

An Exploratory Study on Hospitality Internship Student's Satisfaction

Amar Bahadur Thapa

M.Phil. in Management, Tribhuvan University, Nepal
E-mail: thapaamar092@gmail.com

Abstract

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This study was designed to explore and determine the significant factors that predict internship satisfaction of hospitality and tourism students in the context of Nepal. An Exploratory Research Design was used to identify the factors affecting the satisfaction of intern students in hospitality and tourism students. 399 responses were collected from the colleges of different universities. EFA and regression analysis were applied to student's responses. Three significant factors, Perceived job, Perceived supervision, and student self-efficacy, were identified, which mainly affect the satisfaction of intern students in hospitality and tourism students. The study results support the service industry to increase the satisfaction of intern students by increasing supervisory activities.

Keywords: *Internship; Hospitality and Tourism; Students' Satisfaction*

Introduction

The hotel industry is related to all necessary activities to offer services, prepare and provide accommodation, food, and beverage to the guests and travelers. This industry contains receipting and entertaining guests, how employees behave with customers, and public attention to travelers' satisfaction and comfort. Its success depends on successfulness in meeting the needs of its target customers, creating an unforgettable atmosphere, and proffering various services, facilities, and amenities. (Reisinger, 2001)

An internship is an excellent way to check out your interest in a possible career field. It will allow you to build your knowledge base and test the skills by doing the job. Similarly, it will generate the chance to be exposed to the work of others within the organization and find out about further job possibilities.

Nowadays, hotels have a significant role in the hospitality industry. It is considered a champion

to attract more guests to make more money. Although the location, updated facilities, physical evidence and decoration, lightening, reasonable prices, reliable advertisements, and promotions push customers to choose a hotel for their travel, the level of hotel operation and its services would be an essential evaluation tool for customers, and it is directly related to the people who work there. (Seyyedali Routh, 2012). Baum et al. (1998) believe that the hospitality industry must pay attention to recruiting people who are officially and relatively educated. Lack of sophisticated workforce at operational and managerial levels, the high turnover rate in employees, unwillingness to enter into tourism industry between graduated people, and gaps between graduates' beliefs and the reality of the sector, are some of the biggest challenges in the hospitality industry in China. (Zhang & Wu, 2004)

Internship programs are often considered unstructured and poorly organized, so students

complain about the quality (Jenkins, 2001). This results in increasingly high fallout rates of graduates from the tourism and hospitality industry. To attract as many graduated students as possible to start their careers in the tourism and hospitality industry, both the school and industry should collaborate closely to develop a well-organized quality internship program. The industry needs employees with management skills in intercultural communication given to its customers, and they are expected to work in a multicultural environment.

Most university graduates in tourism and hospitality work are dissatisfied during their internship, so they leave their professional industry. Student's perception of the industry is highly affected by the internship experience overall and affects their aim to work in the hotel industry after graduation (Fang, Cheung, & Chingtsu, 2013). However, previous research has indicated that hotel interns' satisfaction was affected by many factors, including both internship programs and industry participation (Chen & Shen, 2012), a comprehensive understanding of the factors influencing hotel interns' satisfaction with their internship experience is generally missing in the literature. Therefore, the purpose of this study is to identify the significant factors that predict internship satisfaction of hospitality and tourism students in the context of Nepal.

The conversion of student life to working life is not always easy and, for some freshly graduated students, it is very difficult to bear with as they have to adapt to a new working world when they enter the job market. The primary purpose of the present study is to explore the significant factors that predict internship satisfaction in hospitality and tourism.

Literature Review

Hospitality internship research seems in literature in the late 1980s when the first students from hospitality and tourism university undergraduate programs in the United States of America (USA) and the United Kingdom (UK) respectively participated in internship programs; these are defined with a variety of names such as placements, supervised work experience (SWE), work integration education, and practicum. From the beginning, this experiential form of learning was seen as a golden chance for students to integrate and consolidate thinking and action (Davies, 1990).

Despite the considerable number of inconsistencies reported from the internship stakeholders (students, academic institutions, and employers), there is a common opinion that internships as a critical factor in the successful completion of hospitality curricula and the smooth transition of students to the actual world of work (Lam & Ching, 2007; Richardson, 2009). Zopiatis (2007) suggested that the success or failure of the various internship programs determines the capacity and quality of the hospitality graduates and future leaders in this area.

Undergraduate students majoring in hospitality, however, may have unfavorable views on the quality of the internship in which they participated (Jenkins, 2001; Kim & Park, 2013:72). Internship students are usually placed in positions involving routine tasks and with limited responsibility and receive insufficient training because of the short internship period and a lack of resources available for such activity. Organizations could provide student interns with training in safety, hygiene, departmental operations, and orientation for newcomers. Students complain that organizations do not give interns various practical training options helpful to prepare for

future careers in the hospitality and tourism industry (Collins, 2002; Kim & Park, 2013).

Bao and Fang (2014) focused only on 24 internship variables that all were industry-based, such as job itself, superior, payment and welfare, peer relationship, etc. And their study also represented only students' perceptions about the organizations they interned. Many studies about hospitality internships evaluated the level of student satisfaction and reported those issues students were most satisfied with, for example, technical skills and knowledge improvement Busby et al. (1997); problem-solving ability by Emenheiser et al. (1997); and mentor relationship by Fagenson (1989). Some studies about hospitality internships evaluated students' satisfaction and found low satisfaction with some issues during the training, for example, repetitious work by Nelson (1994) and poor supervision by Taylor (1988).

Few studies investigated the factors that predicted students' satisfaction with their internship. For example, Bao and Fang (2014) reported that the job factor was the only factor that influenced internship satisfaction found in their study of Chinese hospitality students. Most empirical studies about student

satisfaction only evaluated satisfaction levels and compared differences in satisfaction between different demographic groups, such as gender and college years (O'Driscoll, 2012; Young-Jones et al., 2013).

A conceptual framework was drawn where perceived Job, Perceived Supervision, Academic Support, Advisor Accountability, and Student Self-Efficacy are independent variables and Student Satisfaction with internship as dependent variables.

Operationalization of the variables

a. Perceived quality of the job itself

Among the various factors affecting job satisfaction, the job itself is the important factor that can connect the employee and the organization (Champoux, 2003). Bao and Fang (2014) concluded that students' overall satisfaction was impacted by one factor, which is the job itself. Additionally, students would be joyful at work if they get to rotate the job and get a chance to have an interesting and challenging job. Igarria and Greenhaus (1992) discovered that the organizations that had high turnover were those where employees did not have job satisfaction.

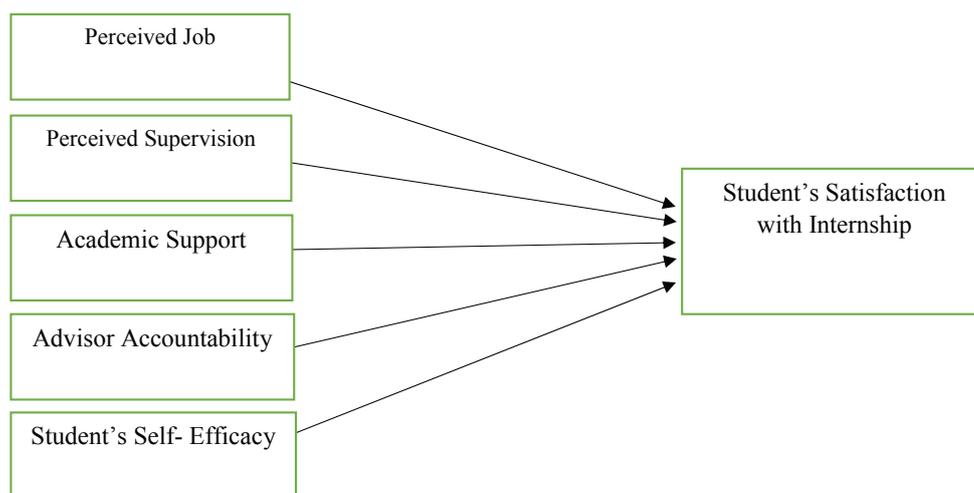


Figure 1: Conceptual Research Model

Hypothesis 1: The perceived job has a positive effect on students' satisfaction with the internship.

b. Perceived quality of supervision

Nelson (1994) stated that students tended to rate greater satisfaction when they had a good relationship at work and support from a supervisor. Lack of supervisor's support leads to an untrained and unmotivated employee and will result in poor customer service and a high turnover of employees (Knight and Crutsinger, 2003). However, on the other hand, an employee seems to positively impact their job performance, job satisfaction, and less turnover in a workplace where there is high support from the supervisor (Babin and Boles, 1996).

Hypothesis 2: Perceived Supervision has a positive effect on students' satisfaction with Internships.

c. Academic Support

Academic support is defined as several instructional methods, educational services, or college resources provided for students to aid them in speeding up their learning progress. O'Driscoll (2012) revealed that academic support was a significant predictor of student satisfaction. Umbach and Wawrzynski (2005) found that the faculty interactions with students and the teaching quality could provide a contribution to a better learning environment and improve student experiences. Similarly, Hunter and White (2004) state that academic support can help students with their learning experience and encourage their career goals. In contrast, the appraisal of academic support is not as advanced as it is challenging in the classroom (Kelley, 2008). In addition, the academic support allows students to investigate personal aspirations and institutional goals in the internship program (Young-Jones et al., 2013).

Hypothesis 3: Academic support has a positive effect on students' satisfaction with Internships.

d. Advisor Accountability

Advisor accountability is defined as a factor that applies to the level of professionalism, preparation, and that availability that the students expect from the advisor. Moreover, students expect advisors to help them to learn, understand and plan for the future by providing them feedback and helpful references (Young-Jones et al., 2013). Previous research found that the advising outcome focused on student satisfaction with the advisor or the advising system rather than student success (O'Driscoll, 2012). Thus, the relationship between the advising program and student achievement can show how students use the advising system to help develop their personal skills and knowledge and bring them to their goals successfully (Hemwall and Trachte, 2003).

Hypothesis 4: Advisor accountability has a positive effect on students' satisfaction with Internships.

e. Student's self-efficacy

A person's self-efficacy relates to their confidence in their ability to carry out the behaviors required to achieve particular performance goals (Bandura, 1997). Self-efficacy has been investigated in different contexts on how people's perceived ability to complete any task successfully would have an effect on their experiences (Pajares, 2001). Further, the study asserted that people's beliefs are more influential than actual truths. Billings and Macvarish (2010) and Pajares (2001) concluded in their studies that people need to believe they can succeed in a given situation, which will affect the ultimate outcomes. Young-Jones et al. (2013) stated that student self-efficacy was related to the belief that students have their knowledge, such as the

theories learned, the capability to deal with stress, preparation for college-level work, and the ability to understand the content of the course.

Hypothesis 5: Students' self-efficacy has a positive effect on students' satisfaction with Internships.

Research Methodology

An exploratory research design was adopted to conduct the study. The study of internship students' satisfaction is survey research utilizing a self-administered questionnaire distributed to university students satisfaction who completed their internship program in hospitality and tourism management. 399 usable responses were collected from an online survey of university students.

Survey questions were adapted from previous research studies about internships and students' satisfaction. Different variables, namely perceived quality of the job itself, perceived quality of supervision, perceived quality of peer relationship, academic support, advisor accountability, student's self-efficacy, and student's satisfaction with an internship, were considered for the study. Nine questions measured the perceived quality of the job, four measured the perceived quality of supervision, and two measured the perceived quality of peer relationships (Bao and Fang, 2014). Academic support was measured by three items (O'Driscoll, 2012). Three and four questions measured advisor accountability and student self-efficacy, respectively (Young-Jones et al., 2013). Lastly, student's satisfaction with

internships was measured by four questions (Liu, 2012). All variables were measured by using a Seven-point Likert scale where 7 meant strongly agree and 1 meant strongly disagree.

Exploratory Factor analysis was performed to explore the different factors which affect the satisfaction level of the intern students in the hospitality sector. Later, Regression analysis was done to analyze the relationships between a dependent variable and one or more independent variables.

Result and Analysis

Descriptive Statistics

The table shows the concentration of male and female respondents. It shows that among the total respondent, 44.4% was female, i.e., 177, while the remaining 55.6% was male, i.e., 222. The accumulation of both male and female respondents is exactly 399.

The result shows that the maximum number of respondents belong to the Bachelor of Hotel Management, and 88% of respondents have been interning in Bachelor of Hotel Management. The second-highest percentage of the respondents with respect to the course completed belongs to Bachelor of Travel and Tourism Management. At the same time, 8.5% of the respondents belonged to other education level categories.

The above table shows that the highest percentage of respondents belongs to food and Beverage services. The total number of

Table 1: *Gender of the respondents*

	Frequency	Percent
Female	177	44.4
Male	222	55.6
Total	399	100.0

Table 2: Respondents Academic Status

	Frequency	Percent
Bachelor of Hotel Management (BHM)	351	88.0
Bachelor of Travel and Tourism Management (BTTM)	14	3.5
Others	34	8.5
Total	399	100.0

Table 3: Departments of Internship

	Frequency	Percent
Front Office Department	51	12.8
Housekeeping	48	12.0
Food and Beverage Service	184	46.1
Food and Beverage Production	98	24.6
Airport	9	2.3
Travel Desk	9	2.3
Total	399	100.0

respondents in this category is 184, 46.1 % of the total. The Food and Beverage production intern respondents of the study are 24.6 % which is 98 respondents. The respondent interned in the Front Office department was 12.8%, i.e., 51 in number. The respondents from the housekeeping department were 12%, i.e., 48. The intern from Airport and travel desk was in an equal number of 9, i.e., 2.3% of the total respondents, the lowest percentage in the respondent's area.

The result shows the respondents concerning the countries where they interned. It shows that most respondents, i.e., 35.1%, have interned in UAE, followed by 27.3% in Nepal, whereas the lowest respondents have interned in Turkey.

Among 399 respondents, 182 belong to Tribhuvan University, which is 45.6 %. International University is the second with 85 respondents, 21.3%, and the third-highest respondents are from Pokhara University, 63 in number and 9.3% in terms of percentage.

At the 4th level is Purbanchal University, with 9.3% of respondents of the thesis. Kathmandu University comes in the 5th level with 7% of the respondent, 28 in number. At the same time, Midwestern University has 1% respondents, i.e., 4 respondents.

1.2 Exploratory Factor Analysis

Exploratory factor analysis (EFA) is one of a family of multivariate statistical methods that attempts to identify the smallest number of hypothetical constructs (also known as factors, dimensions, latent variables, synthetic variables, or internal attributes) that can parsimoniously clarify the covariation observed among a set of measured variables (also called observed variables, manifest variables, effect indicators, reflective indicators, or surface attributes). To identify the common factors that explain the order and structure among measured variables.

Table 6 shows the mean and standard deviation

Table 4: *Country of Internship*

	Frequency	Percent
China	59	14.8
UAE	140	35.1
Malaysia	8	2.0
Thailand	46	11.5
India	10	2.5
Nepal	109	27.3
Turkey	2	.5
Germany	7	1.8
Qatar	6	1.5
Baharain	7	1.8
Australia	5	1.3
Total	399	100.0

Table 5: *University of the Respondents*

	Frequency	Percent
Tribhuvan University	182	45.6
Pokhara University	63	15.8
Purbanchal University	37	9.3
Kathmandu University	28	7.0
Mid-Western University	4	1.0
International University	85	21.3
Total	399	100.0

of different statements used in the study. The word “ I believed that I had the capacity to succeed in the internship program.” has the highest mean of 6.12, and the statement with the lowest mean was “ My internship job provided less work pressure.” with a mean value of 3.86.

Table 7 shows the value Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.898. KMO values between 0.8 and 1 indicate the sampling is satisfactory. So, we can say the sample considered is sufficient. Similarly, Bartlett’s test of sphericity was 7331.389 and significant. This result shows that the data on

28 items is suitable for performing exploratory factor analysis.

Later on, the Kaiser criterion suggested extracting Six factors. The Six factors F1, F2, F3, F4, F5, and F6 correspondingly explained or extracted 29.552%, 22.167%, and 15.156% of the total variance, and altogether they extracted 66.875% of the total variance. Every item is excellently loaded with a single factor since each factor loading is higher than 0.71 (Comery and Lee (1992)). Moreover, the three factors extracted around 66.875% of the variance of each item.

Table 6: *Descriptive Statistics*

	Mean	Std. Deviation
My internship job provided good opportunity for work rotation.	5.26	1.551
My internship job provided good nature of the job i performed.	5.56	1.269
My internship job provided interesting or challenging work.	5.78	1.279
My internship job provided good work environment.	5.63	1.465
My internship job provided autonomy involved in the work.	5.06	1.443
My internship job provided sense of achievement from the job.	5.43	1.430
My internship job provided less work pressure.	3.86	1.808
My internship job provided good chance to develop professional skills.	5.83	1.363
My internship job provided good cooperation between college and internship organization.	4.96	1.727
My internship supervisor provided appreciation or praise to me.	5.69	1.289
My internship supervisor provided good communication with me.	5.91	1.273
My internship supervisor provided reasonable supervision.	5.67	1.352
I had a good relationship with peer at the internship.	6.11	1.034
I had a good communication with peer at the internship.	5.91	1.211
Learning academic subjects at the college could help me during my internship.	5.65	1.416
Subjects from the college were relevant to my internship.	5.48	1.435
Learning practical subjects at the college could help me during my internship.	5.71	1.315
Teachers or advisors helped me to prepare well for my internship.	5.20	1.608
Teachers or advisors were available to help me for my internship.	5.02	1.722
Teachers or advisors were professional enough to help me for my internship.	5.05	1.676
I believed that i had the capacity of succeed in the internship program.	6.12	.958
I believed that i could deal with stress during my internship.	5.97	1.105
I believed that i was well-prepared for internship work.	5.81	1.290
I believed that i had a good understanding of the work requirements of the internship.	5.88	1.181
I felt satisfied with my overall internship experiences.	5.91	1.153
My internship experiences were positive ones.	5.99	1.104
I felt satisfied with the learning effect from internship.	5.71	1.359
I felt satisfied with social skill effect from internship.	5.75	1.308

Table 7: *KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898
	Approx. Chi-Square	7331.389
Bartlett's Test of Sphericity	df	378
	Sig.	.000

The popular method for deciding on the retention of factors is Kaiser's eigenvalue greater than 1 criterion (Fabrigar et al., 1999). This rule specifies all factors greater than one are retained for interpretation. This method is easy to understand and is also the default

method on most programs. Some argue this method oversimplifies the situation and also has a tendency to overestimate the number of factors to retain (Zwick & Velicer, 1986). This method may lead to subjective decisions; for example, it does not make sense.

Table 8: *Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	11.31	40.396	40.396	11.311	40.396	40.396	4.793	17.118	17.118
2	2.284	8.158	48.553	2.284	8.158	48.553	3.238	11.565	28.682
3	1.880	6.715	55.268	1.880	6.715	55.268	2.989	10.674	39.357
4	1.327	4.738	60.006	1.327	4.738	60.006	2.934	10.480	49.837
5	1.267	4.523	64.530	1.267	4.523	64.530	2.690	9.606	59.442
6	1.067	3.812	68.342	1.067	3.812	68.342	2.492	8.899	68.342
7	.940	3.358	71.699						
8	.739	2.638	74.337						
9	.707	2.524	76.861						
10	.642	2.293	79.154						
11	.593	2.117	81.270						
12	.555	1.983	83.253						
13	.516	1.842	85.095						
14	.485	1.732	86.826						
15	.449	1.604	88.431						
16	.409	1.460	89.891						
17	.393	1.403	91.294						
18	.341	1.218	92.512						
19	.299	1.069	93.581						
20	.270	.965	94.546						
21	.265	.946	95.492						
22	.237	.846	96.338						
23	.224	.799	97.137						
24	.205	.732	97.869						
25	.178	.634	98.503						
26	.157	.561	99.064						
27	.138	.493	99.558						
28	.124	.442	100.000						

Extraction Method: Principal Component Analysis.

We would extract only six-factor from the dataset by applying Kaiser's eigenvalue greater than 1 criterion. This is determined by examining the Total Variance Explained table above, wherein the total eigenvalues for the first dimension is 11.311, which accounts for 40.396% of the variance extracted. If we look at the line below this, we see the second factor, which has a total eigenvalue of 2.284, which holds 8.158% of the total variance. In the same way, the other 4 factors have real eigenvalues greater than 1. So, we conclude the analysis with six factors extraction.

By examining the Scree plot to find the point of inflexion (elbow), it seems that the most obvious break (point of inflexion) is at Factor 6, suggesting a one-dimensional solution is appropriate. It explains that the number of eigen values greater than 1 is 6 and should be extracted.

a. Rotation converged in 7 iterations.

A rotated Component Matrix was conducted to determine what the components represent. The

analysis shows that component one contains 7 or 25% of the total variables, which loads in the good to excellent range. Four variables represent 14% of the total variables in component two. In a similar way, components three and four have four loadings representing **Cronbach's Alpha for each element of**

	Cronbach's Alpha	N of Items
Factor 1	.883	7
Factor 2	.831	4
Factor 3	.821	4
Factor 4	.833	4
Factor 5	.844	5
Factor 6	.839	4

28% of the total variables. The fifth component has 5 variables representing 17.8% of the total variables. The last or the sixth component consists of 4 loadings representing 14% of the total variables. All the loadings are in the good range.

Table 4.2.5: Item Analysis for Reliability

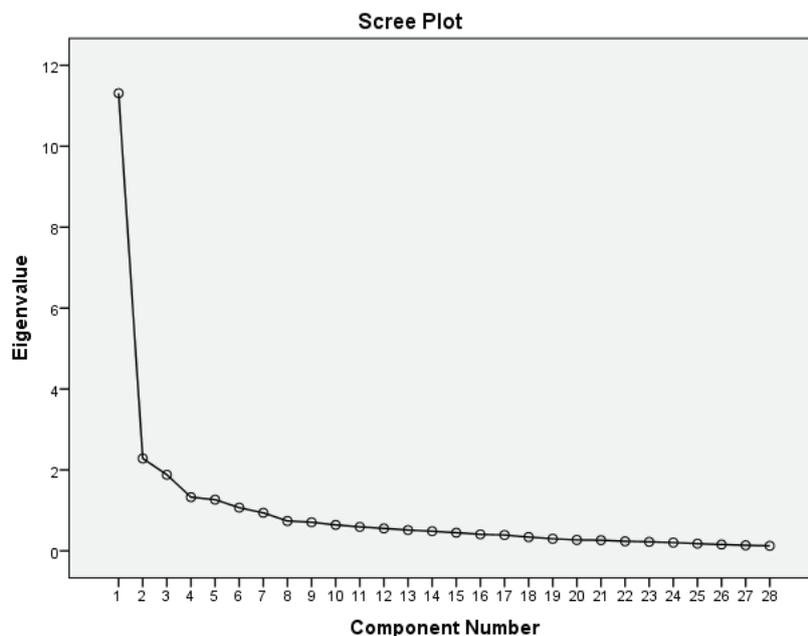


Fig. 1: Screeplot

Table 9: *Rotated Component Matrix*

Retained Factor	Component						Communalities
	1	2	3	4	5	6	
q1	.672						.665
q2	.709						.678
q3	.673						.603
q4	.641						.619
q5	.530						.473
q6	.699						.615
q7				.628			.629
q8	.683						.653
q9			.521				.598
q10					.648		.635
q11					.682		.722
q12					.669		.729
q13					.553		.667
q14					.514		.667
q15			.702				.683
q16			.629				.663
q17			.722				.714
q18				.696			.747
q19				.796			.788
q20				.749			.805
q21		.598					.657
q22		.832					.748
q23		.799					.751
q24		.722					.648
q25						.513	.618
q26						.537	.724
q27						.840	.815
q28						.854	.821

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

An item analysis was conducted to test the reliability of each factor in the **Hospitality internship student’s satisfaction**. According to Blunch (2008), satisfactory internal consistency ranges from 0.7 to 0.9. All six factors on this scale had a high rating for reliability

Naming the Factor of Hospitality

Internship Students Satisfaction factor

The first factor consisted of the variables regarding the good opportunity for job rotation, Nature of job performed, interesting work challenges, working environment, autonomy, sense of achievement, work pressure, and professional development. It is related to job perception. So, the first factor was named “Perceived Job Itself.”

The second factor includes the variables regarding appraisal system, communication with supervisor, supervision, and relationship with coworkers. It resembles the relationship with supervisors and coworkers. So, the factor is named “Perceived Supervision.” The third factor consists of variables regarding academic subjects, college practicals, and the subjects’ relevancy. It reflects the academic factors. So, it was named “Academic Support.” The fourth factor consists of teacher’s help, availability of support, and professionalism. It demonstrates the accountability of the teachers towards intern students. So, it is named as “Advisors Accountability”. The fifth factor consists of the variables regarding the confidence level of students toward a succession of internships, dealing with stress, preparedness, and work requirement. It resembles the confidence of the intern students. So, it is named as “Students Self Efficacy.” The sixth factor consists of variables regarding satisfaction toward internship experience, positivity toward internship period, learning effect of internship, and social skills learned. So, the factor is named ‘Satisfaction’.

Discussion

This study aimed to explore the significant factors that predict internship satisfaction of hospitality and tourism students in Nepal.

The result shows that component one contains 7 variables or 25% of the total variables, which loads in the good to excellent range. Four variables represent 14% of the total variables in component two. Similarly, components three and four have four loadings representing 28% of the total variables. The fifth component has 5 variables representing 17.8% of the total variables. The last or the sixth component consists of 4 loadings representing 14% of the total variables. All the loadings are in the good range. Later on, the Reliability test shows all the factors had high reliability. The six

factors are named based on the characteristic of the variables. They were named Perceived Job Itself, Perceived Supervision, Academic Support, Advisors Accountability, Students Self Efficacy, and Satisfaction.

Regression analysis shows that the regression model fits well at 5% significance level ($p\text{-value} = 0.000b$). It shows Perceived Job itself, Perceived Supervision, and Student’s self-efficacy are highly significant at 5% level of significance. Whereas Academic Support, Advisor Accountability seems to be insignificant. The coefficient for the perceived job itself is .430. for every increase of one point on the perceived job itself, satisfaction is predicted to be higher by .430 points.

The internship is an essential component of the hospitality curriculum; most hospitality programs require students to take an internship course before graduation (Petrillose & Montgomery, 1998). In previous research, all student participants felt that internship programs were needed. Shortt (1992) claimed that education in tourism needed practical facilities. The internship programs provide students with required tools and experience and educate them to take responsibility for their future work life (Cheng et al., 2004).

Student self-efficacy relates to student beliefs regarding their ability to succeed in college, such as the capacity to deal with stress, preparation for college-level work, and ability to understand course content. Student’s self-efficacy affects intern student satisfaction, and results showed a significant association between students’ self-efficacy and satisfaction of the intern student. Our Findings is supported by Phonkaew, which explains self-efficacy represents the students’ perspective regarding their belief about being successful. In the same way, Bandura’s (2006) emphasis the specificity of self-efficacy. According to Bandura, self-efficacy is indirectly associated with school

satisfaction, with affective identification with high school as the mediator.

The perceived job itself is related to Job satisfaction in which a person feels positive towards the work and the organization. Many factors may affect a person's feelings about the organization, but the job itself is the factor that can connect the employee and the organization. This finding is reliable to the results of James and Jones (1979), in which It was indicated that job satisfaction was influenced causally by job perceptions, where a job that was perceived as more challenging, autonomous, and important was also regarded as more satisfying. As discussed, job satisfaction was believed to be caused directly by these higher-order job perceptions because such perceptions convey opportunities to satisfy needs for mental challenges, self-determination, and recognition. It also found that individuals who were more favorably disposed toward their jobs, as reflected by higher levels of job involvement and compliance with conventional work norms, higher probabilities for promotion, and higher ages, were more likely to be satisfied with their jobs.

Perceived Supervisor Support (PSS) Affects the intern student's satisfaction as it encompasses their feelings toward their managers valuing them and their work. It is consistent with the results of Girard (1999), who suggested students were satisfied in terms of their perception of work and supervision, While another study discovered students' satisfaction regarding their improvement in knowledge and technical skills (Busby et al. 1997). In addition, they found that most internship students were satisfied with their progress in problem-solving skills in the service industry (Emenheiser et al., 1997). Fu (1999) suggested that supervision is a key factor in determining the success of internship programs. The results of this study showed consistent

findings in the satisfaction of supervision in internship programs. Supervision by industry professionals could help students to learn from mistakes. The programs should also provide the students with the needed skills and educate them to take responsibility in their future work life, thus bridging the gap (Collins, 2002).

Students frequently want to gain new and different experiences upon graduation. While students overall enjoyed their experience during the internship, this could also indicate that students want to pursue other companies or other opportunities within the industry.

They felt the faculty should assist them and become bridges between students and industry professionals. Industry professionals think that students with internship experiences are more marketable (Cheng et al., 2004). The results of this study supported that the students felt satisfaction with internship programs in general. However, the administration should be more systematic and care more about students' internship programs. Nelson (1994) reported that students had higher satisfaction levels if they had supportive Supervisors during their internships regardless of the mentorship being assigned or spontaneously forming. Thus, it can be concluded that Supervisors could positively affect the students' experiences during internships. Receiving instant feedback from Supervisors greatly determines if students receive quality internship experiences or not. Students agreed that satisfaction could be found if internship co-workers could be assigned to assist them before and during the internships.

Academic Support and Advisor Accountability also play a very important role in influencing students' internship experiences. Students perceived more successful internship experiences with a good mentor relationship.

Conclusion

The internship satisfaction of students in hospitality and tourism found was found to be at a moderate level, indicating that they were satisfied with internship experiences as well as with the learning effect and social skill effect of the internship. Out of five predictor factors, the present study found only three significant predictors that could influence students' satisfaction with the internship. The perceived job itself was found to be the most potent predictor of internship satisfaction, followed by students' self-efficacy and perceived supervision. More importantly, three significant predictors of internship satisfaction represent a "holistic view" of determining factors for internship satisfaction. The perceived job itself means how much there are connected with the organization.

In contrast, students' self-efficacy represents an individual perspective of students themselves on how they view and believe in themselves. Perceived supervision means the relationship at work and the support from the supervisor. Therefore, this study could address the gap in past studies that relied on a single perspective by reporting the multi-perspectives about predictors of internship satisfaction. In addition, students evaluated their internship experiences in various aspects, not only on the job or university support.

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