Internship Satisfaction of Students of Hospitality and Impact of Internship on the Professional Development and Industrial Perception

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Internship Satisfaction of Students of Hospitality and Impact of Internship on the Professional Development and Industrial Perception

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This study aims to determine the internship satisfaction of tourism students and the impact of their internships on their professional development and industrial perception. In line with this purpose, an implementation was conducted on the students of Akdeniz University Faculty of Tourism. This implementation involved a questionnaire form which was filled by 305 faculty students. The findings included demographic information; then three scaled questionnaire form which intended to determine the internship satisfaction, vocational tourism education, and professional development and industrial perception of the students was analyzed by taking mean scores of the scales of the form; using stepwise regression of the multiple regression analysis, the relations between the scales were shown, and the results were interpreted. The results showed that internship satisfaction of the students had a positive impact and impact by itself on professional development and industrial perspective, and together with vocational tourism education the students receive, this impact increased.

Key words: tourism, professional career, internship, tourism sector, tourism education, students

Introduction

The key to competitive advantage in tourism sector as a service sector is quality and service mentality (Sem & Climents, 1996). One of the most important factors that could influence the development level of countries, on the other hand, is education (Gündüzalp, 1992). The most important factor in obtaining qualified labor force in almost every sector is considered to be raising efficient and qualified individuals (Ünlüören, 2000), and when this fact is considered, educated personnel in the tourism sector could be suggested to enable the development of the sector (Aymankuy & Aymankuy, 2013). The competitive force of
the businesses that desire to be active in the international tourism market depends especially on the establishment of healthy and high-quality relations between tourists and the people providing service to tourists (Çați & Bilgin, 2013). And this depends on efficient and high occupational and technical education of the personnel employed in the sector (Ehtiyar & Üngören, 2008).

Students must be taught of tourism event and economy in tourism education, and they must be raised as knowledgeable and equipped personnel or sector representatives (Kızırlırmak, 2000). Theoretical tourism education aims to improve consciousness and philosophy in tourism, and to raise students who have a professional management approach and are open to innovations in the sector (Atay & Yıldırım, 2008). Personnel who are to be employed in tourism should definitely have the required adequate professional training (Hacıoğlu, Kaşlı, Şahin, & Tetik, 2008). Thus, the organizations providing tourism education are of great importance in training qualified personnel for the service providers in the tourism sector (Lam & Xiao, 2000).

At the same time, the synergy and coordination of the representatives of the sector and the education organizations become more of an issue due to the dynamic structure of labor force in the tourism sector (Riley, Ladkin, & Szivas, 2002).

The organizations providing tourism education enable the students to work in the sector through internships organized at certain periods after the theoretical education (Kuşluvan & Kuşluvan, 2000; Velde & Cooper, 2000). In this way, the students get the opportunity to put into practice what they learned in theoretical education. Internships may be suggested to benefit the students when it is considered that applied training is a must for the education to be successful (Alexander, 2007; Gamble, 1992; Rimmington, 1999). However, according to the findings of many studies (Benli & Karaoğlan, 2005; King, Mckercher, & Waryszak, 2003; Pelit & Güçer, 2006; Taşkın, 2006; Wang, Ayres, & Huyton, 2009), rather than applied training, theoretical education is observed to predominate in the programs of the organizations providing higher education in tourism.

Almost all the organizations providing higher tourism education have the requirement of compulsory internship for certain periods along with theoretical education. In this way, the students get the chance to undergo internship for certain periods and learn more about the sector. The students face some problems during their internships. When these problems are considered to be influential on the students’ attitudes towards the sector and their professional development and industrial perception, conducting a study as the present one becomes a necessity. Purpose of the study is to determine the university students’ satisfaction of their internships and how their tourism training impacts their professional development and industrial perception.

**Literature Review**

Internship is a type of hand on training. As the first step in professional career, internship does not mean an advance in career. However, as a supplement of theoretical education, it helps the students to gain new skills and experiences in practice and to reach the relevant field of business (Bogdana, Mihaela, & Anca-Iona, 2012). Internship is an important means that students need to get to know the business world by working in it and to implement the information they acquired during their theor-
etrical education in practice (Gupta, Burns, & Schiferl, 2010). Internship is the perfect opportunity for the students to complement their knowledge and skills. The learning experience in the period of internship impacts the learning outcomes and attitudes of the students toward their future career (Chen, Hu, Wang, & Chen, 2011).

Internships are especially helpful for enthusiastic students who want to gain some practical experience about the work by working in a business. They give the young candidates the opportunity to practice their theoretical knowledge and develop their skills and experiences within the sector (Bogdana et al., 2012). Internship experiences are observed to become more important every day in terms of academic educations of students and establishing their connection with the business world. In addition, internships provide the students with the necessary skills to be effective in the work environment (Chinomona & Surujlal, 2012).

Various findings have been obtained in some studies (Ağaoğlu, 1991; Altman & Brothers, 1995) conducted in the literature concerning tourism education and professional internships of the students. Majority of the employees in the tourism sector were determined not to have been educated in the field of tourism. And the students who had tourism education were determined to be employed in different sectors. Some students were observed to have negative attitudes and opinions toward the tourism sector; however, the ones who had positive approaches toward the sector were observed to have preferred this branch willingly as their first choice in higher education (Aksu & Köksal, 2005). Another study (Koyuncu, 2000), on the other hand, suggested that the expectations of students did not match with the sector and that the conditions in the sector had a negative impact on the students.

The students who did internship were determined to have a more negative attitude compared to the ones who did not, and some of the people who received tourism education were observed to lose their willingness to continue in this sector in time (Barron & Maxwell, 1993; Getz, 1994; Jenkins, 2001; Kozak & Kızılrmak, 2001; Pavesic & Brymer, 1990). Some studies (Demirer, 2000; Lam & Ching, 2007; Waryszak, 1999) suggested that the interns in tourism sector were unable to meet the expectations of the sector representatives. Some other studies (Aktas & Boyaci, 1992; Güzel, 2006), on the other hand, suggested that the education provided for the students in school was not beneficial during the internship, that it did not meet the expectations of students and that negative internship conditions drew the students away from the sector (Barron & Maxwell, 1993; Çakır, 1998; Kuşllevan & Kuşllevan, 2000). The professional education given by educators of tourism is determined to be inadequate, and some studies also suggested that it is not being fully implemented from an ethical perspective (Üzümü & Bayraktar, 2004). Some other studies suggested that the education levels of the workers in the tourism sector are lower compared to the workers in other sectors (Purcell & Quinn, 1996), and that the people who had a tourism education were leaving the sector due to the negative working conditions and the limitations on improvement opportunities (Baltacı, Üngören, Avşallı, & Demirel, 2012; Koko & Guerrier, 1994).

**Importance of Internship for the Parties**

The development of the tourism sector has brought along with it the need of education institutions raising qualified personnel for the
Mechanization and automation systems have limited capacities in the tourism sector since it is a labor-intensive sector but the need for people is continuous (Yağcı, 2001). When the importance of qualified personnel in providing high-quality service in this competitive market is considered (Timur, 1994), tourism education institutions’ mission becomes all the more important in providing low-level labor force to provide many intermediary services and middle- and high-level personnel to lead the sector as executives, researchers, and planners (Avıcıkurt & Karaman, 2002). The purpose of institutions, which especially provide formational training at a professional level, is to raise informed personnel in various branches in tourism (İbicioğlu, Avcı, & Boylu, 2003).

Providing high quality service in businesses and establishing healthy relations between tourists and the people who provide service for tourists depend on employing good educated personnel in the sector (Alp, 1992). The success in future tourism would be hard to obtain with unskilled, uneducated personnel (İlkin & Dincçer, 1991). One of the hardest challenges the sector is facing is to create certain methods to attract the skillful people and to retain them. High turnover, and lack of reward and feedback systems may cause the students choose another sector to make a career (Barron, 2008). Certain recent studies dealing with this issue have emphasized the impact of internships on career choices and job satisfaction, and underlined the need for long-term strategies to attract and keep skillful people to the tourism and service sector (Lam & Ching, 2007; Richardson, 2008, 2009).

Students could gain corporate and practical knowledge with tourism education and become qualified executives in the sector by developing themselves (Olalı, 1993). Education of tourism is especially important since tourism has certain international standards as a service industry (Dalli, 1988). The principal terms in the development of tourism consist of education and implementation (Ünlüönen & Boylu, 2005). And internships constitute the implementation part of the educational institutes providing tourism education. Internships are designed to adapt the students to the sector and to provide professional improvement and skills (Türkseven, 2012).

The students’ opinions with regard to the tourism sector start to take shape in internship periods (Roney & Öztin, 2007). Internship programs in tourism and service sectors help the students to observe the sector and understand the working environment in a better way (Zopiatis & Constanti, 2007). The knowledge and skills provided for the individuals through internships will be helpful in dealing with the changing conditions of the tourism sector (Chen & Gürsoy, 2008). Internship experiences help students also in improving their skills by providing them an environment in which they are able to work with different people (Cook, Parker, & Pettijohn, 2004). Thus, students are able to develop their common sense by observing other people at work (Gerber, 2001). And the students will be able to confidently progress in their career since they have more correct ideas about the sector. The most important of it all is that after the internship, they will be able to assess in a healthier way whether it is a good choice to stay in the sector or not (Singh & Dutta, 2010). The educators should have the adequate knowledge and skills in order to provide the students with these as well (Stergiou, Airey, & Riley, 2003).

Internship provides many benefits for the students. Some of these benefits are listed
below (Barron, 1999; Barron & Maxwell, 1993; Petrillose & Montgomery, 1998; Stanton, 1992; Yiu & Law, 2012):

- To be able to understand the practices and tasks of the professionals in the sector in a better way.
- To gain experience.
- To benefit from professional development and employment opportunities.
- To have the chance to connect with potential employers.
- To improve self-confidence.
- To learn new concepts.
- To learn administrative operations.
- To develop competence and skills required by the sector.

To sum it up, internship could be defined as a three-way partnership between students, institution of education, and the business which accepts the interns (Inkster & Ross, 1998). The benefits of a normal internship for these three parties are clear and evident according to Patterson (1999). Students gain the experience of the real world. Academic institutions increase its reputation and fame. Employers establish a student application pool with employment purposes. Tourism internships provide a beneficial experience for all the students, employers, and educational institutions involved.

Relation Between Internship and Professional Career in Tourism Education

The relation between education and internship has been dealt extensively in the literature. Internship programs create the opportunity for closing the differences between theoretical knowledge and the reality in practice (Fox, 2011; Randall & Good, 1991). A well-structured internship has a critical role in developing certain competencies that tourism students need as a part of the general curriculum (Okeiyi, Finley, & Postel, 1994; Tas, 1988). The main purpose of the tourism internship programs is to prepare the students to be good implementers in real life, taking good decisions with the theoretical foundations they established during their study (Ford & LeBruto, 1995). Internships constitute an important path to increase students’ learning capacities by providing them an efficient way of learning through active participation in various ways such as seeing, hearing, and doing (Walo, 2001). Internships help students to develop their thinking, problem-solving, and communicating skills which are considered critical elements of a good education by providing them a real-world experience (Raymond & McNabb, 1993).

Inui, Wheeler, and Lankford (2006) underlined students’ expectation of not being challenged to find employment in their own sector. Internships increase students’ chances when competency in experience, skill, and self-development is required along with theoretical knowledge in finding an employment (Busby & Gibson, 2010). Raybould and Wilkins (2005) indicated that many graduates of the tourism and service sector management programs are drawing away from the sector since their expectations are not met by the sector. Jenkins (2001) indicated that the students of tourism and service sector management do not lean toward to making career choices in their own sector after they had a bad internship experience. Bad experiences in internship may negatively impact the students’ images within the organization and may discourage the students in their decisions to stay in the sector after graduation (Busby, 2003). The expectations of the students before the internship period, according to Cho (2006), were quite different in terms of perception com-
pared to their satisfaction during the internship period. Leslie and Richardson (2000) emphasized the difference between the experience perceptions of tourism students before they actually started to work and their perceptions of real experience. The study suggests that these divergences could be negatively reflected on their career choices after their graduation.

The employment conditions in the tourism sector are criticized due to long working hours, low wages, longer shifts compared to other sectors and high turnover rates as a result (Davidson, Guilding, & Timo, 2006; Richardson, 2008; Teng, 2008). And intern students’ motivation toward staying in the sector could be damaged by negativities such as negative attitudes of superiors or unbearable working environment (Collins, 2002). On the other hand, both parties would benefit if the businesses see the students as creating opportunities for innovations in their line of work. Intern students may create new ideas and provide the sector with fresh and objective perspectives. In addition, intern students are usually more enthusiastic to learn. The employment of intern students could decrease the turnover rate while also motivating the regular workers. Tourism businesses could select the intern students they find suitable for themselves to work in permanent positions after graduation. And this, in turn, could provide employment costs’ savings and decrease potential employment risks (Ju, Emenheiser, Clayton, & Reynolds, 1998; Kwan, 2005).

Methodology of the Study

For the present study, before the questionnaire was implemented, a literature review has been conducted. The questionnaire was conducted on the students of Akdeniz University Faculty of Tourism. The scales developed by Pelit and Gümüş (2006) were used in the preparation of questionnaire form. The questionnaire of the study consists of two sections. The first section consists of demographical information of the participants (gender, age, class, department, the type of business you have been an intern in, and what do you plan to do after graduation). The second section consists of three different scales (adopted from Pelit & Gümüş, 2006) as follows: satisfaction with internship (13 questions), professional development and industrial perception (8 questions), and having received a vocational tourism education in the university (7 questions). 5-Point Likert scale was used for the answers of the participants. This scale consists of statements corresponding to the degree of agreement of the participants as follows: (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree, and (5) Strongly Agree.

A pilot test was conducted within the scope of the study before the final implementation. A two-phased process was used to conduct the pilot test. First, the statements were checked by seven academicians who are knowledgeable in the subject in order to test the understandability of the questions. Second, the questionnaire was implemented on 40 students of the tourism faculty who have gone through at least one internship period. Once the understandability of the questions and the reliability of the scales were confirmed, the final implementation was conducted with the same questionnaire form.

Population of the study consists of the students of Akdeniz University Faculty of Tourism. First-year students were not included in the study since the internships were scheduled in the summer period when the course period ends according to the information obtained from the student affair department. Second-year students were also excluded from
the population since only 47 people of 417 students in total had gone through internship, and their accessibility was limited (the number of accessed students were 23 but the received questionnaires were only 14). The population finally consisted of 756 students in total from accommodation, travel, and catering departments in their third and fourth years in the faculty. We tried to reach all of the population but only 337 (44.5%) people were reached in total to fill out the questionnaire and 305 (40.3%) questionnaire forms in total were usable at the end due to the lack of information in some forms. The data gathered were interpreted at the end of frequency analysis and multiple regression analysis.

The reasons to choose Akdeniz University Faculty of Tourism included the popularity and importance of Antalya in terms of tourism in Turkey and the important contribution of Faculty of Tourism to the sector in terms of personnel.

Findings

The study used 305 questionnaire forms filled out by the students of tourism. Cronbach’s alpha values of all the scales were calculated to calculate the reliability of the scale, and the scales of the present study are found to be reliable at an acceptable level since the values obtained from these scales were over 70% as seen from Table 1.

Table 1  Analysis of Reliability

<table>
<thead>
<tr>
<th>Scales</th>
<th>Cronbach’s alpha</th>
<th>Number of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Internship</td>
<td>.820</td>
<td>13</td>
</tr>
<tr>
<td>Professional Development and Industrial Perception</td>
<td>.834</td>
<td>8</td>
</tr>
<tr>
<td>Vocational Tourism Education</td>
<td>.863</td>
<td>7</td>
</tr>
</tbody>
</table>

Demographical Information

The related questions were subjected to frequency analysis to determine demographical characteristics of the participants, and the results are given in Table 2.

According to the data, participants were 43.3% female and 56.7% male. Majority of the participant students (86.8%) consisted of people who were 23 years old or younger. Of the total participants, 64.3% were in their third year and 35.7% were in their fourth year in the university: 45.5% were students of travel management, 40.7% students of accommodation management, and 12.8% students of catering management.

Majority of the participant students (88.2%) have done their internships in accommodation and travel businesses. In total, 43.3% of the participants were observed to have the desire to go into the sector after their graduation, 26.6% wanted to work in another sector, and 14.4% wanted to establish their own businesses. In other words, more than half of the students do not want to go into the sector after graduation. The role of the education that students receive and the internships included in this education may be suggested to be important in this result. It may be suggested that the students who were not satisfied with their education and the compulsory internships they have gone through tend to draw away from the sector.
Satisfaction with Internship and the Impact of Vocational Tourism Education on Professional Development and Industrial Perception

Problem: To what degree the satisfaction with internship and the vocational tourism education of students of Akdeniz University Faculty of Tourism predict their professional development and industrial perception?

The average of scales (as shown in Table 3) was used to conduct multiple regression analysis to determine the degree of prediction of satisfaction with internship and the vocational tourism education of students of Akdeniz University Faculty of Tourism.

Table 2  Demographic Profile of Tourism Students

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>132</td>
<td>43.3</td>
</tr>
<tr>
<td>Male</td>
<td>173</td>
<td>56.7</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Age distribution**

<table>
<thead>
<tr>
<th>Age distribution</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 or younger</td>
<td>85</td>
<td>27.8</td>
</tr>
<tr>
<td>21–23</td>
<td>180</td>
<td>59.0</td>
</tr>
<tr>
<td>24 or older</td>
<td>40</td>
<td>13.2</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Class year**

<table>
<thead>
<tr>
<th>Class year</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>196</td>
<td>64.3</td>
</tr>
<tr>
<td>4</td>
<td>109</td>
<td>35.7</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Department**

<table>
<thead>
<tr>
<th>Department</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation Management</td>
<td>124</td>
<td>40.7</td>
</tr>
<tr>
<td>Travel Management</td>
<td>142</td>
<td>45.5</td>
</tr>
<tr>
<td>Catering Management</td>
<td>39</td>
<td>12.8</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Type of business in which you have completed your internship**

<table>
<thead>
<tr>
<th>Type of business in which you have completed your internship</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation Business</td>
<td>194</td>
<td>63.6</td>
</tr>
<tr>
<td>Travel Business</td>
<td>75</td>
<td>24.6</td>
</tr>
<tr>
<td>Other</td>
<td>36</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**What do you plan to do after graduation?**

<table>
<thead>
<tr>
<th>What do you plan to do after graduation?</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going into the sector</td>
<td>132</td>
<td>43.3</td>
</tr>
<tr>
<td>Establishing own business</td>
<td>44</td>
<td>14.4</td>
</tr>
<tr>
<td>Working in another sector</td>
<td>81</td>
<td>26.6</td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>15.7</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
</tr>
</tbody>
</table>
related to their professional development and industrial perception. The stepwise regression technique of the multiple regression analysis was used to determine the prediction degree of professional development and industrial perception of the students of Faculty of Tourism, and the impact on professional development and industrial perception was analyzed and the results are given in Table 4.

When Table 4 is analyzed, a significant relation at the level of .01 is observed between the variables of satisfaction with internship and vocational tourism education of the students of Akdeniz University Faculty of Tourism and their professional development and industrial perception. These two predictor variables mentioned are seen to be explanatory of approximately 55% of the total variance in the dependent variable, which is professional development and industrial perception.

According to the standardized regression coefficients, the ranking of the relative importance of predictor variables on professional development and industrial perception showed the satisfaction with internship as the first and vocational tourism education followed it. Two steps were taken in multiple regression analysis; however, 35% of 55% of total variance was explained by the variable of satisfaction with internship which constituted the first step. Vocational tourism education, on the other hand, as the second variable contributes around 20% to the result.

According to the results of regression analysis, the variable with the highest power of prediction on professional development and industrial perception is found to be “satisfaction with internship”. The students with high satisfaction levels with their internships were the ones with positive contribution on the part of their satisfaction levels in their professional development and industrial perception, and these were the ones with more positive professional development and industrial perception; and there were linear positive relations between these variables.

The second variable to contribute to the prediction of the professional development and industrial perception variable was determined to be “vocational tourism education”. A linear positive relation was determined to be between professional development and industrial perception and “vocational tourism education” in the present study; in other words, vocational tourism education is determined to have a positive contribution on professional development and industrial perception.

### Table 3  Mean Scores of the Scales

<table>
<thead>
<tr>
<th></th>
<th>Vocational tourism education</th>
<th>Professional development and industrial perception</th>
<th>Satisfaction with internship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td>305</td>
<td>305</td>
<td>305</td>
</tr>
<tr>
<td><strong>Valid</strong></td>
<td>305</td>
<td>305</td>
<td>305</td>
</tr>
<tr>
<td><strong>Missing</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>3.6234</td>
<td>3.4680</td>
<td>3.2858</td>
</tr>
<tr>
<td><strong>Std. deviation</strong></td>
<td>0.81912</td>
<td>0.81585</td>
<td>0.74794</td>
</tr>
</tbody>
</table>
According to the results of the analysis conducted through the stepwise regression technique of multiple regression analysis, a significant relation at the level of .01 was determined between the variables of the satisfaction with internship and vocational tourism education the students received and their professional development and industrial perception. These two predictor variables mentioned are seen to be explanatory of approximately 55% of the total variance in the dependent variable which is professional development and industrial perception. According to these results, it may be suggested that the students’ professional development and industrial perception would be positively affected by the high satisfaction levels related to internship and good levels of vocational education. The benefits of vocational tourism education and positive results obtained from internships are of importance if tourism sector’s inherent quality of relying on well-educated and highly motivated personnel is considered. Otherwise, it may be suggested that professional development and industrial perception of the students could be negative and this, in turn, could cause them to orient toward different sectors after graduation. To keep qualified individuals within the sector is seen as necessary in order to provide highly qualified and educated personnel for the tourism sector as a hospitality sector, and this is considered important for the sector’s development as well.

Conclusion and Implications

The present study dealt with the structure of the tourism sector and the education of the labor force used in the sector, and then the need of the sector for qualified labor force was emphasized. The study tried to explain the importance of internship by addressing vocational tourism education and the internships within the scope of this education. The study also highlighted the importance of internship for the students, the sector, and educational institutions, and the related literature was reviewed in terms of the relation between internships in vocational tourism education and professional development and industrial perception. Finally, the study included interpretations of the findings after the explanation of methodology.

Table 4  Regression Analysis of the Factors Influential on Professional Development and Industrial Perception

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>Std. Error</th>
<th>β</th>
<th>T</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invariable</td>
<td>1.347</td>
<td>0.170</td>
<td>7.913</td>
<td>.000*</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with internship</td>
<td>0.646</td>
<td>0.051</td>
<td>12.782</td>
<td>.000*</td>
<td></td>
</tr>
<tr>
<td>Model 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invariable</td>
<td>0.371</td>
<td>0.166</td>
<td>2.227</td>
<td>.027</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with internship</td>
<td>0.397</td>
<td>0.048</td>
<td>8.336</td>
<td>.000*</td>
<td></td>
</tr>
<tr>
<td>Vocational tourism education</td>
<td>0.495</td>
<td>0.044</td>
<td>11.372</td>
<td>.000*</td>
<td></td>
</tr>
</tbody>
</table>

Note: For Model 1 \( P = .000, F = 163.390, R^2 = 0.350 \)/ For Model 2 \( P = .000, F = 180.956, R^2 = 0.545 \).

\( \ast p < .01 \)/dependent variable: professional development and industrial perception.
A coordinated effort must be spent on the part of the tourism sector and educational institutions to bring into the sector well-educated and highly motivated individuals and this is of importance in terms of the country’s tourism sector to improve. Therefore, more effort must be spent to place importance on this issue and provide better internship conditions for the students. Better internship conditions for the students include the following:

- **Better salaries for interns**: Low salaries in internships could have a negative influence on students and could lead to lack of motivation. The salaries paid to the students within the internship period are expected to be at a level that enables students to support themselves and get what they deserve in exchange of their work. It is considered that the students will be motivated in this way, thinking that they are rewarded for their efforts. The major role of internship in students’ professional development and attitudes toward the sector must not be forgotten.

- **Paying for overtimes**: Working overtime is frequent within the service sector due to the workload. Therefore, students may work overtime, and they should get paid for their overtimes. The thought of getting paid for their overtimes could motivate the students. And this is thought to create a possibility to make the interns more beneficial for the business.

- **Not having excessive working hours**: People have a certain capacity to work. There could be overtimes in a business. But, making the interns work excessively should be prevented since this constitutes a real problem in certain businesses which do not employ an adequate number of personnel and make use of the fact that interns work especially during the holidays during which the workload is usually heavy. If an excessive workload is put on the interns who are in the process of getting to know the sector, they will be more likely to leave the sector. And this could result in a decrease in the numbers of educated and qualified personnel within the sector in the long term.

- **Fair management behavior with respect to interns**: Managers should treat interns in the same way they treat other employees of the business. A business should not have managers who do not treat interns in a fair way because they consider them short-term employees. Managers should not forget that the students get to know the sector and the job through their internships. At this stage, a bad experience would push them away from the sector and a good one would enable them to love and to try to be useful for the sector.

- **Training interns throughout the internship period**: As known, students go through internships to use the theoretical knowledge they acquired during their education as well as to familiarize themselves with the sector. Thus, internships constitute a phase in their education. That is why businesses should try to teach and to communicate know-how of the sector to their interns. Organizing regular training events for the interns at certain periods and providing training by experienced employees are thought to be beneficial. Students should not be seen as people who will lighten the workload during their internship periods, and it is thought that businesses should make attempts to make the students more knowledgeable about the job and the sector and to help them gain experience.

All of the above would enable the students to work in better conditions during their internship periods. This, in turn, would help them...
to love the job and the sector; thus, it will be possible for the tourism sector to increase its numbers of educated and qualified personnel.

As the findings of the study suggest, internship satisfaction and obtained professional tourism education have a significant impact on professional development and industrial perception of the students. Therefore, it is possible to suggest certain actions for the businesses operating within the sector and education institutions based on the reviewed studies in the literature in order to reinforce students’ commitments to the sector as well as their usefulness within the sector. Besides creating better work conditions for the interns as mentioned earlier, it could be suggested, for example, that the businesses organize orientation events for the interns and work in coordination with education institutions. Thus, the students would be able to know the business they work for and also, it would be easier to receive support and help from the education institutions when needed. Businesses in the tourism sector frequently complain about low quality of education of the personnel. In order to correct this situation, in other words, to increase the number of educated personnel within the sector, it is necessary for the businesses to make efforts to draw interns to the sector. Therefore, it is suggested that the businesses in the sector should keep their side of the bargain in the above-mentioned issues as well as many others.

As for the education institutions, the following could be suggested: first of all, education institutions should make sure that the businesses in which their students will complete their internship periods have the capacity to enable them to put their theoretical knowledge into practice. Second, education institutions should manage internships in coordination with the sector. In addition, education institutions should make the businesses in the sector understand the importance of internship; they should also clarify issues such as the internship purpose of the students and the expectation of education institutions in terms of internship. Finally, education institutions should follow their students throughout the internship period and make sure that their internships include good conditions. Another issue that is considered important from the perspective of education institutions is the necessity of quality in the theoretical education given to students. Using good and understandable methods in theoretical education would enable students to have a solid theoretical background. Thus, students would be able to develop themselves further by reinforcing their theoretical knowledge with practice through internship.

The population of the present study consisted of students of Akdeniz University Faculty of Tourism which is popular in terms of tourism education and located in Antalya, one of the most important tourism destinations of Turkey. Other studies should be conducted to produce a comparison with another educational institution providing tourism education in another country in order to compare both tourism educations and internship conditions of the students.

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