
STAKEHOLDERS' PERSPECTIVE ON GAP IN ACADEMIC DELIVERY AT HOSPITALITY DEGREE COLLEGES IN KOLKATA

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Abstract

Hospitality and Tourism Management, like all disciplines, might require training and educating its stakeholders by offering high-quality instruction in a methodical, standardized, logical, and ultra-modern way. This exploratory research examined the approaches and efficacy used for the academic delivery of degree programs in different hospitality and tourism institutions. Academic delivery in hospitality and tourism institutions should be amplified and reinforced using an ultra-modern approach. The mode of course delivery and academic level played a vital role in motivating the students. The paper tried to investigate the effectiveness of the academic delivery of hospitality education from various kinds of literature, learning resources, and views from experts relevant and limited to the field of hospitality education. The researcher recommended that closer and sturdier collaboration between hospitality teachers and hospitality industry experts and players might be beneficial.

Keywords: *Hospitality and Tourism, Hospitality Education, Academic Delivery, Teaching and Learning, Curriculum Efficacy and Content Delivery*

How to cite: Chowdhury, R., & Adhikary, M. (2026). Stakeholders' perspective on gap in academic delivery at hospitality degree colleges in Kolkata. *JOHAR – Journal of Hospitality Application & Research*, 21(1), 20-50.

Introduction

The necessity for a skilled and trained workforce has been growing in the hospitality and tourism sector, and there has long been a lack of employees in hospitality and tourism management with proficient knowledge and the ability to shoulder responsibilities. The first hospitality and tourism education program, initiated by IHM Mumbai in 1954, commenced in India (Thatcher et al., 2007). Online lecture delivery requires new pedagogical approaches and thereby challenges traditional strategies. The hospitality industry must afford to offer massive employment opportunities among its various core and non-core departments. All of a sudden, the growing hospitality industry required qualified manpower due to the unexpected transition to online mode. The industry blamed the hospitality institutions for not producing skilled students for employment in the industry. The industry mentioned that fresher graduates were not prepared for the workplace due to poor knowledge and a lack of dedication during graduation studies at the university level (Barrie, 2006; Kember & Leung, 2005). Both teaching and learning require the process of molding the thinking and skills of the students. Subject experts often included demonstration followed by practice (Misra, 2010). Students enter the institutions with beliefs that frequently do not align with the demands of the industry. As a result, hospitality institutions have experienced challenges in producing graduates that employers have been seeking (Leung & Kember, 2013).

The hospitality industry believes that multiple skills, like functional, basic, fundamental, and awareness skills, are required for the overall development of a hospitality graduate. During the academic delivery process, hospitality institutions should consider these skills and must incorporate them into their curricula. Moreover, more effort should be made to impart practical training and industry visits to the industry (Markopoulos, 2015).

Research Gap

The paper tried to identify the acumen of the respondents about the gap in academic delivery at hospitality degree colleges in Kolkata. It addressed the academic delivery challenges faced by various hospitality and tourism institutions and highlighted the importance of incorporating professional external agencies by enhancing the standard of academic delivery and adding their benefit to the hospitality and tourism curriculum. The paper also identified the relevance of technology in the academic delivery process by reviewing previous literature, and was also captivated by the use of appropriate teaching methods during academic delivery to strengthen the teaching-learning process.

Research Questions

Hospitality and Tourism Management studies have been based on hands-on training and experience. This paper tried to narrow down the industry and academia gap by developing academic delivery and updating and revising the hospitality curriculum.

This paper accomplished the following research questions:

- How effectively could the skill development of the students be enhanced during academic delivery by using relevant teaching materials and appropriate teaching methods?
- How important is it to prepare the lab manuals and update the course material content before the academic delivery process?
- Should it be necessary to involve professional external agencies in hospitality education to strengthen the quality of academic delivery in the hospitality and tourism curriculum?
- How important is the significance of technology in the academic delivery process?
- How significant would it be to use appropriate teaching methods to develop the teaching delivery process?

Objectives of the Study

This paper tried to:

- Understand how well the appropriate effective academic delivery methods and relevant teaching materials, like preparing lab and instructional materials for a smooth academic delivery process will ameliorate the learning of hospitality undergraduates reducing the industry and academia gaps.
- Appreciate the significance of external agencies in boosting the standard of academic delivery.
- Examine the actors involved in designing and planning the hospitality curriculum by analyzing the gaps observed between the industry and academia from the perspective of the hospitality stakeholders.

Theoretical Framework

Systems theory, proposed by Ludwig Von Bertalanffy (1920), views a system as interrelated elements working together (Strauss, 2002). In education,

it helps analyze how the curriculum, teaching methods, and environmental involvement influence outcomes (Mwambi, 2020).

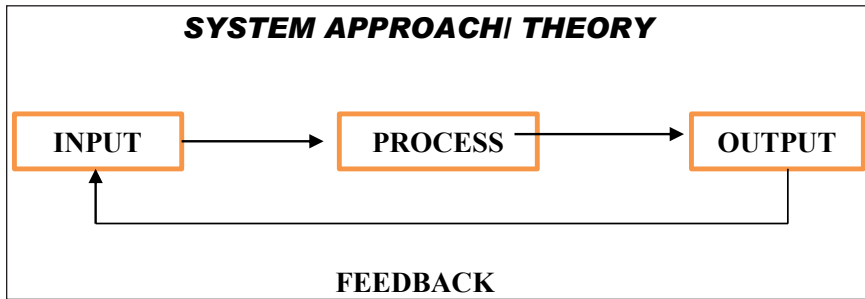


Fig. 1: System Approach

This *Systems Theory of Education* views education as an interconnected system where inputs like students, teachers, and resources are processed to produce outputs such as academic performance. The study employs the Systems Theory of Education as its theoretical foundation. It views educational institutions as complex systems where various interconnected elements, such as curricula, instructional methods, and community involvement, work together to shape educational outcomes (Rahdar et al., 2023). The feedback loop ensures continuous improvement.

Literature Review

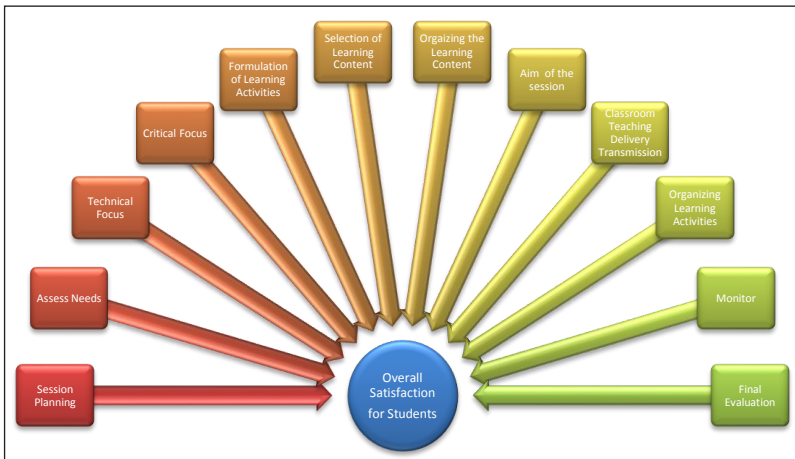
Very little literature has been published on the teaching methods that would be adopted by hospitality educators to minimize the industry and academia gap in Hospitality and tourism management. Incorporating the use of electronic gadgets (such as computers, mobiles, laptops, etc.) in a classroom has shown the most significant transformation (Mishra et al., 2022; Srivastava et al., 2021). An exhaustive set of papers was studied. Experts stated that the undergraduate hospitality curriculum should be designed with industry expectations in mind. A few researchers highlighted the efficacy of the academic delivery process using Six Sigma. Several cost-effective strategies were implemented at the university level and in different companies. The result reported that implementation of the Six Sigma methodology in an academic setting could heavily boost academic performance if applied thoroughly and systematically (Holmes et al., 2005). Another study analyzed the inspirational directive system among undergraduate and graduate students in online and classroom learning relevant to the MRS model. This study revealed that the course delivery mode and academic level play a vital role in deciding students' motivational factors and suggested supporting the students who used

multiple motivational regulation strategies (Yun et al., 2020). The researcher revealed that some administrators were least interested in the evaluation system. This study demonstrated the importance of intensifying the quality delivery of education through efficacious continuous assessment tests and also claimed that the government should provide sufficient training to the teachers to cope with the expectations and raise the standard of academic delivery (Muhammed, 2021). A group of researchers reported the connection between the performance of the students and their attendance. The results of the study reported that the students who attended face-to-face lectures, seminars, and tutorial sessions regularly had their academic performances much higher as compared to those whose attendance was not up to the mark (Thatcher et al., 2007). An ultramodern approach was proposed for the amplification and strengthening of academic delivery through the innovative capability of the teachers in higher education at Sree Datta Institution in Hyderabad, Telangana, India. The incorporation of computers into the world of innovative teaching was one of the most remarkable episodes. The research proposed a set of nineteen criteria to assess the innovative approach in teaching methodology and revealed the productivity of academic delivery by using an innovative approach (Umar et al., 2019). A study on hospitality education in the UK identified by examining the previous literature and the views of educators about the pattern of hospitality education that how top-level stakeholders were responsible for developing a systematic curricular framework for higher education in hospitality and tourism management (Lugosi & Jameson, 2017). Computer-based Interactive Lecture Experiments (ILEs) were used by Moll and Milner-Bolotin (2009) to examine the attitudes and academic performance of the students. The students were divided into three sections, and each group was trained by a different lecturer method. The study examined that ILEs have a massive potential to improve learning, and ILE implementation could improve the engagement of the students. Umar et al. (2019) also studied the effectiveness of the delivery process for distance learning. They examined that the latest and most modern gadgets and tools have tremendous effects on the distance learning process. The study suggested that motivation, faculty development, cognitive style, demography of the students, gender, etc., also played important roles in distance education. Elliis and Phelps (2004) spoke about the attitude of the staff toward designing and developing the courses. The study reported several key issues concerning policies and pedagogical design. McCool (2010) observed the functions of academic lectures and their productivity in lecture notes of Sweden in the 17th century. The study also mentioned that the form of manuscripts was affected by the mode of delivery. Agboola (1963) highlighted the sustainability of e-learning methods, and the model of E-learning readiness proved to be statistically significant. Numerous strategies were implemented by the academic institutions to ensure the use of

ICT in teaching on a day-to-day basis by all staff and team members. All the existing academic staff have to update their ICT knowledge through different workshops. The results revealed that although all academic staff have positive attitudes regarding the usage of ICT, still the habit of using ICT for giving instruction is very low. The attitude difference between males and females was recorded to be similar (Onwuagboke & Singh, 2015). Camiel et al. (2016) reported that flipped mixed education has a higher demand than traditional education. Another study revealed that 62 percent of respondents favoured exams in an online mode and the majority of the teachers confirmed that they have received training on online handling of academic affairs, despite the overnight paradigm shift from traditional to online mode of education (Bruce & Stakounis, 2021).

Critical Review of Literature

This study has been managed through an extensive study of secondary data, mainly via research reviewed from various journals and the World Wide Web. Several relevant literatures were searched, which consisted of articles from various segments, such as peer-reviewed, UGC Care, Emerald, Scopus, conference proceedings, government publications, books, etc. Databases such as Web of Science, Taylor & Francis, Inder Science, Emerald, and Science Direct were used for searching relevant literature. A few research papers were also fetched from the internet, Google Scholar, and ResearchGate by using appropriate keywords to increase the coverage of the literature search. Out of 96 articles, 44 were found relevant to the topic.



Source: Author's work.

Fig. 2: Conceptual Framework

Table 1: List and Details of Reviewed Articles

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Holmes et al., 2005	IACIS, International Conference in Information Systems, 1(1), 2005. Source: Google Scholar & Research Gate Study Location: Central Michigan University	A pilot project at Central Michigan University has been tasked by executive officers to incorporate the concept of Six Sigma within the premise and to understand & reap the benefits by using it.	Faculty members & Deans	Improving The Effectiveness of The Academic Delivery Process Utilizing Six Sigma
Yun et al., 2020	Australasian Journal of Educational Technology, 2020, 36(3). Source: Google Scholar & Research Gate Study Location: Australia	The study analyzed the motivational regulation process among undergraduate & graduate students in online as well as classroom learning. The literature has extended a bouquet of facts related to the MRS model.	190 Undergraduate & Graduate students	The influence of academic level and course delivery mode on the use of motivational regulation strategies and learning engagement

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Muhammed, 2021	<p>Kogi Journal of Education & Pedagogy (KOJEP) VOL.1 NO.2 JAN.2020</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: Nigeria</p>	<p>The author used a purposive sampling technique to choose 4 academic personnel & 25 principals each from the secondary schools in the research area. A self-structured, validated questionnaire was developed as a research instrument.</p>	<p>125</p> <p>Academic Staff & Principals</p>	<p>Enhancing Quality Academic Delivery through Effective Conduct of Continuous Assessment in Secondary Schools in Ofu Local Government Area of Kogi State, Nigeria</p>
Umar et al., 2019	<p>International Journal of Education, Development, Society and Technology (IJEDST), ISSN: 2321-7537, 7(1), 1-7.</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: Telangana, India</p>	<p>In the course of the study, the paper has been divided into two parts. The first part was related to the creative and imaginative methods of teaching. The second part was to understand the capacity to apply creative methods at the time of delivery.</p>	<p>19 criteria's & Students, faculties & facilitators</p>	<p>A Novel Innovative Approach for Evolutionary Continuous Monitoring and Enhancement of Academic Delivery in Higher Educational Institutions</p>

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Thatcher et al., 2007	<p>South African Journal of Psychology</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: University of Witwatersrand, Johannesburg, South Africa</p>	<p>Statistical analysis was done using one-way ANOVA to measure academic performance at various academic levels. The results/output from the study revealed that was very obvious that the students who attended the sessions regularly, their academic performances were high as compared to the ones whose attendance was not up to the mark.</p>	289 students	The Relationship between Lecture Attendance and Academic Performance in an Undergraduate Psychology Class
Lugosi & Jameson, 2017	<p>Journal of Hospitality and Tourism Management, 31. 163-172. ISSN 1447-6770 DOI</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: United Kingdom</p>	<p>The study explains the past literatures framed by researchers & connects the various prospects of the hotel & tourism sector.</p>	22 volunteers & 12 institutions & Contemporary students, Staffs & Academic Staffs	Challenges in Hospitality Management Education: Perspectives from the United Kingdom

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Moll & Milner-Bolotin, 2009	Canadian Journal of Physics Source: Google Scholar & Research Gate Study Location: British Columbia	The study mainly focused on the role of computers in the field of physics education. The study also measured the student's attitudes towards the same as well as their results.	700 students	The effect of interactive lecture experiments on student academic achievement and attitudes towards physics
Erikson, 1997	Education Resource Information Center (ERIC) Source: Google Scholar & Research Gate Study Location: USA	The study also mentioned that the starting from planning stage till the organizing stage of instructional materials the effectiveness of the delivery process for distance learning increased at a rapid pace. Preceding studies suggested that there is no such difference these days related to distance mode & traditionally delivered lecture patterns.	Faculties, Learners & Administrators	Distance Learning: An 'Effective Educational Delivery System

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Ellis & Phelps, 2004	Australian Journal of Educational Technology 2000, 16(1), 26-44 Source: Google Scholar & Research Gate Study Location: Telangana, India	The study primarily focused on online development & delivery in the field of education. The study highlighted the challenges faced during traditional teaching styles. The study focused on philosophical & ideal founding. It also developed a stage model for online staff development.	Staff Member's	Staff development for online delivery: A collaborative, team-based action learning model
Lindberg, 2011	LIR. journal Source: Google Scholar & Research Gate Study Location: Universities of Uppsala and Lund in Sweden	This study focused on the lecture notes that were relevant & reported before the 21 st Century. The study also reported that lecture notes are very less authentic as many times it's not even formulated or designed by the course expert.	N/A	The Academic Lecture. A Genre In Between

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Agboola, 1963	<p>The Innovation Journal: The Public Sector Innovation Journal, Volume 11(3), 2006.</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: International Islamic University Malaysia</p>	<p>The researcher opined on the preparation level of the respondents about the e-learning. The study reported that there was almost no influence of male or female gender when it came to the preparation of lectures via online platforms.</p>	<p>324</p> <p>Academic Staff</p>	<p>Assessing the Awareness and Perceptions of Academic Staff in Using E-learning Tools for Instructional Delivery in a Post-Secondary Institution: A Case Study</p>
Onwuagboke & Singh, 2015	<p>International Journal of Research Studies in Educational Technology, 5(1), 77-88.</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: Nigeria</p>	<p>The study primarily tried to assess the attitude of faculty members about the incorporation of e-tools in the education system.</p>	<p>300</p> <p>Academic Staff</p>	<p>Faculty attitude and use of ICT in instructional delivery in tertiary institutions in a developing nation</p>
Camiel et al., 2016	<p>American Journal of Pharmaceutical Education, 80(4).</p>	<p>The study's objective was to recognize the students' performance and preference towards</p>	<p>286</p> <p>EAP administrators,</p>	<p>Instructional Design And Assessment</p>

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Bruce & Stakounis, 2021	Source: Google Scholar & Research Gate Study Location: Massachusetts College of Pharmacy and Health Sciences, Boston, Massachusetts	the flipped classroom system. Although the participation was voluntary but students who completed the survey were awarded bonus points. Out of 305 students, 286 responded to the survey questionnaire. The output of the study reported that the majority of the students favoured the flipped format.	managers, coordinators, teachers, and materials developers.	Students' Attitudes, Academic Performance, and Preferences for Content Delivery in a Very Large Self-Care Course Redesign
Bruce & Stakounis, 2021	BALEAP: The Global Forum for EAP Professionals. BALEAP and individual authors, April 2021 ISBN: 978-0-9554874-5-3 Source: Google Scholar & Research Gate Study Location: UK	For the data collection & sampling process, a questionnaire was framed where 89% of the respondents agreed with the online feedback policy for students' learning & progression. 181 responses were recorded. During the survey.	240 respondents & 14 volunteers, EAP administrators, managers, coordinators, teachers, and materials developers	The impact of Covid-19 on the UK EAP sector: An examination of how organizations delivering EAP were affected and responded in terms of academic delivery and operational procedures

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Sigala, 2002	<p>Journal of Hospitality, Leisure, Sport and Tourism Education</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: UK</p>	<p>The researcher tried to review & evaluate the practices in Internet pedagogy. The study also mentioned that once a topic is launched the comments from the students must be monitored to understand that students have participated & are able to understand. In the end the study revealed that the collaboration initiated by the educators plays a major role as compared to the technology.</p>	<p>Hotel Managers, Learners, Educators & Students</p>	<p>The Evolution of Internet Pedagogy: Benefits for Tourism and Hospitality Education</p>
Mishra, 2010	<p>Global Journal of Management & Business Research, 10(2).</p> <p>Source: Google Scholar & Research Gate</p> <p>Study Location: India</p>	<p>The study explored the present status of Hospitality Management Education & analyzed its growth. The study not only highlighted the present scenario but also</p>		<p>Strengthening the Delivery Mechanism in Hospitality Management Education by Applying the Implications of</p>

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Mccool, 2010	Emerging Issues and Trends in Hospitality and Tourism Research. Source: Google Scholar & Research Gate Study Location: universities and colleges within the United States	identified the requisite skills for hospitality education in India. The study incorporated multivariate ANOVA using SPSS 16 software program. This study mainly tried to understand the crisis management techniques incorporated in the hospitality and tourism education. In the end, the study recommended incorporating necessary inputs relevant to the hospitality field in the hospitality curricula.	Students	Sound Pedagogical Theories Incorporating crisis management into hospitality education: A study of current curriculum content compared to skills essential for today's environment
Bathla et al., 2018	IJRAR-International Journal of Research and Analytical Reviews. Source: Google Scholar & Research Gate Study Location: Punjab	Relevant journals, websites, magazines, and newspapers were referred for secondary data collection. The researcher	52 HR Managers & departmental heads of hotels	Hotel industry expectations versus academic deliverables: gap analysis concerning Punjab state

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Bhinder, 2019	International Journal of Management Studies, ISSN(Print) 2249-0302, ISSN (Online)2231-2528 Source: Google Scholar & Research Gate Study Location: Punjab	through this study attempted to understand the industry and academia gaps. During this study, faculty members followed up a depth study with a large sample size from public as well as private institutions for both operational and non-operational hospitality subjects. The output revealed that the UG students have the intention to neglect and avoid the fieldwork of hospitality education. The respondents in the study were asked to provide their views about the adoption of various techniques in hospitality academic delivery.	21 faculty members	Teaching Techniques Adopted by Hospitality Faculty Members in the classrooms

Authors	Publishers, Source, Study Locations	Methods & Article Type	Sample Size & Actors	Research Title
Edelheim & Ueda, 2007	Journal of Hospitality Leisure, Sports & Tourism, 6(1), ISSN: 1473-8376 Source: Google Scholar & Research Gate Study Location: Australia	Through several studies, it has been noted that the increasing variations of simulations have made it possible to incorporate simulation in the hospitality management curriculum.	Students	Effective Use of Simulations in Hospitality Management Education – A Case Study

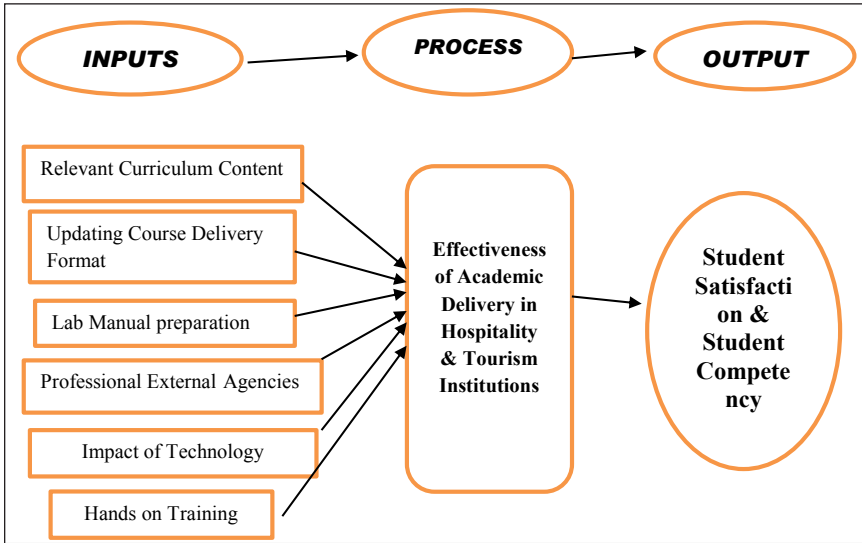


Fig. 3: Proposed Study Model

Research Methodology

Research Design

The study identified the stakeholders' perceptions regarding the gap in academic delivery concerning industrial requirements at hospitality degree colleges in Kolkata. It used quantitative research techniques, and primary data was collected via questionnaires through a convenience sampling technique from hospitality educator's hospitality trainers, and hospitality industry experts.

Data Collection and Sampling

The questionnaire consisted of 13 validated questions based on a 5-point Likert scale on numerous fields relevant to the study and was circulated to 178 respondents, consisting of 125 hospitality educators and 53 hospitality trainers from hospitality and tourism institutions via email, Google Forms, WhatsApp & other social media platforms.

Validity of the Instrument

Validations were done by acclaimed experts with strong industry and academic backgrounds. One from a national (hospitality industry expert) and

the other from an international hospitality academician. The questionnaire was modified according to the suggestions given by the experts.

Reliability Statistics: Cronbach Alpha (α) Test for 15 Factors

To test for internal consistency and reliability of the scales used in this research, the computation of Cronbach's alpha was incorporated in various sections of this study. The survey instrument used for this study was tested on various sections of the questionnaire using the Coefficient Method, Cronbach's alpha test.

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha (α) Based on Standardized Items	N of Items
.691	.772	15

The above Table 2 construct has 15 items with a Cronbach Alpha (α) value was more than 0.7, which states that it was highly reliable. The above inter-item correlation matrix results revealed that it was symmetric. The larger the value and closer to 1 depicts the stronger the correlation, which was highlighted in the above table.

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.727
Bartlett's Test of Sphericity	Approx. Chi-Square	1186.750
	df	45
	Sig.	.000

Factor analysis was used in this study to examine whether the statements represent.

Identifiable factors related to hospitality degrees with aviation content as a specialization. The method of factor analysis used for the study was principal component analysis, and the rotation method was varimax rotation. The KMO was calculated as .727, which was universally highly significant in Table 3. Henceforth, it can be stated that the variables incorporated in the

study contain many common factors. Bartlett's Test of Sphericity reported a significant value.

Table 4: Communalities

	Extraction
The involvement of academic practitioners in hospitality education can increase the quality of education in the hospitality sector.	.567
Hospitality institutes need to promote an integrated learning experience that involves industry-academia collaboration.	.790
The hospitality course delivery format should be updated from time to time.	.796
Teaching and learning materials can also add important structure to lesson planning and the delivery of instruction.	.846
The use of effective academic delivery in hospitality & tourism institutions is the key to effective learning among the students.	.690
The support from professional external agencies enhances the employability opportunities for the students.	.908

Extraction Method: Principal Component Analysis.

Table 5: Total Variance Explained

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.576	59.599	59.599	3.551	59.190	59.190
2	1.020	17.001	76.600	1.045	17.410	76.600

Extraction Method: Principal Component Analysis.

Table 6: Category of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Hospitality Educators	125	70.2	70.2	70.2
	Hospitality Trainers	53	29.8	29.8	100.0
	Total	178	100.0	100.0	

Table 6 shows the category of the participants who participated in the survey. Out of 178 valid respondents, there were 125 (70.2 percent) hospitality educators and 53 (29.8 percent) hospitality trainers.

Table 7: The Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	60	33.7	33.7	33.7
	Male	118	66.3	66.3	100.0
	Total	178	100.0	100.0	

The respondents were requested to provide information on their gender-specific categories, like male and female. Responses obtained from the selected candidates were coded numerically, such that '1' stood for Female respondents and '2' for Male respondents. The results revealed that the number of male respondents (66.2 percent) was more than the female respondents (33.7 percent).

Table 8: Work Experience of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 years to 10 years	14	7.9	7.9	7.9
	11 years to 15 years	61	34.3	34.3	42.1
	16 years to 20 years	77	43.3	43.3	85.4
	Above 20 years	26	14.6	14.6	100.0
	Total	178	100.0	100.0	

Respondents in Table 8 above were requested to provide information on their work experience. Responses obtained regarding their experience from the selected candidates were coded numerically, such as '1' stood for 5-10 years, '2' for 11-15 years, '3' for 16-20 years, and '4' for above 20 years. The above report revealed that most of the study participants were from age brackets of 16-20 years (43.3 percent), followed by the age group 11-15 years (34.3 percent).

Hypothesis: H₁: The use of relevant standard content during lecture delivery plays a significant role in academic delivery in hospitality and tourism institutions.

Table 9: Significance of Use of Relevant Standard Content During Academic Lecture Delivery in Hospitality and Tourism Institutions

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.794	1	1.794	6.732	.010 ^b
	Residual	46.886	176	.266		
	Total	48.680	177			

Level of significance – * $p < 0.05$, ** $p < 0.01$ and *** $p < 0.001$.

a. Dependent Variable: The use of effective academic delivery in hospitality and tourism institutions

b. Predictors: (Constant) the use of relevant standard contents.

Table 9 displays the regression analysis between the use of effective academic delivery in hospitality and tourism courses (dependent variable) and the use of relevant standard contents (the predictors) by lecturers. The result claimed a significantly low p-value ($< .001$); thus, it could be concluded that the result is highly significant, and the alternate hypothesis. H₁ should be accepted.

Hypothesis: H₂: There is a correlation between the preparation of relevant lab manuals for students for effective academic delivery in hospitality and tourism institutions.

Table 10: Requirement of Relevant Lab Manuals for Students and Effective Academic Delivery in Hospitality and Tourism Institutions

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.190	.333		9.578	.000
	The relevance of the Preparation of lab manuals for students for effective academic delivery	.303	.071	.306	4.266	.000

Level of significance – * $p < 0.05$, ** $p < 0.01$ and *** $p < 0.001$.

a. Dependent Variable: The use of effective academic delivery in hospitality and tourism institutions

Table 10 stated the p-value was significantly lower than .001. Thus, it can be concluded that the result is highly significant, and we should accept the hypothesis H_2 .

Hypothesis: H_3 : Updating the course format has a significant and positive impact on effective academic delivery in hospitality and tourism institutions.

Table 11: Relation Between the Usage of Effective Academic Delivery and Updating the Course Delivery Format from Time to Time

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.620	1	28.620	22.597	.000 ^b
	Residual	222.908	176	1.267		
	Total	251.528	177			

Level of significance – * $p < 0.05$, ** $p < 0.01$ and *** $p < 0.001$.

a. Dependent Variable: The use of effective academic delivery in hospitality & tourism institutions.

b. Predictors: (Constant), Course delivery format updated from time to time.

Table 11 summarizes the regression analysis, and it was observed that the probability value was significant for the tests performed; therefore, we should accept hypothesis H_3 .

Hypothesis: H₄: Hands-on training plays a significant role in the hospitality course delivery format.

Table 12: Result of Regression Between Effective Academic Delivery and Hands-On Training

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.186	1	.186	.675	.412 ^b
	Residual	48.494	176	.276		
	Total	48.680	177			

Level of significance – * $p < 0.05$, ** $p < 0.01$ and *** $p < 0.001$.

a. Dependent Variable: The use of effective academic delivery in hospitality & tourism institutions.

b. Predictors: (Constant), Hands-on training for preparing in hospitality professionals.

Table 12 revealed that the significance of the p-value was significantly higher than .005, and the value is 0.412. Thus, it can be concluded that hands-on training did not affect effective academic delivery in hospitality and tourism institutions. Thus, we should reject the alternative Hypothesis H₄.

Hypothesis: H₅: There is a significant effect of the professional external agencies in enhancing the standard of academic delivery in hospitality and tourism institutions.

Table 13: Results of Regression and Relation Between Professional External Agencies and Enhancement of the Standard of Academic Delivery in Hospitality and Tourism Institutions

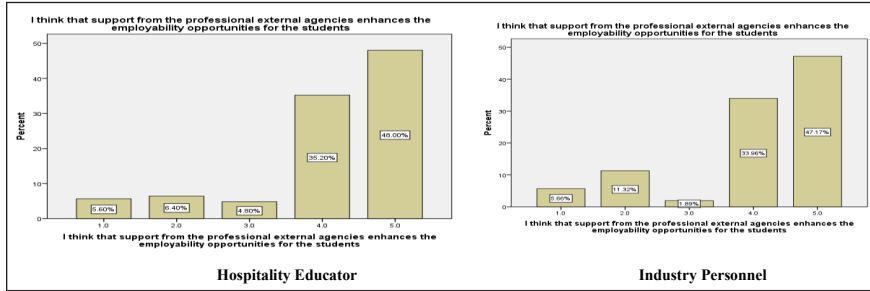
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.993	1	27.993	238.154	.000 ^b
	Residual	20.687	176	.118		
	Total	48.680	177			

Level of significance – * $p < 0.05$, ** $p < 0.01$ and *** $p < 0.001$.

a. Dependent Variable: The use of effective academic delivery in hospitality and tourism institutions.

b. Predictors: (Constant), Professional external agencies for enhancement of the standard of academic delivery.

Table 13 stated that the p-value was significantly lower than .001. Thus, it can be concluded that by incorporating professional external agencies, the standard of academic delivery in hospitality and tourism institutions should be enhanced. Thus, we should accept the alternative hypothesis H_5 .



The two diagrams revealed that there was always a difference in perception between the hospitality educators and industry personnel. It emphasized the importance of incorporating external agencies for the enhancement of the employability of the students, the budding hospitality professionals, and both supported the importance of incorporating external agencies.

Hypothesis: H_6 : There is a significant impact of technology on the academic delivery process.

Table 14: Relation Between Technology Impact and Academic Delivery Process in Hospitality and Tourism Institutions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.764	1	17.764	101.125	.000 ^b
	Residual	30.916	176	.176		
	Total	48.680	177			

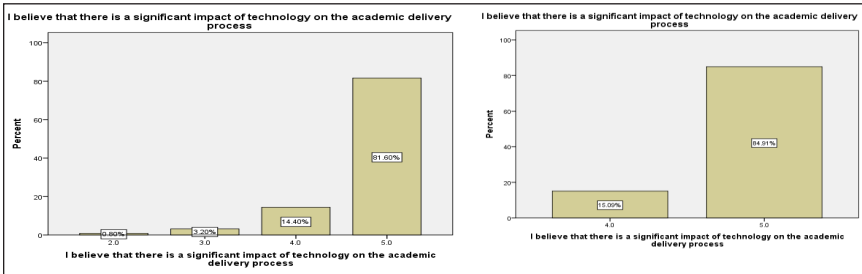
Level of significance – * $p < 0.05$, ** $p < 0.01$ and *** $p < 0.001$.

a. Dependent Variable: The use of effective academic delivery in hospitality and tourism institutions.

b. Predictors: (Constant) Impact of Technology in the Academic Delivery Process.

Table 14 observed the regression analysis between the impact of technology and the academic delivery process in hospitality and tourism

institutions. The result stated the p-value was significantly lower than .001, and hence the alternate hypothesis H_6 was accepted.



The two diagrams revealed the difference in perception between the hospitality educator and industry personnel pertaining to the significant impact of technology on the academic delivery process. The majority of the respondents from both segments agreed that technology has continued to play a vital role in the academic delivery process.

Hypothesis: H_7 : There is a significant impact of updating the course delivery format by academic practitioners on the academic delivery process.

Table 15: Effect of Updating the Hospitality Courses Delivery Format from Time to Time, Preparing the Lab Manuals, and Involvement of Academic Practitioners in Hospitality Education on the Use of Effective Academic Delivery Process in Hospitality and Tourism Institutions

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.402	3	7.801	53.695	.000 ^b
	Residual	25.278	174	.145		
	Total	48.680	177			

Level of significance – * $p < 0.05$, ** $p < 0.01$ and *** $p < 0.001$.

a. Dependent Variable: The use of effective academic delivery in hospitality & tourism institutions.

b. Predictors: (Constant) The hospitality course delivery format should be updated from time to time.

Table 15 identified that updating the academic delivery format time to time by academic practitioners has a positive impact on academic delivery. Thus, Hypothesis H_7 is accepted.

Hypotheses Results

Table 16

Hypotheses	Regression Weights	p-Value	Results
H ₁	USC → EAD	.010 ^b	Supported
H ₂	LMP → EAD	.000 ^b	Supported
H ₃	UCD → EAD	.000 ^b	Supported
H ₄	HOT → EAD	.412 ^b	Not Supported
H ₅	PEA → EAD	.000 ^b	Supported
H ₆	CDF → EAD	.000 ^b	Supported
H7	API → EAD	.000 ^b	Supported

Note: *p<0.05.

CDF: Course Delivery Format, LMP: Lab Manual Preparation, API: academic practitioner involvement, USC: Use of Standard Content, UCD: Updating Course Delivery Format, HOT: Hands-on Training, PEA: Professional External Agencies, EAD: Effective Academic Delivery.

Table 16 significantly predicted the dependence of the effective academic delivery process in hospitality and tourism institutions on various factors.

Discussion and Conclusion

The study aimed to focus on the effectiveness of academic delivery at hospitality degree colleges in Kolkata via a systematic and critical review of the literature. From the extensive literature review, it has been observed that there has been an abrupt change in the academic delivery process in the hospitality education sector across the globe during the post-COVID-19 pandemic era. It is noted that academic delivery of subject content should maintain a global standard and educators should modify their teaching styles, and it should be incorporate the use of gadgets and modern technologies, keeping in mind the online delivery preference of the learners. This research reported that there should be positive industry-academia collaboration for effective academic delivery in hospitality and tourism institutions to enhance the employability of the stakeholders. Erikson et al. (2005) observed the levels of accomplishments for upper-level students and recommended that advanced

students were in more advantageous situations compared to the mediocre & less advantaged classes.

Limitations and Future Scope

Faculty members, students, and industry professionals/experts of the hospitality and tourism institutes should work together hand in hand towards a common goal for the benefit of the students and to intensify the weightage of the academic delivery process because it is well connected with students' employability in the hospitality and tourism sector.

This study has covered responses from the Kolkata region in the state of West Bengal due to limited time and cost; future research could target areas beyond.

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