TOURISM INTERNSHIP PROGRAMS FEEDBACK:
A STUDENTS' PERSPECTIVE

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ABSTRACT

The three stakeholders of internship are the academic Scholars, the students, and the industry (Chen and Shen, 2012). The purpose of this paper is to examine students' internship experience and assess how the internship programs affect their overall satisfaction, if it in turn affects their employment in the future and whether it differs from a faculty to another. This research seeks to examine the factors that can lead to a good internship experience and how such experience would influence students' desire to join the tourism and hospitality industry after their graduation. To achieve the objective of the study the researcher experimented a model to measure the effect of internship program planning, industry involvement and students' self-commitment on the overall satisfaction of the students with their internship experience. A questionnaire is used as a research method and it targets students from various tourism and hotels faculties in Egypt. The respondents perceived that internship program planning and industry involvement are the most important factor affecting their internship experience. Moreover, the students' overall satisfaction within the internship experience do not affect their willingness to pursue a career in the tourism and hospitality industry after graduation.

KEYWORDS: Internship, Internship Experience, Students, Scholars, Industry, Tourism Studies Department, Overall satisfaction.

1. INTRODUCTION

Internship training program is an important academic requirement in tourism and hospitality courses in Egypt. A successful travel and tourism academic program produces graduates with high quality learning, knowledge, skills, and the ability to meet the needs of the industry (Goeldner and Ritchie, 2006; Harris and Zhao, 2004; Kok, 2000). To achieve this, there has always been significant emphasis placed on students gaining practical experience outside of the classroom learning environment (Szambowski et al., 2002). These types of experiences often take place in the form of an internship. Internships are a practicum-based education experience that is seen as a valuable step in integrating classroom-based learning with real world exposure. They are

very commonly found as an integral part of hospitality and tourism programs (Robinson et al., 2016). One more comprehensive and simpler definition that could be used is internship in tourism is paid or unpaid work in one of tourism related companies where students are acquiring some professionally relevant practical skills and applying previously learned theoretical knowledge under professional supervision.

A career is broadly defined as a lifelong process of work-related activities (Hall, 2002), and its development is an ongoing series of stages characterized by unique concerns, themes and tasks (Greenhaus etal., 2000). Barron and Maxwell (1993) claimed that many students are entering tourism and hospitality programs with no real understanding of the types of work available in the industry and with little idea of the employment conditions in the industry. Therefore, the tourism and hospitality industries worldwide have been confronted with the problem of attracting and retaining quality employees, which has led to a shortage of skilled employees to staff the ever-growing number of hospitality businesses (Baum, 2006; Richardson, 2010).

In this context, Internships have been well received by scholars, students, and industry alike and shown to have many benefits (Binder, et al., 2015; Busby, et al., 1997; Chen and Shen, 2012; Yiu and Law, 2012; Zopiatis and Constanti, 2012). Therefore, it is important for the faculties, internship agencies and students to have similar perceptions and expectations towards the internship process to provide a good quality internship experience (Beggs et al., 2008).

2. LITERATURE REVIEW

2.1 BENEFITS AND THREATS OF INTERNSHIP

 For students, internships can be a helpful step in preparing for the industry by giving them an opportunity to understand working conditions and develop relationships with hospitality workers and supervisors (Marinakou and Giousmpasoglou, 2013). After completing their internships, there is a vast improvement in students' ability and confidence to work with people, their knowledge of how the industry works, their ability to adapt to changes, their leadership, and their financial management competency (Lam and Ching, 2007). Students can also gain insights into their careers to make better informed decisions about opportunities available to them (Wang et al., 2014), and for many, the internship can be a spring board into full time employment (Collins, 2002).

Furthermore, Internships provide not only enhanced employment and professional growth opportunities, but also the ability to network within the

industry by creating personal contacts (Galloway et al., 2014). Internship experiences help students to improve their ability to get along with an assortment of employees in workplace circumstances and give students an opportunity to work with professionals in their chosen career field (Cook et al.,2004). Internships are useful for developing soft skills such as interpersonal skills, professionalism, confidence and self-efficacy (Holyoak, 2013). Internships increase the probability of finding employment, but decrease the likelihood of postgraduate studies (Saniter & Siedler, 2014). Moreover, Internships also help students increase their self-confidence and exposure to whether their career choice is compatible with their interests and personality (Dobratz et al., 2014). Cook et al. (2004) argued that internships aid students to gain confidence in finding employment upon graduation from college. Students become more self-assured when looking for work than before their internship program because they have had real-world practice in their industry added to their university education (Simmons, 2006). In addition, industry professionals and institutions benefit by providing internship experiences (Cook et al., 2004).

In a similar vein, Hsu (2012) stated "an internship system is not only an important shortcut for students to adapt to the actual workplace, but also a way for students to test the suitability of the industry, deeming it integral to curriculum planning". Successful work experiences can positively influence students' intentions of pursuing a career in the tourism and hospitality industry. Undergraduates' perceptions of career paths in the hospitality and tourism industry can be heavily influenced by first impressions formed during their internships, which can either enhance or damage the industry's reputation (Kim and Park, 2013).

On the contrary, internship may also has a dark side. Inappropriate design of internship programs, unequal treatment of interns by employers, and wage discrepancies may cause students to leave the industry after their internship (Roney and Tin, 2007). Students who have an unpleasant experience are likely to form negative attitudes towards working in the industry and hence have less motivation to join it after graduation. So it is very important to maintain students' satisfaction with their internship experience (Chen et al., 2009; Lam and Ching, 2007; Singh and Dutta, 2010). Therefore, a good supervision mechanism, partnership building, and challenging assignments are also positive factors for students' career development (Chen and Shen, 2012). Also, efficient internship can be developed by joining educators' and industry operators' efforts, smoothing the student's progress from school to the real world (Solnet et al., 2009).

2.2 FACTORS INFLUENCING THE INTERNSHIP EXPERIENCE

2.2.1 INTERNSHIP PROGRAM PLANNING

Chen and Shen (2012) stated that the stakeholders which are involved in an internship program are faculties, the private sector, and the students. Lam and Ching (2007) claimed that faculties should lead the planning and organizing of internship programs, they should also involve students and employers to participate in the planning stage before finalizing a training program for students.

Jenkins (2001) claimed that unstructured and poorly organized internship program leads to students complaining about the quality of their internship. As a result, students cannot meet employers' expectations because of poor preparation and ability (Lam and Ching, 2007). According to Tobias (1996), students demanded a well-organized internship program to acquire professional skills, in addition to the industry sector implementing effective ways in order to train the students in their organization to reduce indecision in the hiring process.

The private sector should also be involved in the curriculum design to strengthen the internship practicum system (Chang and Hsu, 2010). Internship programs should be evaluated from the perspective of each stakeholder (Chen and Shen, 2012). In this regard, (Lam and Ching, 2007), stated that in order to attract as many graduated students as possible to pursue a career in the tourism and hospitality industry, collaboration of both faculties and industry should be developed to form a well-organized quality internship program.

2.2.2 INDUSTRY INVOLVEMENT

Successful learning, supportive administration and quality training are vital components of students' confidence regarding their future careers. It can also contribute to the improvement of students' satisfaction and desire to stay in the hospitality industry (Ko, 2007). Beggs et al. (2008) stated that a key element of a successful internship could also be found by both the interns and internship supervisors recognizing their responsibilities before participating in the internship program.

Lee (2005) found that the working conditions in the internship (including wages, working hours, workplace, etc.) and the management style of the administrators directly affects the students' plan to work in the tourism sector. This is because he studied the characteristics of students in tourism management internships, the working conditions of the internship, and the

leadership style of the administrators in the workplace and whether it affects students' intention to work in the industry. Collins (2002) in his study stated that students complain that there were no practical training options useful to prepare them for their future careers in the tourism and hospitality industry. They are usually given positions in this field in which it involved routine tasks with limited responsibility, also they receive insufficient training because of the limited period of the internship. Students generally complain about the quality of the internship program given that some employers don't even pay attention to the objectives of the internship and only see interns as a supplement for labor shortage instead of helping them to be potential employees (Lam & Ching, 2007). The bond interns created with industry personnel may be helpful for them professionally; but certain reasons may decrease their motivation to stay in the industry like the lack of communication among employees, supervisors' negative attitude, and frantic work environment (Collins, 2002).

Chen and Shen (2012) explored in their study that faculties and industry operators are the key factors in students' willingness to stay in the hospitality industry. They suggested that faculties should have clearer objectives for internship programs, publish program guidelines, conduct regular visits and consultations, and offer timely support to students. As for the industry operators, they also suggested positive factors that lead to students' career development like good supervision mechanism, partnership building, and challenging assignments. In a similar vein, Bao and Fang (2008) stated that faculties should involve both employers and students in developing an organized internship program where information about the needs and interest of students and employers are incorporated in the planning process of the internship program. Faculties should work closely with intern supervisors and meet them on a regular basis. This was essential for the reason that interns are often forgotten after the end of their internship. Thus, additional guidance is needed regarding the role of the supervisors. They also stated that supervisors play a vital role in shaping the educational value of an internship; interns are likely to be satisfied with the educational benefits of the internship experience when supervisors permit them to participate with the decision-making process of the organization and provide them interesting and challenging assignments. Lam and Ching (2007) suggested that formal or informal meetings with student trainees should be arranged by managers or industry mentors to discuss various issues related to their observation, training progress, or problems. Managers should also provide mentorship guidelines and train-the-trainer program in order to have emphasis on educating and training supervisors so that they know how to train the student trainees effectively (Lam & Ching, 2007; Bao & Fang, 2008).

2.2.3 STUDENTS' SELF COMMITMENT

Students are more likely to pursue careers in the tourism and hospitality industry, once they recognize the work values they desire are evident in the industry (Chuang & Jenkins, 2010). Internships can have a positive or a negative effect for students, based on their experience and performance during the program (Kim & Park, 2013). Zopiatis and Constanti (2007) assumed that Positive perception of the industry can strengthen a students' aspiration and prospects for a future career in the industry, whereas negative perception is likely to affect aspirations badly. Students with stronger career goals are found in those who experienced internships than those who did not (Chuang & Jenkins, 2010).

Ko's (2007) study showed that satisfaction with training played a positive role on participants' job satisfaction and confidence about their future careers. This is because he investigated the relationships between training, job satisfaction, and confidence about future careers and the factors associated with hospitality students' satisfaction with internship programs. Shambach and Dirks (2002) and Hauck et al. (2000) discovered in their studies that the majority of students found their internship beneficial and it would significantly contribute to their professional lives and career plan.

Lam and Ching (2007) found that the overall students' expectations towards their internship were unmet as they studied the difference between the expectations and perceptions towards the internship program of Hong Kong hospitality students. It supported Kim and Park's (2013) study as they found that most students were not satisfied with their internship, seeing that the post-internship perceptions were lower than the pre-internship expectations.

2.2.4 OVERALL SATISFACTION IN THE INTERNSHIP EXPERIENCE

Job satisfaction and overall confidence regarding potential careers in the hospitality and tourism industry may be associated with internships (Ko, 2007). According to Kim and Park's study (2013), an internship with a hospitality and tourism company played a vital role and might be essential in helping students to prepare for their future careers as well as making the decision to join the industry after graduation. Students benefited from the time spent on internship as they have gained transferable skills, enhanced their understanding of their choice and provided a concrete link between theory and application (Bullock et al., 2009).

Tourism and hospitality students expressed high expectations of reasonable work hours, responsibilities, and interaction with supervisors, but their actual satisfaction fell short of expectations of their first jobs (Dickerson,

2009). Bao and Fang (2008) investigated students' satisfaction level toward their internship experience in the hospitality and tourism industry, they identified the underlying factors of their overall satisfaction. They found that students' overall satisfaction on their internship was low, which indicates that students were dissatisfied with their internship experience; especially on the following items: coordination between faculties and employers, opportunities for self-development, pay and welfare, work pressure, opportunity for work rotation, interesting and challenging work, and autonomy involved in the work.

Busby (2003) found that internships assisted students to have a sense of direction as they are often unsure what career path they want to follow. Students hold the positive perceptions of the industry and it is essential for the work experience to be positive (Kim et al., 2010). Taking into consideration the inconsistencies between students' education and industry experience, internships can enable students to understand the hospitality and tourism industry better where they can apply their academic knowledge into practice and assess other career options in advance (Chi & Gursoy, 2009).

2.3 CONCEPTUAL FRAMEWORK FOR THE STUDY

The researcher explored the factors that influence students' satisfaction with their internship experience and whether these factors affect their commitment in the tourism and hospitality industry. The main aim of this paper is to explore how internship program planning, industry involvement, and student commitment influence student willingness to pursue a career in the tourism industry after graduation. Chen and Shen's (2012) conceptual model was adopted in this study (See fig. 1). Beggs et al.'s (2008) research has developed 33 indicators, but through Chen and Shen's (2012) study, it resulted in 37 indicators; an additional of 4 indicators which influence students' willingness to pursue a career in the hospitality industry. Modified from Chen and Shen's (2012), this study adopted 31 indicators and 4 more indicators related to students' willingness to pursue a career in the tourism and hospitality industry. The 31 indicators split into four categories: Internship Program Planning, Industry Involvement, Students' Self-Commitment and Overall Satisfaction.

Program Planning includes Internship program design, internship assignment, faculty support and consultation, and performance evaluation (Chen and Shen, 2012); it pertains to the stakeholders involved in the planning of internship programs, but focuses mainly on faculties who lead the planning and the organization of internship programs (Lam and Ching, 2007). Industry Involvement includes training and compensation (Chen and Shen, 2012); it pertains to the private sectors, managers and supervisors involved in the internship program of the students. Students' Self

Commitment includes students' dedication to work and to learn (Chen and Shen, 2012). Overall Satisfaction includes satisfaction with faculty, with the company, and with self-achievement (Chen and Shen, 2012).
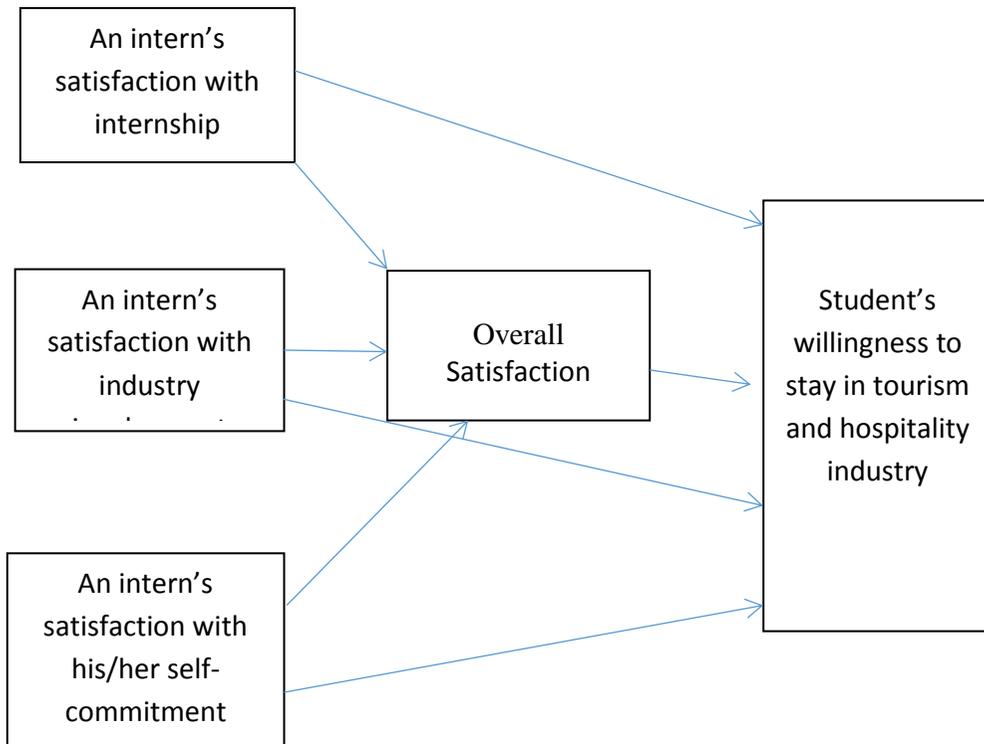

Fig (1) Conceptual Framework

Following Chen and Shen (2012), this study tested 7 hypotheses as follows:

H1: Intern students' satisfaction with an internship program positively affects overall satisfaction.

H2: Intern students' satisfaction with industry involvement positively affects overall satisfaction.

H3: Intern students' satisfaction with self-commitment positively affects overall satisfaction.

H4: Intern students' satisfaction with internship program planning positively affects students' willingness to pursue a career in the tourism and hospitality industry.

H5: Intern students' satisfaction with industry involvement positively affects students' willingness to pursue a career in the tourism and hospitality industry.

H6: Intern students' satisfaction with self-commitment positively affects students' willingness to pursue a career in the tourism and hospitality industry.

H7: Internship students' overall satisfaction positively affects students' willingness to pursue a career in the tourism and hospitality industry.

3. METHODOLOGY

3.1 RESEARCH DESIGN

The current research is based on the quantitative method approach, where a questionnaire is used. It was posted and distributed on selected online social networking groups of students in selected faculties. The questionnaire includes three main parts: (1) General information about the internship; (2) Factors influencing the internship experience; and (3) Pursuing a career in the tourism industry.

Each item was evaluated using a five-point Likert scale where 1 = "strongly disagree" and 5 = "strongly agree". The statements in the questionnaire were adopted and modified from Chen and Chen (2011) and Chen and Shen, (2012). Cronbach's Alpha and Spilt half with correction formula were used as examination indicators to determine the reliability of the questionnaire. The results show the good stability of the values of the questionnaire form, where all the values of the stability coefficients are above (0.70) (see table 1).

3.2 SAMPLE AND DATA COLLECTION

The questionnaire targeted the 4th year tourism students - who already finished their internship programs - in 5 selected faculties of tourism and hotels (department of Tourism studies) in Egypt for the year (2018-2019). These faculties were selected according to the geographical region, supposing that the faculties and the institutions of tourism and hotels in Egypt could be divided into three sectors; 1. Upper Egypt (Fayoum, Minya, Luxor, and institutions in Upper Egypt), 2. Middle Egypt (Helwan, Suez Canal, Mansoura, October, and institutions in Cairo), 3. Lower Egypt (Alexandria, Sadat City, Matrouh, and institutions in Alexandria). Moreover, *Convenience-Sampling Technique* (also known as Haphazard Sampling or Accidental Sampling) is used. It is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for

the purpose of the study (Dörnyei, 2007). Consequently, the selected faculties were from these governmental universities: Alexandria (FTH.AU), Suez Canal (FTH.SC), Sadat City (FTH.SU), Minya (FTH.MU) and Luxor (FTH.LU).

Table (1) the Questionnaire Reliability

Factor	Cronbach's Alpha	Spilt half with correction formula
Internship Program	0.925	0.908
Industry Involvement	0.768	0.766
Self-Commitment	0.534	0.748
Overall Satisfaction	0.700	0.768

Assuming that (100%) of the total enrollment in each faculty had already completed their internship program, there would be a population of (314) tourism students. Using Slovin's formula to determine the sample size needed for the study, the researcher obtained a sample size of (176) with a (95%) confidence interval and a (5%) acceptable margin of error. The number of the distributed forms in each faculty was determined according to the faculty estimated percentage in the whole sample {42% (74) (FTH.MU), 25% (44) (FTH.AU), 18% (32) (FTH.SC), 8 % (14) (FTH.LU) & 7% (12) (FTH.SU)}. Finally, 134 valid forms were collected.

$$N = \frac{N}{1 + Ne^2}$$

$$N = \frac{314}{1+(314*0.05^2)} \qquad N= 176$$

3.3 DATA ANALYSIS

For the questionnaire data analysis, statistical tools of statistical package social science (SPSS 25) were used for data input and analysis using Descriptive Statistics, ANOVA Test, post Hoc tests and Regression analysis.

4. RESULTS AND DISCUSSION

4.1. DESCRIPTIVE ANALYSIS

The following table illustrates the descriptive analysis of the first section of the questionnaire, which presents the general information about the internship. As shown in table (2), (47.8%) of the respondents were students of Minya University as it enrolled the biggest number of the students compared with the other tested universities. (62%) of the respondents were females. (54%) had their internship at travel agencies for year 2 and (44%) in year 3, however, (39%) had the internship inside their faculties in both years. The majority of the respondents (67.9%) chose the internship place by themselves in year 2, yet the faculty chose the place for only (25%) of the rest. Approximately half of the respondents (54%) chose the internship place by themselves in year 3, and (40%) had the internship inside their faculties. (72%) had the second-year internship in the tourism department, and (88%) had the third-year internship in the Airline department, which matches the regulations of the tourism and hospitality faculties in Egypt.

4.1.2 FACTORS INFLUENCING THE INTERNSHIP EXPERIENCE

Means and grand means were calculated for the factors influencing the internship experience. As shown in Table (3), the grand means for the Internship Program Planning (3.76) and Industry Involvement (3.85) factors are almost equal, which reflects the importance of the two factors in the students' internship experience.

Table (2) General Information about the Internship

Item N: 134	Percentage
University Sadat City Suez Canal Minya Luxor Alexandria	 6.7% 16.4% 47.8% 7.5% 21.6%
Gender Male Female	 38.1% 61.9%
Place of Training (year 2) Travel Agency My Faculty Others	 54% 38.8% 7%

Place of Training (year 3)	
Travel Agency	44%
My Faculty	39.6
Others	16.4%
Criteria of selecting place of training (year 2)	
I have chosen the place by myself.	67.9%
My faculty choose the place for me.	25%
A friend recommended the place for me.	2.2%
I got it through one of my relatives.	0.7%
Criteria of selecting place of training (year 3)	
I have chosen the place by myself.	56%
My faculty choose the place for me	40.3%
A friend recommended the place for me.	3%
I got it through one of my relatives.	0.7%
Department of training (year 2)	
Tourism Dept.	72.4%
Airline Dept.	21.6%
Transportation Dept.	0.7%
Events Management Dept.	0.7%
Marketing Dept.	3%
Others	1.5
Department of training (year 2)	
Tourism Dept.	9%
Airline Dept.	88.1%
Transportation Dept.	0.7%
Marketing Dept.	1.5%
Others	0.7%

Table (3) Factors Influencing the Internship Experience

Factors/ Items N= 134	Mean	SD
A.INTERNSHIP PROGRAM PLANNING		
A.1.Internship Program Design		
• Pre-internship workshops/seminars are important.	3.925	0.828
• Faculties should hold career consultations to gain ideas where students want to have their internship.	3.880	0.918
• Sharing of experiences from previous intern students are important and helpful to the future interns.	3.813	0.974
A.2. Internship Assignment		
• Faculties should organize seminars to introduce industry practitioners to student interns.	3.828	1.114
• Faculties should let their students find their own internship venue.	3.343	1.275
• Faculties should provide a complete set of guidelines for the intern's chosen internship venue.	4.171	0.946
A.3. Faculty Support and Consultation		
• Regular visits by instructors are necessary.	4.126	1.057
• There should be a faculty support in administrating internship programs.	4.111	0.855
• There should be faculty support in handling disputes and other problems between the intern and the establishment.	3.410	1.275
• A faculty representative is visiting the venue during the internship period.	4.171	0.862
• My faculty provided the internship inside it.	3.604	1.201
A.4. Performance Evaluation		
• Performance evaluation of students must meet the internship objectives of faculties.	3.388	1.303
• Internship reports are necessary.	3.246	1.453
• It is necessary to hold intern focus group discussions or conduct surveys to gather information on how the intern has viewed the internship experience.	3.753	0.929
	3.769	

B.INDUSTRY INVOLVEMENT		
B.1. Training	3.835	0.959
• The internship enabled me to apply the theories I have learned in class.	3.783	1.0139
• The training program matches he theories I have learned in class.	3.582	1.717
• The internship helped me improve my skills and abilities appropriate for the industry.	4.320	0.790
• It's better to have the training in the different departments of the travel agency	4.253	0.711
• Supervisors should provide a systematic internship training program.		
B.2. Compensation and Fair Working Environment	4.455	
• The establishment should provide allowance to students.	3.880	0.731
		0.893
• I feel safe in the establishment where I had my internship.	3.641	
	2.962	0.844
• The trainers were cooperative and helpful.		0.920
• The internship was stressful and exhausting.		
3.856		
C.STUDENT'SSELF-COMMITMENT		
C.1. Dedication to Work		
• The internship made me feel completely dedicated to my work.	4.119	0.711
• The internship gave me the desire to influence the people around me to improve their level of understanding of the tourism and hospitality industry.	3.738	1.025
• I could not adapt to the work/environment of the internship.	2.328	1.095
• The internship made me feel that it was simply work, and I could not learn knowledge or skills from it.	2.597	1.398
C.2.Dedication to Learn		
• I take my internship seriously.	3.992	0.818
• The internship inspired me to strengthen my own abilities and improve my own values.	3.940	1.009
• Participating in the internship was simply for obtaining credits and meeting the requirements of the faculty.	2.365	1.384
• The internship was a waste of time.	2.17	1.438
3.156		

4.1.3 OVERALL SATISFACTION

As shown in table (4), the statement "I was satisfied with the overall internship experience" received the greatest number of agreements and calculated the highest mean score (4.007). On the other hand, the statement "After experiencing the internship, I would like to have a career transition (e.g. pursuing further education, switching my career to work as a teaching staff, etc.)" calculated the lowest mean score (1.947). The results show that the respondents are highly satisfied with their internship experience.

3.4.1.4 PURSUING A CAREER IN TOURISM AND HOSPITALITY INDUSTRY

By asking the respondents whether they would like to pursue a career in the tourism and hospitality industry after graduation or not, (97.8%) agreed as shown in fig. (2).
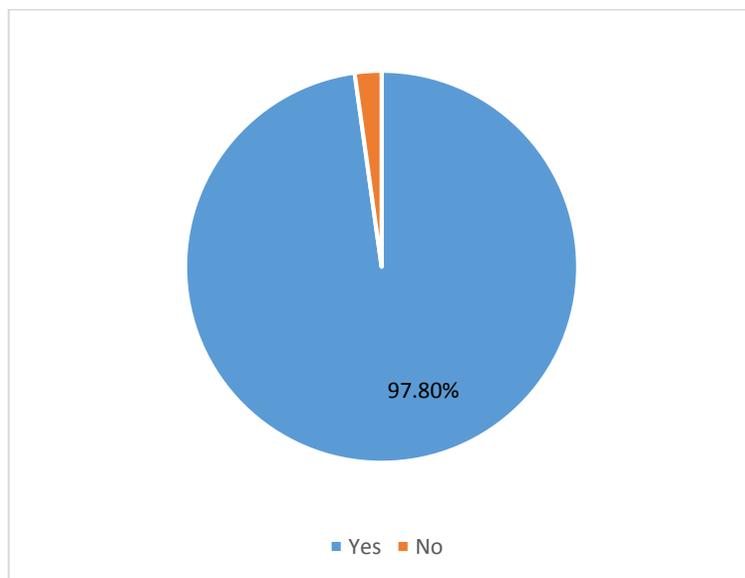

Fig. (2) Willingness to Pursue a Career in Tourism and Hospitality Industry

Table (4) Overall satisfaction

Items	1		2		3		4		5		Mean	SD
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
I was satisfied with the overall internship experience.	1	0.7	14	10.4	22	16.4	43	32.1	54	40.3	4.007	1.029
After experiencing the internship, I am still willing to return to the agency where I had my training if there is an opportunity.	16	11.9	7	5.2	22	16.4	69	51.5	20	14.9	3.525	1.174
After experiencing the internship, I will recommend other people to engage in the tourism and hospitality industry.	13	9.7	29	21.6	9	6.7	33	24.6	50	37.3	2.970	1.061
After experiencing the internship, I would like to have a career transition (e.g.pursuing further education, switching my career to work as a teaching staff, etc.)	57	42.5	49	36.6	15	11.2	4	3.0	9	6.7	1.947	1.126
												3.111

4.2 THE DIFFERENCE BETWEEN THE FACULTIES REGARDING THE FACTORS INFLUENCING THE INTERNSHIP EXPERIENCE AND THEIR OVERALL SATISFACTION

4.2.1 ONE-WAY ANOVA

One-Way ANOVA test is used to illustrate whether there is a difference between the respondents of each faculty regarding the factors influencing the internship experience or not.

As shown in table (5), there is a significant difference between the faculties regarding the internship program factor (0.0001) and the self- commitment factor (0.0001), however, there is no significant difference between them regarding the Industry Involvement factor (0.250). With regard to the internship program factor, it could be said that the difference is due to the criteria through which each faculty plans the internship program; as some faculties held the internship inside their own faculty, while the others let their students have the internship in a travel agency. Moreover, the internship assignment and the faculty support and consultation might differ from a faculty to another, which may lead eventually to the difference in the performance evaluation. Regarding the self-commitment factor, the difference may be due to the variation in the respondents' dedication to work and dedication to learn. Consequently, there is a significant difference between the respondents of each faculty regarding the overall satisfaction (0.001) within their internship experience.

4.2.2 POST HOC TESTS

Post Hoc ("after this" in Latin) tests are used to uncover specific differences between three or more group means when an analysis of variance (ANOVA) F test is significant. Because the F test is "omnibus," it will merely indicate to researchers that a difference does exist between the groups, but not between which groups specifically. Post hoc tests allow researchers to locate those specific differences and are calculated only if the omnibus F test is significant (Allen, 2017).

In this section, Post Hoc Tests are used to map out which faculty is different and better controls the internship process, as ANOVA test results do not identify which particular differences between pairs of means are significant.

Table (5) the difference between the faculties regarding the factors influencing the internship experience and their overall satisfaction

One Way Anova

Factor		Sum of Squares	df	Mean Square	F	Sig.
Internship Program	Between Groups	5459.861	4	1364.965	16.686	.0001
	Within Groups	10552.475	129	81.802		
	Total	16012.336	133			
Industry Involvement	Between Groups	124.080	4	31.020	1.365	.250 n.s
	Within Groups	2931.144	129	22.722		
	Total	3055.224	133			
Self-Commitment	Between Groups	347.333	4	86.833	6.560	.0001
	Within Groups	1707.540	129	13.237		
	Total	2054.873	133			
Overall Satisfaction	Between Groups	165.842	4	41.460	6.742	.0001
	Within Groups	793.293	129	6.150		
	Total	959.134	133			

*. The mean difference is significant at the 0.05 level.

As shown in table (6), according to the respondents regarding the Internship Program, there is a significant difference between FTH.SU and FTH.AU where the calculated means are (50.56 & 42.50) respectively, this indicates that FTH.SU was better than FTH.AU in preparing and managing the internship programs. Moreover, there is a significant difference between FTH.SC and each of FTH.MU, FTH.LU and FTH.AU. Consequently, FTH.SC was the best in preparing and managing the internship programs as it calculated the highest mean (60.67). Furthermore, there is a significant difference between FTH.MU and both FTH.LU and FTH.AU, FTH.MU was better as it calculated the highest mean (55.80).

Regarding the Self Commitment, there is a significant difference between FTH.SU and FTH.SC in the respondents' dedication to work and dedication to learn where the calculated means are (25.89 & 24.93) respectively. This means that FTH.SU respondents' dedication to work and dedication to learn were better than those of FTH.SC.

Table (6) Multiple Comparisons between Faculties regarding the Factors Influencing the Internship Experience and the Overall satisfaction

Post- Hoc Tests

Factor	Faculty	Mean	Sd	S A	FTH.S	FTH.M	FTH.L	FTH.A
Internship Program	FTH. SU	50.56	14.83		-9.480*	-4.811	3.011	8.904*
	FTH.SC	60.67	3.79	-9.480*		4.669*	12.491*	18.384*
	FTH.MU	55.80	8.96	4.811	-4.669*		7.822*	13.715*
	FTH.LU	48.10	11.41	-3.011	12.491*	-7.822*		5.893
	FTH.AU	42.50	12.02	-8.904*	-18.38*	-13.71*	-5.893	
Self-Commitment	FTH.SU	25.89	3.72		2.934*	.998	1.689	-2.042-
	FTH.SC	24.33	5.13	2.934-*		-1.936*	-1.245-	-4.976*
	FTH.MU	25.25	4.56	-.998	1.936*		.691	-3.040*
	FTH.LU	24.20	2.93	-1.689	1.245	-3.731-*		-3.731*
	FTH.AU	28.00	1.41	2.042	4.976*	3.040*	3.731*	

Overall satisfaction	FTH.SU	13.78	1.09		1.869	0.512	1.178	3.192*
	FTH.SC	13.00	2.00	-1.869		-1.357	-0.691	1.323
	FTH.MU	13.29	1.85	-0.512	1.357*		0.666	2.679*
	FTH.LU	12.60	3.71	-1.178	0.691	-0.666		2.014*
	FTH.AU	10.50	4.95	-3.192*	-1.323	-2.679*	-2.014*	

Moreover, there is a significant difference between FTH.MU and FTH.SC respondents', where FTH.MU calculated the highest mean (25.25), therefore, they are better than those of FTH.SC. Furthermore, there is a significant difference between the respondents of FTH.AU and both FTH.MU and FTH.LU, where the means are (28.00, 25.25 & 24.220) respectively which means that FTH.AU was the best.

With regard to the Overall Satisfaction, there is a significant difference between FTH.SU and FTH.AU respondents regarding the overall satisfaction within the internship experience. FTH.SU calculated the highest mean (13.78) which reflects that they were more satisfied with the internship experience. Moreover, there is a significant difference between FTH.MU and both FTH.SC and FTH.AU, as FTH.MU respondents were more satisfied than those of FTH.SC and FTH.AU, where the means are (13.29, 13.00, and 10.50) respectively. Finally, there is a significant difference between FTH.LU and FTH.AU, FTH.LU respondents were more satisfied than those of FTH.AU, where the means are (12.60 & 10.50) respectively.

4.4 REGRESSION

As mentioned before, the main objective of the study is to indicate the effect of the internship programs on the students' overall satisfaction with the internship experience and on their employment in the future. To achieve this objective, Simple and multiple linear regressions were used. Table (7) shows the results of regression analysis of the three factors on the overall satisfaction within the Internship Experience. It is found that the Internship Program Planning (p-value =0.062, B= 0.039) has no significant effect on the overall satisfaction with the internship experience, therefore, the first hypothesis is rejected. Industry Involvement (P-value= 0.000, B= 0.192) and Self Commitment (p-value= 0.009, B= 0.152) have significant positive effect on the overall satisfaction. Consequently, the second and third hypotheses are supported.

Table (7) Multiple Linear Regression Analysis of the Three Factors on the Overall Satisfaction within the Internship Experience

Factors	OS			
	B	**SE**	**T**	**Sig.**
IP	0.039	0.021	1.881	0.062
II	0.192	0.045	4.307	0.000

SC	0.152	0.058	2.642	0.009
Constant	-0.114	2.521	-0.045	0.964
F		9.1569		0.000

R^2: 0.181, AR^2: 0.162) IP: Internship Program, II: Industry Involvement, SC: Self-commitment, OS: Overall Satisfaction, B: Unstandardized Beta, SE: standard error.)

Table (8) illustrates the results of regression analysis of the three factors on the students' willingness to pursue a career in the tourism and hospitality industry. As shown, Internship Program Planning has significant negative effect on the students' willingness to pursue a career in the industry (p-value= 0.001, B= -0.004), therefore, the fourth hypothesis is rejected. Industry involvement (p-value= 0.096, B= -0.004) and self-commitment (p-value= 0.940, B= 0.000)) have no significant effect on the students' willingness to pursue a career in the tourism and hospitality industry. Consequently, the fifth and sixth hypotheses are rejected

Table (8) Multiple Linear Regression Analysis of the Three Factors on the Students' Willingness to Pursue a Career in the Tourism and Hospitality Industry

Factors	WP			
	B	**SE**	**T**	**Sig.**
IP	-.004	.001	-3.538	.001
II	-.004	.003	-1.676	.096
SC	.000	.003	.075	.940
Constant	1.387	.145	9.559	.000
F		5.531		0.001

R2: 0.113, AR2: 0.093 (IP: Internship Program, II: Industry Involvement, SC: Self-commitment, WP: Willingness to Pursue a Career, B: Unstandardized Beta, SE: standard error).

From table (9), it is obvious that the Overall Satisfaction within the internship experience has no significant effect on the students' willingness to pursue a career in the tourism and hospitality industry (p= 0.169, B= -0.007). Therefore, the seventh hypothesis is rejected

Table (9) Simple Linear Regression Analysis of the Overall Satisfaction within the Internship Experience on the Students' Willingness to Pursue a Career in the Tourism and Hospitality Industry

Factors	PW			
	B	**SE**	**T**	**Sig.**
OS	-.007	.005	-1.384	0.169
Constant	1.105	.061	18.158	0.000
F	1.916			0.169

R^2: 0.014, AR^2: 0.007 (OS: Overall Satisfaction, WP: Willingness to Pursue a Career, B: Unstandardized Beta, SE: standard error).

4.5 DISCUSSION

This study explored the factors that affect students' overall satisfaction with their internship experience and whether it can influence them to join the tourism and hospitality industry after graduation. The study also identified the level of satisfaction of students with their internship experience. The majority of the respondents were from Minya University. Out of the 134 respondents of the study, (54%) had their internship at travel agencies for year 2 and (44%) in year 3, however, (39%) had the internship inside their faculties in both years. Among the three major factors that influence students' internship experience, the internship program planning and industry involvement have been seen as the most important factors for the respondents.
The findings of the study show that there are significant differences between the faculties regarding the factors influencing the internship experience and consequently in their overall satisfaction.

The majority of the respondents were highly satisfied with their internship experience and they will still pursue a career in the tourism and hospitality industry. However, (3%) of the respondents decided not to join the industry. The results of this study supported the second and the third hypotheses, however, the rest of the hypotheses were rejected.

The hypotheses used in the study is compared to Chen and Shen's (2012) study that analyzed and explored the same factors - internship program planning, industry involvement and students' self-commitment - that may affect the students' satisfaction with their internship experience and their willingness to stay in the hospitality industry. In their study, they applied Structure Equation Modelling (SEM) and employed a questionnaire to collect data from students at twenty universities in Taiwan. Seven hypotheses were tested where they found that internship program planning, industry involvement and students' self-commitment positively affect the overall satisfaction of students. They also found that the internship program planning and industry involvement positively affect students' willingness to stay in the hospitality industry. However, their findings did not support the hypothesis that the students' overall satisfaction positively affects students' willingness to stay in the hospitality industry. It did not also support the hypothesis that students' self-commitment positively affects students' willingness to stay in the hospitality industry.

The results of the statistical analysis of the current study are different, it shows that internship program planning did not affect the students' overall satisfaction, and the industry involvement did not affect the students' willingness to stay in the tourism and hospitality industry. However, internship program planning has significant negative effect on the students' willingness to pursue a career in the industry. Yet, the rest of the results are the same.

Moreover, the results of this study were compared to (Salatan, 2016) study -a study based on the conceptual framework of Chen and Shen (2012)-, applied on Tourism students in the 4th year BS who already completed their internship program in the different sectors of tourism and hospitality industry. The participants were chosen from different universities and colleges which offers Tourism courses around Metro Manila in the Philippines. The results are also different. As she shows that internship program planning, industry involvement and students' self-commitment did not affect the two dependent variables the students' overall satisfaction and students' willingness to stay in the tourism and hospitality industry.

On the other hand, the three studies agreed that the Internship program planning and Industry Involvement are the most influential factors in students' internship experience.

The difference in the results between the three studies may be due to the different number of the sample in each study and the difference in the tested

departments. In addition, the difference in the policies through which each university regulates the internship process. Moreover, the difference in the global community.

5. CONCLUSION

Internships are a vital part of many academic programs and play an important role in the transition of students from the college to the work environment (Ross et al., 2006). Because of this, all students should be strongly encouraged to engage in an internship experience (Busby, 2003).

In order to provide better quality internship experiences, it is vital for the scholars, the students, and the employers to have comparable perceptions and expectations of the internship experience. In order to achieve the success of internship experience, it is recommended that universities should make agreements with different areas regarding the internship, follow up the students during the internship period, and try to match the classroom courses with the field work as much as they can. Moreover, students should take the internship seriously; change their perspective of the internship from not only being an academic requirement, but also as an experience and opportunity for the future. In addition, the employers should be helpful and show their willing to help the scholars and the students.

If properly selected and supervised, an internship with hands-on experience can truly be "a gateway to the real world" for students (Collins, 2002:93).

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