

Did the Summer Internship Programs Meet the Hospitality Undergraduate students' expectations?

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Abstract

Internships have become a key component in curricula at many institutions of higher education. In order to accord the students' opportunity to attain hands on experience, the faculties of tourism and hotels introduced internship programmes in a number of both undergraduate and post graduate studies. This has been done to provide students with a smooth transition from the academic world to the working environment. This study attempts to investigate the expectations and perceptions of bachelor students in tourism and hotels colleges before the internship period. It also measures whether there are significant differences between the expectations and perceptions of the students according to the year of the study. The primary data collection was through online questionnaire which was distributed to a sample of (250) students that had an internship. It was found that there were significant differences on responses before and after internship program. Results also revealed that there were also differences demographic among interns regarding the year of the study. This study concludes that many of the internship programs aspects need to be developed to make internships effective.

Keywords: Internship Programs, Expectations, Perception, Undergraduate Students, Hospitality.

Introduction

Hospitality industry has become more and more important in the trend of a questing service-based economy and the increasing numeral of tourists (Jeanne, 2009). High competent and qualified graduates has become a vital issue in the hospitality competitiveness. With an organized and structured internship program, graduates will equipped with the required skills to meet the industry demands, so hospitality and tourism industry and internship are critical to each other and for this reason, the industry as well as the prospective intern should be fully aware about the internship and its various aspects. To make the internship more effective it should be studied from the perspective of prospective interns and the staff (Graham and Philips, 2010). Internships have become a key component in curricula at many institutions of higher education (Ramesh and Sarwati, 2008). Study of internship for educational purpose has been growing steadily in recent years in the tourism and hospitality population, leading to a sizable body of knowledge in internship-related topics (Jenkins, 2001). The results accumulated from previous studies to date point out to many benefits of the experiential education methods engaged in tertiary tourism programs today, such as class projects, site visits, service learning and computer simulations (Busby and Gibson, 2010). Although the importance of internship program in the preparation of qualified and skilled staff and employing theoretical knowledge which students have gained, it still has not received enough attention from the academia, industry, and the researchers. Therefore, the researchers sought to carry out this study in the belief in the importance of internships and its vital role in the formation and rehabilitation of graduates and the activities of all of the hospitality industry sectors. The research aims are to measure the gap between hospitality undergraduate interns' expectation and perceptions of the internship and to identify the areas that need improvements. In order to achieve the above aims, the objectives of the study are to; gain knowledge about the expectations and perceptions of the bachelor students in the tourism and hotels colleges for the period of internships in the hospitality industry and

identify the differences and the gap in students' expectations and perceptions before and after the Internships depending on the variables of training in general, trainee, academic supervisor, field supervisor and training place.

Literature review

Background and definition of Internships

The practice of gaining supervised practical experience is nothing new. Internships as part of a formal education program can trace its roots back to the Middle Ages where it was common practice to gain knowledge of a trade under the direct supervision of a master craftsman (Gault et al., 2000). Apprentices often had to agree to "pay back" their staff by agreeing to work for a certain period of time once they were considered fully trained. In the early time, most, if not all of the training was done on the job, with little formal theoretical learning (Verney et al., 2009). However it was not until the 1960s that colleges and universities broadly supported the expansion of these opportunities to be incorporated into their institutions' curriculums. Today internships have exploded in popularity with college students in an internship program before they graduate (Lipka, 2008).

An internship is an opportunity offered by staff, both in the non-profit and for-profit sectors, to students interested in the industry. An intern works at the company for a fixed period of time, usually three to six months (Walo, 2000). Internships are understood to be "engaging students in service activities primarily for the purpose of providing them with hands-on experiences that enhance their learning or understanding of the issues relevant to a particular area of study" (Littke, 2004). Internship is defined as "work experience in industrial, business, or government work situations that leverages the class guidelines experience through practical work experience" (Walo, 2000). Being a valuable component of higher education academic program, internship is believed to create win-win situation for the students, organization as well as the university (Coco, 2000). Wasonga et al. (2006) defined an internship in a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Croes (2007) defined internships as "real work integrated into the everyday world of the faculty" although the industry recognizes that educational institutions are doing well, there are several concerns. There are apparently too many providers who offer poor and inconsistent training and who train the wrong people just to get a training subsidy.

Different Types of Internships

According to Richard (2012), internships are generally used term in experiential education. Internships take place during different times of the year: summer, winter, or spring. These may be part-time or full-time internships over different durations. In the same context, Penny (2014) pointed out that paid internships as a kind of internships that the employer pays wages to work overseas. However, these are exceptionally hard to come by and you may be required to pay for housing and necessities. The same author in amore recent study (2015) added that paid internships exist primarily in the private sector or in large organizations that have the money to pay students to learn while they work. Given a choice of paid or unpaid internship, paid internships are definitely the internships of choice. Teresa et al. (2006) added other type of internships such as unpaid internships, while represented that internships are usually used term in experiential education. Penny (2014) added that typical internship as a type of internship was pointed to a typical internship as it will last for more than six weeks and less than twelve weeks.

But job shadowing internship was job shadowing internship usually last for one or two weeks. While, Okay and Sahin (2010) added that cooperative internship in general lasts for one entire semester or one particular year and they are full time during the academic year. With several types of internships, Agarwal and Gupta (2008) explained that compensated and non compensated internships were offered in private or large size company has adequate amount of capital so paid internships are more popular in a large service sector or in the private sector. Toncar and Cudmore (2000) noted that internship is in many bachelor and master's degrees. Gerken et al. (2012) added that internships not for profit internships, it is generally different than working in an organization for profit.

Summer internships means that a lot of interns go for internship during their summer break, such kind of internship often referred as summer internship (Khalil, 2015; Lam and Ching, 2007).

The importance of internship

Knouse and Fontenot (2008) concluded that well-structured internship programs benefit both interns and employers. By participating in these valuable on-the-job learning opportunities, interns augment their work experience, hone important work skills, develop their career goals, and establish connections that may prove useful throughout the span of their careers. Khalil (2015) concluded that internships give employers access to a pool of motivated individuals who bring fresh thinking and innovation to their workplaces. Internships can also serve as a risk-free pipeline to meet the recruitment needs of the business, organization, or agency.

Benefits of internship to the students

From a broad perspective, internships can be beneficial for all parties (i.e., student, institution, and employer), as they are believed to provide higher quality education and career preparation (Gault et al., 2000). In addition, Tyran and Ross (2005) also showed that many empirical benefits have been cited, such as developing valuable skills and career-related experience, applying knowledge to real-world situations, increasing relevance of coursework and building a network of contacts and begin networking professionally. Cord et al. (2010) added many benefits such as it can provide self-confidence and professionalism classroom learning with professional practice, expedite employment following graduation, enhance understanding of realistic expectations in the place of work and higher job satisfaction.

Benefits of internship to the employer

According to Knemeyer and Murphy (2001), the internship is helpful to the employees as an inexpensive recruiting tool and an opportunity to train future staff, can decrease significant costs in finding new talent. Knouse and Fontenot (2008) added that an internship program can provide an easily accessible source of extremely motivated paraprofessionals, interns provide an opportunity for mid-level staff to control and interns bring modern technology and ideas from the classroom to the workplace and therefore raise an organization's intellectual capital. Verney et al. (2009) added that the internship will be useful to the employees as an economical recruiting tool. Kim and Park (2013) indicated that the internship is usefull to assist in meeting the strategic staffing needs of the public service by providing practical and accelerated work experience programmes that expose interns to specific occupations. While Abdullah et al. (2015) added that the internship is access to the perspectives of a younger, the opportunity to assess employee training protocols, development and protection of a positive reputation, enhance morale among colleagues and the opportunity to select high-quality staff upon graduation.

Benefits of internship to the university

Faculty members are responsible for overseeing the requirements of internship experiences (Wesley and Bickle, 2005). The findings from the study can help hospitality educators and industry professionals in shared development and structuring hospitality internships (Lam and Ching, 2006). Studies of internships will also provide faculty information about the degree to which interns feel prepared for the internship experience (Lam and Ching, 2007). The principal university benefit will be to further identify with the perspectives of hospitality internship so that the internship process can be strengthened and improved (Beggs et al., 2008). According to Tackett et al. (2001), internships have six benefits to the university as to improve the educational process and enlarge the scope of the university, provide a laboratory for application of theoretical information, supply continuing opportunity for evaluation of the learner's needs, abilities and progress leading to regulation in program, encourage faculty contact with professional leaders and cooperating agencies on a regular basis to develop faculty knowledge of practical issues in the field, lead to continuing evaluation of the entire curriculum and increase the school's services and scope of influence.

Benefits of internships for institutions

Organizations which accept interns are many and differ in numerous aspects such as size, mission and number of employees (Ferkins, 2002). The benefits that organizations get from participating in internship programs can not expect to be the same (Matten and Crane, 2003). According to Bennett et al. (2008) organizations have many benefits of internships as higher quality students, increase contact with businesses in the community, allow opportunities for curriculum content evaluation and program improvement, expand student recruitment, and increase a distinguished reputation.

Benefits of internship to Industry

Knouse and Fontenot (2008) noted that the principle benefits will be to gain a better understanding of students' work skills and feelings regarding level of awareness for their internship. Gerken et al. (2012) added that internship provides opportunity to reduce training or orientation costs if the organizations hire students after the internship period ends and enables industry to grow future workforce. While, Negrut et al. (2015) indicated that internship can affords industry the opportunity to provide feedback to the program curriculum so that skills that are important in the staff and faculty perspectives of the industry and information regarding frequency of internship administration so that the internship can be most effectively planned and controlled.

Benefits for the Community

Chen (2011) noted some benefits of internship is the internship produces a world-class workforce that drives a vibrant regional economy and establishes a positive population image that is an asset to economic development. while, Silva et al. (2015) added that internship also improves the recruitment pool of qualified staff and improves prosperity and the quality of time for all citizens.

Internship Procedures

Before the internship, according to Blanton (2001) the employer will need to agree to work with the trainers and the faculty members to improve a program that is broader than simply the presence job the trainers holds. Tyran and Ross (2005) thought that the trainers makes an appointment with the faculty internship planner, brings resume and any other information has prepared for potential internship. Kavanagh and Drennan (2008) added that the coordinator deals

with the student to ensure the resume is appropriate and reflective of education, skills and career goals. But Larissa and Sarah (2014) indicated that coordinator reviews with trainers the internship guide, forms, and addendums requirements and after a trainer has obtained the required documentation and signature from the registrar, financial aid and projected supervising faculty member, sets up an appointment with the internship coordinator for final approval and signature.

According to Lam and Ching (2006), before the internship instructors need to specify the learning objectives for the internship program, create and select learning activities, identify factors influencing trainers learning, and create a timetable and structure for implementation (Kavanagh and Drennan, 2008). Faculty instructors need to clearly define their learning objectives for trainers' internship skills. Trainers cannot undertake their internship until they have completed at least fifty-five credit hours and be in good academic standing in the major (Larissa and Sarah, 2014).

During the internship, the trainers must be able to demonstrate and apply what it means to be a professional. This includes the information gained from academic study, a sense of respect for self, and respect for supervisor, co-workers and the community (Coco, 2000). Faculty must be discussing the progress of the internship with the intern and supervisor in an effort to identify any troubles or concerns. Then follows up on problems or concerns encountered by the supervisor or interns identified during the internship (Raybould and Wilkins, 2005). Another important role of trainer in internship is evaluation and feedback. Evaluation considerations that include (a) faculty instructor evaluation of the trainers, (b) trainers evaluation of the internship site and internship program learning activities, and (c) internship site supervisor evaluation of the trainers intern (Larissa and Sarah, 2014). Finally, the faculty supervisor needs to discuss the intern's evaluation with the supervisor (Lam and Ching, 2007).

Internship expectations

According to Collins (2002) interns are expected to display a high degree of professionalism in all aspects of the work experience. Knouse and Fontenot (2008) added that the interns is expected to assume a wide range of responsibilities in participation, organization and administration. Kavanagh and Drennan (2008) noted that interns should be known as the opportunity to observe the intricacies of the internal and external working relationships of the place. Christian (2014) added that the student intern should participate in any appropriate experiences relevant to the site such as organizing events, evaluation of programs and analysis of data. The Interns should gradually assume increasing responsibility and eventually be solely responsible for his own special project. Interns should increase experience in a variety of site operations.

Negative expectations of interns, some early studies recognized that many interns recognized the negative characteristics (poorly paid, working unsociable days and times, long hours and multi-skill with shift work) of the industry (Ladkin, 2000). Most interns in the higher education institutions thought that the hospitality industry offered career opportunities, but students in the final year had an overall negative awareness of the industry (Croes, 2007). Interns of hospitality industry tended to have high ambitions for their future working career when they began their studies, but their ambitions differences after recognizing the actual circumstances of the industry (Kim and Park, 2013). The hospitality industry will find it difficult to select staff who have high-quality experience, which also will affect clients. As a result, customers may be dissatisfied with the hospitality industry and the industry may suffer financially (Khalil, 2015).

Positive expectations of students, according to Lam and Ching (2007), interns think that hospitality degrees will make a difference to their careers creating greater professionalism in the industry. Furthermore, undergraduate students tend to believe that they will find a good job in a big hotel chain after completing their degree course (Yafang and Gongyong, 2008). Kim (2008) also stated that degree graduates of hospitality management want to “seek and gain positions in international hotels that supply a professional managerial career path option and associated benefits”. These studies found that graduates have positive expectations for their career paths, which are similar to the expectations of students of hospitality management around the world. Park and Kim (2011) indicated that most undergraduate students might have career expectations of their future. Kim and Park (2013) also found that a lot of students expected to be employed as a corporate manager ten years after graduating and some of students expected to be a department manager five years after graduating.

Different expectations of students and employers, Collins (2002) stressed that the authors identified some managers of the hospitality industry who tended to disregard the Bachelor of Hospitality Management degree. Graduates expected to enter a management position after graduating from their course, but employers thought that graduates were not suitable to enter a management position. Raybould and Wilkins (2005) stated that the hospitality industry tends to ignore students’ formal experience because students hold unrealistic expectations of the responsibilities and skills they will be expected to show. Therefore, the industry believes that “students are overqualified, but under-experienced for even entry level management positions”. Datta et al. (2013) added that students should expect to learn enough about the business or institution to see if there is a future career direction in that area and should not expect to step into creative or management positions.

Methodology

Population and sample of the study

The target population of this study was interns who had just completed their internships within the hospitality establishments at the end of their second or third semester of study and during summer 2019. The stratified random sample of this study was gathered from eight governmental universities as follows. Table (1) illustrated total 1069 students involved in this study, 495 (46.3%) of them were 3rd grade students and 574 (53.6%) were 4th grade students, they are taken from eight different university (Helwan, Minia, Sadat City, Mansoura, Fayoum, Alexandria, South Valley and Suez Canal), 250 questionnaires were distributed to students.

Table (1): Sampling procedure

University	3 rd year	4 th year	Total of Students	%	N. of questionnaires	% of 3 rd year	% of 4 th year	N. of questionnaires (3 rd year)	N. of questionnaires (4 th year)
Helwan	191	205	396	37	93	48.2	51.8	45	48
Minia	100	121	221	21	52	45.2	54.8	24	28
Sadat City	41	63	104	10	24	39.4	60.6	10	15
Mansoura	44	46	90	8	21	48.9	51.1	10	11
Fayoum	39	42	81	8	19	48.1	51.9	9	10
Alexandria	32	39	71	7	16	45.1	54.9	7	9

University	3 rd year	4 th year	Total of Students	%	N. of questionnaires	% of 3 rd year	% of 4 th year	N. of questionnaires (3 rd year)	N. of questionnaires (4 th year)
South Valley	26	33	59	6	14	44.1	55.9	6	8
Suez Canal	22	25	47	4	11	46.8	53.2	5	6
Total	495	574	1069	100	250			116	134

Source: The researchers gathering depend on personal contact (Academic year 2018-2019)

Instrumentation

The survey used in the study was forms-based web survey. It was selected to be the channel for delivering the questionnaire to the population. For this reason, it seemed to be that this type of survey tool could capture this group of respondents' attention and it was certain that the questionnaire itself would reach them faster than other survey types. A link to complete the survey was emailed to target participants/ group Facebook page of this study. The survey was forwarded to the Hospitality Management Department and then was forwarded to the target respondents by the Department. The respondents located the survey website and completed the questionnaire. The questionnaire was evaluated for construct and face validity by 20 students. Individual items were piloted through incorporation in senior exit surveys for the two years prior to the study year. Survey questions are available upon request.

The survey contained three sections. The first section comprised demographic questions, such as year of the study, gender and internship duration. The second section consisted of 25 statements and targeted information about the interns' expectation of internship regarding overall internship, interns, faculty mentors, field supervisors and the training establishments. The statements were presented in a Likert-type format. Respondents stated their agreement or disagreement with each statement on a five-point scale from strongly agree to strongly disagree. The third section asked the interns to respond to statements about their internship experiences using a five Likert Scale to indicate their agreement with the statement (from strongly agree to strongly disagree). This section consisted of 25 statements regarding overall internship, interns, Faculty mentors, field supervisors and the training establishments. The questionnaire was developed based on prior studies (Jenkins, 2001; Chen, 2011; Datta et al., 2013; Graham and Philip, 2010; Beggs et al., 2008; Agarwal and Gupta, 2008; Kavanagh and Drennan, 2008; Jeanne, 2009; Larissa and Sarah, 2014; Okay and Sahin, 2010; Negrut et al., 2015; Tyran and Ross, 2005; Yafang and Gongyong, 2008; Park and Kim, 2011; Kim, 2008; Khalil, 2015). Statistical analysis used in this research included; descriptive analysis undertaken to obtain overall mean values and standard deviations of all variables used in the study, Reliability test carried out to check consistency of all statements set measurement items within each predetermined variable and Paired sample t-test was used for testing the hypotheses. The paired sample t-test is used when the same sample is measured under different conditions. For example, it is often used in a 'before and after' experiment, known as the pretest-posttest.

Results and discussions

Table (2) illustrates the response rate in each university with total response rate of (42%), the response rate was (58.1%) among 3rd grade students and (41.9%) among 4th grade students. The higher response rate was noticed among Helwan University (37.1%) followed by Minia (20.9%), then Sadat City University (9.5%), the response rate among Suez Canal University was (4.7%).

Table (2): Response rate

University	Total N. of questionnaires	N. of returned (4 th year)	N of returned (3 rd year)	Total
Helwan	93	23	16	39
Minia	52	12	10	22
Sadat City	24	5	5	10
Mansoura	21	5	4	9
Fayoum	19	5	3	8
Alexandria	17	4	3	7
South Valley	14	3	3	6
Suez Canal	11	3	2	5
Total	250	61	44	105
Response rate				42%

To determine the reliability of the items in the survey instrument as a consistent measure of the elements, reliability tests using Cronbach’s alpha coefficient were performed. All the constructs have alpha values greater than (0.70%). Table (3) illustrated the mean score before and after training in all questionnaires items with low mean score after training in all items of questionnaire (overall internship decreased from (4.22) to (3.56)), also for faculty mentor the mean score decreased from (3.9) to (3.26), for field supervisor decreased from (3.96) to (2.51), finally for internship place the mean score decreased from (3.86) to (3.15).

Table (3): Comparison of students’ pre-internship and post-internship and mean scores

Statement	Pre-internship		Post- internship		Differences in Means (Pre- Post)
	Mean ^a	S.D.	Mean	S.D.	
Overall Internship					
1. The internship helps to increase and integrate my practical experience.	4.38	.610	3.85	.578	0.53
2. The internship improves my interpersonal skills such as self-confidence, problem solving and communication skills.	4.35	.612	3.56	.720	0.79
3. The internship minimizes the gap between academia and the industry.	4.34	.603	3.20	1.073	1.14
4. The internship provides the hospitality profession ethics and values.	4.34	.650	3.363	.654	0.97
5. The internship provides the technical skills that are required for working in the future.	4.33	.662	3.96	.336	0.37
6. The internship provides many opportunities to transform learned theory into practical skills.	4.29	.7088	3.38	.0978	0.91

Statement	Pre-internship		Post- internship		Differences in Means (Pre- Post)
	Mean ^a	S.D.	Mean	S.D.	
7. Co-workers helped me when getting acquainted with work tasks.	4.14	.578	3.48	1.193	0.66
8. The internship helps to build critical professional network and contacts.	4.09	.563	4.04	.870	0.05
9. The internship working environment is inspiring, interesting and comfortable.	4.08	.567	3.55	1.21	0.53
10. The internship improves my opportunities to get a job in the future.	3.89	.823	3.29	1.06	0.6
Grand Mean	4.22		3.56		
Faculty mentor	Mean ^a	S.D.	Mean	S.D.	
1. The Faculty mentor and field supervisors cooperate in an effective manner.	4.00	.765	3.37	1.195	0.63
2. The Faculty mentor follow up the intern continuously during the internship.	3.93	.753	3.10	1.078	0.83
3. The Faculty mentor strives to solve my problems and obstacles during internship.	3.93	.846	3.39	1.069	0.54
4. The Faculty mentor makes a plan for internship.	3.84	.817	3.40	.828	0.44
5. The Faculty mentor makes an orientation with me about internship places.	3.83	.912	3.07	1.312	0.76
Grand Mean	3.90		3.26		
Field Supervisor					
1. The field supervisor has the professional skills to monitor and coach the intern.	4.04	.614	3.38	1.227	0.66
2. The field supervisor communicates with interns frequently to determine.	3.96	.709	3.36	1.307	0.6
3. The field supervisor determines my required duties and tasks at the beginning of the internship.	3.94	.769	2.99	1.457	0.95
4. The field supervisor discuss my achievements regularly.	3.93	.762	3.70	1.176	0.23
Grand Mean	3.96	2.565	2.51	3.930	
Internship Places					
1. The employer removes obstacles that face me during the internship at once.	3.97	.657	3.26	1.094	0.71
2. My assigned duties and tasks are diverse and related only to the field of internship.	3.90	.802	3.26	1.094	0.64
3. The employer equipped internship places with modern and suitable	3.88	.993	3.60	1.114	0.28

Statement	Pre-internship		Post- internship		Differences in Means (Pre- Post)
	Mean ^a	S.D.	Mean	S.D.	
technology, equipments and tools.					
4. The employer provides me with an access to review records and files during the internship.	3.80	.888	2.77	1.334	1.03
5. The employer provides fully paid accommodation and suitable rewards to me.	3.75	1.054	3.40	1.252	0.35
6. The employer treats employees and interns equally.	2.80	1.50	2.66	1.22	0.14
Grand Mean	3.86	3.941	3.15	4.077	.71
Overall Mean	3.98		3.37		

a: Level of agreement: 1-5 scale; "1" = Strongly Disagree, "5" = Strongly Agree. S.D: Standard Deviations.

Responses from across investigated faculties are in general agreement that internships provide interns with hands-on practical experience. Pre-internship mean scores ranges from (4.38) to (2.8) and Post- internship means score from (4.04) to (2.66). On a Likert scale of 1 to 5 the students' lowest pre-internship mean score was (2.8) for "The employer treats employees and interns equally" and their highest mean score was (4.38) for "The internship helps to increase and integrate my practical experience". Findings by silva et al. (2015), showed that responses from across faculties are in general agreement that internships provide interns with hands-on practical experience. The students' highest pre-internship mean score was for the "Overall Internship" and the lowest mean score was for the "Internship Places". On a Likert scale of 1 to 5 the students' lowest post-internship mean score was (2.66) for "The internship place is close to my place of residence" and their highest mean score was (4.04) for "The internship helps to build critical professional network and contacts". The students' highest post-internship mean score was for the "Overall internship" and the lowest mean score was for the "Field Supervisor". Students' pre-internship meanscores were greater than their post-internship mean scores for all four variables. Students' pre-internship mean scores were higher than their post-internship mean scores for 25 variables. The majority, felt the internships were of benefit through the experience gained. This finding is in agreement with those by Christian (2014).

Fig. (1): Comparison of student's pre-internship and post-internship mean scores by variables.

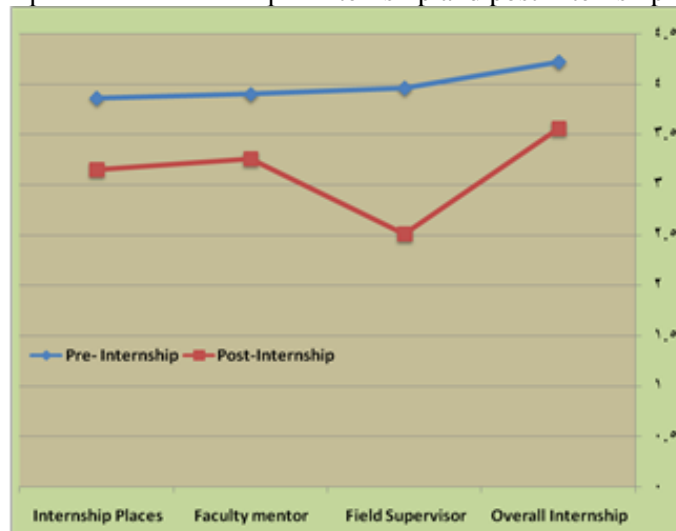


Table (4) illustrated that there was statistical significant difference in majority of statements that evaluated Overall Internship after receiving training with p-value (0.00) as (internship provides many opportunities to transform learned theory into practical skills, improves interpersonal skills, minimizes the gap between academia and the industry, provides the technical skills, provides the hospitality profession ethics and values. improves opportunities to get a job, make working environment is inspiring, interesting and comfortable, and Co-workers helped me when getting acquainted with work tasks). This finding was in agreement with those by Okay and Sahin (2010), where students responded that they experienced greater exposure to a variety of experiences on the job. On the other hand there no statistical significant differences with p-value (0.555) in mean score of internship helps to build critical professional network and contacts after training. As regards faculty mentor there was statistical significant difference in all of statements that evaluated faculty mentor after receiving training with p-value (0.00). For filed supervisor there was statistical significant difference in majority of statements that evaluated filed supervisor after receiving training with p-value (0.00) but no statistical significant differences with p-value 0.056 in mean score of field supervisor discuss the achievements regularly. Finally in Internship place there was statistical significant differences in majority of statements that evaluated Internship place after receiving training with p-value (0.312) but no statistical significant differences with p-value (0.056) in mean score of statement employer treats employees and interns equally. However findings suggest that students' perception for internship programme was average and need further improvement in order to get more benefits for the students, university and organization as a whole. This finding was in agreement with those by Richard (2012).

Table (4): Results of paired sample T-Tests comparing students' pre- and post-internship.

Statement	Pre-internship		Post- internship		T value	df	Sig. 2 tailed
	Mean	S.D.	Mean	S.D.			
1.The internship provides many opportunities to transform learned theory into practical skills.	4.29	.7088	<u>3.38</u>	.0978	6.819	247	.000*
2.The internship improves my interpersonal skills such as self-confidence, problem solving and communication skills.	4.35	.612	<u>3.56</u>	.720	8.446	247	.000*
3.The internship minimizes the gap between academia and the industry.	4.34	.603	<u>3.20</u>	1.073	8.195	247	.000*
4.The internship helps to increase and integrate my practical experience.	4.38	.610	<u>3.85</u>	.578	7.302	247	.000*
5.The internship provides the technical skills that required for working in the future.	4.33	.662	<u>3.96</u>	.336	6.620	247	.000*
6.The internship provides the hospitality profession ethics and values.	4.34	.650	<u>3.363</u>	.654	7.108	247	.000*
7.The internship improves my opportunities to get a job in the future.	3.89	.823	<u>3.29</u>	1.06	6.200	247	.000*
8.The internship working environment is inspiring, interesting and comfortable.	4.08	.567	<u>3.55</u>	1.21	3.852	247	.000*
9.The internship helps to build critical professional network and contacts	4.09	.563	4.04	.870	.592	248	.555

Statement	Pre-internship		Post- internship		T value	df	Sig. 2 tailed
	Mean	S.D.	Mean	S.D.			
10.Co-workers helped me when getting acquainted with work tasks.	4.14	.578	<u>3.48</u>	1.193	4.812	248	.000*
Overall Internship	4.22	4.742	3.56	6.267	8.233	248	.000*
1. The Faculty mentor and field supervisors cooperate in an effective manner.	4.00	.765	3.37	1.195	4.834	249	.000*
2. The Faculty mentor makes a plan for internship.	3.84	.817	3.40	.828	4.182	249	.000*
3. The Faculty mentor follow up the intern continuously during the internship	3.93	.753	3.10	1.078	6.472	247	.000*
4. The Faculty mentor strives to solve my problems and obstacles during internship	3.93	.846	3.39	1.069	4.973	247	.000*
5. The Faculty mentor makes an orientation with me about internship places.	3.83	.912	3.07	1.312	5.314	247	.000*
Faculty mentor	3.90	3.510	3.26	4.540	6.417	247	.000*
1. The field supervisor has the professional skills to monitor and coach the intern.	4.04	.614	3.38	1.227	5.036	249	.000*
2. The field supervisor discuss my achievements regularly	3.93	.762	3.70	1.176	1.934	249	.056
3. The field supervisor determines my required duties and tasks at the beginning of the internship.	3.94	.769	2.99	1.457	5.797	249	.000*
4. The field supervisor communicates with interns frequently to determine	3.96	.709	3.36	1.307	5.054	247	.000*
The Field supervisor	3.96	2.565	2.51	3.930	6.028	249	.000*
1. My assigned duties and tasks are diverse and related only to the field of internship	3.90	.802	3.26	1.094	4.556	249	.000*
2. The employer removes obstacles that face me during the internship at once.	3.97	.657	3.26	1.094	2.093	249	.039*
3. The employer provides me with an access to review records and files during the internship.	3.80	.888	2.77	1.334	6.732	249	.000*
4. The employer provides fully paid accommodation and suitable rewards to me.	3.75	1.054	3.40	1.252	3.069	249	.003*
5. The employer equipped internship places with modern and suitable technology, equipments and tools.	3.88	.993	3.60	1.114	2.449	248	.016*
6. The employer treats employees and interns equally.	2.80	1.50	2.66	1.22	1.016	249	.312
The internship Places	3.86	3.941	3.15	4.077	5.504	248	.000*
Overall Mean	3.98		3.37				

* Significance at the p=.05 level.

Students' pre-internship mean scores were significantly higher than their post-internship mean scores at the $p=.05$ level

Overall internship

Overall internship variable comprises a total of 10 statements. The t-test for this variable indicated a highly significant difference between students' pre- and post-internship mean scores in 9 statements, the figures indicated there is no significant difference in only one statement "The internship helps to build critical professional network and contacts" Students' pre-internship means scores were significantly higher than their post- internship.

Table (5) illustrated the mean score before and after training for both third and fourth grade in all questionnaire items. As regards overall internship third year students showed high mean score in all items that fourth grade before training except for questions about (internship improves the opportunities to get a job in the future and internship working environment is inspiring, interesting and comfortable). After training 3rd grade students showed lower mean score than fourth grade in all items except (internship provides the technical skills that required for working in the future, internship working environment is inspiring, interesting and comfortable, and workers helped when getting acquainted with work tasks). Another majority also felt that internships assisted the interns to bridge the gap between the academic learning process and the practical reality. These findings concur with those by Abdullah et al. (2015) in which students argued that attachments bridged the gap between the theory of the classroom and the world of practice. Christian (2014) concur with these findings when they remark that internships assist the internee to bridge the gap between the academic learning process and the practical reality Such exposure would likely make the students require little or no induction upon taking up full time jobs.

Also, for faculty mentor third year students showed higher mean score in all items that fourth grade before and show lower mean score in all questions after training. For Field supervisor third year students showed high mean score in all items that fourth grade before training and showed lower mean score than fourth grade in all items after training except (field supervisor determines required duties and tasks at the beginning of the internship). Finally for internship place the mean score third year students showed high mean score in all items that fourth grade before training and showed lower mean score than fourth grade in all items after training except (The employer provides an access to review records and files during the internship, and The employer treats employees and interns equally).

Table (5): Results of independent sample T-Tests comparing students' pre- and post- internship (Year of the study).

Statement	Pre-internship			Post- internship		
	4 th year	3 rd year	Mean Difference	3 rd year	4 th year	Mean Difference
1. The internship provides many opportunities to transform learned theory into practical skills.	3.8	4.7	0.9	3.0	3.9	0.9
2. The internship improves my interpersonal skills such as self- confidence, problem solving and communication skills.	4.0	4.7	0.7	3.4	3.8	0.4
3. The internship minimizes the gap between academia and the industry.	4.0	4.7	0.7	2.7	3.8	1.1
4. The internship helps to increase and integrate my practical experience.	4.0	4.7	0.6	3.8	3.9	0.1

Statement	Pre-internship			Post- internship		
	4 th year	3 rd year	Mean Difference	3 rd year	4 th year	Mean Difference
5. The internship provides the technical skills that required for working in the future.	4.0	4.7	0.7	4.0	3.9	-0.1
6. The internship provides the hospitality profession ethics and values.	4.0	4.6	0.6	3.4	4.0	0.6
7. The internship improves my opportunities to get a job in the future.	4.0	<u>3.8</u>	-0.1	2.9	3.8	0.9
8. The internship working environment is inspiring, interesting and comfortable.	2.9	<u>2.7</u>	-0.2	2.7	2.6	-0.1
9. The internship helps to build critical professional network and contacts.	3.9	4.2	0.3	3.4	3.8	0.4
10. Co-workers helped me when getting acquainted with work tasks.	4.0	4.2	0.3	4.1	4.0	-0.1
Overall Internship						
1. The Faculty mentor and field supervisors cooperate in an effective manner.	4.0	4.2	0.2	3.1	3.9	0.8
2. The Faculty mentor makes a plan for internship.	3.8	4.2	0.4	3.1	3.7	0.6
3. The Faculty mentor follow up the intern continuously during the internship.	3.6	4.0	0.4	3.2	3.6	0.3
4. The Faculty mentor strives to solve my problems and obstacles during internship.	3.6	4.2	0.6	2.7	3.7	1.0
5. The Faculty mentor makes an orientation with me about internship places.	3.6	4.2	0.6	3.3	3.5	0.2
Faculty mentor						
1. The field supervisor has the professional skills to monitor and coach the intern.	3.5	4.2	0.7	2.7	3.5	0.9
2. The field supervisor discuss my achievements regularly.	3.8	4.2	0.4	3.3	3.5	0.2
3. The field supervisor determines my required duties and tasks at the beginning of the internship.	3.7	4.2	0.5	3.8	3.6	-0.3
4. The field supervisor communicates with interns frequently to determine.	3.8	4.1	0.3	2.4	3.6	1.2
Field Supervisor						
1. My assigned duties and tasks are diverse and related only to the field of internship.	3.8	4.1	0.3	3.3	3.5	0.2
2. The employer removes obstacles that face me during the internship at once.	3.8	4.0	0.3	3.0	3.6	0.7
3. The employer provides me with an access to review records and files during the internship.	3.7	4.2	0.4	3.9	3.6	-0.3
4. The employer provides fully paid accommodation and suitable rewards to me.	3.7	3.9	0.2	2.1	3.7	1.7

Statement	Pre-internship			Post- internship		
	4 th year	3 rd year	Mean Difference	3 rd year	4 th year	Mean Difference
5. The employer equipped internship places with modern and suitable technology, equipments and tools.	3.7	3.9	0.2	3.4	3.4	0.0
6. The employer treats employees and interns equally.	3.6	4.1	0.5	3.6	3.5	- 0.1
Internship Places						
Overall	3.8	4.2		3.2	3.7	

Conclusions and recommendations

It would be interesting for future studies to compare trainers' expectations and perceptions from other non-governmental faculties and institutions and compare students' expectations and perceptions in governmental and non-governmental faculties. It is also suggested that researchers could investigate the employers' expectations and perceptions and quality of interns and make a comparison between trainers' and employees' perception. Other suggestions may include the interns' expectations and perceptions of different departments in faculties of tourism and hotels such as tourism studies. Internships have to be carefully planned, organized, monitored and evaluated; trainers have to be trained in diverse departments and companies performing meaningful tasks.

Suggestions and recommendations

Hospitality industry is an qualified industry in our country and to improve internship programs and extremely based on that hotel operation, some suggestions are mentioned to trainers, scholars and hotel practitioners.

University recommendations

1. The university should be aggressively involved in assisting trainers in getting organization where they can enroll for their internship.
2. hotel practitioner could present hotels' internship plan when university introduces the program to interns.
3. Universities can stay in touch with the changing industry needs.
4. May consider revamping the program of study to align with the expectations of staff.
5. Credible organizations should be approached by the university to offer places for the interns.
6. Providing quality education through continually updating the course program of study by providing training and seminars to hospitality professors and continuously implement the outcomes based curriculum.
7. The university may upgrade the quality of facilities and laboratories to continuously enhance knowledge and skills of the trainers necessary to have expectations work assignments.
8. Future studies may also be conducted to further confirm the results of this study.

Recommendations for the place of internship

1. Support between university and hotel to adjust useful program which is called industry adjustment.
2. Hotel and university should be active as a team in designing a valid and reliable program that covers each group's needs.

3. Hotels should run the internship program based on its high and low seasons.
4. The internship time should be increased.
5. To build a long-term partnership with tertiary institutions.
6. To fulfill corporate citizenship's task by providing practical work skills to university trainers that complement their academic learning.

Suggestions for Interns

1. There must be a administrator to inform trainers what should they do.
2. Interns must be explained about hotel place and departments to get more acquainted with the place that they are going to work as an intern.
3. wherever an intern is going to work should be ready, adjusted, and prepared and the environment should be ready for having extra employees.
4. The hotel should identify the idea of the internship program in the first meeting with an intern with hotel practitioners.
5. Most of the internship programs should work in different hotel departments if an intern gets acquainted with all departments.
6. Interns should be mentored during the program.
7. The hotel practitioners should have a well-developed internship's plan for achieving the highest profit to both interns and the hotel.
8. Motivate interns owing to be extra interested in better working in a hotel.
9. A trainers intern should be given the possibility to observe the intricacies of the internal and external working relationships of the site.
10. The site should make available the trainers intern with practical experience employing routine organizational skills, techniques and practices.

Suggestions for Academic staff

1. It is suggested that scholars have an appropriate, qualified and scientific plan for intern's internship program.
2. Planning variety of internship positions for interns based on their ability, knowledge, experiences and skills in the hotel.
3. The length of internship program which is arranged by academic staff can be sometimes short for learning principles and sometimes long for additional skills such as headship, problem-solving and management training.
4. Academic organization must also inform interns about internship program and the main reasons for its existence.
5. Academic organization must also have technical negotiations with one of hotel practitioner as a mentor owing to update goals and purpose of internship programs for mentoring interns.

Recommendations for Sponsors

1. The most important contribution Sponsors make is to supply access to a real world media site. The realities are often more amazing, but very different, from what students imagine. The experience is invaluable in giving students an opportunity to think about their expectations profession goals and the skills they need to expand to function as professionals in a media environment.
2. Sponsors are not expected to provide academic training, supervise papers or writing assignments given by media studies, or to do anything outside the standard usual operations of their business or institution.

3. Sponsors should try as much as possible to provide a supportive learning environment recognizing that interns come with willingness, intelligence, high-quality writing and research skills. They may not have strong construction skills and may not have had the experience of a pressured work environment.

Limitations of the study

1. The population in this study was limited to Hospitality Management students at the public Universities who enrolled in summer internship experience or field experience programs for summer 2019.
2. Some students had not joined the group on Facebook; the web survey would not be able to reach them.
3. The researchers were not able to reach or to know the names and addresses of the student respondents and some respondents may submit their responses twice.

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