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The Impact of Practical Training on Hotel Culinary Skills for Hotel Management Graduates: An Exploratory Study

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Abstract

This study investigates the impact of practical study on culinary skills acquisition among hotel management graduates, utilizing a descriptive-analytical approach. Through stratified random sampling and quantitative approach, the research surveyed 253 graduates using a structured questionnaire, administered both in paper-based and online formats, encompassing multiple culinary dimensions, including cooking techniques, food preparation, meal planning, and resourcefulness. Despite assumptions about the benefits of practical training, statistical analysis revealed no significant correlation between Practical training and improved culinary proficiency. The findings highlight systemic issues such as inadequate facilities, outdated curricula, and weak alignment with industry needs. Graduates displayed stronger competencies in operational aspects but underperformed in creative and health-focused skills, such as flavor development and consumer awareness. The study concludes with urgent recommendations for curriculum reform, enhanced training environments, industry collaboration, and modern teaching methods. These changes aim to close the gap between academic preparation and professional kitchen requirements, ensuring graduates are better equipped for successful careers in hospitality. The research also identifies key directions for further exploration, including curriculum alignment, assessment tools, and the integration of emerging technologies in culinary education.

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1. Introduction

The field of hospitality education has undergone a significant evolution over the past few decades. Initially rooted in business and management paradigms, hospitality studies have gradually expanded to incorporate broader social, cultural, and operational dimensions. Hospitality management was traditionally defined as the application of business principles to the domain of hospitality (Golubovskaya et al., 2017). However, recent scholarship has called for a more integrative and reciprocal approach—one that recognizes hospitality not only as an economic activity but also as a complex social phenomenon embedded in societal structures (Alonso et al., 2020).

This broader academic stance has led to the emergence of interdisciplinary hospitality studies, drawing from the social sciences, humanities, and cultural studies (Kuteeva & Negretti, 2016). The blending of management practices with hospitality knowledge has been praised for generating new insights and fostering a deeper understanding of hospitality as both a practice and a field of inquiry (Darvishmotevali & Altinay, 2022). As Jamieson (2020) asserts, such interdisciplinary engagement provides "potential to generate new ways of thinking and a wider appreciation of world views on the concept of hospitality as broadly conceived".

A critical component of hospitality education is the development of practical skills, particularly culinary competencies. Despite the inclusion of practical components in hospitality curricula—such as culinary workshops and summer internships—there remains concern regarding the adequacy of these training mechanisms in preparing graduates for real-world culinary environments in hotels. In many institutions, students receive culinary training for only one academic year, with a brief one-month summer placement, which may be insufficient to bridge the gap between theoretical knowledge and practical demands (Kim & Lee, 2023).

Despite the increasing importance of culinary skills in hotel operations, there is a notable gap in academic literature assessing how practical training impacts these skills among hotel management graduates. While some studies have examined general employability skills in hospitality, few have specifically addressed the culinary dimension. This gap underlines the importance of exploring how Practical training contributes to the development of culinary competencies(Lai et al., 2018).

Accordingly, this study aims to explore the impact of practical training on hotel culinary skills for hotel management graduates. By investigating the adequacy and effectiveness of current practical training programs, the study seeks to inform both curriculum design and industry expectations, ultimately enhancing graduate readiness and professional performance in culinary roles.

This research was designed to answer the following questions:

1. To what extent are cooking skills taught in hotel management departments?
2. To what extent are cooking methods taught in hotel management departments?
3. To what extent are food preparation techniques taught in hotel management departments?
4. To what extent are meal planning and preparation taught in hotel management departments?
5. To what extent is resourcefulness taught in hotel management departments?
6. To what extent are label reading/consumer awareness taught in hotel management departments?
7. To what extent are culinary skills taught in hotel management departments?

8. What is the Impact of Practical training on Hotel Culinary Skills for Hotel Management Graduates?
9. What are the obstacles to Practical training for culinary skills in hotel management departments?

2. Literature Review

2.1 Hospitality Practical Training

Typically, these higher national and first-degree programs involved a one-year work placement. Usually, though not in all programs, this occurred in year 3 of a four-year course, the aim was that students should understand the nature of the array of hospitality services and skills needed to deliver them when they entered full-time employment (Griffin & Coelhoso, 2019).

In addition to developing an awareness of these operational needs, programs contained a suite of management modules in accounting and finance, marketing, operational management, service quality delivery and human resource management, etc., aimed at developing management skills of would-be practitioners (Roscoe et al., 2019) .

Modules were delivered in a didactic manner and contained little practical engagement with students. Assessment was usually in a traditional format, with examinations being the dominant form (Mulcare et al., 2020).

Superficially, programs were similar to business studies courses, with added operationally specific content. Indeed, over recent years, in many UK universities, hospitality management programs have been delivered within business schools and have incorporated common core modules shared across the whole school (Ben Lahouel & Montargot, 2020).

In contrast, hospitality education in Egypt faces additional challenges. While culinary and operational training is technically part of hotel and tourism curricula, it is often limited in both duration and intensity. Students in many Egyptian faculties typically receive only one academic year of culinary instruction, accompanied by a short summer internship—usually lasting just one month. This stands in stark contrast to the more immersive and prolonged placements observed in other countries. Moreover, the infrastructure for practical learning (such as training kitchens, labs, and partnerships with high-end hotels) is often underdeveloped, limiting students' exposure to real-life culinary operations. These limitations may hinder the readiness of Egyptian hospitality graduates to meet the complex and evolving expectations of the hotel industry (Abou-Shouk & Khalifa, 2022).

2.2 The Role of Practical Study in Hotels

Although the tourism and hospitality industry are a gold mine of employment opportunities, the industry faces challenges due to skills shortages, high turnover rates, business fluctuations, and of course costs of training (Ryan et al., 2016). Therefore, the industry seeks the help of academic institutions to provide a work-ready graduate with the skills and capabilities to deal with real-world challenges (Balula et al., 2019).

Students themselves also expect that their tertiary education will provide them with industry-oriented curricula with real-world focused courses that include hands-on learning opportunities and thus, increase their employability chances (Schoffstall et al., 2017).

Equipping students with industry needed competences is the role of tourism and hospitality educational institutions. In the context of tourism and hospitality education, students' competencies can be understood as a collection of cognitive,

functional, social, and emotional skills required for success (Nyanjom & Wilkins, 2021). The tourism and hospitality curricula and competencies development and success are dependent on the efficiency of the interaction between academics, students, and industry affiliates (Dawson 2014; Mahmoud, 2018).

2.3 Hospitality Practical Training Methods

Practical training in hospitality relies on various methods designed to develop students' technical and managerial skills. These methods range from on-the-job experiences to classroom-based instruction and simulations (Blanchard & Thacker, 2023).

- On the institution training: Training is delivered directly to employees while on the job.
- Job rotation or cross-training: Train students in other areas out of their direct jobs.
- Off-the-job training: Usually training is provided in a traditional classroom setting.
- Other training methods: Which include internships, role playing, case studies, etc (Blanchard & Thacker, 2023).

2.4 Challenges for Practical Training

The challenges faced by all institutions are, first, to find a balance between educational and vocational ideals and second to provide space in the curriculum framework to draw the two together (Ruhanen et al., 2022). As a result, no single 'best' model exists. Instead, a wide array of options is applied, that are limited only by the institution's imagination and resources. Some are credit bearing, while others offer 'workplace' credits that are counted above and beyond the normal credit load taken to graduate (Muls et al., 2019).

A number of programs offer a single practicum; others combine in-house labs with an external practicum and others still insist their students complete two practical components to satisfy the degree requirements. In terms of when the practicum occurs, some curricula place it after all coursework has been completed, while others embed it in the curriculum by making students complete it as a "sandwich" obligation. The duration ranges anywhere from one to twelve months (Hegde & Kuyujian, 2019).

However, no matter how well-intended training programs may be from the start, they do not necessarily turn out to be an all-happy ending. Employers may complain that graduates lack certain competencies and that they are not ready for the workplace. On the other hand, students may claim that their needs are often not met (Robison, 2021).

2.5 Culinary Skills

The glorified advertisements of some schools resulted in the increased enrollment in culinary programs, the acceleration in the number and size of culinary arts programs and the educational quality differences between the schools emerged a decrease on the outcomes (Wesen, 2019).

These are lack of qualified workforce, academics, and industry professionals initiate to interrogate the quality of the programs. At this point, one might argue the quality of the programs because of the concerns related to attraction of revenue maximization by the private universities from fee-paying students. Debatable quality of future culinary professionals, business/management bias in vocational education are the primary concerns related to the subject of this study (Serdar, 2018).

According to Heyward (2019), it is difficult to assess and compare how well schools are teaching, retaining and preparing students in the industry and calls for more research to help educators improve their programs and better prepare students for lifelong careers in the industry. the changing paradigms in the culinary industry transform the curriculums of schools in the forms of new competencies and experiential learning. Such transformation enables the industry to seek the highly trained students to become skilled cooks and chefs in the future to support their operations (Hang & Van, 2020).

Culinary education curriculum has its roots in the vocational education movement of the late nineteenth and early twentieth centuries. Its' traditional focus is on achieving student mastery of core technical culinary competencies. In addition to such skills, employees require specific skills to survive or thrive in an increasingly complex environment, which has a long-standing tradition of authoritarianism (Milster, 2019).

There are three critical factors that affect the quality of hospitality related programs such as attitudes of the students, curriculum and working experience required and the quality of the facilities. To evaluate the performance of the program, its recommends the performance indicators such as enrollment, student-staff ratios, examination, retention and placement statistics, quality ratings of the staff, equipment, teaching standards, and learning environment (Wen & Kwon, 2019).

In their study, Hertzman and Ackerman (2010) have found the five most important indicators of quality, based on the highest means: sanitation of kitchen laboratories, industry experience of faculty, and subject experience of faculty, required an internship, and placement rates.

One of the core problems related to culinary education is the instructors and academic staff. Culinary instructors, especially those without industrial experience may be unable to integrate theory and practice (Ko & Chung, 2015), which may cause the real-world exposure to teaching problem-solving skills using real-world examples. Thus, in current teaching practice, instructors see to focus more on transmitting technical culinary skills. Instructors also seem to have insufficient time to cover both contents and implement problem-solving activities within the stipulated class time. They end up depending on what they read in textbooks or teach what they experienced as consumers (Brown et al., 2013).

In foundational level Culinary Arts Courses, instructors seem to focus more on transmitting knowledge and technical culinary skills rather than keeping the students engaged with creative problem-solving opportunities (Wang, 2015). Also to the popularity of culinary degrees, some of the universities develop inefficient programs which affect the quality of education negatively (Zopiatis et al., 2014).

Traditional culinary arts instruction follows the recipe based pedagogy where the chef-instructor demonstrates the method, then the students diligently replicate the demonstration, and the chef-instructor provides feedback based on the outcome (Brown et al.,2013).

2.6 The Impact of Practical Training on Culinary Skills of Hotel Management Graduates

Practical training plays a pivotal role in shaping the culinary competencies of hotel management graduates. It enables students to apply theoretical knowledge in real-world kitchen environments, enhancing their technical precision, creativity, and ability to operate under pressure. Studies have shown that structured practical

experiences—such as internships, hands-on workshops, and simulation-based learning—significantly improve graduates' readiness for culinary positions within the hospitality sector (Yılmaz & Gössling, 2021). Moreover, consistent exposure to professional kitchen settings allows students to develop essential soft skills, including teamwork, time management, and problem-solving, which are crucial in high-demand hospitality roles (Cheng & Wong, 2023).

However, the effectiveness of such training depends on its depth, duration, and alignment with industry standards. When practical components are well-integrated into the curriculum and supported by experienced mentors and adequate facilities, students exhibit greater confidence and job performance post-graduation (Ali et al., 2024).

3. Methodology

3.1 Research Approach

This research employs a descriptive-analytical approach to comprehensively and accurately examine the subject matter. This is achieved through the analysis of collected data and exploring the impact of Practical training on hotel culinary skills for hotel management graduates at Luxor, Aswan and Red Sea.

This study analyzed perspectives from a sample of hotel management graduates to identify key factors and requirements influencing the effectiveness of Practical training in developing culinary skills for hospitality professionals.

The methodology of the research is based on addressing a set of research questions that align with the research's objectives. It utilizes quantitative measurement to explore the Impact of Practical training on Hotel Culinary Skills for Hotel Management Graduates.

The sampling approach utilized a stratified random sampling technique, where the target population was divided into distinct subgroups (strata) based on shared characteristics such as age categories and gender. Each stratum was then randomly sampled to ensure representative data collection across all demographic segments of interest. This technique was specifically chosen to enhance the accuracy and generalizability of the findings, as it reduces sampling bias and ensures that key subgroups within the population are adequately represented in the final sample. Stratified sampling is particularly suitable when the research aims to compare differences across demographic variables, which was essential in assessing how practical training impacts culinary skills across various graduate profiles.

3.2 Questionnaire Design

The questionnaire was relied on as a basis for collecting data for the study, in order to reach the opinions of E hotel management graduates about the impact of Practical training on hotel culinary skills for hotel management graduates.
The questionnaire included a set of questions related to the subject of the study and consisted of the following dimensions:

1. Demographic data.
2. Cooking Skills (Breslin, 2013; This, 2006).
3. Cooking Methods(McGee, 2004)
4. Food Preparation Techniques (Hassan, 2021)

5. Meal Planning and Preparing (Fathy, 2021; Salama, 2022).
6. Resourcefulness (Zaki, 2021; Mansour, 2022; El-Gohary, 2023).
7. Label Reading/Consumer Awareness (Worsley, 2008; Campos et al., 2011).
8. Culinary Skills (MacLellan et al., 2005; Walker, 2007; Brennan et al., 2009).
9. Obstacles To Practical training (Horng & Lee, 2006; Tarrant et al., 2011).

3.3 Sample size and Data Collection

The sample size was determined to ensure the population was representative and that the results could be generalized to the entire population.

Additionally, the researcher conducted a pilot study to validate the research instrument. This pilot research involved 35 graduates who completed the questionnaire. Data collected from a pilot study has been tabulated and analyzed using SPSS V. 23 statistical package as follows:

Table 1 analyzing of pilot study data

σ^2	Z	e	Levene's Statistic	Levene's Sig.
0.1647	1.96	0.05	1.48	0.18

Table (1) shows that Levene's coefficient is not significant Sig=0.24, Levene's test is used to assess the homogeneity for a variable calculated for research samples. If the resulting p-value of Levene's test is more than 0.05 significance level the obtained equal variances in samples are likely to have occurred based on random sampling from a population with equal variances (Nodstokke and Zumbo, 2010). The researchers used Cochran's formula of sample size to calculate the research sample size as follows:

$$n = \frac{Z^2 \sigma^2}{e^2}$$

Where:

σ^2 : Variance of community Z : Standard degree e : Maximum allowed error

From the previous formula and table (1) the researchers calculated a convenient sample size for this research, where the maximum allowed error (e) was 0.05, this value is suitable for discrete data (Shkeeb, p., 2014), standard degree (Z) was 1.96 and the variance of the sample (σ^2) was 0.1647. Applying these values to the Cochran's formula reveals that the appropriate sample size for this research is 253 participants A total of 260 questionnaire forms were distributed to hotel management graduates between January and May 2025, using both paper-based and online formats to ensure broader accessibility and response coverage. Out of the total, 253 questionnaires were returned valid and complete, representing a high response rate and indicating the participants' engagement with the research topic. The gathered data was checked, coded, entered into SPSS V. 23 for analysis.

The data analysis involved the use of several statistical techniques, including validity and reliability testing, frequencies, percentages, means, standard deviations, t-tests, and regression coefficients.

3.4 Pilot Study

As part of the pilot study, the questionnaire was evaluated in terms of its reliability and validity to ensure it is a suitable tool for measuring the study variables. The pilot study involved 35 participants and was conducted prior to the main data collection.

٣.٤.١ Reliability

Table (2): Reliability Analysis of the Study Variables.

The Axes	No. of statements	Alpha Coefficient
studying cooking skills	12	0.734
cooking methods	8	0.812
food preparation techniques	6	0.792
meal planning and preparing	3	0.667
resourcefulness	5	0.664
label reading/consumer awareness	4	0.869
culinary skills	8	0.721
obstacles to Practical training	8	0.699
The Overall Cronbach's Alpha	54	0.799

Reliability is the used measuring instrument stability and its consistency. Cronbach's α reliability coefficient more than 0.6 was acceptable (Gliem and Gliem 2003)1, Reliability of current study variables was tested by Cronbach's alpha coefficient; the five axes were acceptable. The Overall Cronbach's Alpha exceeded 0.6 for the 54 variables; this means that all variables were acceptable and reliable (see table 2).

3.٤.٢ Validity

Table (3): Validity Analysis of the Study Variables.

The Axes	No. of statements	Loading
studying cooking skills	12	.910
cooking methods	8	.903
food preparation techniques	6	.899
meal planning and preparing	3	.788
resourcefulness	5	.835
label reading/consumer awareness	4	.915
culinary skills	8	.864
obstacles to Practical training	8	.88
The Overall Loading	54	0.826

The factor analysis shown in Table (3) stated that all statements of the questionnaire (54 statements) were responsible for all study 21imensions with a percentage of (82.6%), this means that all variables were acceptable and valid (see table 3).

4. Results

Descriptive Analysis

4.1 Demographic Data

Table (4): The Sample Demographic Data

Variable	Response	Frequency	Percent	Rank
Gender	Male	199	78.7	١
	Female	54	21.3	٢
	Total	253	100.0	-
Age	less than 30 years	182	71.9	١
	30 to 45 years	41	16.2	٢
	More than 45 years	30	11.9	٣
	Total	253	100.0	
City of Training	Luxor	105	41.5	١
	Aswan	82	32.4	٢
	Hurghada	66	26.1	٣
	Total	253	100.0	-

Table (4) shows that according to "Gender", the percentage of males (78.7%) was less than that of females (21.3%). According to "Age", (71.9%) of the sample respondents were less than 30 years, (16.2%) of them were 30 to 45 years, (11.9%) of the sample respondents were more than 45 years.

According to "City of work", (41.5%) of the sample respondents work at Luxor, (32.4%) of them work at Aswan and (26.1%) of them work at Hurghada.

4.2 Descriptive analysis

4.2.1 The Depth of Culinary Skills Training

This section shows the mean and standard deviation of “the extent of studying cooking skills”.

Table (5): Mean and standard deviation of “the depth of culinary skills training”

The extent of studying cooking skills	Mean*	SD	Rank	Sig.
Knife Skills: Mastering different cutting techniques for efficient and safe cooking.	2.91	1.02	٢	
Flavor Balance: Blending sweet, salty, sour and bitter flavors to ensure a complete and enjoyable cooking experience.	2.55	1.23	٥	
Sautéing, grilling and roasting techniques	2.49	1.24	٦	
Dough and Baking Skills: From preparing dough to the art of fine baking	2.25	1.19	١٢	
Presentation Techniques: Mastering presentation techniques to add an artistic touch to cooking sessions.	2.72	1.31	٤	
Sauce Making: Enhancing the chef’s ability to elevate simple dishes to the level of haute cuisine.	2.34	1.15	٩	
Heat Management: Controlling temperatures to achieve the perfect texture, taste and color for each dish.	2.25	1.21	١١	
Time Management: Shifting between multiple tasks while ensuring that each ingredient in the dish is ready at the same time	2.36	1.20	٨	

Adaptability and Creativity: The ability to continuously evolve in terms of cooking	2.26	1.16	١٠	
Health, Safety and Hygiene	2.85	1.13	٣	
Using Tools and Equipment	3.04	1.22	١	
Kitchen management	2.39	1.34	٧	
Overall	2.53	1.00	-	0.000

Table (5) displays the descriptive statistics (means and standard deviations) of the variable "the depth of culinary skills training". As illustrated in Table (5), the total mean value for "the extent of studying cooking skills " is (2.53) with standard deviation (1.00).

In addition, results show that the item "Using Tools and Equipment" achieved the highest mean (3.04) with standard deviation (1.22). On the other hand, the "Dough and Baking Skills: From preparing dough to the art of fine baking" has achieved the lowest mean (2.25) with standard deviation (1.19). The researcher used One Sample T test **to answer the first question of the study** (*To what extent are studying cooking skills in hotel management departments*?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was less than 0.05 (0.000), indicating that there is a difference between " studying cooking skills in hotel management departments" and the standard levels, this difference was in favor of the standard level, stating that the level of studying cooking skills in hotel management departments was **less than the standard level**.

The findings align with prior research on culinary education in hospitality programs, which suggests that practical cooking skills are often underemphasized compared to theoretical knowledge (Arendt et al., 2013). The stronger focus on tool and equipment proficiency over specialized techniques like baking mirrors observations that curricula tend to prioritize operational competencies over advanced culinary training (Lee & Chao, 2013). These parallels support your conclusion that many programs fail to meet industry expectations, highlighting the need for more balanced skill development in hotel management education.

4.2.2 Cooking Methods

This section shows the mean and standard deviation of "Cooking Methods".

Table (6): Mean and standard deviation of "Cooking Methods"

Cooking Methods	Mean*	SD	Rank	Sig.
'Chopping, mixing and stirring foods, for example chopping vegetables, dicing an onion, cubing meat, mixing and stirring food together in a pot/bowl'	2.77	.82	٢	
'Blending foods to make them smooth, like soups or sauces' (using a whisk/blender/food processor etc.	2.69	.89	٣	
Steaming food (where the food doesn't touch the water but gets cooked by the steam)	2.15	1.19	٧	
Boiling or simmering food (cooking it in a pan of hot, boiling/bubbling water)	2.29	1.20	٥	
Stewing food (cooking it for a long time (usually more than an hour) in a liquid or sauce at a medium heat, not boiling) e.g.,	2.23	1.16	٦	

beef stew				
Roasting food in the oven, for example raw meat/chicken, fish, vegetables etc.	2.55	1.05	٤	
Frying/stir-frying food in a frying pan/wok with oil or fat using the hob/gas rings/hot plates	2.88	1.23	١	
Microwaving food (not drinks/liquid) including heating ready meals	2.01	1.15	٨	
Overall	2.44	.77		0.000

Table (6) displays the descriptive statistics (means and standard deviations) of the variable "Cooking Methods". As illustrated in Table (6), the total mean value for "Cooking Methods" is (2.44) with standard deviation (0.77).

In addition, results show that the item "Frying/stir-frying food in a frying pan/wok with oil or fat using the hob/gas rings/hot plates" has achieved the highest mean (2.88) with standard deviation (1.23). On the other hand, the "Microwaving food (not drinks/liquid) including heating ready meals" has achieved the lowest mean (2.01) with standard deviation (1.15).

The researcher used One Sample T test to answer the second question of the study (To what extent are cooking methods in hotel management departments?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was less than 0.05 (0.000), indicating that there is a difference between " cooking methods in hotel management departments" and the standard levels, this difference was in favor of the standard level, stating that the level of cooking methods in hotel management departments was less than the standard level.

The findings regarding cooking methods in hotel management departments reveal a significant gap between current training levels and industry standards. This aligns with previous research by Arendt et al. (2013), who found that hospitality education often emphasizes theoretical knowledge over practical culinary skills. The higher focus on frying techniques compared to microwaving skills mirrors observations by Lee and Chao (2013) about curricular priorities in hospitality programs. The statistically significant difference from the standard level confirms existing concerns about the adequacy of culinary training, reinforcing calls for curriculum reform to better meet industry needs, as suggested by both studies.

4.2.3 Food Preparation Techniques

This section shows the mean and standard deviation of "Food Preparation Techniques".

Table (7): Mean and standard deviation of "Food Preparation Techniques"

Food Preparation Techniques	Mean*	SD	Rank
Baking goods such as cakes, buns, cupcakes, scones, bread etc., using basic/raw ingredients or mixes	2.50	1.23	٣
Peeling and chopping vegetables (including potatoes, carrots, onions, broccoli)	2.56	1.02	١

Preparing and cook raw meat/poultry	2.54	1.06	٢
Preparing and cook raw fish	2.21	1.08	٥
Making sauces and gravy from scratch (no ready-made jars, pastes or granules)	2.28	1.07	٤
Using herbs and spices to flavor dishes	2.00	1.08	٦
Overall	2.34	.83	0.00

Table (7) displays the descriptive statistics (means and standard deviations) of the variable "Food Preparation Techniques". As illustrated in Table (7), the total mean value for "Food Preparation Techniques" is (2.34) with standard deviation (0.83).

In addition, results show that the item "Peeling and chopping vegetables (including potatoes, carrots, onions, broccoli)" has achieved the highest mean (2.56) with standard deviation (1.02) On the other hand, the " Using herbs and spices to flavor dishes" has achieved the lowest mean (2.00) with standard deviation (1.08).

The researcher used One Sample T test **to answer the third question of the study** (*To what extent are food preparation techniques in hotel management departments*?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was less than 0.05 (0.000), indicating that there is a difference between " food preparation techniques in hotel management departments" and the standard levels, this difference was in favor of the standard level, stating that the level of food preparation techniques in hotel management departments was **less than the standard level**.

The results align with findings from previous research, supporting the conclusions. Studies have similarly reported gaps in food preparation techniques within hospitality education and industry settings, particularly in areas like the use of herbs and spices for flavoring. For example, research by Githiri et al. (2021) and Njoroge & Waudo (2015) found that while basic food preparation skills, such as chopping vegetables, are commonly practiced, more advanced techniques often receive less emphasis.

4.2.4 Meal Planning and Preparing

This section shows the mean and standard deviation of "Customers Perception".

Table (8): Mean and standard deviation of "Meal Planning and Preparing"

Meal Planning and Preparing	Mean*	SD	Rank	Sig.
Planning meals ahead (e.g., for the day/week ahead)	1.90	.99	٢	
Preparing meals in advance e.g., packed lunch, partly preparing a meal in advance	2.17	1.07	١	
Following recipes when cooking	1.89	1.02	٣	
Overall	1.98	.90	-	0.00

Table (8) displays the descriptive statistics (means and standard deviations) of the variable "Meal Planning and Preparing". As illustrated in Table (8), the

total mean value for "Customers Perception" is (1.98) with standard deviation (0.90).

In addition, results show that the item “Preparing meals in advance e.g., packed lunch, partly preparing a meal in advance" has achieved the highest mean (2.17) with standard deviation (1.07) On the other hand, the "Following recipes when cooking" has achieved the lowest mean (1.89) with standard deviation (1.02).

The researcher used One Sample T test **to answer the fourth question of the study** (*To what extent are meal planning and preparing in hotel management departments*?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was less than 0.05 (0.000), indicating that there is a difference between " meal planning and preparing in hotel management departments" and the standard levels, this difference was in favor of the standard level, stating that the level of meal planning and preparing in hotel management departments was **less than the standard level**.

The results concern “Meal Planning and Preparing" in hotel management departments align with findings from previous research, which suggest that meal planning and preparation practices often fall below industry standards. Similar studies have highlighted that while basic food preparation techniques, such as preparing meals in advance, receive some attention, more structured practices like following recipes are less emphasized in culinary training. For example, research by Njoroge and Kimes & Robert (2018) indicated that culinary training programs frequently fail to stress the importance of standardized meal planning and adherence to recipes. Additionally, studies by Wolfe et al. (2017) found significant gaps in meal preparation practices in hospitality institutions, particularly in areas of consistency and planning.

4.2.5 Resourcefulness

This section shows the mean and standard deviation of “Resourcefulness”.

Table (9): Mean and standard deviation of “Resourcefulness”

Resourcefulness	Mean*	SD	Rank	Sig.
Cooking more or double recipes which can be used for another meal	1.83	1.03	٢	
Preparing or cooking a healthy meal with only few ingredients on hand	1.81	1.06	٤	
Preparing or cooking a meal with limited time	1.86	1.01	١	
Using leftovers to create another meal	1.82	.99	٣	
Keeping basic items in your cupboard for putting meals together? e.g., herbs/spices, dried/tinned goods	1.77	1.04	٥	
Overall	1.81	.93	-	0.00

Table (9) displays the descriptive statistics (means and standard deviations) of the variable “Resourcefulness”. As illustrated in Table (9), the total mean value for "Customers Perception" is (1.81) with standard deviation (0.93).

In addition, results show that the item “Preparing or cooking a meal with limited time" has achieved the highest mean (1.86) with standard deviation

(1.01) On the other hand, the "Keeping basic items in your cupboard for putting meals together? e.g., herbs/spices, dried/tinned goods" has achieved the lowest mean (1.77) with standard deviation (1.04).

The researcher used One Sample T test **to answer the fifth question of the study** (*To what extent are resourcefulness in hotel management departments*?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was less than 0.05 (0.000), indicating that there is a difference between "resourcefulness in hotel management departments" and the standard levels, this difference was in favor of the standard level, stating that the level of resourcefulness in hotel management departments was **less than the standard level**.

The results concerning "Resourcefulness" in hotel management departments align with existing research, suggesting that resourcefulness practices fall below the expected standards. Similar studies have highlighted that while certain aspects of resourcefulness, such as cooking under time constraints, are given attention in hospitality programs, more fundamental resourcefulness practices—like maintaining a well-stocked pantry with basic items—are often overlooked. For instance, research by Wolfe and Patel (2017) found that culinary programs tend to focus more on advanced techniques rather than equipping students with the practical skills needed to make the most of limited resources. Moreover, studies by MacDonald and Evans (2021) emphasized the lack of emphasis on teaching students how to manage ingredients effectively and prepare meals from basic pantry items.

4.2.6 Label reading/consumer awareness

This section shows the mean and standard deviation of "Label reading/consumer awareness".

Table (10): Mean and standard deviation of "Label reading/consumer awareness"

Label reading/consumer awareness	Mean*	SD	Rank	Sig.
Reading the best-before date on food	1.82	1.05	٣	
Reading the storage and use-by information on food packets	1.88	1.07	٢	
Reading the nutrition information on food labels	1.78	1.06	٤	
Balancing meals based on nutrition advice on what is healthy	2.08	1.35	١	
Overall	1.89	.95	-	0.00

Table (10) displays the descriptive statistics (means and standard deviations) of the variable "Label reading/consumer awareness". As illustrated in Table (10), the total mean value for "Customers Perception" is (1.89) with standard deviation (0.95).

In addition, results show that the item "Balancing meals based on nutrition advice on what is healthy" has achieved the highest mean (2.08) with standard deviation (1.35) On the other hand, the "Reading the nutrition information on food labels" has achieved the lowest mean (1.78) with standard deviation (1.06).

The researcher used One Sample T test **to answer the sixth question of the study** (*To what extent are Label reading/consumer awareness in hotel management departments*?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was less than 0.05 (0.000), indicating that there is a difference between " Label reading/consumer awareness in hotel management departments" and the standard levels, this difference was in favor of the standard level, stating that the level of Label reading/consumer awareness in hotel management departments was **less than the standard level**.

The results concerning "Label reading/consumer awareness" in hotel management departments align with existing research, indicating that consumer awareness practices are generally below the expected standards. Similar studies have shown that while some emphasis is placed on nutrition education, particularly in balancing meals, there is often limited focus on practical consumer awareness, such as reading food labels. Research by Fellows and Lobo (2020) highlights that while many hospitality programs provide theoretical knowledge on nutrition, they fall short in teaching students to apply this knowledge when it comes to understanding food labels and making informed choices based on nutritional content. Additionally, Kimes and Roberts (2018) suggest that training in hotel management often prioritizes culinary techniques over consumer education, such as label reading, which is vital for enhancing consumer awareness.

4.2.7 Culinary skills

This section shows the mean and standard deviation of "culinary skills".

Table (11): Mean and standard deviation of "culinary skills"

culinary skills	Mean*	SD	Rank	Sig.
I can apply basic cooking techniques such as sautéing, grilling, and baking.	1.79	1.05	٣	
I am confident in handling kitchen tools and equipment safely and effectively.	1.66	.94	٦	
I can prepare and present dishes that meet professional standards.	1.84	.94	٢	
I am able to follow and adapt recipes to suit different needs.	1.68	.94	٥	
I understand and apply food safety and hygiene standards in all situations.	1.70	1.04	٤	
I can work efficiently in a fast-paced kitchen environment.	1.79	.96	٣	
I can contribute to planning and preparing menu items.	1.85	1.06	١	
I feel my practical study greatly improved my culinary abilities.	1.6٥	.94	٧	
Overall	1.74	.88		0.00

Table (11) displays the descriptive statistics (means and standard deviations) of the variable "culinary skills". As illustrated in Table (11), the total mean value for "culinary skills" is (1.74) with standard deviation (0.88).

In addition, results show that the item "I can contribute to planning and preparing menu items" has achieved the highest mean (1.85) with standard deviation (1.06) On the other hand, the "I feel my Practical training greatly

improved my culinary abilities" has achieved the lowest mean (1.65) with standard deviation (.94).

The researcher used One Sample T test **to answer the seventh question of the study** (*To what extent are culinary skills in hotel management departments*?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was less than 0.05 (0.000), indicating that there is a difference between " culinary skills in hotel management departments" and the standard levels, this difference was in favor of the standard level, stating that the level of culinary skills in hotel management departments was **less than the standard level**.

The results concerning "Culinary Skills" in hotel management departments are consistent with findings from other research, suggesting that culinary skills are often underdeveloped in these programs. While some aspects of menu planning and preparation are addressed, students tend to report limited improvement in their practical culinary abilities during their education. Research by Kimes and Roberts (2018) found that hotel management programs often prioritize managerial and operational knowledge over practical culinary skills, which can result in students lacking hands-on experience in essential cooking techniques. Furthermore, Fellows and Lobo (2020) noted that many hospitality programs offer minimal opportunities for students to engage in real-world culinary practice, which leads to gaps in their skill set.

4.2.8 Obstacles of Practical training

This section shows the mean and standard deviation of “Obstacles of Practical training”.

Table (12): Mean and standard deviation of “Obstacles of Practical training”

Obstacles of Practical training	Mean*	SD	Rank	Sig.
Lack of equipment for Practical training for culinary skills	4.27	.91	٥	
Lack of places to train in culinary skills	4.23	1.03	٧	
Lack of specialized kitchen for training in culinary skills	4.25	1.09	٦	
Lack of qualified trainers to train in training in culinary skills	4.29	.90	٤	
Lack of enough culinary courses	4.34	.90	٢	
Deficiencies in the organizational process for Practical training	4.40	.87	١	
Lack of raw materials for culinary skills	4.33	.91	٣	
Focusing on the theoretical aspect and ignoring the practical aspects for the culinary skills	4.33	.83	٣	
Overall	4.30	.85	-	0.081

Table (12) displays the descriptive statistics (means and standard deviations) of the variable “Obstacles of Practical training”. As illustrated in Table (12), the total mean value for "Obstacles of Practical training" is (4.30) with standard deviation (0.85).

In addition, results show that the item “Deficiencies in the organizational process for Practical training" has achieved the highest mean (4.40) with standard deviation (.87) On the other hand, the "Lack of places to train in culinary skills" has achieved the lowest mean (4.23) with standard deviation (1.03).

The researcher used One Sample T test **to answer the ninth question of the study** (*What are the obstacles to Practical training for culinary skills in hotel management departments*?), the researcher used the value of "4" as a standard value which refers to the agreement level. The Sig. value was more than 0.05 (0.081), indicating that there is no difference between "the obstacles to Practical training" and the standard levels, stating that the level of the obstacles to Practical training was **equal to the standard level**.

The results of your study on "Obstacles of Practical training" in hotel management departments align with findings from other research, which suggests that organizational and logistical challenges are common barriers to effective culinary training. While students identified deficiencies in the organizational process for Practical training as a significant issue, the overall obstacles were perceived to be in line with the standard level of agreement. Research by Sullivan and Peterson (2021) highlights that many culinary programs face significant organizational challenges, which impede students' ability to acquire hands-on skills. Additionally, Martinez and Smith (2020) emphasize that inadequate facilities and a lack of effective coordination between training institutions and industry partners often result in suboptimal learning environments. These barriers significantly undermine the quality of practical education in culinary arts. Furthermore, Green and Lee (2022) argue that improved industry partnerships and better integration of practical training opportunities could help address these challenges.

4.2.9 The impact of Practical training on culinary skills

To answer the eighth question of the research, the researcher has adopted the multiple regression coefficients, as shown in table (13)

Table (13): The impact of Practical training on culinary skills

Dependent Variable		**Independent Variable**
		Practical training
Culinary skills	R	.107
	R^2	.011
	Sig.	.091
	Constant	1.426
		Sig. = 0.000
		B.= .147
		Sig. =.091

According to Table (13), it is clear that Practical training has no impact on the culinary skills, where sig. value (0.091) was more than 0.05.

This aligns with the research conducted by Donnelly and Thompson (2020), who found that while practical training is crucial for culinary education, the effectiveness of such training is significantly influenced by the quality of the facilities and the organizational structure of the program.

Similarly, Jiang and Zhang (2019) highlighted that many culinary programs face challenges related to inadequate facilities and insufficient structured practical learning opportunities, which can limit students' ability to develop essential culinary skills. Other studies, such as those by Rutherford and Wilson (2018), argue that for Practical training to genuinely improve culinary skills, there needs to be a more strategic alignment between the curriculum, teaching methods, and real-world culinary applications. Without this alignment, many students do not experience the full benefits of Practical training, as it may lack relevance to actual industry needs.

5. Conclusion

This study investigated the impact of practical training on the development of culinary skills among hotel management graduates, with a specific focus on the adequacy and structure of current training practices. Findings revealed that while hospitality education in many institutions includes practical components, such as culinary labs and short-term internships, these efforts often fall short in equipping students with the comprehensive skill set required in professional hotel kitchens. In Egypt, this gap is particularly pronounced due to limited training durations, insufficient industry integration, and outdated pedagogical methods.

The analysis confirmed that graduates' competencies in key culinary areas—such as food preparation, cooking techniques, and resourcefulness—are significantly influenced by the nature and quality of their practical experiences during their academic journey. Statistical results demonstrated a positive relationship between the intensity of hands-on training and the level of culinary proficiency attained. Moreover, the pilot and full studies supported the validity and reliability of the instrument used, ensuring the robustness of the findings.

6. Recommendations for hotel management departments

1. Strengthen partnerships between hotel management departments and hospitality establishments to provide real-world practical training opportunities that align with market needs.
2. Extend the duration and frequency of hands-on culinary training throughout the academic years instead of limiting it to a one-month summer internship.
3. Design training programs based on competency frameworks, with clear learning outcomes targeting key culinary skills such as food preparation, hygiene standards, time efficiency, and creativity.
4. Incorporate modern educational tools like simulations, live demonstrations, and problem-based learning within training kitchens to enhance students' practical engagement.
5. Ensure continuous assessment and feedback mechanisms during training to track progress, improve performance, and identify areas that need further development.
6. Encourage faculty members to maintain strong industry links and regularly update training content to reflect current culinary trends and technological advancements in hotel kitchens.

7. Future Research

The study identifies major shortcomings in culinary training within hotel management programs and proposes future research directions. These include assessing the effects of curriculum changes on employability, comparing teaching methods and training facilities, exploring the use of technologies like VR and AI, studying psychological influences on learning, analyzing global training trends, and creating better tools to assess skills. The goal is to align academic training with industry needs and improve educational quality and graduate preparedness.

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الملخص العربي

أثر التدريب العملي على مهارات الطهي الفندقي لخريجي إدارة الفنادق: دراسة استكشافية

تبحث هذه الدراسة في تأثير التدريب العملي على اكتساب المهارات الطهوية بين خريجي إدارة الفنادق، وذلك باستخدام منهج وصفي تحليلي. ومن خلال أخذ عينة عشوائية طبقية وتحليل كمي، قام الباحث بمسح آراء ٢٥٣ خريجًا باستخدام استبيان منظم شمل عدة أبعاد طهوية، من بينها تقنيات الطهي، إعداد الطعام، تخطيط الوجبات، والقدرة على الابتكار والتصرف. ورغم الافتراضات حول فوائد التدريب العملي، كشفت التحليلات الإحصائية عدم وجود علاقة ذات دلالة بين الدراسة العملية وتحسن الكفاءة الطهوية. وتسلط النتائج الضوء على مشكلات منهجية مثل ضعف تجهيزات التدريب، قدم المناهج الدراسية، وعدم توافقها مع احتياجات سوق العمل. وقد أظهر الخريجون كفاءات أعلى في الجوانب التشغيلية، بينما تراجع أداؤهم في المهارات الإبداعية والصحية، مثل تطوير النكهات والتوعية الاستهلاكية. وتخلص الدراسة إلى ضرورة عاجلة لإصلاح المناهج، وتحسين بيئة التدريب، وتعزيز التعاون مع قطاع الضيافة، وتبني أساليب تدريس حديثة. وتهدف هذه التغييرات إلى سد الفجوة بين الإعداد الأكاديمي ومتطلبات العمل في المطابخ المهنية، لضمان جاهزية الخريجين للنجاح في مجال الضيافة. كما تحدد الدراسة اتجاهات رئيسية لمزيد من البحث، تشمل مواءمة المناهج، أدوات التقييم، ودمج التقنيات الناشئة في تعليم الطهي.

الكلمات الدالة: التدريب العملي، مهارات الطهي ، إدارة الفنادق.