

Sihombing, Irene Hanna H.

## Article

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Global Business & Finance Review (GBFR)

## Provided in Cooperation with:

People & Global Business Association (P&GBA), Seoul

*Suggested Citation:* Sihombing, Irene Hanna H. (2021) : The influence of individual factors on hospitality students' internship satisfaction: The mediation role of perceived importance, Global Business & Finance Review (GBFR), ISSN 2384-1648, People & Global Business Association (P&GBA), Seoul, Vol. 26, Iss. 1, pp. 9-21, <https://doi.org/10.17549/gbfr.2021.26.1.9>

This Version is available at:

<https://hdl.handle.net/10419/253316>

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# The Influence of Individual Factors on Hospitality Students' Internship Satisfaction: The Mediation Role of Perceived Importance

Irene Hanna H. Sihombing<sup>†</sup>

Bali Tourism Polytechnic, Bali, Indonesia

### ABSTRACT

**Purpose:** This study explains the effect of academic preparedness, positive attitude, and self-initiative towards satisfaction in students' industrial training (internship) program. Those three independent variables are dimensions of individual factors variable, while individual factors variable is one of the determinants of training effectiveness. The purpose of the study is to explain the individual factors and the role of perceived importance that mediates the relationship of the respective individual factor to the internship satisfaction.

**Design/methodology/approach:** The research population was the 6<sup>th</sup> and 8<sup>th</sup> semester students of Diploma IV Hospitality Administration of Bali Tourism Polytechnic. Students of the Diploma IV Hospitality Administration study program at Bali Tourism Polytechnic performed an internship program twice, with a duration of 6 months respectively. Respondents who returned and filled out the questionnaire correctly were 178 respondents. The hypotheses and the research model were analyzed by using the Structural Equation Model (SEM) with a PLS basis.

**Findings:** The research findings are (1) individual factors bring positive and significant effect towards internship job satisfaction, (2) individual factors have positive and significant effect towards perceived importance, (3) perceived importance has positive and significant effect towards job satisfaction, and (4) perceived importance influenced individual factors in job satisfaction.

**Research limitations/implications:** This study was conducted to improve the individual factors of the hospitality students to enhance their skills in the real working condition. For future related study, it is demanded to investigate the impact of the industrial training for the students' decision in continuing to pursue their career in the hospitality industry.

**Originality/value:** In general, this research can contribute to empirical literature concerning on the perception of vocational students' industrial training. Furthermore, this study contributes to Bali Tourism Polytechnic in developing the industrial training program for the students and preparing the vocational students to be ready in the hospitality industry.

*Keywords: individual factor, job satisfaction, perceived importance, vocational education, hospitality*

## I. Introduction

Vocational education is a higher education that leads to the mastery of certain skills in the context

of achieving national education. According to article 16 paragraph (1) of Indonesian Government Regulation number 52 of 2016, vocational education is a higher education diploma program that prepares students working with certain applied skills. In order to adapt to certain fields of work as well as create job opportunities, students are directed to develop their applied skills. Vocational education applies a minimum

Received: Jan. 25, 2021; Revised: Mar. 8, 2021; Accepted: Mar. 18, 2021

<sup>†</sup> Irene Hanna H. Sihombing

E-mail: [irenesihombing@ppb.ac.id](mailto:irenesihombing@ppb.ac.id)

of 60% practice system and a maximum of 40% theory or ideally 70% practice and 30% theory. This requires vocational education institutions to be collaborated with the hospitality industry for the needs carrying out the industrial training.

Seyitoglu (2019) highlighted that the higher education institution vision is to prepare qualified employees which can fulfill the needs of the related industries. Vocational education combines education in classrooms, practices, and industrial training equally. Industrial training has an important role in supporting academic learning by providing practical work experiences for the students of tourism and hospitality education (Robinson et al., 2015). In many universities, internship (industrial training) is a course that is commonly offered to undergraduate students (Jaradat, 2017). The industrial training is mandatory before graduation. The students are provided with a program to improve their academic knowledge and enhance their soft skills which will be needed in the industry after graduation.

One of the higher education institutions under the Ministry of Tourism and Creative Economy of the Republic of Indonesia that organizes education in the field of tourism is the Bali Tourism Polytechnic. Bali Tourism Polytechnic (PPB) organizes study programs include Diploma III (D3), Diploma IV (D4), and Post-Graduate courses: Master of Applied Tourism, Bachelor in Tourism Destinations, D4 Hotel Administration, D4 Tourism Management, D4 Hospitality Management Accounting, D4 Travel Business Management, D4 Convention and Event Management, D3 Room Division Management, D3 Food, and Service Management, and D3 Food Production. Each study program applies the academic learning program and industrial training program. However, merely students in the D4 Hospitality Administration study program undergo a twice industrial training program, in the 4<sup>th</sup> semester for training on the operational level and at the 7<sup>th</sup> semester for training on the managerial level. The students work under the supervision and monitoring of employees and superiors at their place of work. While the students are in this industrial training program, they do not get wage or salary because it is part

of the learning process that has been set in the curriculum that must be completed. Seyitoglu & Yirik (2014) stated that in order to learn more about the tourism sector the students of higher tourism education undergo the internship for certain periods. To & Lung (2020) explained the benefits of experiential learning if it is conducted properly. Their study cited that internships provide students with: knowledge in real-life cases, interpersonal skills, advance self-awareness, understanding of work settings of their chosen fields and exploring career interests.

The success of the implementation of the industrial training program depends on the readiness of each party involved. The students, the hotels, and educational institutions are the parties that involved in this training program. All parties involved are aware of sharing the benefits that can be obtained from this industrial training program. For students, this is a bridge to the real world of work. This is also beneficial for hotels because the trainee (students) are their potential future workers. Therefore, this brings impact to educational institutions as a place to prepare skillful students. Stansbie & Nash (2016) mentioned that for future recruitment one of the best and most obvious target segments is university and college students who have gone through prior experiential learning practices and have the benefit of exposure to the industry.

However, based on the information gathered from the results of interviews and industrial training work reports submitted by the students, many challenges and obstacles occurred during their training. Several obstacles that are being complained by the students regarding to the implementation of the training were as follows.

1. There was a difference in the use of the system from what they have learned in campus so that the trainee needed extra time to adapt in advanced to get used to the work.
2. Difficulty in communicating with senior hotel employees.
3. Students felt that they were doing the same part of the work as hotel employees which it exceeded their job as a trainee.

4. Trainees were hampered in making reports due to system errors.

Those challenges and obstacles caused the students felt compelled to carry out the industrial training program. However, due to academic demands, they have to complete the program. Husein & Lopa (2018) cited that students in internship always face problems, although the internship itself provide benefits for the industry. Eurico et al. (2015) agreed that identifying and complying student needs enhance their employability skills. Various empirical literature had investigated internship satisfaction of students (Seyitoglu & Yirik, 2014; Stensbie & Nash, 2016; Dabke, 2015; and Bao & Fang, 2014) which not included in internal satisfaction. Previous literatures seen internship satisfaction from the antecedents, the processes, and the outcomes, while this study has perspective from within the individual as an actor of internship. Students considered as consumer of the education product in which in this case the product is industrial training program. Industrial training is useful for the students as they can feel the experience working professionally, help them build future careers, and add new networks or connections and references for themselves. It is significant for the students to comprehend the importance of industrial training. Attention to examine the effect between student's perception in their satisfaction is limited. While the learning outcomes received by the students and the influence of the industrial training participation in student career aspirations subsequently received a lot of attention from researchers. However, the individual factors which resulted the satisfaction of the students received much less attention. Henceforth, this study filled that gap, by analyzing the effect of individual factors on the students' satisfaction. Industrial training is mandatory to the hospitality students, thus if the industrial training perceived as important, students are likely be satisfied to perform the internship. According to Cho (2006), students' expectations before undergoing the industrial training program were different from their satisfaction during undergoing the industrial training program with their perceptions of the internship program itself. Accordingly, this

study analyzed the mediation role of perceived importance between those two variables.

## II. Theory and Hypotheses

### A. Internship

Internship program is described as work experience or professional and structured learning that is supervised that is relevant to a career, paid or unpaid, in an approved institution or organization or hospitality, under the direct supervision of at least one professional hospitality practitioner and one teaching staff, where student hospitality can obtain academic credit (Zopiatis & Theocharous, 2013). Most hospitality programmes incorporate internships and student satisfaction is the most important criterion for evaluating the success of such programmes. The purpose of an internship program is to provide a planned transition from a class to work, an internship is a natural bridge between universities and the world of work. Stansbie et al. (2016) mentioned that learning practices that facilitated experiences encouraged students to be more engaged with their education that develop their characteristics. Students, educational institutions, and industry believe that internships complement student academic assessments (Coco, 2000). Exposure to problems and the real world that are usually not well defined or valued as they are usually contained in textbooks are valuable learning opportunities outside the classroom. The internship also offers businesses the opportunity to recruit future employees who have proven themselves as trainees. Various studies show that the context in which skills are developed can influence how effective they are at the workplace. Donina (2015) concluded from previous scholars that the internship key components are 1) given a credit score, 2) internships can be both - paid and unpaid, 3) a determined period of specified time, 4) the high education institution are involved in the program and control of internships. Through the internship program in the hospitality industry, students are expected to

be able to recognize, experience, and understand the application of academic theory and the application of that knowledge in the industry. Therefore, internship becomes a provision for students as work experience following the target profession they want to achieve.

## B. Effective Internship

Industry training is commonly referred as an internship, it is seen as a feasible path where students can obtain much-needed competencies and skills (Ojokuku et al., 2015; Karunaratne & Perera, 2015). The internship offers them the opportunity to experience workplace training and work experience in the real world while still in school (Ballinger & Lalwani, 2000). Through the internship, students are made to be more aware of the needs and expectations of the industry and can prepare themselves for the real-world working environment. Similarly, Ojokuku et al. (2015) suggested that by actively participating in industrial training, students could appreciate work methods and gain experience in handling equipment and machinery that might not be available in their institutions. Karunaratne & Perera (2019) assessed the effectiveness of the internship program on the degree to which the trainee is exposed to gain skills in three areas; academic skills, personal skills and enterprise skills. Cunningham & Sherman (2008) summarized that successful internships: require students to take responsibility for the given assignment or opportunity; require the students to develop knowledge and skills that can be applied in a variety of settings; linking academic theory and practice in a possible and efficient way; feasible and sustainable in the work schedule of all parties; provide openness and access to whatever is needed to complete activities; and ensure that job training prepares students to take on administrative roles with confidence and competence.

## C. Perceived Importance

Industrial training should encourage students to

survive and stand in the industry as well as allow them to get a job easier after graduation. Nevertheless, there several cases that frequently occurred after the training; students had negative perceptions connected to the hospitality industry, eluded further profession in the industry, or stuck to their desires and strived to achieve managerial positions (Dario & Stetic, 2017). Most researchers approved that the students in industrial training represented a chance to minimize or resolve the gap between academic knowledge and practice. Previous research that was conducted by Lam and Ching (2007) conducted concerning on students' perceptions of the industrial training program. It was considered that students' response to the internships were lower than their expectations before performing the internship program. Similar research was carried out by Koc et al. (2014) which showed that students' expectations and perceptions were incoherent and about 18% of students did not want to pursue their careers in the tourism and hospitality industry after internship experience. A comprehensive consider of understudies 'perceptions of students' preparation for an internship, the part of internship supervisors, benefits amid internships, internships felt fruitful and they eagerly to seek after hospitality careers in the future, were carried out by Zopiatis & Theocharous (2013). The results showed a strong correlation between perceived benefits during the internship and positive students' experience levels and overall satisfaction with the internship.

## D. Job Satisfaction

Wan et al. (2013) clearly stated that job satisfaction was an attribute of individual attitude. Satisfaction is work outcomes for the work performed by individuals. In human resource management job satisfaction was one of the most important issues for organizations. Schmidt (2007) mentioned that job training satisfaction is the extent to which people like or dislike the set of planned activities organized to develop the knowledge, skills, and attitudes required to effectively perform a given task or job. Job satisfaction was determined

by individual subjective perceptions about their job and the objective working situation (Kara et al., 2012). Individual expectations and realities were related to job satisfaction. Lord et al. (2011) modeled internship satisfaction from two viewpoints; the intern's and the firm's. The satisfaction with the industrial training was expected to increase with the satisfaction with the firm in general. Students' performance and satisfaction with the internship could be lower because the students satisfied with the host hotels but be discontent with their particular assigned tasks. Gupta et al. (2010) stated that students with satisfying industrial training experiences would have positive thinking to pursue his or her career and for their academic institution.

### III. Research Methodology

Internship emphasized the need to recognize the importance of learning and performance as a way to improve individual work functions (Smith, 2009). Theories stated that it is indeed important to improve job performance through the way people learned rather than just focus on theories about the workplace (Marsick et al, 2011). Framework concept was designed to connect individual factors, perceived importance which influenced internship satisfaction. This conceptual framework was the integration of several previous research models. This research was based on framework on the study of Phoebe (2010) which identified three

dimensions of individual factors namely academic preparedness, positive attitude and self-initiative. The perceived importance construct as the first-order construct measured by 9 indicators (Burns, 2013 & Renganathan et. al., 2012) and the job satisfaction construct was the second-order construct that was measured by 4 dimensions included; the dimensions of nature of network, supervision, operating condition and coworker (Schmidt, 2007), thus forming a research model that was expected to be able to answer the problems found in the research object. The research model can be seen in Figure 1 as follows.

Based on the conceptual framework and research model, the following were the hypotheses in this research. H1: Individual factors have a significant positive effect on students' internship satisfaction. H2: Individual factors have a significant positive effect on the perceived importance of internship students. H3: Perceived importance has a significant positive effect on student internship satisfaction. H4: Perceived importance mediates the influence of individual factors on student internship satisfaction.

#### A. Sample

The sample in this study was the 6<sup>th</sup> and 8<sup>th</sup>-semester students of Diploma IV Hospitality Administration study programs of the 2018/2019 academic year. The 6<sup>th</sup>-semester students had finished their first times internship meanwhile the 8<sup>th</sup>-semester students had done the internships twice. The total number of students of semester 6<sup>th</sup> and 8<sup>th</sup> were 203 people.

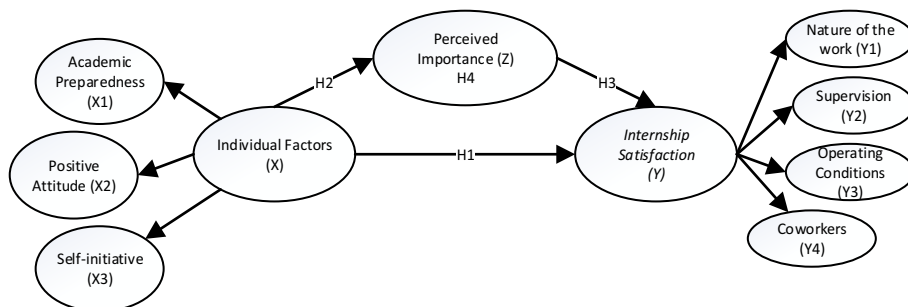


Figure 1. Research Model

The population of the students was used as a sample was 178 questionnaires responses that can be used for further analysis which made the acceptance rate of 87,68%. The perceived importance construct as a first-order construct measured by 9 indicators, the individual factor variable is the second-order construct measured by 3 dimensions; academic preparedness, positive attitude, and self-initiative, then and the job satisfaction construct is the third-order construct that is measured by 4 dimensions namely dimensions of nature of network, supervision, operating condition and coworker (Phoebe, 2010; Burns et al.,2013; Renganathan et al., 2012; Schmidt, 2007). The statements in this research were rated on a scale from one (strongly disagree - SD) to five (strongly agree- SA).

### B. Respondents' Profile

The majority of the respondents consisted of 53% male and the rest are female (47%). Most of the respondents were 21 years or older (81%). From the total of respondents, 53% were in the third year (6<sup>th</sup> semester) and 47% in the fourth year (8<sup>th</sup> semester). The majority of respondents had engaged in the internship program in the Sales and Marketing Department (24%). In total, 94% of respondents performed their industrial training in five-star hotels. The profile of the respondents was presented in Table 1. as follows.

## IV. Results

### A. Descriptive analysis of Determinant Variables of Training Effectiveness (Individual Factors)

The determinants of the effectiveness of training in this study were determined by individual factors which can be interpreted as attitudes and factors that came from the individual himself. Individual factors

**Table 1.** Respondents' Profile

Statements	N	%
<b>Gender</b>		
Male	95	53
Female	83	47
<b>Age</b>		
< 21	33	19
21 - 30	145	81
<b>Class year</b>		
3	94	53
4	84	47
<b>Departments</b>		
Human Resource Departments	36	20
Sales and Marketing	43	24
Finance	5	3
Front Office	42	24
Food and Beverage Service	32	18
Food and Beverage Production	11	6
House Keeping	1	1
Spa	2	1
Quality Continuous Improvement	2	1
Food and Beverage Admin	2	1
Learning and Development	2	1
<b>Hotel Classification</b>		
4*	11	6
5*	167	94

included dimensions of academic readiness, positive attitudes, and self-initiative. The average value of the respondents' score of 4.39 is reflected that the individual factor is thoroughly essential important variable to determine the effectiveness of the implementation of industrial work practices. Students undertook the industrial work practices as opportunities to learn so that program must be supported by lessons that provide required skills to do a good job. The results of tabulation of answers to individual factor variables are presented in Table 2 as follows.

### B. Descriptive Analysis of Perceived Importance

Perceived Importance in this study referred to the students' perception of the importance of doing industrial training. There were 9 indicators in variable of perceived importance. The average score of

**Table 2.** Training Effectiveness (Individual Factors)

No	Statement	Response					N	Total score	Mean Score
		SA	A	N	NA	SD			
		5	4	3	2	1			
<b>Academic Preparedness</b>									
1	My college courses gave me the skills needed to perform well on the job	55	82	39	2	0	178	724	4,07
2	I treated it like a real job	91	73	13	1	0	178	788	4,43
<b>Positive Attitude</b>									
3	I treated it like a potential learning opportunity	123	48	7	0	0	178	828	4,65
4	I knew the good points and bad points of the job when I was hired	90	76	11	1	0	178	789	4,43
5	I often volunteered for tasks	71	91	13	3	0	178	764	4,29
<b>Self-Initiative</b>									
6	I proactively asked questions	86	81	11	0	0	178	787	4,42
7	I proactively got acquainted with other employees	101	71	6	0	0	178	807	4,53
8	I proactively asked for feedback during training	78	71	27	2	0	178	759	4,26
<b>Total</b>								6,246	35,09
<b>Mean Score</b>								781	4,39

**Table 3.** Variable Perceived Importance

No	Statement	Response					N	Total Score	Mean
		SA	A	N	NA	SD			
		5	4	3	2	1			
1	Resume/CV building	135	40	3	0	0	178	844	4,74
2	Skill building	118	54	6	0	0	178	824	4,63
3	Networking	128	45	5	0	0	178	835	4,69
4	Relevant to major	61	65	45	6	1	178	713	4,01
5	Workforce preparation	121	52	5	0	0	178	828	4,65
6	Meaningful/challenging assignments	80	87	11	0	0	178	781	4,39
7	Salary	43	66	58	11	0	178	675	3,79
8	Mentor relationship	82	80	15	1	0	178	777	4,37
9	Recognizable company name	46	67	43	21	1	178	670	<b>3,76</b>
<b>Total</b>								6,947	39,03
<b>Mean</b>								772	4,34

respondents' responses is 4.34 which indicates that the students consider the implementation of industrial training programs is very important. On the other hands, students consider that doing industrial training at well-known hotels is not very important, it is proven by the average score of the indicator of 3.76. The tabulated result of respondents' answers to variable perceived importance is presented in Table 3.

### C. Descriptive Analysis of Job Satisfaction

Job satisfaction in this study referred to the perceived job satisfaction of students after carrying out industrial training programs. Job satisfaction included dimensions of nature of work, supervision, operating conditions, and co-workers. The average score of the job satisfaction is 4.05 which is categorized as good. It proves that



students did not perceive the implementation of industrial training to be very satisfying. The indicator of amount of bickering & fighting and amount of work has the lowest average value when compared to other indicators on job satisfaction variables. The students did not familiar with the way how to resolve conflict between co-workers. Moreover, students perceived that their workload is similar with hotel employees. Although the students got the benefit from greater learning opportunities, but they did not receive any salary. The result of tabulation of respondents' response towards job satisfaction are presented in Table 4 as follows.

#### D. Hypotheses Testing

According to the estimation results of the path

analysis, the effect of individual factor (IF) variables on internship satisfaction (IS) is significant as well as the indirect pathway that connects individual factors to internship satisfaction which mediates by perceived importance (PI). The complete results of this significance test can be seen in Table 5.

Based on the results of testing the hypothesis above, the test results are obtained as follows.

1. The *p*-value of the effect of individual factors on job satisfaction (IF → IS) is 0.006 with a statistical T of 2.756 and the path coefficient is positive. By *p*-value < 0.05 and T statistic > 1.96 and positive path coefficient concluded that individual factors have a positive and significant effect on internship satisfaction, the more supportive individual factors of the students, the higher their internship satisfaction.
2. The *p*-value of the effect of individual factors

**Tabel 4.** Variabel Job Satisfaction

No	Statement	Response					N	Total score	Mean
		SS	S	N	TS	SD			
		5	4	3	2	1			
Nature of the work									
1	Enjoy work tasks	74	87	15	2	0	178	767	4,31
2	Job is enjoyable	83	79	13	3	0	178	776	4,36
3	Sense of pride in job	83	79	14	2	0	178	777	4,37
4	Meaningful nature of job	84	81	12	1	0	178	782	4,39
Supervision									
5	Supervisor competence	81	80	14	2	1	178	772	4,34
6	Supervisor fairness	58	87	27	6	0	178	731	4,11
7	Supervisor interest in subordinates	65	81	31	1	0	178	744	4,18
8	Like supervisor	50	84	38	6	0	178	712	4,00
Operating Conditions									
9	Amount of work	35	75	54	11	3	178	662	3,72
10	Amount of paperwork	31	98	44	5	0	178	689	3,87
11	Work rules and procedures	39	92	46	1	0	178	703	3,95
12	Ease of effort	32	111	32	3	0	178	706	3,97
Coworkers									
13	Enjoy coworkers	60	77	39	2	0	178	729	4,10
14	Enjoy people at work	59	83	33	1	2	178	730	4,10
15	Amount of bickering and fighting	16	43	66	42	11	178	545	3,06
Total								10.825	60,81
Rata - rata								722	4,05

on perceived importance (IF  $\rightarrow$  PI) is 0.008 with a statistical T of 2.684 and the path coefficient is positive. By  $p$ -value  $<$  0.05 and T statistic  $>$  1.96 and positive path coefficient concluded that individual factors have a positive and significant influence on perceived importance, the more supportive individual factors of the students, the higher the perceived importance.

3. The  $p$ -value of the effect of perceived importance on internship satisfaction (PI  $\rightarrow$  IS) is 0,000 with a T statistic of 3.642 and the path coefficient is positive. By  $p$ -value  $<$  0.05 and T statistic  $>$  1.96 and positive path coefficient concluded that perceived importance has a positive and significant effect on internship satisfaction, the higher perceived importance of the student, the higher their internship satisfaction.

The perceived importance variable plays the role of mediating the effect of individual factors in internship satisfaction, the indirect effect test, with the hypothesis carried out as follows:

With a significance level of 5% then  $H_0$  is rejected if  $p$  value  $<$  0.05 and T statistic  $>$  1.96 while if  $p$  value  $>$  0.05 and T statistic  $<$  1.96 then  $H_0$  is accepted.

Based on the results of the indirect effect in Table 6, the analysis shows that the value of  $p$ -value is the indirect effect of the individual factor variables on job satisfaction which is mediated by perceived

importance is 0.032 with a statistical T of 2.149. The value of  $p$ -value  $<$  0.05 and T statistic  $>$  1.96. Therefore, it can be concluded that perceived importance mediates the indirect effect of individual factors in internship satisfaction.

## V. Discussion

The  $p$ -value of the influence of individual factors in job satisfaction (IF  $\rightarrow$  IS) is 0.006 with a statistical T of 2.756 and positive path coefficient. With  $p$ -value  $<$  0.05 and T statistic  $>$  1.96 it is concluded that individual factors have a positive and significant effect on job satisfaction, the more supportive individual factors of a student, the higher the student's internship satisfaction, thus hypothesis 1 is accepted. The significant effect of individual factors and job satisfaction in accordance with the research of Husein & Lopa (2018) which showed that academic preparedness, positive attitude, and self-initiative had significant effects on students' industrial training satisfaction. The interns having more realistic and positive expectations from their internship are more likely to have higher level of satisfaction. Academic preparedness determined the extent up to which the students were able to transfer and apply the knowledge acquired in the college to internship. The coursework taken

**Table 5.** Direct Effect Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
IF $\rightarrow$ IS	0.206	0.199	0.074	2.756	0.006
IF $\rightarrow$ PI	0.172	0.173	0.063	2.684	0.008
PI $\rightarrow$ IS	0.264	0.264	0.072	3.642	0.000

**Table 6.** Indirect Effect result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
IF $\rightarrow$ PI $\rightarrow$ IS	0.046	0.045	0.020	2.149	0.032

by the student influenced the level of interest in the internship programme, and the ability to effectively transfer the knowledge to the practical internship setting (Narayanan et al, 2010). A poorly structured internship programme which may arouse negative effects can be reduced with self-initiatives, maturity, tendencies of initiative and responsible attitude, which are depicted by positive attitude of the interns that also enhanced the level of satisfaction.

The  $p$ -value of the influence of individual factors in perceived importance (IF  $\rightarrow$  PI) is 0.008 with a statistical T of 2.684 and positive path coefficient. With  $p$ -value  $< 0.05$  and T statistic  $> 1.96$  and positive path coefficient shows that individual factors have a positive and significant influence on perceived importance, the more supportive individual factors of the student's, the higher the perceived importance, thus support hypothesis 2. Academic preparedness, positive attitude, and self-initiative make the interns prepared to carry out the internship program better. By preparing individual factors, they considered that internship is important to increase students' knowledge, skills and networks so that they are ready for the future. Internships are beneficial because it helps the students develop their professional aptitude, strengthen personal character, and provide a greater door to opportunity. As mentioned by Zhao & Liden (2011) internship could be viewed as an extended recruitment and selection process. Interns gained work experiences after working under the supervision of permanent workers for months to help their future job searches. Upon completion of the internship the students obtained privileged of job offers from the host hotel.

The  $p$ -value of the influence of perceived importance in internship satisfaction (PI  $\rightarrow$  IS) is 0,000 with a T statistic of 3.642 and positive path coefficient. With  $p$ -value  $< 0.05$  and T statistic  $> 1.96$  as well as positive path coefficient, it is concluded that perceived importance has a positive and significant effect on internship satisfaction, the higher perceived importance of the student's, the higher the students' internship satisfaction, thus hypothesis 3 is accepted. Students satisfaction increases students' enthusiasm to perform the industrial training. Industrial training

is mandated for students and not opted. Thus, industrial training is important to increase the readiness of students to work in the future. Their experiences in the industrial training are useful to upgrade their CV, as they already had the competency in the industry. Students felt satisfied as they gained new experiences and able to complete the assignments from campus.

The  $p$ -value of the indirect effect of the individual factor variables on internship satisfaction mediated by perceived importance is 0.032 with a statistical T of 2.149. The value of  $p$ -value obtained  $< 0.05$  and T statistic  $> 1.96$ , concluded that perceived importance mediates the indirect effect of individual factors on job satisfaction, thus supports hypothesis 4. If higher education institution and hotels demand all the students to gain benefits and satisfaction from the industrial training program, the message about how important the industrial training for their future have to be delivered clearly. For the students, mandatory industrial training assignment perceived as a part of the curricula toward skill and performance they have to obtain before they graduate. The mandatory industrial training assignment itself creates a sense of importance on the part of the students.

## VI. Conclusion

The individual factors variable (academic preparedness dimension) has the lowest average value although it is still in the good category. The lowest scale of response is from the indicator "*my college courses gave me the skills needed to perform well on the job*" which indicates that the lesson and knowledge that they gained in campus is pretty different from what is required in the real workplace during the internship program. In the industry there are differences between the systems used in campus and in the real-working world. The higher education institution must stay in-line with the latest developments needed by the hospitality industry. As Bao & Fang (2016)

mentioned that internship program built closed collaboration between educators and hospitality industry that became a great opportunity for course development and helped educators to stay abreast of industry trends and future.

Internship satisfaction with coworkers (*amount of bickering and fighting* indicator) has the lowest average value even though it is still in the good category. Students did not know what they should do once conflict arose among coworkers. It would be very effective if the academic supervisor could assist the students communicating about various things that they felt uncomfortable with when doing an internship. It is in-line to Bao & Fang (2016) finding that students were dissatisfied with their internship experience, especially in coordination between schools and employers. Kasli & Ilban (2013) findings showed that the host organization did not prepare the prominent care, benefits, and proper working conditions for the students. It was affected the students' plan to continue pursuing their will to work in hospitality industry. This should be taken a concern for universities, because professional views affected by apprenticeship problems (indirectly) affect work plans in the sector. Ko (2008) indicated that attitudes towards the profession had been identified as an important mediating variable influencing the intention to work in industry. The Perceived Importance variable with the indicator "*Recognizable company name (5-star hotel)*" has the lowest average value although it is still in the good category. The internship program does not need to be in a 5-star hotel that is well-known with its better system. Once the internships were carried out in the hotels that did not have a standardized system yet, the students' learned a lot manually and independently so that their work experience became more varied and increased. Before undergoing the internship program, students acquired to know the benefits and the importance of implementing an internship. This can be done by giving lectures or seminars about working in the hospitality industry, for example by calling alumni to give lectures or seminars about the world of work. Kasli & Ilban (2013) stated that students would be driven to keep their future career

in hospitality and tourism industry if they were aware of the importance of the academic theory as well as chance to apply on the job vacancy of the intended industry.

## A. Theoretical Implication

Students in industrial training are also considered as a temporary worker, the differences between employment and industrial training program and the distinct features of industrial training satisfaction are needed to be examined. Industrial training or internship design study includes understanding of what makes the industrial training experience satisfying for the students, the institutions and the industry. This study attempts to explore students' satisfaction level toward their industrial training experience in the hospitality and tourism industry as well as identify the perception importance of the industrial training for the students. The results contribute to the job satisfaction literature by examining the effect of individual factors of students in industrial training.

## B. Practical Implication

In order to raise the internship satisfaction, the higher education institution and the hotel as the employer should clearly explain the expectation of the internship. A supervisor from the college should be appointed as a liaison who is responsible to identify potential problems, offer consultation, and provide immediate support for the students. Better coordination of the higher education institution and the host hotels can contribute to more effective industrial training program. Weekly communication should be arranged between the students and the academic supervisor by online communication and on-site visits. Recruiting a full-time liaison staff becomes an essential thing as the faculty academic staff and administration are already had numerous works load that unable them to have another responsibility that is supervising the students in industrial training.

Host hotels should understand that the students are required to work at their site by their college and that the students' views formed by this thinking. Hence, the host hotels should provide job rotation and autonomy for students in order to make them feel that the internship program is interesting and challenging. Students should take their industrial training seriously although it is not opted, students should grasp this learning opportunity by being energetic and proactive. Industrial training creates opportunity for student to have valuable real-world work experience and will intensify their employability skills in the future.

### C. Limitations and Future Research

The study faces several limitations which constrict the generalizability of the results such as merely D4 students were taken as the sample and the lack of an attempt to control differences in the type of internships. Moreover, this study did not examine the job satisfaction of the industrial training program from the hotels' perspective. For future study, it is suggested to extend the analysis to include all study program and various kind of internship program level (operational and management level) and also examine the students' perceived importance after completed their industrial training. It is suggested that further research should expand the scope of individual factors to provide a more comprehensive observation of how students perceived their industrial training.

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