

What Matters Most: An Exploratory Study on Hospitality Internship Students' Satisfaction

Sasithorn Phonkaew^{*}

Lalida Arphawatthanasakul^{**}

Christelle Khamsing^{***}

Abstract

The present study explored students' satisfaction toward their internship experiences in hospitality and tourism industry as well as determined predictor factors that had a positive effect on students' satisfaction using a quantitative approach. A total of 203 usable questionnaires were collected for analysis. Study results showed that the level of students' satisfaction with internship was high and there were three

^{*} Lecturer, Department of Hospitality and Tourism Management, Martin de tours School of Management and Economics, Assumption University. e-mail: sasithornphn@gmail.com

^{**} Lecturer, Department of Hospitality and Tourism Management, Martin de tours School of Management and Economics, Assumption University. e-mail: lalida.arpha@gmail.com

^{***} Lecturer, Department of Hospitality and Tourism Management, Martin de tours School of Management and Economics, Assumption University. e-mail: christelle.htm@gmail.com

significant predictor factors towards students' satisfaction namely perceived peer relationship, advisor accountability, and students' self-efficacy.

Keywords: internship; Hospitality and Tourism; students' satisfaction

อะไรที่สำคัญที่สุด: การศึกษาเชิงสำรวจ ความพึงพอใจของนักศึกษาฝึกงานภาคการบริการ

ศศิธร ผลแก้ว*

ลลิตา อาภาวัฒนสกุล**

คริสแตล คำสิงห์***

บทคัดย่อ

การศึกษานี้เป็นการสำรวจความพึงพอใจของนักศึกษาที่มีต่อประสบการณ์การฝึกงานในอุตสาหกรรมการท่องเที่ยวและการบริการ รวมถึงค้นหาปัจจัยที่ทำนายผลกระทบในเชิงบวกกับความพึงพอใจของนักศึกษา โดยใช้วิธีการศึกษาเชิงปริมาณ การเก็บข้อมูลเพื่อวิเคราะห์ผลมาจากแบบสอบถามจำนวน 203 ชุด ผลการศึกษาพบว่านักศึกษามีความพึงพอใจต่อประสบการณ์การฝึกงานในระดับสูง และค้นพบปัจจัยที่มีผลกระทบกับความพึงพอใจของนักศึกษา ได้แก่ การรับรู้ด้านความสัมพันธ์กับเพื่อนในที่ฝึกงาน ความรับผิดชอบของอาจารย์ที่ปรึกษา และความเชื่อมั่นในความสามารถของตนเองของนักศึกษา

คำสำคัญ: การฝึกงาน; การท่องเที่ยวและการบริการ; ความพึงพอใจของนักศึกษา

* อาจารย์ประจำสาขาวิชาการจัดการการท่องเที่ยวและการบริการ คณะบริหารธุรกิจ และเศรษฐศาสตร์ มหาวิทยาลัยอัสสัมชัญ ติดต่อได้ที่: sasithomphn@gmail.com

** อาจารย์ประจำสาขาวิชาการจัดการการท่องเที่ยวและการบริการ คณะบริหารธุรกิจ และเศรษฐศาสตร์ มหาวิทยาลัยอัสสัมชัญ ติดต่อได้ที่: lalida.arpha@gmail.com

*** อาจารย์ประจำสาขาวิชาการจัดการการท่องเที่ยวและการบริการ คณะบริหารธุรกิจ และเศรษฐศาสตร์ มหาวิทยาลัยอัสสัมชัญ ติดต่อได้ที่: christelle.htm@gmail.com

1. Introduction

Tourism and hospitality education plays an important role in Thailand. In fact, there is a need for internationalizing the curriculum to draw up students for challenges of globalization (Sangpikul, 2009). Moreover, the academics maintain that the internationalization of hospitality and tourism in higher education in Thailand should be viewed as an enterprising strategy that education providers should accept if they are to prepare graduates for careers in a global business environment (Wisansing, 2005). In addition, it is clear that the tourism and hospitality industry is highly diverse. The industry needs employees with management skills in intercultural communication given to its customers and they are expected to work in a multicultural environment. As confirmed by Chaisawat and Boonchu (2005), the quality and qualifications of Thai graduates may not meet the standards required by the industry. To meet the demand, it is argued that worker collaboration and consultation with industry are highly required to ensure the goals of students, educators and the industry employees. One form of collaboration in tourism and hospitality industry courses is internship or workplace experiences (Walo, 2000).

Internship programs have been existed for many years (Taylor, 1988) and are an increasingly common form of experiential learning. Academic internship is defined as an opportunity to combine related work experience into graduate education. These real-world experiences are an integral part of an academic program and provide students the opportunity to develop not only work skills but also making students understand the organization. The main idea of doing internship is to provide for students direct knowledge and experience in their interested career field and to provide them the benefit of supervision. It is also a good opportunity for students to learn by doing. It could

help students gain certain skills that may not be effectively taught in classroom even though students may perform well in academic courses (Kim and Bzullak, 2012). In fact, the conversion of student-life to working-life is not always easy and, for some fresh graduated students, very difficult to bear with as they have to adapt themselves to a new working world when they enter the job market. The main purpose of the present study is to explore the significant factors that predict internship satisfaction of hospitality and tourism students in Thailand.

2. Literature Review

Past studies have found that there were more than 66.7 percent of the organizations offered internship students into their full time employees in Bethlehem, Israel (NACE, 2011). While at the same time, it was also discovered that internship students were not only offered job by the organizations more faster than students who never had internship program but they were also gaining experiences and improving self- confidence in finding a job itself (Knouse et al., 1999). Additionally, it pointed out that one of the reasons internship students received a better opportunity in job offers as those students have a better ability and skill as well as they used those skills and abilities to apply into the real world or job itself.

Cutting and Hall (2008) stated that students were willing to perform the work perfectly in internship program, if students were satisfied with internship experience. As well as, Beard and Morton (1999) mentioned that students would be successful in performing the work depending on the attitude towards the program. Before sending out students to the program, students need to understand very clearly and exactly the objective of internship program

and how the program works. Many researchers found that internship program provided a valuable opportunity to students' first job and help them enter to job opportunity easier than others (Charles, 1992; Collins, 2002).

There are evidences revealing that internship students can be satisfied from different perspectives; job responsibilities, time of working as well as payment (Nelson, 1952; McCombs and Van Syckle, 1994; Beard, 1998). The study also suggested students were satisfied in term of perception of work and their supervision (Girard, 1999). While another study discovered students' satisfaction regarding their improvement in knowledge and technical skills (Busby et al, 1997). In addition, they found out that most of internship students were satisfied with their improvement in problem-solving skill in service industry (Emenheiser et al., 1997).

Internship encourages students in term of experience and self-confidence, it develops skill and ability as well as their understanding towards the industry itself. (Zopiatis, 2007). On the contrary, students can also dissatisfy with the internship program in term of poorly pay, no pay, poor relationship between employee and manager, poor climate, long working hours, poor coordination, poor communication as well as overall working environment (Collins, 2002; Lam and Ching, 2007).

As per discussed the importance of internship program for students, one of the most vital matters of universities is to discover if students achieve learning outcomes from internship programs as offered (Elkins, 2002). Therefore, student's feedbacks and satisfactions are very helpful to develop and improve the internship program. As well as, the program should be evaluated by internship students (Swindle and Bailey, 1984).

The present study fills the gap and extends a broader perspective about internship evaluation from past studies by including the evaluation of job

or organization perspective, university support perspective, and student's self-efficacy perspective. Girard (1999) investigated internship student's perception of work, supervision and appraisal within various organizations in hospitality industry. Girard's study represented only evaluation of student perspective about organizations they intern. Bao and Fang (2014) focused only 24 internship variables that all were industry-based, such as job itself, superior, payment and welfare, peer. And their study also represented only students' perception about organizations they interned. Many studies about hospitality internship evaluated the level of student's satisfaction and reported those issues students were most satisfied, for example with technical skills and knowledge improvement by Busby et al. (1997); problem-solving ability by Emenheiser et al. (1997); and mentor relationship by Fagenson (1989). Some studies about hospitality internship evaluated students' satisfaction and found low satisfaction with some issues during internship, for example, from repetitious work by Nelson (1994) and poor supervision by Taylor (1988). Few studies investigated the determining factors that predicted students' satisfaction with their internship, for example, Bao and Fang (2014) reported that job factor was the only factor that influenced internship satisfaction found in their study of Chinese hospitality students. Most empirical studies about student satisfaction only evaluated satisfaction level and/ or compare difference in satisfaction between different demographic groups such as gender, school year (O'Driscoll, 2012; Young-Jones et al., 2013). As for the current study, factors affecting students' satisfaction with internship were discussed in the following part.

2.1 Perceived quality of job itself

Job satisfaction is when a person feels positive towards the work and the organization. There are many factors that may affect a person's feeling

about organization but the job itself is the factor that can connect between the employee and the organization (Champoux, 2003). The study by Bao and Fang (2014) concluded that overall satisfaction of students was impacted by one factor which is the job itself. Additionally, students would be joyful at work if they get to rotate the job and get chance to have an interesting and challenging jobs. Igbaria and Greenhaus (1992) discovered that the organizations that had high turnover were those where employees did not have job satisfaction.

Hypothesis 1: Perceived job has a positive effect on students' satisfaction with internship.

2.2 Perceived quality of supervision

Nelson (1994) stated that students tended to rate a greater satisfaction when they had a good relationship at work and the supportive from supervisor. Therefore, without supportive from supervisor will lead to an untrained and unmotivated employee, and will result in poor customer service and high turnover of employee (Knight and Crutsinger, 2003). Supervisor is the one who provides the reward system to employee and lastly, supervisor controls function in workplace, and controls conflict in the job itself (Krackhardt et al., 1981). However, on the other hand, employee seems to have positive impact on their job performance, job satisfaction and less turnover at workplace where there is a high support from supervisor (Babin and Boles, 1996).

Hypothesis 2: Perceived supervision has a positive effect on students' satisfaction with internship.

2.3 Peer Relationship

The key to satisfied internship students is to have a good communication and good cooperation with colleagues at work. Bao and Fang (2014) agreed that success in internship program of students relied on the effective cooperation and communication of co-workers. Baruch-Feldman et al., (2002) explored that a well interpersonal relationship with colleagues at work would result in a good performance at work. Conversely, the survey discovered that having a hard time with co-workers will result in having a stress at work (Scarnera et al. 2009).

Hypothesis 3: Perceived peer relationship has a positive effect on students' satisfaction with internship.

2.4 Academic Support

The study by O'Driscoll (2012) revealed that the academic support was an important predictor of student satisfaction. Umbach and Wawrzynski (2005) found that the faculty interactions with students and the teaching quality could provide a contribution to a better learning environments and improve student experiences. Academic support is defined as several of instructional methods, educational services or school resources provided for student to help them speed up their learning progress. It is stated from Hunter and White (2004) that the academic support can help students form their learning experience and encourage their career goal. In contrast, the appraisal of the academic support is not as advanced as what it is being tough in the classroom (Kelley, 2008). In addition, the academic support gives an opportunity for

students to investigate personal aspirations and institutional goals in the internship program (Young-Jones et al., 2013).

Hypothesis 4: Academic support has a positive effect on students' satisfaction with internship.

2.5 Advisor Accountability

Advisor accountability is defined as a factor that applies to the level of professionalism, preparation and that availability that the students expect from the advisor. Moreover, the power of the advisor shows the level that students expect advisors to help them to learn, understand and plan for the future by providing them feedback and helpful references (Young-Jones et al., 2013). Previous research found that the advising outcome focused on student satisfaction with the advisor or with the advising system rather than with student success (O' Driscoll, 2012). In addition, Propp and Rhodes (2006) asserted that student satisfaction was very important. Thus, the relationship between the advising program and student achievement can show how students account for the advising system as to help develop their personal skills and knowledge and to bring them to their goal successfully (Hemwall and Trachte, 2003).

Hypothesis 5: Advisor accountability has a positive effect on students' satisfaction with internship.

2.6 Student's self-efficacy

Self-efficacy has been investigated in different contexts on how people's perceived ability to complete any task successfully that would have

an effect on their experiences (Pajares, 2001). Further, the study asserted that people's beliefs are more influential than actual truths. Billings and Macvarish (2010) and Pajares (2001) concluded in their studies that people need to believe they can succeed in a given situation which will then affect the ultimate outcomes. Young-Jones et al., (2013) stated that the student self-efficacy was related to the belief that students have their knowledge such as the theories learn, the capability such as dealing with stress, preparation for college-level work, and the ability to understand the courses content.

Hypothesis 6: Students' self-efficacy has a positive effect on students' satisfaction with internship.

3. Research Methodology

The study of internship students' satisfaction is a survey research utilizing a self-administered questionnaire distributed to the targeted respondents.

3.1 Population and Sample

Data for this survey were collected from university students of a private university in Bangkok who completed their internship program in hospitality and tourism management during the past three years (2014-2016). A total of 300 interns were targeted for the study. Finally, 203 interns submitted and completed the online survey with usable responses. The response rate was 67.67 percent. A convenience sampling technique was used for data collection.

3.2 Data Collection and Survey Instrument

Data collection took place during January to March of 2017. Pretest of questionnaires was conducted with 40 student respondents to enhance the validity and reliability of questionnaire which is the survey instrument of the study. Minor amendments of words were made after pretest. All the questions were adopted from previous research studies about internship and students' satisfaction.

The questionnaire comprised two parts. The first part consisting of socio- demographic questions were to access the profile and internship experiences of students. The second part was to measure all variables proposed in the study, namely perceived quality of job itself, perceived quality of supervision, perceived quality of peer relationship, academic support, advisor accountability, student's self-efficacy, and student's satisfaction with internship. The survey design for all questions in the second part took into account the relevant literature and past studies about internship and student's satisfaction. Nine questions measured perceived quality of job itself, four questions measured perceived quality of supervision, two questions measured perceived quality of peer relationship (Bao and Fang, 2014). Academic support was measured by three items (O' Driscoll, 2012). Advisor accountability and student's self-efficacy were measured by three and four questions respectively (Young-Jones et al., 2013). Lastly, student's satisfaction towards internship was measured by four questions (Liu, 2012). All variables were measured by using a five-point Likert scale where 5 meant strongly agree and 1 meant strongly disagree.

4. Results and Discussion

4.1 Respondent Profile

Based on Table 4.1, the majority of survey respondents who took internship in hospitality and tourism during 2014-2016 were female (58.1%) and Thai (89.2%). About half of respondents were more than 25 years old (52.2%) with monthly income or allowance of about 15,000- 35,000 baht (52.7%).

Table 1

Demographic Profile

Demographic Profile of Respondents	Frequency	Percent
Gender		
Male	85	41.9
Female	118	58.1
Age		
25 or less than 25	97	47.8
More than 25	106	52.2
Nationality		
Thai	181	89.2
Non-Thai	22	10.8
Income or allowance per month		
Below 15,000 baht	33	16.3
15,000-35,000 baht	107	52.7
More than 35,000 baht	63	31.0

4.2 Descriptive Findings about Internship Experiences

Most student respondents who took internship in hospitality and tourism during 2014-2016 had their internship at hotel/resort (75.4%) and secondly many of them had internship at airline (14.8%). More than half of respondents had internship in food and beverage department and in front office department for 29.1% and 28.6% respectively. When choosing internship organization, the majority of student respondents relied on word-of-mouth (from friends or relatives or family) which accounts for 34.5%. However, many of them believed in themselves and relied on their own or personal preference (32.0%). About 21.2% of respondents relied on suggestions from university's teachers or advisors. Most student respondents did not accept job offer from the organization they interned at (70.9%).

4.3 Exploratory Factor Analysis

Table 2

Exploratory Factor Analysis (EFA)

Exploratory Factors	Loading	Mean	S.D.	%Variance Explained	Cronbach's Alpha
Perceived Job itself				8.774	0.894
Your internship job provided good opportunity for work rotation.	.570	4.15	.666		
Your internship job provided good nature of the job you performed.	.590	4.20	.548		
Your internship job provided interesting or challenging work.	.569	4.28	.641		
Your internship job provided good work environment.	.774	4.30	.690		
Your internship job provided autonomy involved in the work.	.689	4.00	.724		
Your internship job provided sense of achievement from the job.	.780	4.11	.702		

Exploratory Factors	Loading	Mean	S.D.	%Variance Explained	Cronbach's Alpha
Your internship job provided less work pressure.	.627	4.17	.482		
Your internship job provided good chance to develop professional skills.	.661	4.35	.646		
Your internship job provided good cooperation between university and internship organization	.580	4.10	.675		
Perceived Supervision				15.612	0.936
Your internship supervisor provided appreciation or praise to you.	.515	4.21	.602		
Your internship supervisor provided good communication with you.	.897	4.32	.783		
Your internship supervisor provided good supervisory support.	.892	4.31	.799		
Your internship supervisor provided reasonable supervision.	.908	4.27	.807		
Perceived Peer Relationship				11.659	0.858
You had a good relationship with peer at the internship.	.774	4.51	.557		
You had a good communication with peer at the internship.	.724	4.42	.561		
Academic Support				7.946	0.809
Learning academic subjects at the university could help you during your internship.	.616	3.92	.801		
Subjects from the university were relevant to your internship.	.717	3.92	.982		
Learning practical subjects at the university could help you during your internship	.673	4.10	.771		
Advisor Accountability				23.894	0.939
Teachers or advisors helped you prepare well for internship.	.866	4.24	.946		
Teachers or advisors were available to help you for your internship.	.859	4.30	.897		
Teachers or advisors were professional enough to help you for your internship.	.866	4.29	.883		
Student's self-efficacy				9.428	0.782
You believed that you had the capacity of succeed in the internship program.	.778	4.42	.595		
You believed that you could deal with stress during your internship.	.561	4.46	.684		
You believed that you were well-prepared for internship work.	.868	4.33	.625		

Exploratory Factors	Loading	Mean	S.D.	%Variance Explained	Cronbach's Alpha
You believed that you had a good understanding about the work requirements of internship.	.715	4.23	.807		
Satisfaction				76.408	0.938
You felt satisfied with your overall internship experiences.	.763	4.36	.632		
Your internship experiences were positive ones.	.556	4.31	.664		
You felt satisfied with learning effect from internship.	.789	4.32	.630		
You felt satisfied with social skill effect from internship.	.725	4.38	.613		

The validity of the measurement of constructs in the study should be ensured. The Exploratory Factor Analysis or EFA was performed in order to derive the factors structure with a VARIMAX rotation. Only factors with eigenvalues greater than 1.0 could be retained. Items with loadings greater than 0.50 were accepted as adequate elements of a construct (Mertler and Vannatta, 2010).

The results of the EFA established significant correlated factors, including nine perceived job, four perceived supervision, two perceived peer relationship, three academic support, three advisor accountability, four students' self-efficacy, and four students' satisfaction on internship. These factors are relevant because they have significant factor loadings about or greater than 0.50. Moreover, Cronbach's alpha values of all constructs shown in Table 4.3 are greater than 0.70 with the range between 0.782 (students' self-efficacy) and 0.939 (advisor accountability) and it can be concluded that all constructs are reliable (Nunnally and Bernstein, 1994; Mertler and Vannatta, 2010).

4.4 Regression Analysis

Multiple Regression Analysis was run to investigate the effect of overall six factors that predict students' satisfaction on internship, using the Statistical Package for Social Sciences (SPSS), version 17.0. Based on the model summary of multiple regression analysis, the study's conceptual model was significant at 0.05 level, $F = 42.306$ and accounted for 56.4% of the variance in students' satisfaction on internship with the adjusted R^2 of 0.551. All predictor variables have the significantly moderate relationship with students' satisfaction on internship, with R of 0.751.

Table 3

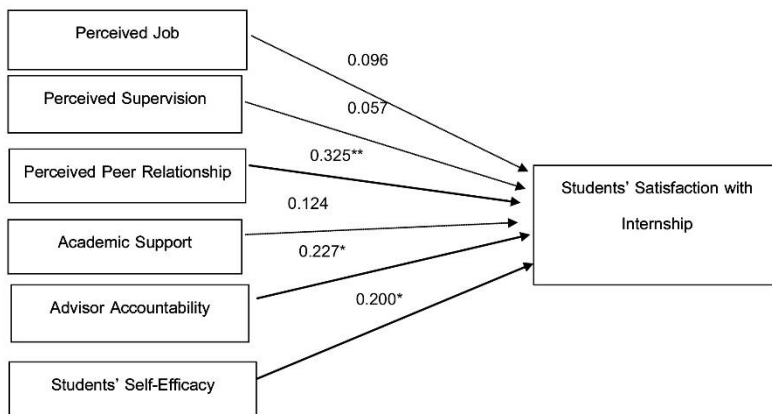
Hypothesis Testing Results based on Multiple Regression

Hypothesis	Standardized Coefficient	P value	Result
H1 : Perceived Job has a positive effect on Students' Satisfaction with Internship.	.096	.176	Not Supported
H2 : Perceived Supervision has a positive effect on Students' Satisfaction with Internship.	.057	.529	Not Supported
H3 : Perceived Peer Relationship has a positive effect on Students' Satisfaction with Internship.	.325	.000**	Supported
H4 : Academic Support has a positive effect on Students' Satisfaction with Internship.	.124	.069	Not Supported
H5 : Advisor Accountability has a positive effect on Students' Satisfaction with Internship.	.227	.008*	Supported
H6 : Students' self-efficacy has a positive effect on Students' Satisfaction with Internship.	.200	.000**	Supported

* $p < 0.05$ ** $p < 0.01$

According to results of multiple regression analysis, there are three predictor variables or independent variables that have a positive effect to students' satisfaction with internship. Firstly, "perceived peer relationship" at internship has a positive effect to students' satisfaction with internship (H3) with standardized coefficient of 0.325 and a statistical significance of one percent level. Secondly, "advisor accountability" (from university) has a positive effect to students' satisfaction with internship (H5) with standardized coefficient of 0.227 and a statistical significance of five percent level. Lastly, "students' self-efficacy" has a positive effect to students' satisfaction with internship (H6) with standardized coefficient of 0.200 and a statistical significance of one percent level. The study also found no significant effect of "perceived job" (H1), "perceived supervision" (H2) and "academic support" from university (H4) to students' satisfaction with internship with a statistical significance higher than five percent level.

Results about "advisor accountability" and "students' self-efficacy" that were found to be significant predictors of internship satisfaction of the present study support the ones found in the past studies by Young-Jones et al. (2013) which focused on students' academic success in a Midwestern University in U.S.A.



Note: ** Coefficients have a t-value significant at 1 percent significance level (** $p < 0.01$)

* Coefficients have a t-value significant at 5 percent significance level (* $p < 0.05$)

Figure 1. Conceptual model of internship students' satisfaction with hypothesis testing results

5. Conclusion and Implications

5.1 Conclusion

The overall internship satisfaction of students in hospitality and tourism found was found to be in high level indicating that they were satisfied with overall internship experiences as well as with learning effect and social skill effect from internship. Out of six predictor factors, the present study found that there were only three significant predictors that could influence students'

satisfaction with internship. *Perceived peer relationship* was found to be the most powerful predictor of internship satisfaction, followed by *advisor accountability* and *students' self-efficacy*. More importantly, three significant predictors of internship satisfaction represent a “holistic view” of determining factors for internship satisfaction. Perceived peer relationship represents industry perspective of how students view the internship organizations in the industry, whereas advisor accountability represents university perspective of how they view the support from the university (or educational institution), and lastly, students' self-efficacy represents individual perspective of students themselves on how they view and believe in themselves. Therefore, results from this study could address the gap in past studies that relied on single perspective, by reporting the multi-perspectives about predictors of internship satisfaction. Students evaluated their internship experiences in various aspects, not only on job only, or on university support only.

5.2 Implications

The present study focuses on hospitality and tourism student internship by surveying students' experiences during their internship and evaluating their perceptions on various factors relating to their internship, and finally evaluating their satisfaction towards internship. There are two implications for practitioners involved in internship. Firstly, it deems important for educational institutions or universities that provide internship program in their curriculum to emphasize on the role of *internship advisors* who would be the contact person in case students need some help during internship or even before and after internship. Universities should support internship advisor roles and facilitate their work more efficiently.

Secondly, for organizations in hospitality and tourism industry where there are students doing internship, they should give more importance on peer relationship environment that fosters the closed and trustworthy relationship between internship students and their staff or employees who have to deal and work with internship students. Students who work in a friendly and supportive work environment with other full-time staff of any organization tend to feel more satisfied with their internship experiences. On-the-job training by full-time staff should be taken care of very carefully and given to internship students in a supportive manner.

For academic implications, the present study fills the gap and extends a broader perspective from past studies about internship experiences including perceptions about interning organizations within in the industry, perceptions about support from the university, and finally perceptions about students themselves relating to their internship. Richardson (2005) suggested the importance of students' total experiences appraisal as taking the *holistic* institutional perspective to evaluate students' satisfaction. Six factors proposed in the study's conceptual model came from this holistic view. Three factors namely perceived job, perceived supervision, and perceived peer relation represent the perspective of organizations in the industry students had the internship at. Two factors namely academic support and advisor accountability represent the perspective of the university or educational institution that educates students. One factor namely students' self-efficacy represent the perspective of students themselves in terms of their belief about being successful. However, there are two limitations of the present study of which suggestions would be provided.

Firstly, the present study collected data only from hospitality and tourism students from a private university in Thailand. Such limited sample

might cause problem of generalization of results to explain a larger population. Future research should be conducted at various educational institutions both public and private ones or might make comparison about internship students from various programs, such as in hospitality and tourism, in accounting, in marketing, or in information technology. Findings from these cases would be more valuable to the knowledge about internship.

Secondly, the present study only focused on quantitative research of which some insights might be missing from the data analysis. Future research should do both quantitative survey and qualitative survey by interviewing current internship students, former internship students, advisors from the university, and the supervisors at the internship organization. Universities or educational institutions should support the collaborative meeting to share experiences and expectations from these stakeholders in the internship program. Widles and Mount (1997) stated that the success of internship in the hospitality program depended on the coordination among three parties of university advisor, on-site supervisor, and internship students.

In conclusion, internship in hospitality and tourism programs is very vital as well as understanding of what conditions or factors that contribute to student satisfaction with internship is also necessary. Future research should expand better understanding of any hidden factors not evident in the present study in predicting internship satisfaction and that would enhance the student-university relationship and serve as an important foundation on which the universities could deliver a stimulating and career-focused learning experience for their students.

References

- Babin, B.J. & Boles, J.S. (1996). The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance and job satisfaction. *Journal of Retailing*, 71(1), 57-75.
- Bao, Y.F. & Fang, G.Y. (2014). A study on hospitality students' satisfaction towards their internship: a case from Hang Zhou, China. *International Journal of Contemporary Hospitality Management*, 12, 1069-1076.
- Baruch-Feldman, C. et al. (2002). Sources of social support and burnout, job satisfaction, and productivity. *Journal of Occupational Health Psychology*, 7(1), 84-93.
- Beard, F. & Morton, L. (1999). Effects of internship predictors on successful field experience. *Journalism & Mass Communication Educator*. 53(4), 42-53.
- Beard, D.F. (1998). The status of internships: cooperative education experiences in accounting education. *Journal of Accounting Education*, 5(2/3), 496-405.
- Billings, J.R. & Macvarish, J. (2010). *Self-efficacy: addressing behavioural attitudes towards risky behavior-an international literature review*. Retrieved 15 January 2017 from https://kar.kent.ac.uk/26082/1/Self_Efficacy_Final_Report.pdf.
- Busby, G., Brunt, P., & Baber, S. (1997). Tourism sandwich placements: an appraisal. *Tourism Management*, 18(2), 105-110.
- Chaisawat, M., & Boonchu, D. (2005, April). *Baccalaureate and graduate degrees in tourism and hospitality studies in Thailand in 2003*. Paper presented at the 2005 Pacific Tourism Association Educators' Forum, Macau, China.
- Champoux, J.E. (2003). *Organizational Behavior: Essential Tenets* (2nd edition). Mason; Ohio: South-Western.
- Charles, K. R. (1992). Career influences, expectations, and perceptions of Caribbean hospitality and tourism students: A third world perspective. *Hospitality and Tourism Education*, 4(3), 9-14.

- Collins, A.B. (2002). Gateway to the real world, industrial training: Dilemmas and problems. *Tourism Management*, 23(1), 93-96.
- Cutting, R.H. & Hall, J.C. (2008). Requirements for a workable intern/practicum in the environmental sciences: experience for career and graduate. *Journal of Geoscience Education*, 56(2), 120-125.
- Elkins, T.J. (2002). Academic internships with the equal employment opportunity commission: an experiential approach to teaching human resource management. *SAM Advanced Management Journal*, 67(3), 40-47.
- Emenheiser, D.A., Clayton, H. R., & Tas, R. F. (1997). *Students' perceptions of the effectiveness of hospitality industry internship experience*. Proceedings of the 1997 Annual CHRIE Conference, USA, 221-222.
- Fagenson, E. A. (1989). The mentor advantage: Perceived career/job experiences of protégés versus non- protégés. *Journal of Organizational Behavior*, 10, 309-320.
- Girard, T. C. (1999). Interns perceptions of internships: A look at work, supervision and appraisals. *Journal of Cooperative Education*, 34(3), 42-48.
- Hemwall, M.K. & Trachte, K.C. (2003). *Learning at the core: theory and practice of academic advising in small colleges and universities*. in Hemwall, M.K. and Trachte, K.C. (Eds), *Advising and learning: Academic Advising from the Perspective of Small colleges and Universities*, Monograph No.8, National Academic Advising Association, Manhattan, KS, 7-11.
- Hunter, M.S. & White, E.R. (2004). Could fixing academic advising fix higher education?. *About Campus*, 9(1), 20-25.
- Igbaria, M. & Greenhaus, J.H. (1992). *Determinants of MIS employees turnover intentions: a structural equation model*. *Communications of the ACM*, 35(2), 35-49.
- Kelley, B. (2008). Significant learning, significant advising. *NACADA journal*, 28(1), 19-28.

- Kim, E.B., Kim, K. & Bzullak, M. (2012). A survey of internship programs for management undergraduates in AACSB-accredited institutions. *International Journal of Educational Management*, 26(7), 696-709
- Knight, D. & Crutsinger, C. (2003). *Retail work expectations and experiences: Implications for retaining college students in the industry*. Unpublished manuscript, University of North Texas, Denton, TX.
- Knouse, S.B., Tanner, J.T. & Harris, E.W. (1999). The relation of college internships, college performance, and subsequent job opportunity. *Journal of Employment Counseling*, 36(1), 35-43.
- Krackhardt, D. et al. (1981). Supervisory behavior and employee turnover: a field experiment. *Academy of Management Journal*, 24(2), 249-259.
- Lam, T. & Ching, L. (2007). An exploratory study of an internship program: The case of Hong Kong students. *Hospitality Management*, 26(3), 336-351.
- Liu, G. (2012). A survey on student satisfaction with cooperative accounting education based on CPA firm internships. *Asian Review of Accounting*, 20(3), 259-277.
- McCombs, G.B. & Van Syckle, L.D. (1994). Accounting internships: a win-win arrangement. *The National Public Accountant*, 39(5), 21-23.
- Mertler, C.A. & Vannatta, R.A. (2010). *Advanced and Multivariate Statistical Methods: Practical application and Interpretation* (4th edition). Glendale; CA: Pyrczak.
- National Association of Colleges and Employers (NACE). (2011). *Internship benchmarks: how did your program fare?* Retrieved 15 January 2017 from http://www.nacweb.org/s08312011/internship_program/?referral=knowledgecenter&menuid=109.
- Nelson, A. A. (1994). *Hospitality internships: the effects of job dimensions and supportive relationships on student satisfaction*. Doctoral dissertation, Wayne State University.

- Nelson, G.K. (1952). *An internship program for accounting majors*. The Accounting Review, 27(3), 382-385.
- Nunnally, J.C. and Bernstein, I.H. (1994). *Psychometric Theory* (3rd edition). New York: McGraw-Hill.
- O'Driscoll, F. (2012). What matters most. An exploratory multivariate study of satisfaction among First year hotel/hospitality management students. *Quality Assurance in Education*, 20(3), 237-258.
- Pajares, F. (2001). *Current directions in self-efficacy research*. in Maehr, M. and Pintrich, P.R. (Eds), *Advances in Motivation and Achievement*, 10, 1-49, Greenwich; Connecticut: JAI Press.
- Propp, K.M & Rhodes, S.C. (2006). Informing, apprising, guiding, and mentoring: Constructs underlying upperclassmen expectations for advising. *NACADA journal*, 26(1), 46-55.
- Richardson, J.T.E. (2005). Instruments for obtaining student feedback: a review of the literature. *Assessment and Evaluation in Higher Education*, 30(4), 387-415.
- Sangpikul, A. (2009). Internationalization of Hospitality and Tourism Higher Education: A Perspective from Thailand, *Journal of Teaching in Travel & Tourism*, 9(1-2), 2-20.
- Scarnera, P. et al. (2009). Preventing burnout in mental health workers at interpersonal level: an Italian pilot study. *Community Mental Health Journal*, 45(3), 222-227.
- Swindle, C.B. & Bailey, E.R. (1984). Determining the feasibility of an internship program in public accounting. *Journal of Accounting Education*, 2(1), 155-160.
- Taylor, M. S. (1988). Effects of college internships on individual participants. *Journal of Applied Psychology*, 73(3), 393-401.
- Umbach, P.D. & Wawrzynski, M.R. (2005). Faculty do matter: the role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2), 153-184.

- Walo, M. A. (2000). *The Contribution of Internship in Developing Industry-Relevant Management Competencies in Tourism and Hospitality Graduates*. Master Thesis, Southern Cross University, Lismore, NSW.
- Wildes, V.J. & Mount, D.J. (1997). The effect of structure on hospitality internship programs. *Journal of Hospitality & Tourism Education*, 9(4), 43-45.
- Wisansing, J. (2005). The internationalization of tourism and hospitality education in Thailand. *ASAIHL–Thailand Journal*, 8(2), 21-35.
- Young-Jones, A.D. et al. (2013). Academic advising: does it really impact student success?. *Quality Assurance in Education*, 21(1), 7-19.
- Zopiatis, A. (2007). Hospitality internship in Cyprus: a genuine academic experience or a continuing frustration?. *International Journal of Contemporary Hospitality Management*, 19(1), 65-77.