

## **Factors Influencing Summer Internship Outcomes: Evidence from Hospitality Undergraduate Students**

**Yasser Abdel-Aty**<sup>1</sup>

**Hytham Deraz**<sup>2</sup>

<sup>1</sup> Faculty of Tourism and Hotels, University of Sadat City

<sup>2</sup> Sinai High Institute for Tourism & Hotels

### **Abstract**

Giving theoretical lectures in the classrooms without allowing students to experience the real world will result in partial learning of the subject matter. Thus, internship programs are very essential for students before starting the job. Therefore, this study assesses the undergraduate students' experiences about the hospitality internships' environment and outcomes. This study also examines the factors influencing the internship outcomes, such as individual characteristics, internship design, faculty support, and the characteristics of internship environment. A quota sample of 390 undergraduate hotel studies students from all faculties of tourism and hotels in nine Egyptian governmental universities was chosen for investigation. However, only 360 valid questionnaire forms were received from the students. To analyze these forms, descriptive analysis, correlation analysis, Mann-Whitney and Kruskal-Wallis tests, as well as multiple regression analysis were used. The findings showed that individual characteristics (i.e. gender; university year), internship design, and internship environment characteristics directly influenced the internship outcomes for hospitality undergraduate students. On the other hand, the results indicated that faculty support did not significantly affect the internship outcomes. Accordingly, it was recommended that hotel management and faculty should provide more support to the females as well as the second and third year students. In addition, faculty should obligate a longer period of internship time and determine the best city for conducting the internship.

**Keywords:** Summer internship; internship design; internship environment characteristics; internship outcomes.

### **Introduction**

Having skilled, enthusiastic, and committed workers is seen as necessary to the success of hospitality organizations (Richardson, 2009; Koc et al., 2014). As most of the exchanges between clients and employees are in the form of face-to-face interaction, with the service being produced and consumed simultaneously, the level of service provided is of paramount concern. Employees' attitudes and behaviors are imperative factors influencing service quality which is related to customer satisfaction and loyalty (Heskett et al., 1994). The education and training of staff help an organization to achieve a competitive advantage, while their commitment to the industry or firm will determine if the company can maintain this competitive edge (Koc et al., 2014).

Universities have principally served the industries by being considered academies for training for the professions (Tribe, 2002). At first, these professions included the classic one, e.g. law, medicine, and theology. Later, these professions also encompassed marketing, hospitality, and retailing because of the altering economic and social structures and increasing demand for skills (Morrison and O'Gorman, 2008).

In universities, many hospitality management undergraduate programs tend to encompass several connections with the industry (Evans, 2001; Busby, 2005). Above all connections, the work experience, represented in internship programs, is the most critical one (Busby, 2005). Internship program is a part of the undergraduates' courses in Hospitality Management Higher Education institutions. It is one of the most important tools of forecasting how the organizational climate would be attractive to graduates as new starters in the hospitality industry (Koc et al., 2014).

Therefore, the objectives of this study were twofold: (1) assessing the students' experiences about the hospitality internships and determine whether taking part in the internship helped improve their skills and abilities; (2) exploring the impact of individual characteristics of students (e.g. gender, university year, place of residence, and academic preparedness), the internship design, the faculty support, and the internship environment characteristics on the outcomes of the internship for students.

## **Literature review**

### **Internship definition**

Internship is a university label that is commonly offered to undergraduate students in many universities around the world setting under the supervision and monitoring of practicing professionals (Posner, 2008; Sawania et al., 2016; Sadikoglu & Oktay, 2017; Faikhamta & Clarke, 2018). Internship program described as a temporary work placement is often for satisfying academic prerequisites. It is also regarded as industrial training, practical learning, or experiential learning (Adawiyah & Yazid, 2013; Kelly et al., 2017). The internship program is provided formally to supply students with practical experience in profession (D'Abate et al., 2009; Tsaia et al., 2017). Intern is regarded as a person who undertakes on-the-job training and learns the practical aspects of the job (Amerinea et al., 2017; Curinckx et al., 2018).

### **Features of internship program**

Typical internship program has several features. It has restricted time. Trainees work in return for a small amount of money or for free. This type of training always happens under supervision of academic staff from universities or institutes. It allows the students to contact with others working in hotels. Students face challenges and daily work during the training (Meredith & Burkle, 2008; Hergert, 2009; Sawania et al., 2016; Kelly et al., 2017).

### **Internship program process**

An internship program involves six steps: introducing training opportunities for the student by many hotels; examining the CV of each student; interviewing and selecting the best students; making the contract between (student - hotels - universities); implementing training in workplace; evaluating students by hotels and universities by preparing final internship report (Cheong et al., 2014).

The final internship report is one of the most important elements of the internship because it allows students to rework their own experience. The final internship report is a useful tool for evaluating the internship of a single student (Cheong et al., 2014). Internship report usually includes operational activities, e.g. team-working (Knapp et al., 2010); skills, such as language, textual, cognitive, and technical, etc. (Salerni & Sposetti, 2010); experiences, and knowledge that students acquired during the training program and how they could apply them. It also reflects the degree of student's hardiness and professional development (Chen et al., 2011; Cheong et al., 2014).

### **Internship outcomes**

Most studies on internships considerably concentrated on student learning as the most important outcome (Narayanan et al., 2010). Internships help eliminate the gap between theory and practice (Mihail, 2006). So, internship plays an important role in preparing students for real life situations via integrating their theoretical knowledge with real working environments and put them into practice (Posner, 2008; Idrus et al., 2010). Furthermore, internships have been shown to bring about a higher fit between business students' instrumental values and job characteristics (Alpert et al., 2009; Jackel, 2011; Jaradat, 2017). In addition, internships offer a unique opportunity for students to try a career field before they graduate and recognize the roles and tasks related to their fields as well as increase their career awareness (Knouse & Fontenot, 2008; Maelah et al., 2012). Therefore, internships also improve students' employability and increase their success in the job market after graduation (Clark, 2003). They also provide the students with a competitive advantage to join the job market more quickly and easily with higher salary levels after graduation. They also increase their job satisfaction (Fong et al., 2014; Boehm & Ruggiero, 2017).

Moreover, internships generate knowledgeable and skillful fresh graduates who have the ability of securing their place in the job market easily and effectively (Ko, 2008). Internships may help students obtain job relevant skills (Garavan & Murphy, 2001; Jaradat, 2017). They also help increase students' basic, convivial, and behavioral skills. Particularly, they make them familiar with time management, oral communication, working in groups and other skills (Lu & Kuo, 2016). Internships also enhance career decision making (Brown et al., 2018 ). Students who have accomplished an internship show improved ambition (Ruhanen et al., 2014). In the same context, other researchers mentioned that internships decrease reality shock for students (e.g. Wang et al., 2014).

## **Factors influencing internship program outcomes**

Prior research has shown that there are four main types of factors influencing the internship programs, i.e. individual characteristics; internship environment characteristics; faculty support; period of internship (e.g. Kelly, 1986; Narayanan et al., 2010; Khalil, 2015).

### **1) The impact of individual characteristics**

The individual characteristics of interns, such as gender, completed credit hours, place of residence, academic preparedness, and university year, may influence their perception of the value or success of the internship.

#### **Gender**

Concerning gender, male students generally received greater benefit from internships than did female students (Ju et al., 1998; Mansfield, 2011). On the other hand, Green and Farazmand (2012) found that female students benefited more than male students from their internship experiences. This emphasizes the importance of further investigating interactions between internships and gender.

In addition, Jackel (2011) found gender to positively correlate with the employment impact of the internship. However, Hergert (2009) found that gender had no correlation with the students' perceived value of a business internship. There were no significant differences between female and male in terms of their perceptions of the importance of the internship in preparing them with the skills needed to support their persistence into profession (Luecking & Fabian 2000; Brush, 2013).

#### **Academic preparedness**

The students' insufficient preparation for having practical training or the incorrectness of their initial expectations before receiving that training may result in reducing the improvements in the internship outcomes (Levine et al., 2006; Khalil, 2015). It is expected that when students are academically prepared well, they will be successful interns (Bacow & Byrne, 1993; Campbell & Kovar, 1994; Tsaia et al., 2017). In addition, when interns are well-prepared and ready to learn experience the internship outcomes will be improved (Narayanan et al., 2010). Students should at least understand the field of study and its basic concepts before taking part in an internship (Bourland-Davis et al., 1997). Academic preparedness was found to positively correlate with successful outcomes of the internship program (Beard & Morton, 1999; Khalil, 2015).

Depending upon the existing literature, individual characteristics are believed to be significantly associated with the outcomes of internship for students. Thus, following hypothesis is made.

**H1: Individual characteristics are significantly related to the outcomes of internship for students**

## **2) Internship design**

During the internship design, all parties involved (i.e. the university; the company) should take care to ensure internships incorporate these factors: the department in which the student will be trained; the city where internship is conducted; the internship period; the contact with customers; specified number of work hours in a particular organization; a full range of challenges and daily work of the assigned organization; the internship may be paid or unpaid (Rothman, 2007; Meredith and Burkle, 2008; Hergert, 2009).

The insufficient practical training time is a problem that faces students. This may negatively affect the internship outcomes. A longer internship period will allow employers to assign students more work to do (Khalil, 2015). This last problem echoes Kelly's (1986) concern regarding the inadequacy of the practical training time. Depending on the existing literature, the internship design is believed to be significantly associated with the outcomes of internship for students. Thus, the following hypothesis has been developed.

**H2: Internship design is significantly related to the outcomes of internship for students.**

## **3) Faculty support**

The faculty should oversee the internship by mentoring and providing feedback to a student during the internship. The more involved the academic mentor the better the internship outcome (Narayanan et al., 2010). Students should be guided during the internship period by an academic mentor who was found to be important even if the mentor-protégé relationship was limited to short periods of time (Varshney & Mishra, 2014). Therefore, the faculty supervisor was found to be important for internship effectiveness (Anson & Forsberg, 1990). On the other hand, faculty support was not found to be important for student learning or implementation from the students' perspectives (Narayanan et al., 2010). Depending on the existing literature, faculty support is believed to be positively associated with the outcomes of internship for students. Thus, the following hypothesis has been developed.

**H3: Faculty support is significantly related to the outcomes of internship for students.**

## **4) Internship environment**

To make the internship program more effective, interns should be communicated, and proper support should be provided to obtain the maximum benefits (Varshney & Mishra, 2014). Moreover, company management should be committed to make challenging, meaningful, relevant work assignments for the interns and to provide regular and positive feedback to the student (Narayanan, 2010). In addition, the supervisors should be available to assign varying levels of tasks and monitor the interns' performances. This would ensure a productive internship experience (Kim & Park, 2013; Stansbie et al., 2016).

Based on the existing literature, internship environment characteristics are expected to be significantly linked with the characteristics of the internship as well as the outcomes of internship. Therefore, following propositions are made.

**H4: Internship environment characteristics are significantly related to the outcomes of internship.**

### **Methodology**

Based on the literature review, this study assessed two types of variables: (1) four independent variables (i.e. individual characteristics; internship environment characteristics; faculty support; internship design); (2) a dependent variable (i.e. internship outcomes). In addition, the research examined the effect of the previously mentioned independent variables on the internship outcomes.

### **Measurement and instrument**

A questionnaire, which comprised five parts, was developed based upon the relevant review of literature. The first part (i.e. individual characteristics) consisted of four items (i.e. gender; university year; place of residence; academic preparedness). The second part (i.e. internship design) consisted of 3 items, which are hotel department in which student received internship; the city where student received internship; period of internship. The third part (i.e. faculty support) also involved three items (i.e. faculty administration support; contact of academic staff members; supervision of academic staff members).

The fourth part (i.e. internship environment) comprised 7 items (i.e. supervisor support; quality of resources and equipment; co-worker's support; reasonable workload; internship enjoyment; internship security; career development opportunities). These seven items were measured using multi-item scales derived from the previous studies (e.g. Herzberg, 1965; D'Abate et al., 2009) which found that the Cronbach's alpha coefficient of the aforementioned construct was above the 0.70 level.

The last part (i.e. internship outcomes) involved 6 items, which are related to knowledge, practical skills, language skills, communication skills, leadership/teamwork skills, and a cultural and intellectual change. This part of the questionnaire was developed based on a review of the relevant literature (e.g. Narayanan et al., 2010; Varshney & Mishra, 2014; Khalil, 2015). The respondents were asked to respond to a five-point Likert scale in the last three parts of the survey (1 = very low and 5 = very high).

### **Sampling undergraduate students**

In order to test the hypotheses, the study used data collected from a questionnaire given to undergraduate students of the department of hotel studies enrolled in all faculties of Tourism and Hotels in nine Egyptian governmental universities (Ministry of Higher Education & Scientific Research, 2018). Students in the second, third, and fourth university years were selected to explore their experiences of internships. On the other hand, first-year students were excluded from the sample because they had not yet had an opportunity to take part in internships.

A visit to the Department of Student Affairs in all colleges of tourism and hotels in the nine Egyptian governmental universities has been made for collecting the relevant information about the number of undergraduate hotel studies students during the first term of the academic year 2016-2017. According to this visit, it was found that there were about 5250 hotel studies students in the second, third, and fourth university years enrolled in these faculties during the first term of the academic year 2016-2017.

Therefore, the sample size of customers is computed according to formula described by (Freund and Wilson, 1997) as follows:

$$n^0 = \frac{N}{1+n/N}$$

Where n is the required sample size; N is the population size.

Through the above equation, it was possible to distribute the questionnaire forms to a quota sample of 390 students. The number of questionnaire forms distributed in the faculties of tourism and hotels in the nine universities (i.e. Alexandria, Mansoura, Sadat City, Ismailia Suez Canal, Helwan, Fayoum, Beni Suef, El Menia, and South Valley) were 60, 40, 30, 50, 70, 50, 20, 35, and 35, respectively. Of the 390 students who filled out the questionnaire, 371 students (95.1 %) had engaged in internships, among them, 360 students returned valid forms (92.3 %). The questionnaire forms were distributed to students in the classroom after taking the permission of the professors who were running the courses during the distribution time..

### **Reliability and validity**

In this study, the questionnaire was reviewed in terms of content, measurement, wording, and layout by three faculty members who were involved with the internship program. Also, the questionnaire was piloted by five fourth-year students for appropriateness and clarity because they were expected to have a lot of experience and knowledge. The instrument was then revised and finalized based on the received feedback.

This research used the coefficient of Cronbach's alpha to compute the reliability. Values, which exceed 0.70, show high credibility (Nunnally and Bernstein, 1994). The study tests indicated high internal consistency (coefficient > 0.7). It can be accepted to consider the instrument reliable.

### **Statistical analysis**

The Statistical Package for Social Sciences (SPSS) for Windows v.16.0 was applied to analyze the data. Descriptive statistics were employed to identify the students' perceptions of internship aspects. In addition, Mann-Whitney and Kruskal-Wallis tests were used at a significance level of 5% to examine the differences among individual characteristics in terms of internship outcomes. The same tests were also used to the differences among internship design items in terms of internship outcomes.

In addition, Pearson correlation coefficient was used at a significance level of 5% to find the relationship between internship environment characteristics and the outcomes of internship as well as to find out the relationship between faculty support and internship outcomes. Furthermore, the hierarchical multiple regression analysis was used in this study to investigate the influence of environment characteristics on the independent variables (i.e. internship outcomes).

## **Results and discussion**

### **Individual characteristics**

Individual characteristics as a part of the study involved gender, university year, place of residence, and academic preparedness. Regarding gender, 69% of hospitality students were male and 21% of them were female. Concerning place of residence, most of hotel studies students (55%) were from Menoufia, 15% of the respondents were from Cairo, 12% of them were from Alexandria, while approximately 18% of them were from other governorates [Kafr El Sheikh (5 %); Gharbiya (10%); El Menia (3%)]. With regards to the academic preparedness, 35 % of the students were academically prepared, while 65 % of them were not.

### **Differences among students' individual characteristics in terms of internship outcomes**

As illustrated in table (1), internship outcomes for students were significantly affected by individual characteristics (gender) ( $p = 0.000$ ). Since the mean rank of male (135) was more than the mean rank of female (103), male students benefited more than female students from the internship programs. This finding is consistent with those of Ju et al. (1998) as well as Mansfield (2011) who found that male students generally obtained more benefits from internships than did female students. On the other hand, this finding is inconsistent with Green and Farazmand (2012) who found that female students received greater benefits from their internship experiences more than male students. This result also conflicted with those of Luecking and Fabian (2000) as well as Brush (2013) who stated that there were not significant differences between female and male in terms of internship outcomes.

Additionally, the internship outcomes were significantly affected by individual characteristics (university year) ( $p = 0.000$ ). The fourth-year (senior) students with mean rank (155) were the most group that influenced the internship outcomes. The explanation of this result is that fourth-year interns were more experienced and had more understanding of the nature of hotel work than the second-year and third-year interns, so they benefited more from the internship programs. As illustrated in table (1), the outcomes of the internship programs were not significantly affected by individual characteristics (place of residence) ( $p = 0.100$ ). In addition, they were not significantly affected by individual characteristics (academic preparedness of students) ( $p = .3$ ).



This finding is inconsistent with Khalil’s (2015) findings which showed that academic preparedness was positively correlated with the outcomes of the internships.

**Table 1: Comparing means of internship outcomes regarding individual characteristics**

Students’ individual characteristics			Internship outcomes	
			Mean rank	Asymp. Sig. (2-tailed)
<b>Gender</b>	Male	69%	135	.000
	Female	21%	103	
<b>University year</b>	4 <sup>th</sup> year	50%	155	.000
	3 <sup>rd</sup> year	40%	120	
	2 <sup>nd</sup> year	10%	50	
<b>Place of residence</b>	Menoufia	55%	.100	
	Cairo	15%		
	Alexandria	12%		
	Kafr El Sheikh	5%		
	Gharbiya	10%		
	El Menia	3%		
<b>Academic preparedness</b>	Prepared	35%	.30	
	Unprepared	65%		

**Internship program design**

Table (2) involved hotel department, city where the internship was conducted, period of the internship, and contact with customers. Among the 360 students, 74% of them were trained in food and beverage department and 26 % were trained in front office department. About 35% of students were trained in Hurghada city, 15% of them were trained in Alexandria city, and 25% of them were trained in Sharm El-Sheikh city, and 25% of them were trained in Cairo City.

Also, the majority of students (70%) spent three months in the internship, 25% of them spent two months, and only 5% of them spent one month. Regarding the contact with customers, 68% of hotel studies students dealt with customers during the internship period, while 32% did not.

**Differences among internship design items in terms of internship outcomes**

Table (2) indicated that the internship outcomes were significantly affected by the department in which the students had been trained ( $p = 0.000$ ). The students who conducted their internship in the front office department ( $m = 177$ ) gained more skills than those who did their internship in the food and beverage department ( $m = 110$ ). This could be due to the fact that the front office tasks need a lot of different skills, such as language, communication skills, etc.

The internship outcomes were also significantly affected by internship design (the city where the internship was conducted) ( $p = 0.000$ ). As a result, the faculty should concentrate when selecting the city for the internship on determining the city where the internship outcomes are positive, such as Sharm El Sheikh and Cairo.

In addition, table (2) indicated that the internship outcomes were significantly affected by internship design (the period of the internship program) ( $p = 0.000$ ). This finding is consistent with Kelly's (1986) and Khalil's (2015) findings which showed that the insufficient internship time negatively affected the internship outcomes. The internship outcomes were also significantly affected by internship design (contact with customers) ( $p = 0.000$ ). The students who dealt with customers ( $m = 170$ ) gained more skills from the internships than those who did not ( $m = 64$ ).

**Table 2: The differences among the internship program design items in terms of internship outcomes**

Internship design items			Internship outcomes	
			Mean rank	Asymp. Sig. (2-tailed)
Hotel department	Food and beverage	74%	110	.000
	Front office	26%	177	
City where internship was conducted	Sharm El Sheikh	25%	160	.000
	Hurghada	35%	95	
	Cairo	25%	112	
	Alexandria	15%	77	
Internship period	One month	5%	44	.000
	Two months	25%	98	
	Three months	70%	134	
Contact with customers	Yes	68%	170	.000
	No	32%	64	

**Faculty support for students during the internship period**

Table (3) involved faculty administration support, academic staff members' contact, and academic staff members' supervision. Among the 360 hospitality students, 45% of the students were given support by faculty administration, while 55% were not given any support. About 25% of academic staff members contacted with interns during the internship period, while approximately 75% of them did not contact with them. Also, the majority of academic staff members (79%) did not supervise students during the internship period, while 21% supervised them.

**Table 3: Correlations of faculty support items with internship outcomes**

Faculty support items		%	Internship outcomes	
Did faculty administration give you support during the internship period?	Yes	45%	Pearson correlation Sig. (2-tailed) N	1 360
	No	55%		
Did an academic staff member contact you during the internship period?	Yes	25%	Pearson correlation Sig. (2-tailed) N	.123 .102 360
	No	75%		
Did an academic staff member supervise you during the internship period?	Yes	21%	Pearson correlation Sig. (2-tailed) N	.123 .102 360
	No	79%		

\*\*Correlation is significant at the 0.01 level (2-tailed).

**Correlation between faculty support for students and internship outcomes**

To show the relationship between the faculty support as an independent variable and the internship outcomes as a dependent variable, a correlation was measured. The findings in table (3) showed that there was no a relationship between the faculty support and the internship outcomes ( $r= 0.123$ ,  $Sig. = 0.102$ ). Thus, the faculty support did not significantly affect the internship outcomes. This finding concurs with the study of Narayanan et al. (2010) which found that faculty support was not important for student learning. On the other hand, this result is contradictory to the study of Anson and Forsberg (1990) which found that faculty support was important for internship effectiveness.

**A descriptive analysis of internship aspects**

Table (4) shows two internship aspects: outcomes of internship; internship environment characteristics. These aspects had average mean scores of 4.4 and 4.2 respectively. This indicates that these aspects are perceived high by the interns.

**Table 4: A descriptive analysis of internship aspects**

<b>Items</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Internship environment characteristics</b>	4.2	.671
IE <sub>1</sub> : I can get along with co-workers	4.7	.668
IE <sub>2</sub> : I find reasonable workload.	4.5	.681
IE <sub>3</sub> : I find high quality resources and equipment.	4.3	.758
IE <sub>4</sub> : I find internship enjoyable.	4	.698
IE <sub>5</sub> : I expect good promotion prospects.	4	.652
IE <sub>6</sub> : I find pleasant working environment.	3.9	.563
IE <sub>7</sub> : I find the internship secure.	3.9	.688
<b>The outcomes of internship for students</b>	4.4	.689
Oi <sub>1</sub> : I feel that internship has improved my practical skills.	4.8	.660
Oi <sub>2</sub> : I feel that internship has improved my communication skills.	4.8	.711
Oi <sub>3</sub> : I feel that internship has improved my knowledge of career.	4.4	.637
Oi <sub>4</sub> : I feel that internship has improved my language skills.	4.4	.669
Oi <sub>5</sub> : I feel that internship has improved my leadership/teamwork skills.	4	.764
Oi <sub>6</sub> : I feel that internship has brought me a cultural and intellectual change.	4	.698

### **A descriptive analysis of internship environment characteristics items**

To identify students' perceptions of internship environment characteristics, the seven items of this construct were descriptively analyzed. They were analyzed by their means and standard deviations (Table 4). The results showed that the mean score of the overall internship environment characteristics was 4.2.

In addition, from the tabulated data it can be seen that internship environment characteristics (IE<sub>1</sub>, IE<sub>2</sub>, IE<sub>3</sub>, IE<sub>4</sub>, IE<sub>5</sub>, IE<sub>6</sub>, and IE<sub>7</sub>) recorded means of 4.7, 4.5, 4.3, 4, 4, 3.9, and 3.9, respectively. These results indicated that 5 items of internship environment characteristics had average scores above four indicating that these items were perceived high by students. However, the other two items (i.e. supervisor support; the security of internship) achieved the same score of 3.9. Therefore, the hotel management should pay more attention to these two items.

### **A descriptive analysis of internship outcomes items**

From table (4), it could be noticed that the outcomes of internship for students Oi<sub>1</sub> (i.e. improved practical skills) and Oi<sub>2</sub> (i.e. improved communication skills) had the highest means of 4.8 while Oi<sub>3</sub>, Oi<sub>4</sub>, Oi<sub>5</sub>, and Oi<sub>6</sub> have reported 4.4, 4.4, 4, and 4, respectively. Additionally, all internship outcomes items achieved average scores of 4 and above 4.

From these findings, it can be concluded that the internships achieved positive results as all kinds of skills were improved from the students' viewpoint. This may occur because of the positive effect of the internship environment which was highly perceived by the interns.

### **Correlation analysis of internship environment characteristics with internship outcomes**

To indicate the relationship between internship environment characteristics as an independent variable and internship outcomes as a dependent variable, a correlation was measured. The findings in table (5) obviously exposed that there were positive relationships among all these variables. Specifically, internship environment characteristics had positive relationships with internship outcomes ( $r = 0.577$ , Sig. < 0.000).

### **Regression results of internship environment characteristics with internship outcomes**

A regression analysis was conducted to identify the impact of internship environment characteristics on the dependent variable, i.e. the outcomes of internship for students (see table 6). When assessing the influence of the dependent variable (i.e. internship environment characteristics) on the dependent variable based on the previously mentioned correlation results, it was found to significantly affect the internship outcomes (R-square=.433, P-value=.000). Moreover, these findings are in agreement with previously-published results (e.g. Szadvari, 2008; Varshney & Mishra, 2014; Stansbie et al., 2016).

**Table 5: Correlations of internship environment characteristics with the internship outcomes**

		Internship environment characteristics	Internship outcomes
Internship environment characteristics	Pearson correlation	1	.577
	Sig. (2-tailed)		.000
	N	360	360
Internship outcomes	Pearson correlation	.577	1
	Sig. (2-tailed)	.000	
	N	360	360

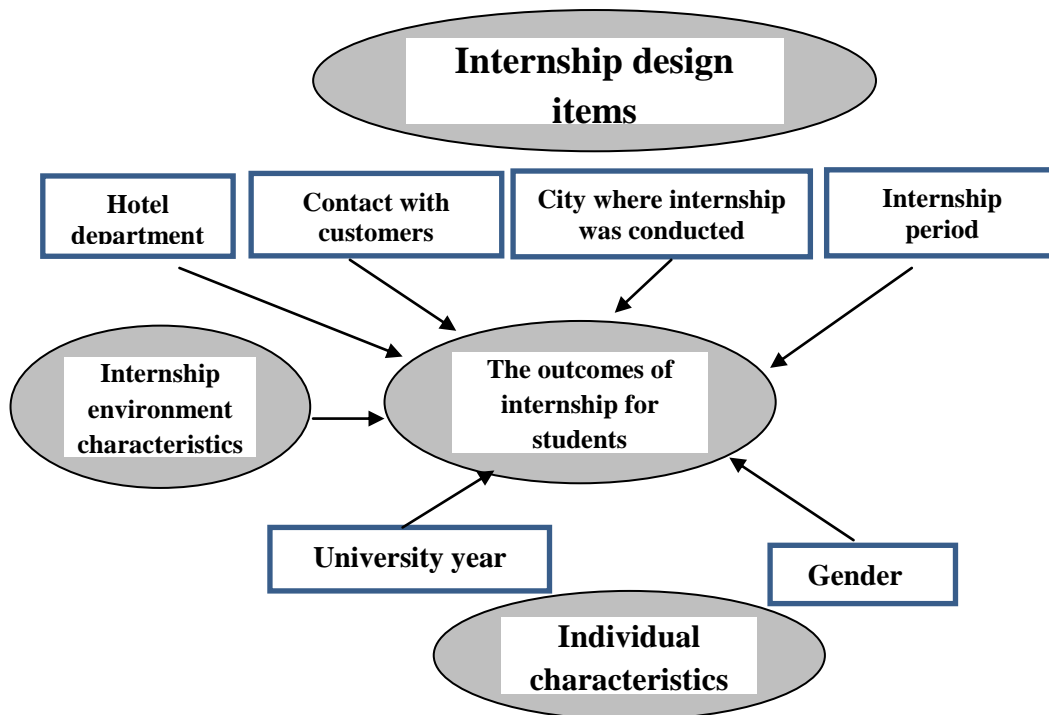
\*\*Correlation is significant at the 0.01 level (2-tailed)

**Table 6: Internship environment characteristics influencing internship outcomes**

Internship environment characteristics	Un-standardized Coefficients			Sig.	Model Statistics
	B	Std. Error	R-square		
Constant	1.080*	.099	.433	.000	F: 10.4423
Internship outcomes	.492*	.048		.000	

Regression equation can be formed as  $\text{internship environment characteristics} = 1.080 + .492 \times \text{the outcomes of internship for students}$ .

Based on the previously mentioned results, a research model has been developed. As shown in fig. 1, there are two important interpretations. First, it could be noticed that internship environment characteristics as independent variable had a significant effect on the outcomes of internship for students. Second, the figure illustrates that the other two independent variables (i.e. individual characteristics, internship design items) significantly affect the outcomes of internship for students.



**Figure 1: Research framework**

### **Conclusion and implications**

The study aimed at identifying the factors affecting the internship outcomes for hospitality undergraduate students. The results of the study determined four significant factors: 1) individual characteristics (gender; university year); 2) internship design elements (hotel department; city where internship was conducted; internship period; contact with customers); 3) internship environment characteristics. In addition, the results indicated that all faculty support elements (i.e. faculty administration; academic staff contact; academic staff supervision) had not an effect on the internship outcomes.

This study could present valuable implications for practitioners: (1) regarding the individual characteristics, hotel management and faculty should provide more support to the female as well as young students by mentoring the interns' performances, permanent guiding during the internship period by an academic mentor, making relevant work assignments for the interns, providing regular and positive feedback to the student, and assigning varying levels of tasks to interns by supervisors; (2) concerning the internship design, faculty should require a longer period of internship time. Also, the hotel management should allow the interns to contact with customer since this enhances a wide range of skills. In addition, the faculty should determine the appropriate city for the internship because this significantly affects the outcomes (3) regarding the internship environment characteristics; hotel management should enhance the level of supervisors' support by selecting the appropriate trainers. Also, it should make the work environment more secure.

### **Limitations and avenues for future research**

The study has several limitations which also pave the way for further research. First, this study addressed students' perceptions only regarding the internship outcomes and did not identify the viewpoints of university and employer. Further research could try to consider the three participants in the internships (i.e. students; university; employer). Another limitation of this research is that the sample of the study included only Egyptian governmental universities for investigation. Future studies could extend the research on the internship outcomes to the private universities in Egypt and make a comparison between the governmental and private universities regarding internship outcomes. As a closing note, this research did not explore the reasons behind the non-involvement of some students' in the internships. Further research could try to identify these reasons and ways to solve them.

### **References**

- Adawiyah, D. M., & Yazid, Z. M. (2013). *Employment pattern*. Cited in. Rohaiza (Ed.). *Malaysia, Kuala Lumpur: Alumni and Career Services Divisions*. IIUM and Ministry of Education.
- Alpert, F., Heaney, J., & Kuhn, K. (2009). Internships in marketing: goals, structures and assessment-student, company and academic perspectives. *Australasian Marketing Journal*, 17(1), 36-45.

Amerinea, L. B., Valgusa, J. M., Mooreb, J.D., Arnallc, J. R., & Savaged, S.W. (2017). Implementation of a longitudinal early immersion student pharmacist health system internship program. *Currents in Pharmacy Teaching and Learning*, 9, 421–426.

Anson, C. M., & Forsberg, L. L. (1990). Moving beyond the academic community: Transitional stages in professional writing. *Written Communication*, 7, 200-231.

Bacow, R. R., & Byrne, M. V. (1993). Internship expectations and learning goals. *Journalism & Mass Communication Educator*, 47(4), 48-56.

Beard, F., & Morton, L. (1999). Effects of internship predictors on successful field experience. *Journalism & Mass Communication Educator*, 53(4), 42.

Boehm, J. D., & Ruggiero, D. (2017). Project-based learning in a virtual internship programme: A study of the interrelated roles between intern, mentor and client. *Computers & Education*, 110, 116-126.

Bourland-Davis, P. G., Graham, B. L., & Fulmer, H. W. (1997). Defining a public relations internship through feedback from the field. *Journalism & Mass Communication Educator*, 52(1), 26-33.

Brown, C., Willett, J., Goldfine, R., & Goldfine, B. (2018). Sport management internships: Recommendations for improving upon experiential learning. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22, 75–81.

Brush, K. M. (2013). Women in engineering: The impact of the college internship on persistence into an engineering field. Available from: ProQuest Dissertations & Theses Global: Social Sciences. Retrieved May 13, 2017, from <http://search.proquest.com/docview/1399690944>

Busby, G. (2005). Work experience and industrial links. *An international Handbook of Tourism Education*, 95-108.

Campbell, K., & Kovar, S. K. (1994). Fitness/exercise science internships: how to ensure success. *The Journal of Physical Education, Recreation & Dance*, 65(2), 69-73.

Chen, C., Hu, J., Wang, C., & Chen, C. (2011). A study of the effects of internship experiences on the behavioural intentions of college students majoring in leisure management in Taiwan. *Journal of Hospitality, Leisure, Sports and Tourism Education*, 10(2), 61-73.

Clark, S. C. (2003). Enhancing the educational value of business internships. *Journal of Management Education*, 27(4), 472-484.

Curinckx, H. C., Marion, W., & Marianne, N. (2018). The lived experiences of Flemish midwifery students undertaking an internship in Suriname: A phenomenological study. *Nurse Education in Practice*, 30, 79–85.

D'Abate, C., Youndt, M. A., & Wenzel, K. E. (2009). Making the most of an internship: An empirical study of internship satisfaction. *Academy of Management Learning and Education*, 8(4), 527–539.

Evans, N. (2001). The development and positioning of business related university tourism education: A UK perspective. *Journal of Teaching in Travel and Tourism*, 1(1), 17-36.

Faikhamta, C., & Clarke, A. (2018). Thai cooperating teachers' motivations and challenges in supervising student teachers during their internship program. *Kasetsart Journal of Social Sciences*, 1-7.

Fong, L. H. N., Lee, A., Luk, C., & Law, R. (2014). How do hotel and tourism students select internship employers? A segmentation approach. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 68–79.

Freund, R. J., & Wilson, W. J. (1997). *Statistical methods*. New York, Academic Press.

Garavan, T. N., & Murphy, C. (2001). The co-operative education process and organizational socialization: A qualitative study of student perceptions of its effectiveness. *Education & Training*, 43, 281-302.

Green, R. D., & Farazmand, F. A. (2012). Experiential learning: the internship and live-case study relationship. *Business Education & Accreditation*, 4(1), 13-23.

Gupta, P. B., Burns, D. J., & Schiferl, J. S. (2010). An exploration of student satisfaction with internship experiences in Marketing. *Journal of Business Education and Accreditation*, 2(1), 27–37.

Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60(2): 159-170.

Hergert, M. (2009). Student perceptions of the value of internships in business education. *American Journal of Business Education*, 2(8), 9-13.

Herzberg, F. (1965). The motivation to work among Finnish supervisors. *Personnel Psychology*, 28(4), 393-402.

Heskett, J. L., Jones, T. O., Loveman, G. W., Sasser, Jr. W. E., & Schlesinger, L. A. (1994). Putting the service profit change to work. *Harvard Business Review*, 72, 164-174.

Idrus, H., Mohamed, N. A., Salleh, R., & MohdHashim, H. (2010). An exploratory study on interns' communicative abilities: The industrial internship experience, in engineering education (ICEED), 2nd international congress, 1–6.

Jackel, D. (2011). *Evaluating the effectiveness of an internship program*. Unpublished Master's Thesis, Western Kentucky University.

Jaradat, G. M. (2017). Internship training in computer science: Exploring student satisfaction levels. *Evaluation and Program Planning*, 63, 109–115.

Ju, J., Emenheiser, D. A., Clayton, H. R., & Reynolds, J. S. (1998). Korean students' perceptions of the effectiveness of their internship experiences in the hospitality industry in Korea. *Asia Pacific Journal of Tourism Research*, 3(1), 37-44.

Kelly, M. A., Hayes, C., & Abdipranoto, A. (2017). Need a Simulation Technician? Try Your University's Engineering Internship Program. *Clinical Simulation in Nursing*, 13, 245-248

Kelly, R. (1986). Teaching graduate applied sociology through internships: program development, management, and problems. *Teaching Sociology*, 14(4), 234-242.



Khalil, O. M. E. (2015). Students' experiences with the business internship program at Kuwait University. *The International Journal of Management Education*, 13, 202-217.

Kim, H. & Park, E. J. (2013). The role of social experience in undergraduates' career perceptions through internships. *Journal of Hospitality, Leisure, Sport & Tourism Education* 12, 70–78

Knapp, T. D., Fisher, B. J., & Levesque-Bristol, C. (2010). Service-learning's impact on college students' commitment to future civic engagement, self-efficacy, and social empowerment. *Journal of Community Practice*, 18, 233-251.

Knouse, S. B., & Fontenot, G. (2008). Benefits of the business college internship: A research review. *Journal of Employment Counseling*, 45, 61–66.

Ko, W. H. (2008). Training, satisfaction with internship programs, and confidence about future careers among hospitality students: A case study of universities in Taiwan. *Journal of Teaching in Travel & Tourism*, 7(4), 1–15.

Koc, E., Yumusak, S., Ulukoy, M., Kilic, R., & Toptas, A. (2014). Are internship programs encouraging or discouraging? A viewpoint of tourism and hospitality students in Turkey. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 135–142.

Levine, R. B., Haidet, P., Kern, D. E., Beasley, B. W., Bensinger, L., Brady, D. W., et al. (2006). Personal growth during internship: a qualitative analysis of interns' responses to key questions. *Journal of General Internal Medicine*, 21(6), 564-569.

Lu, W.C., & Kuo, C .C. (2016). Internship performance and satisfaction in sports: Application of the proactive motivation model. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 18, 33–41

Luecking, R. G., & Fabian, E. S. (2000). Paid internships and employment success for youth in transition. *Career Development for Exceptional Individuals*, 23(2), 205-221.

Maelah, R., Aman, A., Mohamed, Z. M., & Ramli, R. (2012). Enhancing soft skills of accounting undergraduates through industrial training. *Procedia-Social and Behavioral Sciences*, 59, 541-549.

Mansfield, R. (2011). The effect of placement experience upon final-year results for surveying degree programmes. *Studies in Higher Education*, 36, 939–952.

Mercader-Trejo, F., Rodríguez López, A., López Granada, G., Narváez Hernández, L.E., & Herrera Basurto, R. (2016) .Technical internships as a means of acquiring professional skills for future metrologists. *Measurement*, 84, 1–6.

Meredith, S., & Burkle, M. (2008). Building bridges between university and industry: theory and practice. *Education and Training*, 50(3), 199-215.

Mihail, D. M. (2006). Internships at Greek universities: an exploratory study. *Journal of Learning*, 18(1/2), 28-41.

Ministry of Higher Education & Scientific Research (2018). Governmental-universities. Cairo, BlueCloud Technologies. Retrieved March 13, 2018, from <http://portal.mohe.gov.eg/ar-eg/Pages/governmental-universities.aspx>

Morrison, A. and O'Gorman, K.D. (2008). Hospitality studies and hospitality management: symbiotic relationship. *International Journal of Hospitality Management*, 27 (2), 214-221.

Narayanan, V.K. , Olk, P. M. & Fukami, C. (2010). Determinants of Internship Effectiveness: An Exploratory Model. *Academy of Management Learning & Education*, 9(1) , 61- 80.

Neill, N. T., and Mulholland, G. E. (2003). Student placement – structure, skills and e-support. *Education and Training*, 45(2), 89-99.

Nunnally, J.C. and I.H. Bernstein (1994), *Psychometric Theory*. New York, USA, McGraw-Hill.

Posner, B. Z. (2008). On leadership. *AACSB international*, 7 (3), 26–27.

P. Maertz Jr, C., A. Stoeberl, P., & Marks, J. (2014). Building successful internships: lessons from the research for interns, schools, and employers. *Career Development International*, 19(1), 123-142.

Richardson, S. (2009). Undergraduates' perceptions of tourism and hospitality as a career choice. *International Journal of Hospitality Management*, 28(3), 382-388. Sadikoglu, S., & Oktay, S. (2017) .Perception of tourism students toward training program .*Procedia Computer Science*, 120, 204–212.

Rothman, M. (2007). Lessons learned: advice to employers from interns. *Journal of Education for Business*, 82 (3), 140-144.

Ruhanen, L., Robinson, R., & Breakey, N. (2013). A tourism immersion internship: Student expectations, experiences and satisfaction outcomes. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 60–69.

Sadikoglu, S., & Oktaya, S. (2017). Perception of tourism students toward training program. *Procedia Computer Science*, 120, 204–212.

Salerni A., Sposetti P. (2010). La valutazione della produzione scritta universitaria: il caso delle relazioni di tirocinio. Cited in. Lugarini (Ed.), *Valutare le competenze linguistiche*, Atti del XV Convegno Nazionale Giscel. Milano: Franco Angeli.

Sawania, Y., Abdillah, A., Rahmat, M., Noyem, J. A., & Sirat, Z. (2016). Employer's Satisfaction on Accounting Service Performance: A Case of Public University Internship Program. *Procedia - Social and Behavioral Sciences*, 224, 347 – 352.

Stansbie, P., Nash, R., & Chang, S. (2016). Linking internships and classroom learning: A case study examination of hospitality and tourism management students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 19, 19–29.

Szadvari, L. (2008). Management buy-in: The most crucial component of successful internship programs. *NACE Journal*.

Tovey, J. (2001). Building connections between industry and university: Implementing an internship program at a regional university. *Technical Communication Quarterly*, 10(2), 225- 239.

Tribe, J. (2002). The philosophic practitioner. *Annals of Tourism research*, 29(2), 338-357.

Tsaia, C. T., , Hsuan, H., Yang, C.(2017). Career decision self-efficacy plays a crucial role in hospitality undergraduates' internship efficacy and career preparation. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 21, 61–68.

Wang, Y., Chiang, M., & Lee, Y. (2014). The relationships amongst the intern anxiety, internship outcomes, and career commitment of hospitality college students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 86–93.

Varshney, S., & Mishra, N. (2014). Students perspective towards internship at higher education institutes in Oman. *The International Journal of Business & Management*, 2(7), 109–114.

## العوامل المؤثرة على نتائج التدريب الصيفي : دلائل من طلاب الضيافة بالمرحلة الجامعية الأولى

ياسر عبدالعاطي<sup>١</sup> هيثم دراز<sup>٢</sup>

<sup>١</sup> كلية السياحة والفنادق، جامعة مدينة السادات

<sup>٢</sup> معهد سيناء العالي للسياحة والفنادق

### الملخص العربي

إن إلقاء المحاضرات النظرية فقط في الجامعة دون إعطاء الطلاب فرصة حقيقية للتفاعل مع الجانب المهني من خلال التدريب الصيفي سترتب عليه تعلمًا جزئيًا. وبالتالي، فإن التدريب الصيفي ضروري للغاية للطلاب قبل بدء العمل. لذلك، تقيم هذه الدراسة تجارب طلاب البكالوريوس بقسم الدراسات الفندقية في كليات السياحة والفنادق فيما يتعلق ببيئة التدريب ونتائجه. كما توضح هذه الدراسة العوامل المؤثرة على تجربة التدريب للطلاب، وهي خصائص الفرد، وتصميم التدريب الصيفي، ودعم الكلية، وخصائص بيئة التدريب. تم اختيار عينة حصدية مكونة من ٣٩٠ طالب بقسم الدراسات الفندقية من جميع كليات السياحة والفنادق في تسع جامعات حكومية مصرية. وقد تم تحليل البيانات التي جري جمعها بواسطة استمارات الاستقصاء باستخدام التحليل الوصفي وتحليل الارتباط وتحليل الانحدار المتعدد الهرمي، كما استخدمت إختبارات مان ويتني وكروسكال واليس (Mann-Whitney and Kruskal-Wallis) عن طريق تطبيق برنامج الحزمة الإحصائية للعلوم الإجتماعية (SPSS). وأظهرت النتائج أن خصائص الفرد (النوع ، السنة الجامعية) ، وتصميم التدريب الصيفي ، وخصائص بيئة التدريب الصيفي أثرت بشكل مباشر على نتائج التدريب الصيفي للطلاب. من ناحية أخرى، أشارت النتائج إلى أن دعم الكلية لم يؤثر على نتائج التدريب. وبناءً على ذلك، أوصت الدراسة بأنه يجب على الكلية إلزام الطلاب بفترة تدريب أطول وتحديد المدينة الأفضل للتدريب. كما يجب أن تسمح إدارة الفندق للمتدربين بالاتصال بالعملاء، وعليها أيضًا اختيار المدربين المناسبين، وجعل بيئة العمل الخاصة بالتدريب الصيفي أكثر أمانًا.

**الكلمات الدالة:** التدريب الصيفي، تصميم برنامج التدريب الصيفي، خصائص بيئة التدريب الصيفي، نتائج التدريب الصيفي.