as well as being able to develop as may new ideas as possible Meltzer (1972) & Ferber (1977).

Being a non-probability sampling method, the units of population does not possess equal chance of being selected and hence, it might not be appropriate enough while generalizing the results to the population. According to Saunders (2012) & Saunders et al (2012) convenience sampling is highly vulnerable to selection bias and the researcher will not have any influence on that as well. Another demerit of convenience sampling would be the level of sampling error. Sometimes, due to the selection bias and sampling error, the credibility of the research may also be questioned.

On the other hand, researchers suggest that even though convenience sampling has less generalizability than any of the probability sampling methods, if selected a homogenous convenience sampling, it would compensate the disadvantage of less or no generalizability to some extent Meltzer (1972), Jager et al (2017).

Proportions of students identifying each characteristics may vary from 0 to 100\%. Taking p=0.05, n=384 for 95\% confidence level with an error margin of 5\%, the sample size required for cluster sampling is 576 (design effect of 1.5 or 2). Hence, a minimum of 200 collected is from each of the stakeholders.

“Anticipating 42\% of the respondents to report dissatisfaction, with a relative precision of 10\% for 95\% confidence level, accounting for a cluster effect of 2, a minimum of 1062 subjects will have to be included in the study.”

Convenience sampling technique was used to select the subjects. The basis of sampling was the categories of stakeholders representative the nation from four zones.
Sampling selected from each zone in representing the size of the population.

\[ n = \frac{Z_{\alpha}^2(Q)}{d^2(P)} \]

\[ P = 0.42 \]

\[ (1.96)^2 \left( \frac{0.58}{0.42} \right) = 530.51 = 531 \]

\[ Q = 0.58 \]

\[ d = 10\% = 0.01 \quad \text{Design effect of 2} \]

\[ n = 531 \times 2 = 1062 \]

The division of sample size for three categories is

Managers (63\%) = 668
Faculty members (35\%) = 371
Management trainees (2\%) = 22

Where, \( p \) = anticipated proportion to have responded, \( d \) = relative precision, \( Z_{\alpha} \) is the normal ordinate value for 95\% confidence level. The desired level of confidence is denoted by \( Z \) value.

95\% of confidence level is insisted in the study means that 95 times out of 100 time, the sample would will include the population parameter. \( Z \)-value for 95 confidence level is 1.96.

According to Alreck & Settle (1995), there is a direct relationship between the sample size and reliability and recommended that at least 10 subjects per survey instrument item can be considered as adequate for item analysis with five subjects per item is considered as the minimum that can be tolerated. An adequate sample for the 116 item instrument would be between 1160 and 580. Many scholarly studies concluded that a minimum sample size of 580 to is essential to achieve higher level of achieve precision in Confirmatory Factor Analysis (CFA) (Stevens, 2002). This study employed an instrument with 116 items, the sample size of 580 was considered adequate considering the non-response rate at the managerial levels in five-star and four star hotels.
3.11 Data Collection Tool – Questionnaire Development

The research data collection was conducted in the year 2016 and 2017. As a part of the research, a questionnaire was developed using review which will be used to collect data from both hospitality practitioners teachers. The research committee consisting of the research guide, field experts and subject experts in the panel approved the questionnaire. It was also sent few subject experts outside the country. The members of the expert committee consist of three hospitality educators and three industry practitioners (N=6) evaluated the face validity of the questionnaire. Modification were incorporated in the questionnaire as recommended by the expert committee.

Data was collected by mailing the questionnaire along with a covering inviting the respondents to participate in the study. The link was mailed to around 3000 email addresses of various hospitality managers and academicians. It was also sent through Google Docs to continue the data collection. Respondents are requested to fill out the questionnaire and submit online. The email messages were sent to the respondents in the month of October 2016 and the data was collected until December 2017. The data collected from the respondents was transferred to Statistical Packages for Social Science (SPSS, 2006). Refer Questionnaire – Annexure - 1

The final set of curriculum items were arranged based on the suggestions from the previous literature (Min, Swanger & Gursoy, 2016; Gursoy, Rahman & Swanger, 2012; Swanger & Gursoy, 2007). The respondents were asked to evaluate the importance of these course subjects on a 5-point Likert scale, 1 (Least Important) to 5 (Absolutely essential and core). The purpose was to conduct factor analysis to group these variables into factors based on the opinions of faculty members. The data was collected through questionnaire administered online and analyzed using SPSS 16.0. The questionnaire was bifurcated into two sections with an option for open ended suggestion or comments section. Various sections of the questionnaire were: (1) Course subject names, (2)

Socio-demographic details, (3) a choice for ranking the hospitality courses that perceived very important and (4) open space for respondents’ suggestion or comments. The first part of questionnaire employed Likert scale questions and the demographic section had a mix of both closed and open ended nominal questions.
3.12 Evaluation of Goodness of Measure

The reliability and validity are the two measures used to decide on the suitability of a measurement scale (Sekaran, 2003; Krishnaswamy et al., 2006). Reliability of the instrument can be determined through the coefficient alpha Zikmund (2003) (Zikmund et al., 2013). Cronbach’s (1951) Alpha (α) is a measure of internal consistency of the items in the questionnaire (reliability), generally used to assess the reliability of items in an index where the higher level correlation between the item in the measurement scale will presumed to measure the same construct (Andrew, et al., 2011). If Cronbach’s α is close to 1, the higher the internal consistency Sekaran (2003). An α of 0.70 or greater indicates acceptable internal consistency as a common rule of thumb (Babbie, Halley & Zaino, 2000; Foster, 2001). (Babbie, Halley & Zaino, 2000; Nunnally, 1978) have specified desirable reliability coefficient for social sciences research is α ≥ 0.70 but lower limits up to 0.40 are also accepted in social researches. Current questionnaire’s Cronbach α = 0.79 shows a high acceptable level of reliability of measurement scale. Items with the Cronbach α = 0.7 or more have been used in the study.

Content validity of the measurement scale confirmed is by adopting the constructs from earlier empirical evidence based on theoretical support along with the expert’s consultation during pilot and actual survey Zikmund (1997).

3.13 Data Collection Process

Due to a low response rate of online surveys, the researcher had to plan to undertake a different approach for the data collection. Alongside, the researcher decided to travel across the country to visit hotels, hospitality schools to meet the management trainees and industry managers and faculty. Accordingly, the approvals were taken from the general managers of the five-star luxury, five-star and four star hotels prior to the actual travel. The major advantage of visiting hotels in person was the clarification of doubts while filling the questionnaire. The researcher was present when they filled the questionnaire in most of the cases and clarified all the doubts. During the conversation, the respondents were able to give inputs regarding their own perspectives on the robustness of the hospitality curriculum. During the first phase of the data collection the questionnaires were sent online through Survey gizmo for a period of two months. From the third month onwards the questionnaire link was sent
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through LinkedIn and Goggle docs for a period of six more months. In the month of April, the researcher visited five-star hotels in Delhi, Gurgaon, Mumbai, Jaipur, Kolkata, Chennai, Hyderabad and Bangalore. These cities were assumed to be representative of the four zone cities of India. The questionnaires were handed over personally through the training managers and human resource managers of these hotels and Institutes.

3.14 Data Analysis and Statistical Techniques

The data analysis is carried out for the qualitative and the quantitative data gathered in the study. The analysis of the qualitative data involved content analysis, which is described as “a research technique for the objective, systematic and quantitative description of the manifest content of the communication” Cooper & Schindler (2003). The content analysis is the methodology used to analyze the content in a systemic manner that helps to derive a group of categories that represents a homogenous opinion in the survey Sreejesh et al (2014). It involved coding the open-ended questions based on the frequency of occurrence. The process of content analysis are as follows:

- Identifying of themes that emerges from raw data.
- Words, themes, phrases or events that seemed to be alike are clustered in the same category.
- The discrete groups found in the open-coding are compared to draw a big picture. The purpose of coding was not to describe, but more importantly to acquire a new understanding of the phenomenon of interest.

For analysis of the quantitative data, both descriptive and inferential statistics is used in the study. Descriptive statistics was used to summarize and describe the important characteristics of a set of measurements. Inferential statistics was used to make inferences about the population characteristics from the information contained in the sample drawn from this population. The objective of inferential statistics used in the study was to make inferences (that is, draw conclusions, make predictions, make decisions) about the characteristics of the population from the information contained in the sample (Mendenhall, et al., 2012).

The primary data obtained from the respondents were coded, tabulated and analysed using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used
to collect information about all demographic variables. During the first stage of analysis involving computation of frequency distributions presented as percentages, means, standard deviations, cross tabulations, t-tests and ANOVA. Second, data produced from the three stakeholder groups was subjected to undergo one-way ANOVA to test for homogeneity of variance. The purpose of using the ANOVA test was to analyse the possible variation in the perception between management trainees, hospitality educators, and the practitioners in hospitality industry on the importance course subjects in hospitality curriculum.

In stage two, Exploratory Factor Analysis (EFA) was adapted to identify the underlying groups or dimensions in the 116 variables or subjects. Varimax rotation and principal components extraction was used to identify the subjects. Kim & Mueller (1978) narrated that factor analysis is a multivariate statistical tool adopted to identify underlying factors with the fundamental assumption that few principal factors, which are normally smaller in number than observed variables in the analysis were accountable for the covariance between the observed variables. Items with factor loadings of 0.40 or higher were retained in the study to form a single construct as stated by Hair et al (1998). The dimensions identified through EFA accounted for at least 60% of the overall variance was considered as a satisfactory solution.

3.15 Conclusion
This chapter delineated various principles underlying the research design of the study. Significance of the study, research gap, research questions, research objectives, theoretical framework and statistical design are also explained in this chapter. Information concerning various research approaches, sources of data collection, sampling method used, research instrument and the statistical tools used are discussed in detail. The significance of the research, statement of research problem and objectives of the study stated is followed with the methods adopted to achieve the same. Convenience sampling is employed since the scope of the study is related to three groups of stakeholders. The data was collected through a questionnaire which was tested for its goodness of measure by means of reliability and validity tests. A very relevant data processing methods and statistical techniques adopted for the study to solve the research questions and find the association between the variables in the study.