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INDUSTRY EXPERTS' INSIGHT ON SELECTION CRITERIA TOWARDS EMPLOYABILITY OF HOTEL MANAGEMENT GRADUATES OF DELHI NCR INSTITUTES

¹Dr. Ayan Basak, ²Dr. Hemant Kr Singh, ³Dr. Sunil Kr Vohra, ⁴Mr. Deepak Thakur, ⁵ Mr. Ritesh Pathania

¹Assistant Professor, ²Assistant Professor, ³Assistant Professor, ⁴Assistant Professor, ⁵Assistant Professor

¹Amity School of Hospitality,

¹AUUP, Noida, Uttar Pradesh, India

Abstract: In this study one of the key dimension of employability of hotel management graduates i.e. selection criteria for recruitment has been conversed. In order to clearly identify the significance and legitimacy of the selection criteria for recruitment, Descriptive Analysis, Exploratory Factor Analysis and Difference Analysis was done on the underlying factors, influencing the perception of Industry experts towards employability of hotel management graduates of Delhi NCR institutes. To collect the Data, a Review Questionnaire was constructed and been sent to 230 Industry professionals with experience varying from 1 years to 15 Years in Industry. Three categories of respondents among industry practitioners were included in the study, HR Managers, Training Managers and Operation Heads. We have found that factors, influencing the perception of Industry experts towards employability prospects of degree courses in hospitality are: 1. Academic Merit, 2. Applied Aspects, 3. Past Reputation, 4. Social Smartness, 5. Work experience and designation of Industry experts.

Index Terms - Employability, Industry professionals, Hotel Management, Selection criteria

INTRODUCTION

In the first decade of the 21st century, the employability skills of hospitality students have become one of the most important topics on the higher education agenda. In the contemporary world, the promise of a stable lifetime role with one employer and the potential for linear career progression, whether by choice or circumstance, are neither longed for nor realistic. There might be a huge difference between the knowledge and skill impregnated in the students by the college and the expected skills and attributes from the employers' point of view. Employability skills that employers regard for entry-level/ management-trainee positions in the hospitality industry are very specific and aligned with the current trends and basics of hospitality industry. Here, employers' work experience and the designation are also kept under consideration for conclusion. The analysis focuses on the information and insight to experiential learners about the skills currently available to students, the need for additional skills; students need for further development of skills, and those skills employers deem most important.

As a connected stream, hotel management schooling has a nearby and solid association with hospitality business, and need to teach their understudies by staying up to date with the present business style and patterns (Goodman and Sprague, 1991). Notwithstanding, shortage of capable as well as focused working team is always been a continuous concern in the hospitality sector business. Budding importance of hospitality sector specialists and a lack of talented and focused work force could be converted to, developing a immaculate hotel education curriculum to perfectly fulfil the demand of hotel industry demand of skilled and knowledgeable working team for the current scenario and as well as for the future.

Purpose of Study

The motivation behind this subjective study is to find out the underlying of criteria's, influencing the perception of Industry professionals towards employability prospects of degree courses in hospitality by assessing the considerations given by Industry professionals to Academic Merit, Applied Aspects, Past reputation, Social Smartness and off course the Curriculum including theoretical module and practical training. More specifically, taking into account that this is a research work of limited scope, the study aims to determine how the current hospitality curriculum and

the applied aspects like problem solving, communication skills, leadership and knowledge of current affairs contributes to students' preparedness.

Considering the Background, the Research Addresses the Following Questions

- To know the selection criteria of different hotels in accordance to the HR policies and market trends.
- To assess the appropriateness of the curriculum as per industry needs.
- To study different training methods inculcated in curriculum which makes the students industry ready.

REVIEW OF LITERATURE

“Curriculum Studies” is an exceptionally expansive territory inside the field of learning. Educational programs hypothesis, educational modules arranging, instructional program arranging, edifying resources step up, procedure for exam, edifying programs appraisal, edifying board use, and so on are all piece of edifying modules contemplates. Numerous conspicuous analysts have endeavored to demarcate the expression “Curriculum Studies” and give a prescribed significance of the expression (Cremin, 1971; Godland, 1969; Pinar, 1975). Six prime components were recognized of the general training process by Harris: the student, the duration of course, Curriculum, the mentor, the test, which assess the procedure of guideline, and the governmental constitution, which arranges these components (McCullough, 1978). The correct blend of these six components is very crucial and it can literary change the future of the understudies, Cremin (1971).

Evaluation is characterized as the dynamic procedure of assessing the discovering that happens in the group of students' space previously, then after the fact coursework are reviewed, with the input used to augment educating and, thus, understudy perceptive (Angelo and Cross 1993). As per Palomba (1999), evaluation can appraise wisdom at a few distinct levels, for example, the understudy, the group of students' space, the educational programs, and the college. Evaluation is seen more as a way for instructive changes rather than final position of operation (Banta, et al., 1996). Colleges all over the earth have tried in measuring understudies' understanding. What's more, resources, instructive foundations, and instructive associations have turned out to be more nonstop educational modules evaluation as of late. For instance, the 1966 food science training guidelines by the IFT endorsed a food science information foundation, the 1992 benchmarks included prerequisites for insights and achievement abilities, and the 2001 standards recommended procedures of learning based on students, consistent curricular assessment and change, and more noteworthy adaptability of curriculum plan (Hartel, 2001).

Viability, in straightforward terminology, alludes to the degree sometimes meets its expressed objectives. Adequacy can be characterized in various distinctive routes in view of the specific situation and branch of knowledge it is being utilized. Fields, for example, training, trade, and discipline have received diverse denotation of the expression of individual unique circumstance. UNESCO characterizes adequacy as a yield of particular audit or investigations that measure the nature of a particular instructive objective or how much an advanced education organization can be anticipated that would accomplish particular necessities (Vlasceanuet al., 2004). For this research, the UNESCO meaning of instruction is deemed.

RESEARCH METHODOLOGY

Sample Size

According to the survey it was found that numbers of HR Managers, Training Managers and Operation Heads at different five star Hotels and premium Restaurants in Delhi NCR was found to be 250. The technique used for collecting the data from Industry experts was convincing sampling. The study was based on the statistical informative data of Industry experts from 20 five star Hotels and 20 premium Restaurants in Delhi NCR. Participants in terms of numbers can be given as follows; 230 Industry experts.

Sample Technique

HR Managers, Training Managers and Operation Heads at different five star Hotels and premium Restaurants in Delhi NCR were personally approached and according to their strength and willingness 250 questionnaires were circulated among them and out of those only 230 responses were found to be complete and usable for the analysis and simply due to the lack of information 20 questionnaires were rejected.

Data Collection Instrument

So as to gather information from the respondents referenced over, English language was chosen as the mode of correspondence for the questionnaires. On the basis of the proposals given by the industry experts and educationists, the wording, position and the punctuation of the questionnaires were modified. Along these lines, the consequences of the primer examination will affirm whether there is a need to make a few changes or not. Toward the finish of the research, the researcher will present an analysis according to both the comprehension of the things and the respondent's perspective.

The populace tested for this exploration should be the HR Managers, Training Managers and Operation Heads at different five star Hotels and premium Restaurants in Delhi NCR with experience varying from 1 year to 15 Years.

Actual Data Collection

A total number of 200 filled questionnaires were accepted from the industry experts. It was clearly briefed to the respondents that they are not supposed to take any ones view regarding furnishing the information against the questions been asked and they should not apply the terms true or false, rather they have to score each question on a scale of 1 to 5 (Likert's Scale). Here at the scale of 1 to 5, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree. Respondents were also assured of the confidentiality.

The survey instrument comprises of two sections. The initial segment is the statistic information which incorporates degree, occupation, experience, designation, organization and the second part covers their perception regarding course, training, attributes, skills, aptitude, abilities like; correspondence, critical thinking, reasonable and diagnostic, data administration, cooperation and initiative, relational aptitudes, versatility and learning and self-administration abilities. Raybould and Wilkins' (2005) poll configuration was utilized; the inquiries were deciphered by utilizing concurrent interpretation strategy for the precise comprehension of the respondents. At that point, the pilot contemplate was directed to assemble input for the face legitimacy of the inquiries from the directors and the understudies.

ANALYSIS OF DATA

Data Collection from Industry Experts

Structured questionnaire was made and refined to collect the data from industry practitioners from hotel management from different hospitality businesses located in NCR of Delhi. Three categories of respondents among industry practitioners were included in the study, HR Managers, Training Managers and Operation Heads with experience varying from 1 year to 15 Years in Industry. Initially Pilot-testing was done by in the area of study with some industry practitioners and very trivial revisions were integrated to construct a significant and defined questionnaire.

In accordance to maintain the accuracy, purposively Industry practitioners were chosen based on the convenience, ease of use and keenness to contribute their bit for the study. Use to accurately envisage the biasness of the data collected and also to adjust the missing values present in the data, information from non-participants was also used. Consistency of data was checked and verified in detail through the analysis of each filled questionnaire. All the questionnaires that were incomplete or irrelevantly filled were rejected as they were found not worthy to be inculcated for analysis. It took almost five weeks to collect 230 responses from the specified zone.

Validity and Reliability Scale for Industry Experts

The scale used for capturing the perception of industry practitioners of various hospitality businesses who were surveyed during the study was thoroughly analyzed to ascertain the validity and reliability before the data was collected from hospitality professionals by employing the same scale for the designated purpose. A 14 item Likert Scale was used for data collection where responses were collected at the scale of 1 to 5, 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree.

A subjective superficial assessment of the scale items was conducted, for which an expert panel of 5 hospitality discipline subject experts were consulted 3 times each during the scale construction process. The final 14-item scale which is used in the current study is the outcome based on vetting and ratification of the final scale by the panel of experts. The subject panel experts provided valuable insight and due scrutiny which helped in removal of ambiguity and subjective biases from the employed scale.

Followed by face validity the reliability of the scale was subsequently tested for ascertaining the consistency in the responses. For the aforementioned purpose a small sample of 50 responses on the 14-item scale was tested for reliability, by using Cronbach's alpha as the reliability measure. The Cronbach alpha value was found to be above 0.7 which establish the internal consistency of the scale employed to study perception of Industry Experts toward the employability prospects of hospitality degree program.

Descriptive Analysis

The descriptive analysis of the 14 scale items used to capture the perception of industry professionals towards the employability prospects of hospitality programme. It was observed that for all 14 statements out of 14 the mean response score was found to be above 3 which indicate mild to strong agreement on 14 responses of the above 14 item scale. Hence on the basis of mean score on all 14 scale items it can be concluded that overall the perception of industry professionals is positive toward the employability prospects of degree programme in hospitality. The standard deviations for 13 out of 14 statements were found below 1, while only for one statement it was found little higher than 1. Therefore, it could be concluded that the responses on all the 14 items on the scale were consistent at they were falling within the one standard deviation limit around the mean value. Further the skewness coefficients give indication of negative skew for all 14 items.

As discussed above and displayed graphically all the 14 items on scale to study perception of industry professionals towards employability prospects of hospitality degree programme were found to be negatively skewed. To find out whether the deviation from normality is statistically significant or not, both Kolmogorov and Shapiro's Wilks tests were conducted on the 14 scale items.

As interpreted on the basis of test values $p \leq 0.05$ was found for both Kolmogorov Smirnov and Shapiro Wilk, which ascertains and establish that the data in negatively skewed (not normally distributed) for all the 14 scale items used in the study to measure perception of industry professionals towards employability prospects of degree programme in the area of hospitality.

Exploratory Factor Analysis

To determine the underlying factors which determine the industry professional's perception towards the employability prospects of hospitality degree program, exploratory factor analysis was employed using SPSS 23.0. For the better purpose of the understanding the underlying factors or sub-dimensions of the construct under investigation, this study employed principal component analysis method with varimax rotation to extract orthogonal (uncorrelated factors). Since the study belongs to area of social science first oblique factor extraction was tried but due to low communalities later orthogonal factors were extracted for understanding the underlying factors which determine employability prospects of degree programme in the area of hospitality.

First the possibility of exploratory factor analysis is explored and justified by KMO and Bartlett Test and Extracted Communalities as specified. Kaiser-Meyer-Olkin Measure of Sampling Adequacy measure varies between 0 and 1, and values closer to 1 are better. A value of 0.60 is a suggested minimum. The above table shows the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found to be 0.686 which was over the threshold of 0.60

which suggests that the data is adequate for the study. Moreover, earlier studies conducted in the similar areas also found the data to be adequate and reasonable for this study.

Further, Bartlett's Test of Sphericity tests the null hypothesis that the inter item correlation matrix among all scale items is an identity matrix, or there is no inter item correlation between the 14 scale items. As visible in the test results $p \leq 0.05$, which reject the hypothesis and it was found that there is inter item correlation between the scale items, which significantly justify the use of exploratory factor analysis on the 14 items used in this study.

Communalities represent the proportion of each variable's variance that can be explained by the factors. Though ideally above 0.5 and further closer to 1 is preferred for exploratory factor analysis and better interpretation of its results. However, some of the items were found low in communality with less than 0.5 values but for the sake of theoretical relatedness those items were retained by the researcher for further analysis and interpretation.

As per the interpretation four factors that have Eigen values more than 1 could be extracted out of 14 items used in exploratory factor analysis. The items converge into factors on the basis of high inter item correlation among them. Thus in the current study four factor emerge which together explain 52.114% of variance in perception of industry professionals toward the employability prospects of degree programme in hospitality. Further to understand the nature of the four factors which emerged and their classification purpose the rotated component matrix of the converged factors were analyzed.

Difference Analysis

Difference analysis to identify perceptual differences of industry professionals based on difference in work experience and Designation were conducted. There were 3 categories of experience groups among industry professionals whose mean perceptual score measured through 14 item scale.

As observed the mean score of Industry Professionals perception towards employability prospects of hospitality degree programme appears almost close. To ascertain whether any significant difference exists following hypothesis were tested:

H10: There is no impact of work experience of industry professionals on perception towards the employability prospect of degree in hospitality

H1A: There is significant impact of work experience of industry professionals on perception towards the employability prospect of degree in hospitality

One-way analysis of variance ANOVA test was employed to test the above perceptual difference among three experience groups of industry professionals. As per the test results specified $p \geq 0.05$ was found which lead to acceptance of null hypothesis that there is no significant impact of work experience of industry professionals on perception towards employability prospects of degree programme in hospitality.

Next difference analysis was conducted on the basis of designation of industry professionals to ascertain the impact of designation difference on the perceptual difference.

As observed the mean score of industry professional's perception towards employability prospects of hospitality degree programme appears almost close. To ascertain whether any significant difference exists following hypothesis were tested:

H20: There is no impact of designation of industry professionals on perception towards the employability prospect of degree in hospitality

H2A: There is significant impact of designation of industry professionals on perception towards the employability prospect of degree in hospitality

One-way analysis of variance ANOVA test was employed to test the above perceptual difference among five location groups of academicians from various parts of NCR.

As per the test results specified in table 4.23 above $p \geq 0.05$ was found which lead to acceptance of null hypothesis that there is no significant impact of designation of industry professional's on perception towards employability prospects of degree programme in hospitality.

RESULT, FINDINGS AND FUTURE IMPLICATIONS

Based on the subjective study of underlying of criteria's, influencing the perception of Industry professionals towards employability prospects of degree courses in hospitality, the following conclusions have been found and are explained below:

- Academic Merit: Industry professionals give thorough consideration to academic merit as one of the major criteria to judge employability prospects of a student appearing for job interview. Duration of academic programme and scores earned by students are major elements of these criteria.
- Applied Aspects: Secondly Industry professionals also give consideration to applied aspects as major criteria to judge employability prospects of a student appearing for job interview. These applied aspects are characterized by problem solving, communication skills, leadership and knowledge of current affairs.
- Past reputation: Thirdly Industry professionals also give consideration to the relevance of personal history and training record of the candidate along with reputation of college as major criteria to judge employability prospects of a student appearing for job interview.
- Social Smartness: Fourthly Industry professionals also give consideration to individual aptitudes as major criteria to judge employability prospects of a student appearing for job interview. These aptitudes include team dynamics, physical appearance, assertiveness and essential social skills that are required to work under an organizational setup.
- It was also found that there is no impact of work experience of industry professionals on perception towards the employability prospect of degree in hospitality.
- It was also found that there is no impact of designation of industry professionals on perception towards the employability prospect of degree in hospitality

Conclusions Related to Industry Experts Insight on Selection Criteria

- Intelligence of the candidate is gauged in the introduction round only.
- In Group Discussion round assertive of the candidate is checked, regarding his view on the topic of discussion.
- In Technical round, utmost importance is given to evaluate the Job knowledge and Skills of the candidate.
- While judging the aptitude of the candidate, following points are evaluated – Current affairs, Planning of studies, Team dynamics, Communication skills, Leadership skills, Problem solving tactics.
- Marks/grades is an important criteria for the selection of any candidate.
- Physical appearance is an important criterion for the selection of any candidate. History or past experiences with a particular college do influence the recruitment process.
- Four year degree holders are given preference in comparison to three years.
- Post graduate candidates are give preference in comparison to graduates in case of recruitment for allied departments like Human Resource, Marketing, Sales and Accounts.
- Name and year of establishment of the University does influence the recruitment process.

Future Implications

This study can be used to broaden our understanding of the different selection criteria applied by different Hotels and Restaurants. The perceptual analysis of Industry expert conducted in this study can be used to identify the best practical way to groom hotel management students for placement related activities and will also help the faculty to improve and update their curriculum during annual revision of syllabus. This analysis could be used as a tool to prepare students according to the need of the industry and make them employable in terms of knowledge and skills. Significant relationships established between the socio-demographic profiles of the participants i.e. as location, experience in this study can be used to evaluate important factors related to the perception faculty members. The study can be used to justify that why Technical courses like hotel management emphasizes more on practical aspect whether it is the number of hours for practical classes or the duration of industrial training. This study has discovered that criteria for selecting prospective students are based, more on skills i.e. both soft skills and technical hand so more focus should be given on the development of attributes and skills.

Limitations

Apart from the factors explored in this study, some other perception may also exist in the selection criteria. Therefore, further investigation of the factors may need to be gone into and may require future studies. This study has only focused on identifying the different theoretical and practical perception of the stakeholders, but other selection procedure of the stakeholders is not explored to its full potential. Further studies might present those reasons in a better way. This study has focused on a specific destination (DelhiNCR), which might bias the kind of authenticity and experience perceived. As per as industry's point of view is concerned only HR Manager, Training Managers and Operation Head are been included where in the selection process other Departmental Heads like Sales & Marketing, Information Technology, Accounts are also have a stake of opinion.

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Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.054	21.815	21.815	3.054	21.815	21.815	2.207	15.763	15.763
2	1.764	12.597	34.412	1.764	12.597	34.412	1.748	12.484	28.247
3	1.344	9.6	44.012	1.344	9.6	44.012	1.693	12.093	40.339
4	1.134	8.101	52.114	1.134	8.101	52.114	1.648	11.774	52.114
5	0.972	6.943	59.057						
6	0.884	6.316	65.373						
7	0.84	6.003	71.376						
8	0.783	5.592	76.969						
9	0.717	5.121	82.089						
10	0.619	4.422	86.512						
11	0.575	4.106	90.617						
12	0.518	3.702	94.32						
13	0.485	3.466	97.785						
14	0.31	2.215	100						

Extraction Method: Principal Component Analysis.

Matrix of Rotated Component for Industry Perception

	Component			
	1	2	3	4
Post graduate candidates are given preference in comparison to graduates	.874			
Four year degree holders are given reference in comparison to three years	.784			
Marks/grades is an important criteria for the selection of any candidate	.502			
Problem solving tactics is an important attribute for the selection of any candidate		.730		
Communication skill is an important attribute for the selection of any candidate		.654		
Leadership skill is an important attribute for the selection of any candidate		.629		
While judging the knowledge on Current Affairs it is important to check, how the candidate has planned his studies		.525		
In the introduction round it is very crucial to gauge the intelligence of the candidate			.712	
History or past experiences with a particular college does influence the recruitment process			.532	
Name of the University does influence the recruitment process			.411	
In Technical round, utmost importance should be given to evaluate the Job knowledge and Skills of the candidate				.756
Team dynamics is an important attribute for the selection of any candidate				.631
Physical appearance is an important criteria for the selection of any candidate				.531
In Group Discussion round it is very important to check how assertive the candidate is, regarding his view on the topic of discussion				.473

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Mean Perceptual Score based on Experience of Industry Professionals

Work Experience (in Years)	N	Mean
1-5	45	3.9825
6-10	96	4.0104
11-15	78	4.1154

ANOVA for Perceptual Difference based on Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.675	2	.337	2.409	.092
Within Groups	30.259	216	.140		
Total	30.934	218			

Mean Perceptual Score based on Designation of Industry Professionals

Designation of Industry Professionals	N	Mean
HR Manager	29	4.0419
Training Manager	22	3.9416
Operations Head	168	4.0553

ANOVA for Perceptual Difference based on Designation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.252	2	.126	.885	.414
Within Groups	30.682	216	.142		
Total	30.934	218			

A Study on the Level of Higher Secondary School Students' Attitudes and Beliefs towards Mathematics Learning

Philip Joseph, Research Scholar under the Guidance of Dr.Noushad.P.P, Associate Professor, SGTDS, MG University, Kottayam, Kerala

Abstract: The present investigation was undertaken as A Study on the Level of Higher Secondary School (HSS) Students' Attitudes and Beliefs towards Mathematics Learning. The study was confined to 660 students of various government, aided, and unaided higher secondary schools at Kozhikode district of Kerala, India. Male and Female students of Standard XI were selected from urban and rural areas based on a stratified random sampling technique. Students answered a standardised survey questionnaire – a self-prepared valid and reliable tool, Mathematics Study Attitude and Belief Scale with 30 statements. The questionnaire consists of three parts. The first part gathered information about the socio-demographic profile such as their gender, school type, and locality. The second part with 17 statements assessed the respondent's attitudes towards Mathematics learning, while the third part with 13 statements measured the students' beliefs about Mathematical abilities. This study determined and analysed the level of attitudes and beliefs of Standard XI students towards Mathematics learning using descriptive analysis (mean and standard deviation) and percentile analysis. The study reveals that the respondents have neutral/moderate attitudes towards Mathematics learning and they exhibit a positive/moderate approach to beliefs about mathematical abilities. Also, with the results thereby specific recommendations to ease students' problems and difficulties under these factors were made. The study concludes that these suggestions will help to develop a suitable bridge programme for enhancing learning and achievement in Mathematics of Standard XI students.

Keywords: Attitudes, Beliefs, Mathematics, Learning, Performance, Achievement, Male, Female, Students, Kozhikode, Kerala, India

Introduction

Attitudes towards mathematics learning and beliefs about mathematical abilities have long term effect on learning and achievement in mathematics. The former can be favourable or unfavourable and play a definite role on students' achievement in mathematics. These may be manifested in interest, motivation and confidence or anxiety, stress, tension, fear and nervousness. At the same time the latter have immense beneficial effects on learning and achievement in mathematics and play a central role to learn and achieve more. This is manifested in previous content knowledge, comprehension and problem-solving. Further, students' learning would be affected if the fundamentals are not strongly ingrained in lower grades through appropriate instruction in a subject such as Mathematics, wherein it would be difficult for students to grasp complicated concepts later on at higher levels. Though there is due importance given to Mathematics teaching and learning than any other subject at various levels of education worldwide, students' achievement in mathematics have often been disappointing. Probably it is because of the students' attitudinal and belief-level problems.

It is, therefore, the present study was conceptualised and the level of students' attitudes and beliefs towards Mathematics learning was decided to be assessed. Further, these two factors are undoubtedly worth exploring as they have a connection to students' academic performance and achievement. Further, Standard XI students were chosen as respondents as the Mathematics result of Standard XII is one of the crucial developments that decide the educational future of students in India. Thus, the Mathematical foundation imparted in the first year of higher secondary education plays the prime role in the second year's Mathematical achievement. Hence, it is imperative to look for the ways to enhance students' learning capacity in the former years through assessment and evaluation of their attitudes and beliefs towards Mathematics. Further, the present study intended to find answers to the questions given below: What is the level of attitudes of the respondents towards Mathematics learning based on school type, locality and

gender? What is the level of beliefs of the respondents towards their Mathematical abilities based on school type, locality and gender?

The specific significance of the study is as follows: Firstly, an assessment of attitudes of the students towards Mathematics learning will be understood with complete clarity as to whether it is tilting towards a positive or negative direction. Secondly, an assessment of beliefs of the students towards Mathematical abilities will be understood with complete clarity as to whether it is tilting towards a positive or negative direction.

This work is relevant as the results will assist the students, teachers, parents, and other stakeholders in education with information which will help to formulate strategies for improving students' Mathematics learning. Further, it is the effort of the researcher to measure the level of students' attitudes and beliefs towards Mathematics so that the findings of this work will be a basis to propose plans to improve the achievement in Mathematics through developing a bridge programme.

As background, several studies have been undertaken across the world to discuss on various factors which could further enhance students' performance in Mathematics. Further, many studies have suggested that the students' attitudes towards Mathematics directly affects students' performance. While Mensah, J. K., Okyere, M., and Kuranchie, A (2013) found that there was a substantial positive relationship between their attitude and performance, Nicolaidou, M. and Philippou, G (2003) too established that there was a strong relationship between attitude of students and achievement in Mathematics. Amatobi and Amatobi (2013) observed that there was a considerable difference between boys and girls in attitudes towards mathematics though there was no gender difference as far as performance in Mathematics was concerned. Therefore, as cited by many authors, attitude is regarded as one of the most important contributors which affect the level of performance in Mathematics. It also serves as a fundamental factor that affects the students' performance either positively or negatively, again depending on individual student.

Among many general definitions of attitude, Eagly & Chaiken (1993) defines that attitude is a psychological tendency which involves the evaluation of a particular entity with some amount of favour or disfavour. Similarly, Zelle, Mariane, and Elaine (2005) suggest that attitudes are generally positive or negative views about a place, person, event or things. As far as attitudes towards Mathematics are concerned, McLeod (as cited in Ayob and Yasin, 2017) defined it as emotional responses either positive or negative based on any specific reason. According to Khoo and Ainley (2005), attitude is not intrinsic. It is the result of students' experiences and can be very well changed. It develops with time and may have a significant effect on the performance of students in Mathematics. However, an attitude is more stable compared to individuals' feelings and emotions. Further, according to Atanasova-Pacemaska et al. (2015), Mathematics learning requires positive attitudes because these attitudes could inspire and enhance students' will to learn the subject. And Mata et al. (2012) opines that only positive attitudes will bring positive effects on Mathematics instruction. They further add that a negative emotional temperament towards Mathematics learning is a result of a negative attitude towards the subject which may adversely affect learning. At the same time, Hart (1989) included the tendency to fear mathematics and be anxious as the factor in this regard and thus defined an individual's attitude towards Mathematics as a more complex phenomenon. Hart believes that it is the result of beliefs about Mathematics and the emotions that an individual is associating with Mathematics and finally his behaviour towards Mathematics. According to Borasi(1990) and Schoenfeld (1985), attitudes, conceptions, student's expectations about Mathematics and teaching of Mathematics are considered to be crucial factors and this is based on their experience and performance in school. Generally, the students' perception about Mathematics determine how they treat the subject and this may prevent them many a time from experiencing the richness of Mathematics and thus develop competence in the subject through varied approaches. According to Neale (1969), attitude towards Mathematics is collective measures of "a liking or disliking of Mathematics, a tendency to engage in or avoid Mathematical activities, a belief that one is good or bad at Mathematics and a belief that Mathematics is useful or useless." Thus, someone looks at attitude of students towards Mathematics as mere inclination towards Mathematics or abhorrence whereas some others expand the definition and include beliefs, abilities, and usefulness of Mathematics. Thus, as a solution to this difficulty, this study tries to examine and explore attitudes of students towards learning of Mathematics.

Further, beliefs, too, are one of the factors, as suggested by Furinghetti & Pehkonen (2000) who observed that the students' skills and knowledge have a strong relationship with their beliefs and attitudes about Mathematics. The imparting of Mathematics lessons in schools assume importance due to the weightage given to Mathematics as a subject in the curriculum. According to Patena & Dinglasan (2013), Phonapichat, Wongwanich, & Sujiva (2014) and Schofield (1982), Mathematics skills are important to understand other allied subjects and streams such as engineering, social sciences, sciences, and arts. As far as beliefs towards Mathematics learning or abilities are concerned, according to Furinghetti & Pehkonen (2000), the skills and knowledge of students are in strong tangent with their beliefs and attitudes towards Mathematics. Thus, students' mathematical knowledge must be assessed and evaluated, keeping in mind their beliefs.

Thus, several studies have been conducted to find out the relationship between attitudes and performance in Mathematics or attitudes and beliefs or beliefs and performance in countries such as USA, India, Philippines, Malaysia, Ghana and Norway. So far, no significant study on the level of attitudes and beliefs of higher secondary school students in India have been conducted. Therefore, the researcher decided to take up the study titled -A Study on the Level of HSS Students' Attitudes and Beliefs towards Mathematics Learning.

Objectives of the Study

This study was aimed to achieve the following objectives:

- To assess attitudes of standard XI students towards Mathematics learning.
- To assess beliefs of standard XI students towards their Mathematical abilities.

Specifically, it intended to provide details on

- i) The respondents' Profile,
- ii) Level of attitudes of the respondents towards Mathematics learning and
- iii) Level of beliefs of the respondents towards their Mathematical abilities

Methodology

The present study was undertaken to assess the level of attitudes and beliefs of Standard XI students based on gender (male and female, 1:1 ratio), locality (urban and rural, 4:5 ratio) and school types (government, aided and unaided, 2:3:1 ratio). A descriptive quantitative survey method was administered by a questionnaire on students and for its implementation, the google forms were used.

The study was confined to 660 Standard XI students studying in various H S S of Kozhikode district of Kerala, India. Male (330) and female (330) students were selected from government (220 students), aided (332 students) and unaided (108 students) H S S situated in urban (294 students) and rural (366 students) areas using a stratified random sampling technique. They were requested to answer a Likert-type survey questionnaire – a self-prepared valid and reliable tool, Mathematics Study Attitude and Belief Scale with 30 statements. Formal sanction from the principals of the selected schools were obtained in order to conduct the survey. The tool used consists of three parts. Part 1 gathered the respondents' socio-demographic profile. The input gained was the profile of the respondents according to their gender, school type and locality. Part 2 with 17 statements (based on favourable and unfavourable attitudes) assessed the respondents' attitudes towards Mathematics learning, whereas Part 3 with 13 statements (based on previous content knowledge, comprehension and problem solving) assessed the students' beliefs about Mathematical abilities. The scale was validated using face validity (expert and peer review). Further, Cronbach's Alpha test was used to determine the reliability of the tool. Positive items under Attitudes and Beliefs scale rating are such as strongly agree with 5 points, agree with 4 points, neither agree nor disagree with 3 points, disagree with 2 points and strongly disagree with 01 point whereas the negative items were rated in the reverse order. In part 2 a student can score a minimum 17 and maximum 85, whereas in part 3 it ranges from 13 to 65. The data collected were analysed through Statistics Product and Service Solution (SPSS).

The reliability index was determined as 0.902 for part 2 and 0.815 for part 3 using the Cronbach's Alpha test and it showed that items are consistent and reliable as it is according to the inference of Abe and Gbenro (2014) which stated that the reliability co-efficient of the instruments must lie between 0.5 and 0.85 or above. During this study, the topic-related literature given by various authors in books, websites, journal

papers and research papers were also reviewed to arrive at logical conclusions through analysis and interpretation of relevant ideas, data, and details therefrom. The levels of attitudes and beliefs were determined by calculating the mean, standard deviation and percentile analysis. Three levels are determined as high (above 75%), moderate (between 50% to 75%) and low (below 50%). The findings from the study will be used to propose a plan for the development of a bridge programme for enhancing learning and achievement in Mathematics of Standard XI students.

Results and Discussion

Following table/descriptions show and discuss mean and standard deviation of overall sample, gender, locality and type of school

Table 1

Sample	Attitude		Belief		
	Mean	Standard Deviation	Mean	Standard Deviation	
Total Sample	58.6091	11.0967	46.8576	6.81654	
Gender	Male	57.8939	11.32811	46.0242	7.01925
	Female	59.3242	10.83032	47.6909	6.5122
Locality	Urban	57.551	10.81693	46.068	6.8046
	Rural	59.459	11.2592	47.4918	6.76888
Type	Govt.	58.8182	11.38948	46.8682	7.08886
	Aided	59.4578	10.82578	47.2711	6.48205
	Unaided	55.5741	10.8956	45.5648	7.15029

The overall weighted mean and standard deviation of attitudes are 58.6091(69%) and 11.0967, respectively as depicted in Table1 above means that the respondents have moderate attitudes towards Mathematics learning, while overall weighted mean and standard deviation of beliefs of the respondents are 46.8576(72%) and 6.81654, which means they exhibit a positive or highly moderate beliefs about mathematical abilities.

Attitudes of the Respondents:

Following table/descriptions show and discuss students' Attitude level for total sample and also based on gender, school type and locality.

Table 2

Percentiles	Total Sample	Gender		Type of School			Locality	
		Male	Female	Government	Aided	Unaided	Urban	Rural
10	44.0000	43.1000	45.0000	45.0000	44.3000	42.9000	44.5000	44.0000
20	50.0000	48.2000	50.0000	50.0000	50.0000	47.8000	49.0000	50.0000
30	52.0000	51.0000	53.0000	52.0000	54.0000	51.0000	52.0000	53.0000
40	56.0000	55.0000	57.0000	55.0000	57.0000	52.0000	54.0000	57.0000
50	59.0000	58.0000	59.0000	59.0000	60.0000	55.0000	57.0000	60.0000
60	61.0000	61.0000	62.0000	62.0000	62.0000	57.4000	60.0000	62.0000
70	65.0000	64.7000	65.7000	66.0000	66.0000	60.0000	63.0000	66.0000
80	69.0000	68.0000	69.0000	69.0000	69.0000	64.2000	68.0000	69.0000
90	73.0000	73.0000	73.0000	74.9000	72.7000	70.3000	72.0000	74.3000

Based on 50th percentile, half of the total sample scored 59 and above, half of the male respondents scored 58 and above in the attitudes scale, which suggests that 50% of the male respondents have neutral and positive attitudes towards Mathematics learning. Simultaneously, their female counterparts with 59 and above scores have attitudes that are a mix of neutral and positive too. Now coming to the respondents of Government, Aided and Unaided HSS, 50% of the respondents scored 59 and above, 60 and above, and 55 and above respectively are displaying a tendency towards a mix of neutral-positive attitudes, positive attitudes and neutral-positive attitudes towards Mathematics learning. Further, the respondents of Urban and Rural area with scores 57 and above, and 60 and above show neutral-positive attitudes and positive attitudes

towards Mathematics learning respectively. The inference through percentile analysis is that the respondents through the sub-groups display neutral-positive/moderate attitudes towards Mathematics learning.

Beliefs of the Respondents:

Following table/descriptions show and discuss students' belief level for total sample and also based on gender, school type and locality.

Table 3

Percentiles	Total Sample	Gender		Type of School			Locality	
		Male	Female	Government HSS	Aided HSS	Unaided HSS	Urban Area	Rural Area
10	39.0000	38.0000	40.0000	38.0000	39.0000	36.9000	38.0000	39.0000
20	41.0000	40.0000	42.0000	41.0000	41.0000	40.0000	40.0000	41.0000
30	43.0000	42.0000	44.0000	43.0000	43.0000	41.7000	42.5000	44.0000
40	45.0000	44.0000	46.0000	45.0000	45.0000	43.6000	44.0000	45.0000
50	47.0000	45.0000	47.0000	48.0000	47.0000	45.0000	45.0000	47.0000
60	49.0000	48.0000	49.0000	49.0000	49.0000	47.0000	48.0000	49.0000
70	50.0000	50.0000	51.0000	50.0000	50.1000	49.0000	49.0000	51.0000
80	52.0000	52.0000	53.0000	52.8000	53.0000	52.0000	52.0000	53.0000
90	56.0000	55.0000	56.9000	56.9000	56.0000	55.0000	55.0000	56.0000

Based on 50th percentile, half of the total sample scored 47 and above, half of the male respondents scored 45 and above in the beliefs scale, which suggests that 50% of the male respondents have neutral to positive/moderate beliefs in their Mathematical abilities. In contrast, their female counterparts with 47 and above scores have beliefs veering towards the positive side as far as their Mathematical abilities are concerned. Further, among the respondents of Government, Aided and Unaided HSS, 50% of the respondents scored 48 and above, 47 and above, and 45 and above respectively with former two showing the tendency towards positive beliefs on their Mathematical abilities, while Unaided HSS students are having neutral beliefs. Even the respondents of Urban and Rural area with scores 45 and above, and 47 and above have neutral-positive beliefs and positive beliefs towards their Mathematical abilities respectively. The inference through percentile analysis is that the respondents through the sub-groups have neutral-positive/moderate beliefs towards their Mathematical abilities.

Conclusion

This study was conducted on 660 HSS students, both boys and girls, and had samples from government, aided and unaided HSS of both urban and rural areas. The focus was on finding the extent of attitudes and beliefs towards Mathematics of the respondents in the sample to give recommendations to develop bridge programme to enhance learning and achievement of the Standard XI students. Therefore, the study did not focus on collecting mathematical scores of the said students. With this background, there is a scope to undertake further study with a deep focus on the relationship of gender, locality and type of schools with performance and achievement.

Further, a study on inter-relationship between attitudes and beliefs with achievement too can be conducted. Additionally, bigger sample size can be identified and worked upon for more clarity. The scope of an in-depth study of the components attitudes and beliefs are immense and can be expanded to schools, degree college and post-graduate college students.

The purpose of this study was to evaluate the level of attitudes and beliefs of standard XI students. The study is conducted as part of the effort to improve the above said factors in students as its improvement can bear positive effect on the results of the second year which is a crucial year for students as far as choosing higher studies are concerned. Following the study, we can conclude that most of the student's attitudes towards mathematics learning and beliefs about mathematical abilities are moderate and to be gone in a positive direction. Whatever attitudes and beliefs that are showing negative tilt are also only marginally tilted and thus can be quickly pushed towards a positive and high direction.

Further, the review undertaken in the literature exhibits that there exists a definite relationship between performance and beliefs, attitudes and achievement. And it also explains that love for Mathematics should be ingrained in students in lower classes so that the students are thorough with the concepts which will automatically pique their interest. Also, the findings reiterate that the students know the importance of mathematics subject. Therefore, an attempt to improve the learning and achievement of students can be made by implementing a bridge programme that enhances their interest by firming up the basic concepts and thus fuel student motivation. As Mathematics is working on logical proofs, the educators should strive to structure the learning environment that is conducive to all types of students. The imparting of lessons should be in a way that maintains and increases the level of attitudes and beliefs.

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ETHICAL APPROACH FOR DEVELOPMENT OF TOURISM: NEED OF THE HOUR

Dr. B.R.Parineetha,
Associate Professor
National Degree College,
Jayanagar, Bangalore-70

In recent times Tourism has emerged as a complex socio-economic and cultural phenomenon. Despite the tremendous impact of the Tourism sector on the global, regional and local scenario, it is imperative to promote and monitor the burgeoning industry by adhering to a Code of Ethics so essential for the growth of responsible Tourism. The Chairman of the World Committee on Tourism, 2013, Dawid De Villiers called for a renewed commitment to ethical standards and values, emphasizing that “We live in difficult times and peoples¹ and nations around the world are facing enormous challenges.” He explained that “The Tourism Sector can make a valuable contribution to peace and progress if all stakeholders commit themselves to the principles and values of Global Code of Ethics for Tourism. The Code is our roadmap towards a better Future.”¹

At the inaugural session of the UNWTO Seminar on Ethics in Tourism in Quito, Ecuador held on 30th June 2006 Bruce Poon Tip, the CEO of G Adventures spoke about commitment to Corporate Social Responsibility and Sustainable Tourism. The aim of Bruce who established GAdventures in 1990 was to create an authentic, sustainable travel experience like nothing the world had ever seen. The Motto of the organization has been laying emphasis on Love, Lead, Embrace, Create and Do- stressing on the idea “We love changing People’s lives”².

The Message of Michelle Bachelet Executive Director of UN organization of Women on the occasion of the first International Congress on Ethics and Tourism, Madrid, Spain held on 15th and 16th Sept, 2011 advocated adoption of sound ethical practices under a sustainable and responsible Tourism industry that invests in equal pay, gender equality and protection of environment. A solid foundation has been provided by the Global Code of Ethics in Tourism adopted by the UN WTO in 1999 and promoted by the UN General Assembly. The Global Code in its Article II 920 calls upon stakeholders to respect and advance the goal of equality between men and women. Moreover efforts have been made to organize “Women in

¹www.unwto.org/en/unwto/programme/ethics-social-dimension-Tourism/global-code-ethics-tourism

²www.gadventures.com/awards/details/ethics-in-tourism

Tourism Empowerment Programme” that will provide women with hands-on training in specific skills in the hospitality industry to enhance employment opportunities for women³.

The United Nations Office on Drugs and Crime (UNODC) and UNWTO held a joint side event on the subject of “Human Trafficking in the Context of Tourism” in parallel with the 21st session of the UN Commission on Crime Prevention and Criminal Justice in Vienna, Austria on 24th April 2012. The event aimed to create awareness on the phenomenon of human trafficking in relation to Tourism, and to dispel any false sense of security that this form of exploitation bears no relation to the sector. The event conveyed the message that Tourism infrastructure can be misappropriated by traffickers for exploitative purpose. Victims of trafficking may find themselves in the kitchens of restaurants or bars, cleaning guest houses or engaged in exploitative begging or street hawking. Even the organs of the trafficked victims are used to attract travelers in need of transplants. So the UNODC event emphasized that the tourism sector must play a vital role in preventing human trafficking. The need for making a conscious effort to put into practice the codes of conducts of tourism companies and the laws that allow for the prosecution in their homeland of tourists who engage in exploitative activities was reiterated to enhance the human face of Tourism Sector with a sense of social responsibility⁴.

WTO in its statement on prevention of Organized Sex Tourism defines “Organized Sex Tourism” as trips organized within the Tourism Sector or from outside this sector but using its structures and networks with the primary purpose of effecting a commercial sexual relationship by the tourist with residents at the destination bringing about “the grave health, as well as social and cultural consequences of this activity, especially when it exploits gender, age, social and economic inequality at the destination visited. Since the early 1990’s, various measures in combating child sex trade have been taken by the tourism industry. At the international level, tourism industry associations are developing policies for their members. The Universal Federation of Travel Agents’ Associations (UFTAA) was the first tourism association adopting ‘The Child and Travel Agents’ Charter (1994). Following the WTO Statement on the Prevention of Organized Sex Tourism (1995) and the Stockholm Congress, other tourism industry organizations have adopted their tourism policy documents or codes of conduct against commercial sexual exploitation of children. They include:

- The Code of Conduct against the Sexual Exploitation of Children of the International
- Federation of Tour Operators (IFTO);
- The Resolution against the sexual exploitation of children of the International Hotel and
- Restaurants Association (IH&RA);
- The Final Resolution condemning commercial sexual exploitation of children of the
- International Air Transport Association (IATA);

³Gender equality in the Tourism Industry- UN Women- United Nations Entity for Gender Equality and the Empowerment of Women

⁴www.unwto.org/en/unwto/programme/ethics-social-dimension-tourism/global-code-ethics-tourism

- The Resolution against Sex Tourism of the International Federation of Women's Travel Organizations (IFWTO);
- The Resolution to combat commercial sexual exploitation of children of the Federation of International Youth Travel Organizations (FIYTO);
- The Declaration against commercial sexual exploitation of children of the Group of National Tour Operators' Associations within the European Union (ECTAA);
- The Declaration against the Sexual Exploitation of Children of the Confederation of the National Associations of Hotels, Restaurants, Cafés and Similar Establishments of the European Union and the European Economic Area (HOTREC);
- The Resolution on Prostitution Tourism and Standard Agreement of the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Association (IUF/UITA/IUL).

Some initiatives, all of them condemning child sex abuse, have been taken at national level and include staff training, distribution of information, presentation of posters and establishment of codes of conduct.⁵

Companies adopting the code commit themselves to implement the following six criteria to prevent sexual exploitation of children⁶:

1. Establishment of an ethical corporate policy against sexual exploitation of children
2. Education and training of personnel in both the country of origin and travel destinations
3. Introduction of a clause in the contracts with suppliers, that makes a common repudiation of sexual exploitation of children
4. Providing information to travelers by means of catalogues, brochures, posters, in-flight films, ticket-slips, home pages, etc, as appropriate. Providing information to local "key persons" at the destinations
5. Annual reporting on the implementation of these criteria

The efforts to make an ethical approach to tourism a reality are evident in the endeavours of a few organizations such as-

- Nominetwork is a non profit organization based in New York city to create economic opportunities for women at risk of human trafficking and is serving women in South and South East Asia equipping women to develop skills to produce goods for the global market place. Since 2009 it has organized programs for providing entrepreneurship/ leadership and technical skills to women and training them to use modern marketing techniques to increase their access to the market place⁷.
- The CATW- Coalition against Trafficking in Women is the World's first organization to fight human trafficking internationally. The projects of this organization is centered on survivors' human rights and advocates for the protection of victims and the punishment of the perpetrators of sexual

⁵www.accor.com, Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism, Overview and Implementation Example, UNICEF, 2006, p.11

⁶Ibid. p. 14

⁷www.nominetwork.org/stop+sex+Tourism

exploitation This NGO striving since 1988 holds special status with UN ECOSOC. It endeavours to create legal, social, economic and political conditions that are inhospitable to human trafficking⁸.

- “The Code” of conduct for protection of children from sex exploitation in travel and tourism is an industry driven initiative with the mission to provide awareness, tools and support to the tourism industry to prevent children from sexual exploitation. It welcomes all business and companies linked to travel and tourism industry as members.⁹

The Eleventh Meeting of the World Committee on Tourism Ethics held in Rome, Italy on the 12th and 13th of July, 2012, gave a call to make “Safe Coastal Tourism” a priority in coastal destinations worldwide. Dr. Caroline Danneels, founder of the organization “Safe Coastal Tourism” emphasized on the importance of safety precautions at beaches and marinas across the globe. The Organization has worked to create awareness about the crucial need for the adequate safety measures and provision of accurate information to tourists to prevent often fatal accidents at coastal sites.

The committee members of the World Committee on Tourism Ethics drew particular attention to the need for safety warnings in the form of signs and flags to alert visitors to dangerous conditions and the absolute necessity of lifeguards and life-buoys to aid in rescues even during tourist “low-season”. The body further analysed a number of pressing ethical issues including the fight against human trafficking and child exploitation, the road to greater gender equality and accessibility in Tourism, and developments for the protection of tourists/ consumers and tourism enterprises. The Committee reiterated its support to UNWTO’s preparation for an international legal instrument in this area.¹⁰

The efforts for developing an ethical approach for Tourism Development has been a constant endeavour at the global level and is evident by the discussions at the 2nd International Congress on Ethics and Tourism jointly organized by the UNWTO and the Ministry of Tourism of Ecuador held at the capital Quito on 11th and 12th September 2012. This event sought to promote responsible, sustainable and fair Tourism development at the global level for the benefit of all sectors of society and the universally accepted reference that is the global code of Ethics for Tourism of UNWTO, endorsed by the General Assembly of the UN in 2001.

It is indeed heartening that attention was drawn to the concept of ‘Conscious Tourism’ that constitutes innovative thinking based on the same principles of sustainability and ethics promoting the values of peace, friendship, respect and love for life as the essence of the practice of Tourism. With over 350 participants from nearly 40 countries representing governments and national and local authorities, international organizations and NGOs, the business sector and education and training institutes, the event discussed the issues related to environmental sustainability, the protection and respect of human rights and the role played by the private sector to ensure the sustainability on Tourism and Corporate social responsibility.

⁸www.catwinternational.org

⁹www.thecode.org

¹⁰www.ethics@unwto.org

Corporate Social Responsibility (CSR) is a specific application of the notion of environmental and Social auditing to business practice. The Technique is strongly promoted by fair trade in Tourism. The concept of CSR emerged in the late 1990s out of NGO efforts to create a more equitable international trade system. Responsible Tourism has emerged in the western world as wider consumer market tends towards lifestyle marketing and ethical consumption has spread towards tourism¹¹.

The success of the Tourism industry depends on staff commitment, loyalty and efficiency and is reflected through interaction with the customer. The Decent Work Agenda of the ILO is based on the understanding that work is a source of personal, dignity, family stability, peace in the community, democracies that deliver for people, and economic growth that expands opportunities for productive jobs and enterprise development. In applying this agenda to the Tourism industry, positive outcomes should be sought for women workers, companies and customers.¹²

It is just not adequate to only debate and discuss on the Global code of Ethics, but it is also imperative that actualization of the Ethical approach to Tourism must be a reality. In this context the role of the Travel Agents on whom the tourists rely for safe and comfortable travel is rather highly significant. Travellers depend on travel agencies like ASTA to guide them in an honest and competent manner. This is well reflected in the pledge of all ASTA members to conduct their business activities in a manner that promotes the ideal of integrity in travel and sincere adherence to the ASTA Code of Ethics. The emphasis for ensuring Responsible Travel is well reflected in the Code of ASTA as follows-

- Accuracy-The ASTA members will be accurate in providing information about their services and services of any firm they represent. There will be no use any deceptive practices.
- Disclosure-The ASTA members will provide in writing complete details about the cost, restrictions and other terms and conditions, of any travel service sold, including cancellation and service fee policies.
- Responsiveness- ASTA members will promptly respond to their clients complaints.
- Refunds- ASTA members will remit any undisputed funds under their control within the specified time limit.
- Cooperation- The ASTA members will cooperate with any inquiry conducted by ASTA to resolve any dispute involving consumers.
- Confidentiality- The ASTA members will treat every client transaction confidentially and will not disclose any information without permission of the client unless required by law.
- Conflict of Interest-The ASTA members will not allow any preferred relationship with a supplier to interfere with the interests of their clients¹³.

¹¹Goodwin and Francis, 2003, p.5

¹²Thomas Baum, International Perspectives on women and work in HCT, 2012, p.6

¹³www.asta.org/about/content.cfm

If an ethical approach is found in ASTA so also it is reflected by the norms adopted by TAAI, the Travel Agents Association of India indicating the percolation of Ethical approach to Tourism from International to National level. The need for adopting the best traditions of salesmanship and ethical conduct was well reflected in the outlook of the TAAI. The organization has made it mandatory for travel agents in India to ensure that they adhere to fair dealing and ethical practices in all their activities. It has created awareness about honest endeavors to eliminate any practices which may be damaging to the public. It also ensures accurate, effective and professional travel advice to the tourists. The TAAI Staff members should be well informed to advise their clients on all formalities and should be committed to give their best services to ensure such formalities have been satisfied. The TAAI also emphasized that there should be a conscious effort to avoid incorrect and misleading statements and doubtful superlatives. The TAAI members shall also be thoroughly conversant with tariff rules, regulations and changes in the hospitality sector. They must also discourage receiving any personal favours in the conduct of their professional duties.¹⁴

The bounds of ethics of Tourism encompasses even wider aspects that have been recognized by the ICAO. An ethical perspective on Consumer protection has been presented by the UNWTO. The working group on protection of tourists/ consumers and travel organizers was set up in 2011 to govern the rights and obligations of tourists at global level. It consists of official experts from member states, representation of Tourism private sector such as IATA, AMFORT, IH & RA, UFTAA, WTAAA, ECTAA, EGFATT, HOTREC, WTTC, FIA, ACI and international organizations like ICAO and Representatives of European Commission. The UNWTO Convention on protection of Tourists and Tourism service providers deals with issues such as Assistance and repatriation of tourists, Tourists protection, Information obligations and accommodation issues, Bilateral negotiation to avoid inconsistencies and minimize conflicts in rules and regulations.¹⁵

A Code of Ethics for hospitality profession has also been drawn up by the Institute of World Hospitality Management as Hospitality constitutes a significant wing of Tourism activity. The Hospitality professional shall act at a trusted person in professional relations, implementing responsibilities in the most competent manner and exercising knowledge and skill to promote the interests of the immediate and corporate employer. The hospitality professional shall strive to maintain and enhance the dignity, status and competence and standards of the profession and its practitioners. He shall consider the promotion and preservation of the safety and welfare of the public to be the paramount duty.¹⁶

Case studies have also indicated that there are misconceptions and stigma attached to Hospitality sector in India. It is clear that women and their families need direct access to workplace prior to commencing employment, understanding the nature of job roles and discussing potential career pathways is much needed. There is also need for introducing zero tolerance policies on sexual harassment and sexual

¹⁴www.travelagentsofindia.com/code-ethics.php

¹⁵ICAO/Worldwide Air Transport Conference Sixth Meeting, Montreal March, 2013/
www.icao.int/meetings/atconf6/Documents/working_papers/AT_conf6-wp031_en-pdf

¹⁶www.institutewhn.com/personal_ethics.html

discrimination. There providing is also need for exploring opportunities to enable flexible working patterns so that women can balance work with family and community commitment.¹⁷

Hotels and other accommodation facilities are often the place where children are sexually abused. Hotel owners and managers around the world are in a position where they can effectively, and in a very visible way, support the campaign against the commercial sexual exploitation of children. The International Hotel & Restaurants Association (IH&RA), adopted in 1996 a resolution in which they “recommend to all their members ”...to consider measures to prevent the use of their premises for the commercial sexual exploitation of children” and ”to prevent ease of access to child prostitution or child pornography”.

The principles and basic ideas of global ethics in the field of culture are encompassed in the minimal standards of six UNESCO conventions in the cultural domain, notably:

- The Hague Convention of 1954 which safeguards cultural properties in times of international armed conflicts and civil war, which is the oldest international legal instrument in this regard;
- The 1970 UNESCO Convention to prohibit illicit traffic of cultural properties;
- The 1972 World Heritage Convention which protects cultural and natural properties of outstanding universal value. This chapter focuses a little further on its contribution to global ethics and the positive and negative impact of globalization on World Heritage sites.
- The Underwater Convention, launched in 2001, which protects the archaeological heritage in the oceans.
- The Intangible Heritage Convention of 2003 which conserves traditional cultural manifestations such as music, dance, languages, and festivals. It constitutes an important supplement to the World Heritage Convention, the latter being limited to material heritage conservation such as sites and monuments of outstanding universal value.
- Finally, the 2005 instrument for protecting cultural diversity, which sets basic principles concerning the cultural exception in international General Agreement on tariffs and trades (GATT) within the framework of the World Trade Organization (WTO) .

Indeed, all UNESCO conventions described above help build a global civic culture. The five ‘Es’ and the World Heritage Convention-What could be called ‘the five Es of globalization’ deserve to be examined particularly in the context of World Heritage preservation-

- The First “E” stands for **Ethical Globalization**.The World Heritage Convention and other UNESCO conventions in the cultural domain are instruments which,may be considered as building blocks for a new global ethic. Moreover, quite a number of World Heritage sites protected under this Convention are highly symbolic in terms of main values pertaining to a global ethic, notably the respect of human rights, of democracy, and of tolerance towards other cultures.
- The second ‘E’ stands for the **evolutionary process of globalization** considering that globalization is not a new phenomenon. Again, several sites on UNESCO’s World Heritage List illustrate the history of globalization, particularly properties along the Silk Routes.....
- The third ‘E’ deals with the key issue of **economic globalization**. Within the World Heritage contextthe impact of international mass tourism on World Heritage sites.....

¹⁷Local Hospitality: Developing Local Employment in India’s Tourism industry, p.66/www.skills development.org 2013 EQUATIONS

- The fourth 'E' makes headlines in the media, but offers little so far in terms of appropriate solutions, i.e. **environmental globalization**. Potentially all World Heritage sites, whether located in developing or developed countries, will become increasingly affected by global climate change.
- Last but not the least, the fifth 'E' stands for **electronic globalization**¹⁸

Ethics in protecting the natural and cultural heritage that constitute the main components of tourism itself has been the need of the hour at all times. UNESCO's Universal Declaration on Cultural Diversity along with the main lines of an action plan, is a determining instrument to humanize globalization. The General Assembly of UNESCO that adopts Universal Declaration on Cultural Diversity has adopted laudable principles that are as follows-

- Article 1- Cultural Diversity: The common heritage of humanity implies that common heritage of humanity should be recognized and affirmed for the benefit of present and future generations.
- Article 2- From Cultural diversity to Cultural pluralism implies harmonious interaction among people and groups with plural, varied and dynamic cultural identities as their willingness to live together.
- Article 3-Cultural Diversity as a factor in Development.
- Article 11-Building partnerships between the public sector, the private sector and civic society- Market forces alone cannot guarantee the preservation and promotion of cultural diversity which is the key to sustainable human development. So the pre-eminence of public policy in partnership with the private sector with civic society must be reaffirmed.¹⁹

Special attention may be drawn to the UNESCO Code of Ethics for protecting and preserving Underwater Cultural heritage for future generations. Underwater heritage encompasses all traces of human existence having a cultural, historical or archaeological character lying under water. Over the centuries thousands of ships, entire cities and even landscapes have been swallowed by the waves and they constitute a precious heritage that needs to be protected. Hence a Code of Ethics on Diving itself has been formed.

- Seek Permission for Diving- Diving on a designated wreck or ruined sites often requires a specific permission. Such as 'Do not Dive at the site without a license as you may put the site or yourself in danger'.
- Only archaeologists may remove objects- Non-Scientific diving should remain non-destructive and non-intrusive.
- Do not take Souvenirs- Dive to enjoy or to get involved, take photographs or documents on the site however do not take any object from a wreck or a submerged ruin and do not disturb the site.

¹⁸Ed. Albert, M.Richou, M.T.Vinals and A.Witcomb, World Heritage papers 31- Community Development Through World Heritage, UNESCO 2012, pp.11 & 12, www.unesco.org/documents/publi._wh_papers_31_en.pdf

¹⁹www.unesco.org/confgen/press_re;/021101_clt_diversity.shtml

- Respect measures that protect sites- Any protection measure placed over submerged archaeological sites by the responsible authorities such as metal cages or sand layers must be safeguarded from erosion, irresponsible intruders and looting.
- Report discoveries to the responsible authorities- When a historic wreck is discovered, immediately information should be given to the national competent authorities.
- Do not sell our common heritage- Objects from submerged archaeological sites should not be commercially traded, but protected. Dispersing this heritage robs us of our past. If you spot the sale of illegally acquired artefacts, inform the competent authorities.
- Be careful while taking photographs- Avoid contact with the wreck or ruin site while taking photographs.²⁰

Heritage plays an important role in community development, and here it is understood as cultural construct- if it is to be used to create identity- it needs to be more than simply conserved. The World Heritage committee has developed a set of five strategic objectives, the five ‘Cs’- “Credibility, Conservation, capacity-building, communication and communities”.²¹

The Ethical approach to wildlife management has been viewed through five perspectives such as-

- Contractarian Perspective-This ethical approach maintains that morality should emerge from humans making agreements or contracts themselves on protection of wildlife and adhering to international agreements.
- Utilitarian Perspective- It is an ethical theory based on the idea that aim should be to bring about best results taking into account every one affected by a decision.
- Animal Rights Perspective- Animal Rights purists argue that animals feel pain and have desires of their future. Hence we should not kill or confine or interfere in their lives. On the contrary habitats must be managed but it is best to be left without human interference.
- Respect for nature perspective- It deals with protecting value of naturalness or preserving whole species and protecting eco-systems.
- Contextual (Relational View) - Emphasis is on ethics such as importance on human-animal relationships.
- Hybrid View- It is an attempt to combine some values of “Ecological Ethics” and it deals with pragmatic and pluralistic ethic framework.²²

Inculcating a truly ethical approach to Tourism development also lies in the efforts made for creating awareness about the issue through instruction of Tourism students for the future. It also involves informing decisions about the tools tourism destinations can effectively employ to control

²⁰www.unesco.org/new/en/culture/themes/underwater-cultural-heritage/divers/code-of-ethics

²¹n. 18, p.6

²²www.nature.com/scitable/knowledge/library/ethics-of-wildlife-mangement-conservation-what-80060473

the future direction of the industry. So the need for ethical awareness and orientation of Tourism students has been conducted by applying multi-dimensional ethics scale has been recognized at all levels.²³

The Ethical approach to Tourism has manifested itself in the form of Sustainable Tourism. Aspects of Ethics and issues of social responsibility are the major factors towards achieving sustainable Tourism development. The key books that have paved the way for concept of Sustainable Tourism since Mass Tourism became a phenomenon from 1960s onwards helps trace the origin of awareness about ethical approach to Tourism. In 1965, Michael Dowers' report, 'Fourth Wave- the challenge of Leisure' altered society to the potential impact of massive impending growth in leisure time and leisure activity. It was in 1973 that Young's Book "Tourism: 'Blessing or Blight?'" drew attention to negative potential on the impacts of Tourism.

In 1979, 'Tourism: Passport to Development' authored by De Kadt discussed the role of Tourism in Economies of Developing Countries. So also in 1982, "Tourism: Economic, Physical and Social Impacts" by Mathieson and Wall spelt the worldwide impact of Tourism. In 1985, Peter Murphy in his work "Tourism a Community approach" traced the relation between Tourism and Host community. The Swiss writer Jost Krippendorf came up with the impact of Tourism in his work "Holiday Makers" in 1987. Several such works were published in the 1990s such as "Good Tourist" by Wood and House that dates from 1991 as well as "Holidays that don't cost the Earth" by Elkington and Hailes published in 1992.

The Green Tourism evolved as an influential concept in Government circles emphasizing on reducing environmental hazards and maximizing environmental benefits of Tourism. Many reports were issued on Green Tourism by English Tourist Board and other organizations.²⁴

The evolution of ethical approach to Tourism is also reflected in the different approaches to Sustainable Tourism discussed by Clarke in 1997 such as-

- Polar Opposite- A theory in which Sustainable Tourism and Mass Tourism were regarded as opposed to each other.
- Continuum- A theory in which Sustainable Tourism and Mass Tourism are opposed to each other but they came to be recognized as different shades of Sustainable Tourism which would merge at some point in the middle.
- Movement- A theory that indicates that positive action can make Mass Tourism more Sustainable.

²³epubs.surrey.ac.uk/1134/1/fullTourism text.pdf, Ethical Orientation and Orientation of Tourism students

²⁴J.Swarbrooke, Sustainable Tourism, 1999, p.8 and p.9

- Convergence- A theory that stressed on the idea that all types of Tourism can be sustainable.

The above interpretations clearly indicate that the entire Tourism activity is tending towards a synthesis of Ethical and business approaches. [p.9] The Global Code of Ethics for Tourism is a comprehensive set of principles whose purpose is to guide the stake holders in Tourism development, central and Local Governments, local communities, the Tourism industry and its professionals as well as visitors (Consumers) both international and Domestic. This is itself a pointer to the merging of ethics and business. Article 9 outlines the “Rules of the Game” for destinations, Governments, tour operations, developers, travel agents, workers and travelers themselves. Article 10 concerns the role of the World Committee on Tourism Ethics (WCTE) which may be approached by Stake holders on a voluntary basis for matters concerning the application and interpretation of the Code. (WTO, 2004 a.b.)²⁵

The appropriate relationship between Tourism and the natural and socio-cultural environments, which places responsibilities on both the tourist receiving countries and tourists themselves were further specified by the WTO in 1985 during its sixth General Assembly through its adoption of the Tourism Bill of Rights and Tourist Code. This statement contained the following provisions-

- In the interest of present and future generations (States should) protect the Tourism environment which, being at once human, natural, social and cultural is the legacy of all mankind.....
- The populations constituting host communities in places of transit and stay are entitled to free access to their own tourist resources....
- They are also entitled to expect from tourists, understanding of respect for their customs, religions and other elements of their cultures which are part of human heritage.
- To felicitate such understanding and respect, the dissemination of appropriate information should be encouraged on:
 - (A)The customs of host communities, their traditional and religious practices, local taboos and sacred sites and shrines which must be respected;
 - (B) Their artistic, archaeological and cultural treasures which must be preserved; and
 - (C) Wildlife and other natural resources which must be protected.

²⁵Article of Springer in Journal of Business Ethics 2007, p.78/ Link.Spinger.com/article/10.1007/s10551-006-9157-7

- At places of transit and stay, tourists must respect the established political, social, moral and religious order and comply with legislation and regulations in force.²⁶

The Conference on Biodiversity and Tourism held in Berlin between 6th and 8th March 1997 emphasised on issues leading to an ethical approach to Tourism such as:

- Healthy environment and beautiful landscapes constitute the basis of long term viable development of all Tourism activities.
- Tourism turns towards areas where nature is in a relatively undisturbed state.
- There is need to value and protect nature and biodiversity as an essential basis for sustainable development.
- Nature has an intrinsic value which calls for the conservation of species, genetic and ecosystem diversity to ensure maintenance of essential life support systems.
- Bearing in mind the vulnerable areas, including small islands, coasts, mountains, wetlands, grasslands and other terrestrial and marine ecosystems and habitats of outstanding beauty and rich biodiversity deserve special measures of protection.
- Convinced that achieving sustainable forms of tourism is the responsibility of all stakeholders involved, including government at all levels, international organizations, the private sector, environmental groups and citizens both in tourism destination countries and countries of origin.

The growing awareness about Sustainable Tourism is itself indicative of the need for ethical approach in Tourism that has relevance for all times. A global Code of Ethics or the declarations of national and international organizations as well as discussions and debates at global summits do not suffice in implementing an ethical approach to Tourism in the real sense. Hence Sustainable Tourism based on leading to a value based Tourism approach includes:

- Travelers not only learn about the destination but also learn how to help sustain its character while deepening their travel experiences
- Local communities learn that the ordinary and familiar may be of interest and value to the outsiders.
- Travelers who seek choice destinations seek out businesses that emphasis the character of the locale in terms of architecture, cuisine, heritage, aesthetics and economy.

²⁶Sharma J.K., Tourism planning and development, a new perspective, New Delhi, 2004, pp.453-454

- Travelers develop environmental awareness and will favour businesses that minimize pollution, wasteful energy consumption and water usage.
- Travellers learn to respect local culture and tradition. Foreign visitors learn about and observe the local etiquette, including using a few courtesy words in the local language and locals learn to deal with expectations of foreigners that may differ from their own.
- Stakeholders anticipate development pressures and apply limits and management techniques to prevent the “Loved to Death” syndrome.
- Businesses cooperate to sustain natural habitats, heritage sites, places of scenic appeals and local culture.

In the wake of the Tourism industry emerging in diverse dimensions, the State plays a greater role in promoting an ethical approach in developing the Tourism Sector. The emergence of Sustainable Tourism at all levels, International, Regional, National and local levels clearly indicates the percolation of Ethical approach to Tourism to ensure success of humanizing the entire economic activity called Tourism.



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