
The 'yes moments': understanding students' sense of achievement during on-the-job training program

Nana Trianasari*

Faculty of Economics,
Universitas Pendidikan Ganesha, Indonesia
Email: nanatrianasari01@undiksha.ac.id
*Corresponding author

Pamela Arumynathan

School of Languages,
James Cook University, Singapore
Email: pamela.arumynathan@jcu.edu.au

Abstract: Addressing the lack of empirical studies on the student's experiences during the on-the-job training (OJT) program, this study explored situations that triggered a student's sense of achievement. Data were collected using semi-structured interviews from 56 students and were analysed using a qualitative approach. The findings suggest four critical 'yes moments' that lead to a sense of achievement: 1) being trusted; 2) the ability to accomplish a task; 3) being given a compliment; 4) the ability to solve a problem. The significance of the study lies in its contribution to the existing body of knowledge in tourism and hospitality education in terms of understanding students learning behaviour. Also, the study is substantial for its insightful contributions to potentially improve the employability of students and in the long run, meet the supply and demand of labour in the hotel industry. The interpretations of the findings, implications, and directions for future are discussed.

Keywords: experiential learning; hospitality education; on-the-job training; OJT; sense of achievement.

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Biographical notes: Nana Trianasari is a Lecturer and Secretary of the Management Department at Faculty of Economics, Universitas Pendidikan Ganesha. Her research areas include tourism and hospitality service management, hospitality education and marketing.

Pamela Arumynathan is a Lecturer and English Program Coordinator to support students to transition to higher education programs. Her research interests besides business management include tertiary education and ownership of learning.

1 Introduction

1.1 Hotel business

One of the key characteristics of the hotel business is the high involvement of people. As part of the service industries, hotel operations portray a relatively heavy interaction between customers or hotel guests and service providers. Hotel is a people business that requires 24-hour guest contacts (Hu and Cheng, 2010). As such, hotel employees are key players (Spowart, 2006) to deliver value and to achieve customer satisfaction and loyalty. In which case, it is not surprising that hotels strive to attract highly qualified workers with the skills and knowledge necessary to meet the requirements of employers in the tourism sector (Wang et al., 2013).

1.2 Supply and demand of hospitality employment

While it is known as a labour-intensive industry, there is a prevailing imbalance between supply and demand of employment in the tourism and hospitality industry (Fong et al., 2014). The imbalance is characterised by skill gaps in terms of communication, interpersonal, customer care, marketing and sales skills. All of which are generic skills in tourism and hospitality. Other lacking skills also necessary in tourism and hospitality include innovation, creativity, leadership, managerial skills, and basic skills on information and communication technologies (Anderson and Sanga, 2019). These skills are essential as they correspond with the requirements for employability. Furthermore, the aforementioned generic skills are accountable as basic academic skills, while other skills mentioned such as creativity and leadership are accountable as personal qualities (Adeyinka-Ojo, 2018).

Insufficiency of these skills among tourism and hospitality graduates illustrates a challenge in the tourism education system in meeting and supplying the required demand for skilled workers in the tourism industry. This goes as far as the need to enhance the curricula of tourism education (Anderson and Sanga, 2019). Thus, arising the need for tourism stakeholders such as educational institutions, tourism, and hotel businesses to engage in collaborative efforts towards meeting the imbalance between the supply and demand of employment.

1.3 Collaboration between educational institutions and hotel businesses

In light of the above literature, scholars argue that collaboration with hotel schools has become a recommended effective solution to the problem (Breakey et al., 2009; Fidgeon, 2010; Yiu and Law, 2012). The discrepancy in the supply and demand is argued to be due to the inability to attract and retain employees (Lam and Ching, 2007) due to insufficient skillset (Anderson and Sanga, 2019). Hotel schools play their role in preparing hospitality graduates to be ready for future hotel employment. Using the vocational education curriculum in which 70% are practical and 30% theoretical, hotel schools provide students with the necessary knowledge and skills (Spowart, 2006; Sturman et al., 2011). The practical aspects provide students with iterative job-related activities that can improve the likelihood of repetition and mastery (Dragoni et al., 2011). One common element in the curriculum is called 'on-the-job' training (OJT) or 'internship' program. This subject allows students to experience and be part of the real hotel operations

(Cuizon, 2019). It usually takes 3 to 6 months during which student can demonstrate their skill and knowledge gained from campus or school and at the same time observe the hotel's standard and make some necessary adjustments (Zhang et al., 2002). Students also can compare what they learn at school and what they do base on the hotel's standard operating procedure. Collaboration with hotels for OJT expands the students' experience beyond the classroom, thus honing and conditioning students to be skilled enough for hotel's demands for skills and expertise (Farmaki, 2018).

1.4 Internships

Internships are categorised as experiential learning. It is an important component of hospitality and tourism management education (Busby and Gibson, 2010). It is known as a bridge between school and industry (D'abate et al., 2009) that can be mutually beneficial for the school and industry. Internships provide an opportunity for students to learn more about their chosen vocation in a real-world experience setting (Stansbie et al., 2014). Through this program, students experience deeper levels of learning beyond the materials delivered in a traditional classroom format (Zopiatis, 2007). Moreover, previous research on the expectation and perception of internship programs have revealed a close relationship between satisfaction to the internship program and decision on job career, employability and job satisfaction (Siu et al., 2012).

OJT or internship program is critical for student development within their field. By being exposed to the real hotel situation, students can learn how to be part of the hotel; follow the hotel rule and regulations; perform a certain task using hotel standard; and interact with guests as well as to work as a team with other co-workers (senior staff, supervisors and other managerial staff) to meet the hotel goals that is customer satisfaction. Being inside the system, students also have the opportunity to feel the passion, culture and dream within the organisation (Bakker, 2020; Choudhary, 2019). As such, this part of the curriculum is essential to enhance student readiness and employability when they graduate.

While a number of research within the area of hotel education has been evident, little focus was given on students' psychological aspects during internship or OJT program. In other words, until recently, research that examined students' experiences during the OJT program has not been readily available. Most of the research within the hospitality education was more directed toward academic and curriculum aspects. As such, more attention should be given to understand the nature of this program and particularly, how students feel about this program. Specifically, there is a limited study that addresses student's sense of achievement during the OJT program. Also, most of the research is based on Western perspectives. Thus, more calls upon internship programs within the Eastern context have been urged. Thereby, looking into this topic in Indonesian or more specifically Balinese culture may provide a significant contribution to the body of knowledge in the area of an internship program. The location of the study is arguably relevant as Bali has been known as one of the more internationally well-known tourist destinations.

1.5 Research objectives

To address these gaps, the research objectives of the study are therefore as follows:

- Identify the meaningful aspects of hospitality-related OJT programs that create a sense of achievement in participants.
- Explore the benefits of internship programs for both hotel schools and the hotel industry.

In addressing these research objectives, this study aimed at identifying the thrilling moments that caused the sense of achievement for students during their OJT programs. Understanding the internship program in this regard is beneficial for hotels and hotel schools. The results of this study can be useful for hotel school management as a reference for developing and designing curriculums and implementing necessary lesson plans that may help students perform related tasks with confidence and include areas that help instil this sense of achievement. For hotels, the results of this study may assist in terms of providing schedules or job programs allowing students to feel a sense of achievement when performing certain tasks.

1.6 Overview of paper

The organisation of this paper is as follows: in Section 2, literature related to the industrial's aspect and vocational education is examined and reviewed. Section 3 outlines the research methodology, followed by findings and discussion, limitations, and directions for future research in Section 4. Lastly, the conclusions are presented in Section 5.

2 Literature review

2.1 Hotel employee competencies

A truly knowledge-based organisation, is built upon quality training (Wie et al., 2017) which leads to professionalism, a critical aspect for every type of business. This is particularly true for a service business, such as hospitality, where human resources become the fundamental element. One of the key factors that demonstrate professionalism is the competency that employees acquire and display in performing or delivering their services. In the service literature, there are several categories for professional competency. Guthrie (2009) categorised competencies as personal competencies and job competencies and argued that the two should always be appropriately balanced. Kuo (2004) identified five competency categories within the hospitality industry which are professional knowledge, professional skills, communication ability, management ability, and service attitude, and emphasised that among the five categories, service attitude is considered the most critical. Older research has also put forward the importance of hospitality training in the service attitude of employees for customer satisfaction (Kuo, 2009). Thus, based on these previous research findings, it appears that service attitude training in the hospitality industry is an essential aspect for hotel employees.

In business practice, the more simplified qualification of hospitality employees consists of attitude, skills and knowledge (ASK). These three elements have also been highlighted in the professional certification program. It is essential to underline here that attitude as a soft skill can be developed with sufficient exposure to proper training

(Dhyani and Dimri, 2019), skills can be practiced, and knowledge can be learned. Furthermore, similar with the previous academic studies, it is commonly agreed amongst hospitality business practitioners or management that out of the three domains, attitude counts for 80% of job performance. In other words, attitude is the most critical aspect (Hutchinson, 2020). This is not surprising because the hotel business is people business. People have common tendencies, such as being taken care of and given attention, especially when they pay for a service. Unlike skills and knowledge, which can be improved quickly, attitude requires a longer term for development.

In line with the importance of service attitude, research on service failure has also shown that functional failure (attitude aspect) resulted in stronger dissatisfaction than core failure (Trianasari et al., 2018). In other words, how service is delivered is more important than what is being delivered. This implies that attitude is critical to the success of service delivery. Although one of the underlying reasons for employee's lack of good service attitude is the failure of managers to delegate the authority to immediately solve problems (Kuo, 2004). Thus, it is important to build a good service attitude of all employees from the beginning of employment. In this regard, campus or hotel school should introduce and emphasise the professional attitude subject during the early study year. Hotel schools play a critical role in producing graduates who are ready to work with professional competencies and have a good service attitude.

Moreover, there are also other important hotel employee skills and competencies that are related to the three of the five competencies previously discussed. Congruent with professional knowledge and professional skills (Kuo, 2009), skills such as inventory management, capacity forecasting, and price management are useful for the hotel business (Nair and Choudhary, 2018). Nair and Choudhary (2018, p.52) argue that these skills enable employees to undertake performance and operational improvements, thus enhancing overall hotel business. While in terms of management ability, Bharwani and Talib (2017, p.409) argue that hotel employee competencies should not be only hospitality-centred. Thus, the authors introduced four other competencies needed by hotel managers. These are cognitive, functional, social and meta-competencies. These four competencies aim to target long-term strategic business outcomes, maximisation of employee commitment and competence, improving customer service and leading cultural changes. In essence, competencies related to people, training, and quality performance are crucial competencies hotel employees should successfully sharpen through their education and training (Wong and Lee, 2017).

2.2 Internship program in hotel/hospitality education

From the hotel's perspectives, attracting qualified, motivated and skilled employees remains challenging (Richardson, 2009), although the tourism industry has continued to grow globally. The demand for tourism and hospitality degree programs has been increasing (Craig-Smith and Ruhanen, 2005). The main characteristic of hotel or hospitality education lays in its practical component. This element can be conducted on campus and/ or in the industry. Hotel schools have different terms for this aspect such as internship, externship, cooperative education, practicum, service experience (Cecil, 2012), or field experience program (Ruhanen, 2005). The integration of practical component in real work experiences into the curriculum has become the key feature of hospitality curriculum (Lin et al., 2017) that enable students to enhance their theoretical knowledge obtained on-campus classroom. In particular, experiential learning helps

students to master technical skills and obtain meaningful education outcomes (Cecil, 2012).

Some studies have confirmed the importance of experiential learning for students' employability (Breiter et al., 1995; Ruhanen, 2005). This approach has been found to enhance students' interest, motivation, participation, knowledge, and skill development and thus, contribute towards deeper learning. Other training experiences, for instance, student consultancy for hotel businesses are also gaining a reputation in tourism and hospitality education due to its ability to provide an actual experience that enables experiential learning (Slater et al., 2018). Furthermore, experiential learning provides a broader set of skills for future employment. Also, students' understanding is developed through reflection of personal experience. Besides, previous work experiences have become an essential requirement for graduates to apply for a job. This is especially true for technical skills that are mostly required for non-managerial level jobs. The skills that are important for both technical and managerial level jobs are the customer service skill. Students could benefit from the work experiences in terms of acquiring their customer services (Lin et al., 2018). However, in order for students to fully benefit the experiential learning through internship or OJT program, hotel schools need to carefully structure a program that is mutually beneficial for students, schools and industry (Divine et al., 2007; Jenkins, 2001; Leslie and Richardson, 2000). Further discussion, debates, and experiments with new experiential approaches to excite, motivate, and engage students in their learning, which will be useful for both students and the industry, has become a challenge for tourism and hospitality educators (Ruhanen, 2005).

2.3 Sense of achievement and satisfaction in learning

In an experiential learning atmosphere, the quality of the program is essential. Students should be equipped with the ability to cope with a stressful working atmosphere (Wang et al., 2015) as hotel operations are recognised as highly stressful working conditions (Tsaur and Tang, 20012). Thereby, it is important to ensure the quality of the internship program. Involvement and empowerment in the daily hotel operations should be encouraged. However, previous research has shown that there are problems and dilemmas related to internship practices. A call for clarity of internship goals, assessment, and structure as areas in need of review and redesign for the internship to be either meaningful or worthwhile has been put forward by researchers within this field. Researchers have strongly argued that structured experiential learning can enrich students' experience when incorporated and utilised effectively within the broader learning experience (Constansi and Zopiatis, 2013).

One measure that could be used to understand how students develop in terms of skills, knowledge, and attitude during internship program is their sense of achievement. This feeling may lead to satisfaction in learning and promote motivation to do another good job. As a service learner, students need to experience the value achieved at work after completing a task or interacting with senior colleagues or hotel guests. Work values signify the degree of worth, importance, and desirability of what happens at work (Gursoy et al., 2009). A particular characteristic for millennial students is that they expect immediate recognition through a title, praise, promotion and pay (Gursoy et al., 2009). Work value has also been recognised as a significant influence to job satisfaction and commitment to work (Gursoy et al., 2009) and employee behaviour (Chu, 2007).

Furthermore, it is noteworthy that students' sense of achievement arises from the students' successes in accomplishing goals and producing outcomes. There are three dimensional taxonomy that represent the emotions associated with achievements which are valence (negative or positive), activation (activating or deactivating), and object focus (retrospective outcome, concurrent activity, or prospective outcome) (Ahn and Harley, 2020). High achievement has been found to have association with a range of emotions and strategies (Anderman, 2020). After a process of intrinsic and extrinsic value appraisals (Simonton and Garn, 2020), achievement emotions is typically experienced when one gains an achievement activities or achievement outcomes (Pekrun, 2006) To attain a sense of achievement, students need to have achievement-related endeavours to function within a motivational course of learning (Won et al., 2017). Specifically, in experiential learning, a sense of achievement among students can be attained when the goals, outcomes, and improvements they achieve and produce are noticeable and recognised (Lin et al., 2017). For instance, Lin et al.'s (2017) case study on experiential learning, found that students achieved a sense of pride and achievement in successfully creating positive changes caused by the innovation practices they introduced for a guesthouse. Moreover, to potentially reach optimal learning in internships and training, student goals and outcomes that induce a sense of achievement must be aligned with the dimensions of internship-related learning outcomes. These dimensions include the application of knowledge, development of knowledge and skills, improvements of attitudes and behaviours and anticipation of career paths. Aligning activities that induce students' sense of achievement to dimensions of internship may enable optimal learning among students [Nghia and Duyen, (2019), p.15]. Simply put, as students accomplish goals and learning outcomes, students must be able to feel a sense of achievement to improve satisfaction in learning.

One of the most critical purposes of a hotel school is to prepare students to be ready for future employment after graduation, through study programs and training. The hospitality industry is known as the target of employment and employability skills are important for students, organisations, employers and educational institutions. Hence, employability skills must be honed during study programs and training. Hospitality management and related programs in higher education focus on supplying hotels, restaurants, and related businesses with a source of professionally trained employees and potential managers (Wang and Tsai, 2014). In so doing, training plays a crucial role. Not only students are honed to develop employability skills, but training also reveals areas that require improvement. For instance, Sudhagar (2018) conducted a case study on hospitality skills and found that training is key to alleviate customer dissatisfaction such as delay in service. Increasing student employability is crucial for businesses, education institutes and students themselves (Wang and Tsai, 2014).

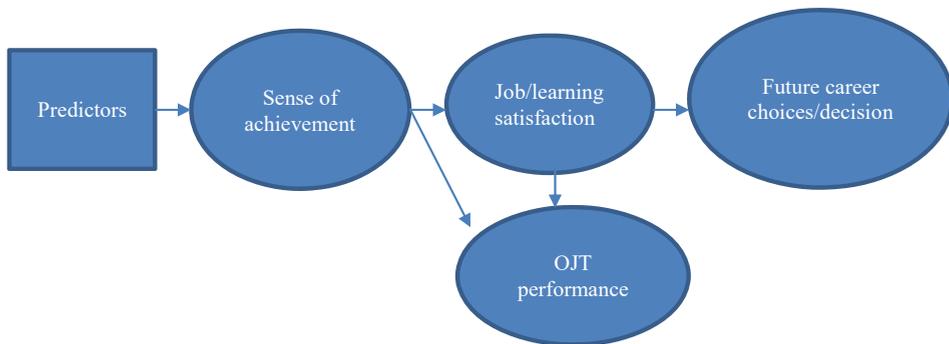
While experiential learning is the core element of the hospitality curriculum, simply providing opportunities for students to take an internship program may not guarantee success. Hotel schools or colleges need to consider the whole process of the internship program, including potential outcomes. Students' abilities to improve their competencies through experiential learning can benefit the campus stakeholders, students and hotels themselves. Thus, research into the design of the internship is required to yield maximum utility for all (Stansbie et al., 2014).

To this end, the present research is structured to explore the events that trigger students' sense of achievement while undertaking the OJT program. The rationale for concentrating this study OJT experience of hotel or hospitality students is simply based

on the impacts of such programs not only on the students' progress but also on hotels, campuses, as well as a hotel guest. When an experiential educational experience is made positive for students, other involved stakeholders will inherently benefit from it (Stansbie et al., 2014).

Based on the literature reviewed, in this research, the conceptual framework illustrates the relationship of constructs as depicted below. The focus on this initial phase of study is on the sense of achievement.

Figure 1 Conceptual framework (see online version for colours)



3 Research methodology

3.1 Introduction

This section discusses the study's methodology which includes the rationale of the chosen research design and research methods as well as their strengths and advantages and data collection.

3.2 Research design

The study undertakes a qualitative research design, an interpretative phenomenological analysis that involves an in-depth exploration of phenomena and people's subjective experiences. This can be conducted through the use of qualitative methods that allow researchers to collect, investigate and analyse data (Alase, 2017). The qualitative approach also allows researchers to thoroughly understand phenomenon and people's experiences through their natural setting, while also manipulating conditions or variables to determine relationships between them (Cypress, 2019). Furthermore, the analysis of qualitative approach is usually done through finding a common meaning within the lived experiences of different individuals. Hence, allowing researchers to draw analysis and conclusions (Alase, 2017). Given these uses of undertaking a qualitative approach, the researcher deemed that the approach is appropriate given the subjective nature of the students' sense of achievement in OJT.

3.3 Research methods

The primary research tools used for the study are semi-structured interviews and open-ended questionnaires. Firstly, a semi-structured interview is a research tool that allows researchers to interact with participants and gather data directly. The tool is also useful in extracting in-depth data from the responses of participants. The questions in the semi-structured interviews are pre-determined, while the answers can be provided by the participants flexibly. These questions are structured to reflect variables of the study and contain elements that are relevant to the aims of the study. Responses from the interview are documented accordingly through recording and transcription (Barret and Twycross, 2018). Secondly, an open-ended questionnaire is a research tool that allows researchers to ask specific questions which are designed to yield explanatory responses or answers (Zhou et al., 2017). The responses yielded from open-ended questionnaires may vary. Some responses may be short yet precise, and some may be lengthy and detailed. The primary goal of using an open-ended questionnaire or interview is to extract relevant themes for the research being conducted. These themes are subjects useful in attaining the aims of the study (Weller et al., 2018). Given these uses of the semi-structured interviews and open-ended questionnaires, the researcher deemed that the aforementioned tools are useful to comprehensively address the aims of the study.

Whereas the research analysis used for the study is thematic analysis. Thematic analysis is the process through which themes and patterns are extracted from the qualitative data such as data gathered from interviews (Braun and Clarke, 2006, in Maguire and Delahunt, 2017). The process of thematic analysis involves compiling data gathered, disassembling data into groups, and reassembling the data according to codes and themes applicable to the study. Subsequently, the themes extracted shall be interpreted congruently with the aims of the study (Castleberry and Nolen, 2018). Given these uses of thematic analysis, the researcher deemed that it is useful in understanding concepts and underlying factors surrounding students' sense of achievement in OJT.

3.4 Data collection

Research participants were drawn from the first (65%) and third (35%) year students of a hotel operations program. The total number of participants was 56 students, recruited using purposive sampling with prior job training experience being the sampling requirement. The majority of participants had a minimum of six months of industrial training experiences (65%) and the remaining 35% had three months OJT. Data were collected using semi-structured interviews and open-ended questionnaires. The analysis of the data gathered used a qualitative approach in which the naturally occurring information helped gain understanding (Leech and Onwuegbuzie, 2007) of the phenomenon under study. The raw data were transcribed, coded, organised, displayed, and analysed using constant comparative analysis. The use of coding technique help identifies pattern and theme from the data. The coding analysis was inductively employed in which code emerged from the data (Leech and Onwuegbuzie, 2007). In identifying theme, first, the raw data were transcribed and displayed. Next, key ideas were underlined and given codes. The codes were then compared, contrasted, and checked. This is the constant comparison part of the analysis. Similar ideas were grouped and labelled. From this, themes emerged.

4 Findings and discussion

The tourism and hospitality industry has been known to be a demanding and challenging sector due to its labour intensiveness. It requires high qualification of human resources in terms of ability to perform tasks or jobs, as well as to manage one's emotions to satisfy hotel guests. Hotel employees should be happy to sincerely make their guests feel happy. Thus, the tourism industry needs to attract highly qualified workers with the skills and knowledge necessary to meet the requirements of employers in the tourism sector (Constansi and Zopiatis, 2013). With that being the case, hotel schools play an important role to supply graduates with the qualification that meet the industry's requirements. One program that helps students to enhance their learning process is internship or OJT in which students have an opportunity to be involved in the daily hotel operations.

The purpose of this study was to obtain insights into the sense of achievement in the workplace experienced by hospitality students who had undergone an OJT program. The study revealed four main themes, which are:

- 1 being trusted to perform a task
- 2 the ability to accomplish a task
- 3 being given compliments, and the ability to solve problems.

These themes will be discussed below.

Being trusted

Respondents reported that being trusted to perform a certain task gave them a feeling of satisfaction. Some respondents reported that they feel pride in being trusted to perform a certain task. It was reported that the more complex and difficult the tasks, triggered the feeling of involvement and pride. Thus, it then promotes motivation to perform the job well that satisfied the giver. Similarly, Cavanagh et al. (2018) argue that trust in student and educator relationships, as well as growth mindset, are factors beneficial in an active-learning environment. Applying these factors in the context of the respondent's responses, it seems that the positive emotions arising from 'being trusted' may encourage students to engage more in activities. Whereas respondents who had a feeling of involvement and pride from accomplishing more difficult tasks seem to reflect a growth mindset which treats learning experiences as beneficial for their development. Given these scenarios, the feeling of trust and pride seems to enhance student learning.

Task accomplishment

The ability to accomplish a certain task during OJT results in a feeling of satisfaction. Some respondents emphasised that task or job accomplishment is not only proving of their capability or competencies to their co-workers but in particular, to themselves. Furthermore, accomplishing a more complicated or difficult task gave a deeper satisfaction and a feeling of relief. Congruent with the control-value theory of achievement emotion, the need for students to prove themselves is a kind of appraisal that influences how they form their emotions towards their sense of achievement (Brunstein and Heckhausen, 2018).

Given a compliment

A compliment is an indication of satisfaction of the giver that similarly leads to satisfaction of the receiver. A few respondents explained that when a hotel guest or supervisor gives compliment over their work performance, they felt satisfied with their performance. Although Koo et al.'s (2020) study found that compliment is not necessarily viewed as a determinant of job satisfaction, as it is argued to be a temporary benefit, this study shows otherwise. Among the respondents, the feeling of satisfaction promotes eagerness to consistently perform a great job.

Problem-solving ability

Due to its characteristic, the service product is somewhat fragile. That is, the delivery of the service is delicate during which service provides demonstrate service delivery to satisfy customers. It is often indicated in the service literature that service defects can still be found even in a well-established service firm. In other words, failure during the delivery of service can be expected in almost all types of service business. In such cases, becoming part of the solution in service failure situations make students proud and felt meaningful. Moreover, their involvement in solving problems may lead to greater confidence in accomplishing tasks and trust by their senior or their team. Some students responded that it promotes a sense of motivation and involvement to handle other challenging situations in the workplace. Similarly, Brunstein and Heckhausen (2018) argue that the ability to perform difficult problem-solving tasks is correlated with achievement motivation which induces improved performance.

Another interesting piece of analysis of the study is that the four themes of the sense of achievement lead to job satisfaction and motivation. In terms of motivation, it should be underlined here that a sense of achievement promotes courage to handle other challenging problem-solving activities and to continuously perform a similarly great job.

4.1 Practical implications

This study provided several implications particularly for hotel schools and hotels (human resources department). First, hotel schools should train students to perform the task independently without supervision. One way to achieve this is by allowing students to engage in repetitive activities for specific tasks that lead to mastery and confidence (Dragoni et al., 2011). Mastery and confidence are likely to improve students' willingness to try a particular task and to feel comfortable. Secondly, problem-solving activities or case studies in the learning process could improve students' ability to analyse and make a quick decision or solution with regards to situations or problems being given. Frequent practices of problem-solving activities may help students with handling problems in the industry.

The results of this study suggest that enhancing the internship or OJT experience is critical to help a student decide their future career, with heightened feelings or a sense of achievement being positively associated with satisfaction with the training program. This may help affirm students' likelihood to strengthen their choice about position or department as their first job in their future career. Furthermore, students' employability may also be the result of more exposure to certain tasks that trigger a sense of achievement in which students tend to feel more confident in performing the task.

Moreover, the industry expects job applicants to have experience including the one obtained through internship or OJT program. Having said that, hotel school must work closely with the industry on the internship or OJT program that helps students improve their performance. A more in-line program at work and curricula (either length or duration and content) may be essential and highly effective. Indeed, in this regard, a call has been placed for further studies in which hotel schools should help the student in making choices based on their interests (Wang and Tsai, 2014).

This research indicates the importance of providing opportunities for students to handle and interact with hotel guests independently. Both hotel schools and hotels may seek a more relevant approach in addressing this issue. The curriculum for tourism higher education aims to meet the needs of students, employers, and government funding bodies, but there is no agreement on how to best do this (Morgan, 2004). Perhaps, education could expose students to perform tasks independently and confidently to increase their experiences before they are sent to hotels for an internship program. Indeed, education has been said as an increasingly important valuable starting point for the development of human capital (Ladkin, 2005), including the tourism and hospitality context. On the other side, hotels should be eager to allow students practice handling guests or problems independently, with minimal supervision. This type of learning enhances student experience beyond the four walls of the classroom (Markey and Holsinger-Fuchs, 2004).

Hotels commitment to knowledge sharing process during students' internship program is essential (Wie et al., 2017), particularly in helping the students to perform any tasks more confidently. This is especially essential as students may feel uncertain if there is no clear information about task-related activities. When students always await and ask their supervisors or senior colleagues, it will prolong the service delivery and may in turn make hotel guests experience impatience. Moreover, knowledge-sharing culture should be promoted across the workplace in order (Wie et al., 2017) to smoothen the operations. A strong organisational culture can be achieved through motivation, delegation, and empowerment to make a decision (Parahoo et al., 2017).

All in all, students greatly appreciate the opportunity to have the experience in real-life working situations, which is in line with most literature on work-integrated learning, experiential learning and service-learning (Aldridge et al., 2011; Eyler, 2009; Lin et al., 2017; Moscardo and Pearce, 2007).

4.2 Limitation and suggestion for future research

This paper has presented evidence on the sense of achievement of hotel students during OJT program. In particular, the study has revealed what triggered a sense of achievement. The results of the study provide a reference for reviewing the results of OJT program and developing a competency-based curriculum. While they provide insights into this area, there are also limitations to acknowledge. First, the nature of the qualitative study in which results are particular within the context under study only and thus, are to be treated with caution. That is, the results of this study are not to be generalised to a wider population. The data were collected from a limited sample frame and sample size; therefore, the findings of the study should be considered tentative. Future studies should employ larger samples from more geographically diverse areas. Second, the research was conducted after students finished the OJT program, in which their information may be biased due to memory decay. Moreover, the cross-section type of data for this kind of research may be less rigorous compared to the longitudinal study, because the feelings

tend to be dynamic from time to time. Third, this study was conducted in a Balinese or Indonesian cultural setting, in terms of respondents' background and their hotels' environment. In other words, the research is limited to Balinese or Indonesian context. As such, future studies may research other cultures or countries to explore the differences in responses toward similar situations. Furthermore, future studies may also seek to examine the opposite feeling, that is 'the scary moments' or 'the oh-no moments', experienced by students during OJT program. It is equally essential important to understand what situations trigger feelings of discouragement while performing OJT.

Next, this study is limited particularly in its scope. However, the results revealed some issues which required deeper research. The current study serves as an initial study on the nature of experiential learning within the context of hotel or hospitality education from the perspective of a student. Identification of deeper issues is likely to result in the development of curricula strategies that increase students' competence in the workplace. As such, this study holds the potential for helping both hotel school and hotel management to better understand how students develop their motivation and commitment toward their job through the sense of achievement during an internship or OJT program. Also, the results of the study may act as a base for more comprehensive research.

Future research may seek to investigate the relationships within front-line employees and other industries. Moreover, in addressing such limitations, a longitudinal approach seems to provide a deeper understanding in the dynamic feelings including how students cope with such discouraging situations. Moreover, future research could use a mixed-method that combines the quantitative and qualitative approach to strengthen the results. Such studies will potentially be beneficial for both hotel schools and the hotel human resources department or training department in providing a supportive environment for students.

5 Conclusions

In summary, this study found that the majority of students experienced the 'yes moments' or sense of achievements during OJT programs. Identifying the kind of situations which triggered such feelings was the main purpose of this study. From an interview session with 56 students, it was revealed that there are four types of situations of: being trusted; the ability to complete a task; being given compliments, and problem-solving ability that led to feeling a sense of achievement.

The significance of the study lies in its potential contribution to the hotel industry by providing guidelines for both hotel schools and hotels to help students. Specifically, these guidelines can help students perform their job confidently by allowing and empowering independent encounters with hotel guests more frequently. Hotel schools should pay attention on students' ability to perform job confidently. Furthermore, findings of the study can contribute and motivate future research on enhancing classroom and OJT curricula in tourism and hospitality education. Educators can also utilise situations and contexts provided by the study to provoke a sense of achievement among students to arrive at learning strategies for enhanced learning. Capitalising students' sense of achievement can help improve classroom and OJT programs.

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