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KOREAN STUDENTS' PERCEPTIONS OF THE EFFECTIVENESS
OF THEIR INTERNSHIP EXPERIENCES
IN THE HOSPITALITY INDUSTRY
IN KOREA

THESIS

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Jeongeun Ju, B.A.

Denton, Texas

August, 1997

DPE

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This research study assessed Korean students' perceptions and overall satisfaction levels regarding the effectiveness of their hospitality internship experiences. Relationships with demographic characteristics were identified. The sample was comprised of 74 senior-level university students enrolled in hospitality and/or tourism management programs who were completing an internship in Korea. Generally, students exhibited low agreement levels on the internship program aspects being investigated. Previous work experience was the most common factor influencing students' perceptions of their internship experiences. Agreement levels increased with length of prior work experience. Type of internship workplace, expectation of an employment offer, age and gender were found to influence students' perceptions of the internship experiences.

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CHAPTER I

INTRODUCTION

Statement of the Problem

The hospitality industry has long recognized the important role experience plays in the education of students who are preparing to enter the hospitality profession (Learned, 1987). Currently more than 93% of the hospitality education programs in the United States require related work experience in the industry (Foucar-Szocki, 1992). Today's students consider internships as the most effective way to learn the reality of the positions they are considering for their future career (Scott, 1992).

For many years, hospitality programs have made efforts to find a common model for the experiential component of hospitality education. While there is no perfect internship model for all hospitality education programs, quality field experiences need to reflect the program mission statement within the parameters of the program constraints (Pauze, Johnson, & Miller, 1989).

A well-planned internship program jointly designed by industry representatives, faculty members and students can maximize the potential to successfully prepare high quality hospitality management graduates for the workforce (Pauze, Johnson, & Miller, 1989). Kizer (1988) stated that the purpose of the internship is to provide students with opportunities to apply knowledge and skills learned in educational institutions to the real world of work in the hospitality industry. A poorly-structured internship program may result in the failure to achieve the students' internship objectives.

Identifying perceptions of the effectiveness of students' internship experiences may reveal areas where programs fail to meet objectives of internship programs. This failure may limit high quality hospitality management graduates. When the students' perceptions of benefits are favorable, the industry not only gains qualified entry-level employees, but also contributes to narrowing the gap between the classroom and real world of work (Healan, 1989).

Purpose of the Study

The purpose of this study was to describe Korean

students' perceptions of the effectiveness of their internship experiences in the hospitality industry in Korea. This study also examined relationships between students' perceptions of their internship experiences and their demographic characteristics. In addition, the relationship between students' overall satisfaction levels and their perceptions of various aspects of the internship experiences was investigated.

Research Questions

The following three research questions were investigated:

1. How do students perceive their internship experiences in the hospitality industry?
2. Is there a relationship between students' perceptions of their internship experiences and their demographic characteristics?
3. Is there a relationship between students' overall satisfaction levels and their perceptions of internship experiences?

Rationale

The benefits of internships have been extolled widely

by academicians, industry representatives, and students in many fields of study. Internships can help students overcome difficulties in transition between school and work for at least three reasons: (a) greater crystallization of vocational self-concept and work values, (b) less reality shock, and (c) better employment opportunities (Taylor, 1988).

Internship programs give students an opportunity to test career choices while they are still continuing their education. Also, the internship experiences provide students with the chance to exercise communication and career development skills learned at school. When properly structured, internship programs can assist students with (a) career development, (b) valuable information about career choice, (c) self-awareness, (d) pre-employment preparation, (e) company research, (f) job readiness, (g) developing critical thinking skills, (h) learning teamwork and leadership skills, and (i) understanding their own and others' communication techniques (Stalberte, 1996).

Within most internship programs, coordinators evaluate the interns based on aspects of the following criteria: (a)

accomplishments of job assignments, (b) reliability and dependability, (c) communications skills, (d) ability to perform required tasks, and (e) overall job performance. The internship programs have been evaluated by academic and industry coordinators based on their perceptions of students' achievement in these five areas. Since a complete program evaluation requires information from all of the major participants, a formal evaluation of the hospitality internship program also needs to be completed by the main participant, the student (Lawson, 1992).

Downey and Deveau (1987) discussed hospitality educators' views on what constituted an adequate internship program. They also presented an industry view of hospitality internship programs (Downey & Deveau, 1988). It was noted by Ryder and Wilson (1987) that students' evaluations of the academic supervisors, the work assignments, and the host site's supervisory staff can identify program flaws as well as reveal information with regard to learning and successful placement.

However, the intern is often viewed as "free labor." Jack Healan, Jr. (1989), President of the Florida Hotel and

Motel Association, stated that perceiving interns as stopgap answers to the labor shortage is to take the short-term view. He noted industry needs to fully understand the future demand for full-time hospitality employees. Likewise, it will be the responsibility of industry representatives to generate interest in the hospitality industry and to close the educational gap between the classroom and real world of work.

Well-developed internships play a significant role to assist the student, educators and industry representatives in finding answers to needs that cannot be served through the framework of the academic curriculum (Tobias, 1996). Rigorous examination of internships is needed to find out not only the benefits to students but also whether these benefits are greater than those which would have resulted from alternative uses of time and energy (Neapolitan, 1992).

Limitation

One limitation was recognized in this study. The response rate of the questionnaire was limited by the fact that the researcher could not collect the questionnaires directly due to the distance between the U. S. and Korea.

The researcher used site administrators to distribute the surveys to students and to mail the completed surveys back to the researcher in the U.S.

Delimitation

This study was limited to senior-level hospitality and/or tourism management majors who completed summer internship programs in Korea in 1996.

Assumptions

The assumption was made that those students who completed the questionnaire were the students who were asked to respond. In addition, the assumption was made that the students who completed the questionnaire answered truthfully.

Operational Definitions

Overall satisfaction with internship experiences refers to the level of satisfaction and strengthened resolve of students to work in the hospitality industry. In this study, overall satisfaction with the internship experiences was measured by the students' agreement (6 indicating "strongly agree", 2 indicating "strongly disagree" and 1 as "not applicable") on a six-item scale for two variables: (a)

students' strengthened resolve through internships to work in the hospitality industry, and (b) their overall satisfaction level.

Students' demographic characteristics refer to those personal and academic characteristics that describe participating students. In this study, students' demographic characteristics included measures of students' age, gender, grade point average (GPA), previous work experience, type of internship workplace, possibility of an employment offer, and the response to the employment offer.

Students' perceptions of internship experiences refer to the students' evaluation of their internship experience. In this study, students' perceptions of internship experiences were measured by their agreement (6 indicating "strongly agree", 2 indicating "strongly disagree" and 1 as "not applicable") on a six-item scale for nine dimensions of internship experience which included 36 aspects of the internship program. The nine dimensions from the instrument developed by Aranson, Emenheiser and Tas (1994) were summarized as follows: (a) professional skills improvement, (b) leadership development, (c) general knowledge

improvement, (d) future career marketability, (e) self-actualization, (f) relationship with supervisor, (g) evaluation by supervisor, (h) structure of the program, and (i) academic course.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter presents the literature related to the variables under investigation (a) students' perceptions of internship experiences, (b) overall satisfaction levels with internship experiences, and (c) students' demographic characteristics. Each variable is discussed and supported by related research studies.

Students' Perceptions of Internship Experiences

Quality of education has primarily been associated with curriculum coverage. However, students are increasingly demanding more effective ways to acquire professional skills and to reduce uncertainty in the educational process. Students want to secure their professional future through expanded educational opportunities. Also, industry representatives are seeking more effective ways to reduce uncertainty in the hiring process (Tobias, 1996).

Frequently cited objectives of the internship experience are an opportunity to test interests, resumé building, an opportunity to make contacts that might lead to future employment, and experience (Barber & Baukus, 1988; Femmel, 1978; Gwin, 1984; Hanson, 1984). The internship experience offers a way for students to learn about the corporate environment and to develop relationships with employers who need experienced personnel (Stalberte, 1996). Lerner (1988) noted that students can develop themselves to be successful in chosen fields and better target specific areas of interest as they have had the chance to examine the job from the corporate viewpoint.

The literature is limited in discussing the kind of changes that the individual student may have through the internship experience (Johnson, 1991). However, a few studies have been done on students' perceptions of internship experiences.

Major findings on students' perceptions of internship experiences are summarized in Table 1. Students consistently show an enhancement of their positive self-image regarding their abilities (Nefstead, 1982). Pedro (1984) noted several

Table 1

Findings on Students' Perceptions of Internship Experiences

Researcher (date)	Sample	Variables investigated	Findings
Herrick (1987)	107 interns	Changes of students' perceptions	Decreased anxiety, increased self-efficacy
Pedro (1984)	90 female interns	Changes of students' perceptions	Changed self-perceptions, changed preferences regarding ideal job
Nefstead (1982)	55 former interns	Students' overall perceptions	Highly positive response to the overall value and benefits of internship
Hursh & Borzak (1979)	31 interns	Changes of students' perceptions	Expanded self-concept or identity, development of autonomy
Borzak & Hursh (1977)	7 intern- ship programs	Key meaning of field study	Reciprocity and decentering

types of changes in students including self-perceptions and preferences related to their ideal jobs.

Students may become more ambitious and independent as a result of the internship experiences. Herrick (1987) found that students, upon completion of their internship, rated themselves higher in perceived self-efficacy and skill development, but rated themselves lower in anxiety.

Hursh and Borzak (1979) cited vocational goal direction as the predominant reason students initially gave for participating in a field experience, but at the conclusion of the experience it was found not as important as students had anticipated. The internship experiences also maximize student autonomy as students are faced with real-life experiences rather than merely reading about them (Hursh & Borzak, 1979).

Borzak and Hursh (1977) observed internship students showed special satisfaction when they were directly involved in preparing a specific finished product for their agencies such as a report, a special project, a completed survey, or a written evaluation. Coleman (1976) designated this as the intrinsic reward of accomplishment that successful action

provides.

Moreover, a well-structured internship program jointly designed by industry, educators and students can contribute to retention success. Based on a survey of one-hundred and fifteen interns, one-hundred and ten interns (96%) were offered a position by the organization with which they did their internship experience. Ninety-two (84%) of the students accepted those offers (Pauze, Johnson, & Miller, 1989).

Overall Satisfaction Levels with Internship Experiences

A few studies have been completed regarding students' satisfaction with their internship experiences. These findings are summarized in Table 2.

Nelson (1995) completed the study regarding students' satisfaction with hospitality internships. Internship students reported their satisfaction with growth opportunities, co-workers, supervision, pay and their general satisfaction. Internships providing work relevant to the students' education and career were considered very important to the students. Results of the study illustrated

Table 2

Findings on Students' Overall Satisfaction Levels with Internship Experiences

Researcher (date)	Sample	Variables investigated	Findings
Nelson (1995)	5 hospitality programs	Students' overall satisfaction	Satisfaction with growth opportunity, co-workers, supervision and pay
Downey & Deveau (1988)	21 hospitality industry recruiters	Internship hours, employment coordination, reporting requirements, overall satisfaction	Most recruiters recommend changes in the internship program.
Downey & Deveau (1987)	68 hospitality program administrators	Credit earned, supervision, securing employment, reporting requirements, overall satisfaction	Most administrators are satisfied with their internship program.

that students want to use a variety of skills with a chance to practice autonomy with support by appropriate feedback. Also, this study found the most significant contribution to satisfaction of the actual internship experience was the presence of supervisory or decision-making responsibilities in the job.

Two other studies were completed regarding the educators' views and the industry recruiters' views on the hospitality internship. The first study presented hospitality educators' views on what constituted an adequate internship program (Downey & Deveau, 1987). The second study surveyed hospitality recruiters to determine what should be included in an internship (Downey & Deveau, 1988).

According to a survey of 68 four-year hospitality-education programs, most hospitality-program administrators at the four-year level were satisfied with their current industry-experience format. They were satisfied with the internship hours required and credit awarded, the type of documentation required, program administration, and student-employment coordination (Downey & Deveau, 1987).

In another study, Downey and Deveau (1988) surveyed 21

hospitality recruiters and found six out of ten recruiters stated that programs do not require sufficient internship hours. The hospitality recruiters also were not quite satisfied with the customary way student-internship experiences are documented. While most educators believed a written report was adequate, the recruiters preferred a two-tiered report including both written and oral components. Many respondents, particularly those representing the food-service industry, commented that students graduating from four-year programs do not have realistic expectations about the industry (Downey & Deveau, 1988).

While these studies showed different views of internships by educators and industry representatives, students showed another view (Nelson, 1995). Students wanted relevant work that uses a variety of skills and talents, and supervision that allows them to practice autonomy with feedback. Students also wanted good role models, challenging assignments, and mentoring.

Students' Demographic Characteristics

Students' demographic characteristics include gender,

kind of workplace, age, grade point average (GPA), previous work experience, possibility of an employment offer, and the response to the employment offer. Only two studies were found regarding the relationships between the students' demographic characteristics and their perceptions of internship. These findings are illustrated in Table 3.

Hayes (1981) found there is no relationship between a student's GPA and completion of a required work experience. Also, Casado (1991) suggested that GPA is not a predictor of success or achievement in the hotel industry. In addition, Table 3

Findings on Students' Demographic Characteristics

Researcher (date)	Sample	Variables investigated	Findings
Nelson (1995)	5 hospitality programs	Relationship between previous work experience and satisfaction	No relationship
Hayes (1981)	250 hospitality graduates	Relationship between GPA and completion of a required work experience	No relationship

Nelson (1995) found there is no relationship between years of previous work experience of the students and their satisfaction with the internship.

Summary

Students show an enhanced positive self-image resulting from their work experiences (Nefstead, 1982). Upon completion of the internship, students rated themselves higher in perceived self-efficacy and in skill development, and rated themselves lower in anxiety (Herrick, 1987). Hursh and Borzak (1979) reported the internship experience maximizes student autonomy. Students' overall perceptions of their internship experiences have been found to be positive (Nefstead, 1982).

In the study conducted by Nelson (1995), students reported satisfaction with growth opportunities, co-workers, supervision, pay and general satisfaction. In addition, other studies have investigated the viewpoints of educators and industry representatives. While most hospitality-program educators are satisfied with their internship program (Downey & Deveau, 1987), the views of industry recruiters on the internship program noted substantial disagreement with

the educators' views (Downey & Deveau, 1988).

Hayes (1981) reported there is no relationship between a student's GPA and completion of required work. Nelson (1995) found years of previous industry experience is not related to satisfaction. This study will analyze the relationship between students' perceptions of the internship experiences and their gender, type of workplace, age, GPA, previous work experience, possibility of an employment offer, and the response to the employment offer.

CHAPTER III

METHODOLOGY

Introduction

This chapter presents the methods and procedures used to obtain and analyze the data for answering three research questions. An internship questionnaire was used to gather data to describe Korean students' perceptions of the effectiveness of their internship experiences in the hospitality industry. This chapter includes information outlining the research questions, dependent and independent variables, instrument development, population and sample, data collection, and data analysis.

Research Questions

The following three research questions were investigated:

1. How do students perceive their internship experiences in the hospitality industry?
2. Is there a relationship between students' perceptions of their internship experiences and their demographic

characteristics?

3. Is there a relationship between students' overall satisfaction levels and their perceptions of internship experiences?

Dependent Variables

In this study, 36 dependent variables measuring students' perceptions of internship experiences and two dependent variables measuring students' overall satisfaction levels with their internship experiences were investigated. Students' perceptions of internship experiences were classified into nine dimensions: (a) professional skills improvement, (b) leadership development, (c) general knowledge improvement, (d) future career marketability, (e) self-actualization, (f) relationship with supervisor, (g) evaluation by supervisor, (h) structure of the program, and (i) academic course (Aranson, Emenheiser, & Tas, 1994). Each dimension included several aspects of the internship program to measure students' perceptions of the effectiveness of their internship experiences in the hospitality industry. The aspects of the internship program were measured by students' agreement (6 indicating "strongly agree", 2

indicating "strongly disagree" and 1 as "not applicable") on a six-item scale.

Students' overall satisfaction levels with their internship experiences refer to the level of satisfaction and the strengthened resolve exhibited by students to work in the hospitality industry. In this study, overall satisfaction with the internship experiences included two dependent variables: (a) students' strengthened resolve through internships to work in the hospitality industry, and (b) their overall satisfaction with the important factors contributing to the success of their internship (Lawson, 1992). These variables were measured by students' agreement on a six-item scale.

Independent Variables

Students' demographic characteristics were measured using seven variables: (a) gender, (b) the type of internship workplace, (c) age, (d) GPA, (e) previous hospitality industry work experience, (f) possibility of an employment offer, and (g) response to the employment offer. In this study, the type of work place included hotel, travel agency, restaurant, and other (e.g., clubs, resorts, etc.).

Age of the students included four ranges: 20 and below, 21 to 25, 26 to 30, and 31 and above. Under the educational system in Korea, the age of most Korean students in the senior-level falls within the range of 23 to 27. Grade point average included four ranges: less than 2.0, 2.0 to 2.9, 3.0 to 3.9, and 4.0 or more. These divisions reflected the grade point range in higher education in Korea where grades are figured on a 4.5 scale. Previous work experience included four ranges: none, 1 to 6 months, 7 to 12 months, and 12 months or more. The students were asked if they expected to be offered employment by the company with which they interned. The students who expected to receive a job offer were asked if they planned to accept the offer.

Instrument Development

This study's questionnaire was adapted from a research instrument modified and used by Aranson, Emenheiser and Tas (1994). Their instrument focused on students' perceptions of the internship experiences in the hospitality industry. The questionnaire employed by Aranson, Emenheiser and Tas was adapted from an instrument used by Lawson (1992) and was utilized in a study which surveyed hospitality management

students enrolled in the undergraduate internship course at U.S. universities. All universities included in the study were members of the Council on Hotel, Restaurant, and Institutional Education (CHRIE) and had the largest hospitality management enrollment at the undergraduate level (Emenheiser, Clayton, & Tas, 1997).

For this study, final modifications of the instrument used by Aranson, Emenheiser and Tas (1994) were made by the researcher to focus on Korean students in hospitality programs (see Appendix A). The instrument used by Aranson, Emenheiser and Tas (1994) consisted of 12 dimensions (A-L) and each dimension had several items with a total of 46 items. The instrument modified by the researcher consisted of 12 dimensions (A-L) and items on the questionnaire were numbered 4 through 48 with a total of 45 items. Numbers 1 through 3 were used for coding purposes.

A change was made in the scale to measure students' levels of agreement. Aranson, Emenheiser and Tas (1994) used a seven-point scale including "strongly agree," "agree," "somewhat agree," "no effect," "somewhat disagree," "disagree" and "strongly disagree" to measure agreement,

plus an eighth option to note "not applicable." The researcher's revised instrument used a five-point scale including agreement levels of 2, 3, 4, 5 and 6 with only two headings, 2 indicating "strongly disagree" and 6 indicating "strongly agree," plus a sixth option to note "not applicable."

Five changes were made to the questionnaire headings used in the study conducted by Aranson, Emenheiser and Tas (1994). The heading for dimension E, "my internship program gave me opportunities," was changed to "my internship program gave me opportunities to" by the researcher. The heading for dimension F, "I was regularly encouraged by my supervisor," was changed to "I was regularly encouraged by my supervisor to." The heading for dimension G, "I found the supervisor evaluations given to me during the internship program," was changed to "I found the supervisor evaluations given to me during the internship program to." The heading for dimension I, "the internship academic course," was changed to "the academic internship course." The heading for dimension J, "summarization," was changed to "overall satisfaction."

Six changes were made to the aspects of the internship program included as part of the questionnaire used in the study conducted by Aranson, Emenheiser and Tas (1994). The third item in dimension E, "be rewarded or recognized for diligent work," was changed to "be recognized for diligent work." The fourth item in dimension E, "practice and develop leadership skills," was changed to "practice leadership skills." The second item of dimension I, "provided a forum for better understanding expectations of industry regarding internships," was changed to "provided a forum for better understanding industry expectations regarding internships." The third item of dimension I, "was necessary for the development of a successful internship experience," was changed to "was necessary for developing a successful internship experience." The fourth item of dimension I, "created supplemental work assignments which positively added to my knowledge of the industry," was changed to "created supplemental work assignments which positively added to my industry knowledge." The first item of dimension J, "the internship program has strengthened my resolve to work in the hospitality industry," was changed to "the

internship program strengthened my resolve to work in the hospitality industry."

Demographic characteristic questions measuring type of workplace, age and previous work experience were modified to align with characteristics of Korean students studying in Korea. Three items were added to the personal information section of the instrument. The additions measured GPA, possibility of an employment offer and response to the employment offer. Also, four items were deleted from the personal information section of the instrument developed by Aranson, Emenheiser and Tas (1994). These items were ethnic origin, credits received for completing internship, hours required to work for the internship, and number of courses students currently enrolled for the semester.

As a final step, the questionnaire was translated into Korean by the researcher and two Korean students in doctoral programs at the University of North Texas. The final Korean translation met with agreement by all persons who participated in the translation process. It was re-translated into English by two other Korean students in master's programs at the University of North Texas to verify

translation accuracy. Then, the instrument was typed by the researcher using a Korean word processor (see Appendix A). Finally, translation accuracy was further verified during a focus group session which consisted of seven Korean students at the University of North Texas. The dependent and independent variables are summarized by variable number and data type in Table 4.

Section 1 of the questionnaire included 36 aspects of the internship program which were investigated to determine students' perceptions of their internship experiences. This section consisted of 36 close-ended questions pertaining to six levels (6 indicating "strongly agree", 2 indicating "strongly disagree" and 1 as "not applicable") of agreement achieved under nine dimensions of the internship experience: (a) professional skills improvement, (b) leadership development, (c) general knowledge improvement, (d) future career marketability, (e) self-actualization, (f) relationship with supervisor, (g) evaluation by supervisor, (h) structure of the program, and (i) academic course. Each dimension includes several items (see Appendix A).

Section 2 consisted of two close-ended questions which

Table 4

Summary of Variables and Type of Data

Variables	Variable number	Type of data
Students' perceptions of their internship experiences	4-39	Ordinal
Students' overall satisfaction levels	40-41	Ordinal
Demographic characteristics:		
Gender	42	Nominal
Type of work place	43	Nominal
Age	44	Interval
GPA	45	Interval
Previous work experience	46	Interval
Possibility of an employment offer	47	Nominal
Response to the employment offer	48	Nominal

NOTE. Numbers 1-3 on the questionnaire are for coding purposes only.

determined students' overall satisfaction levels with their internship experiences. The two variables of overall satisfaction were: (a) students' strengthened resolve to work in the hospitality industry and (b) their overall satisfaction with the important factors contributing to the success of the internship (see Appendix A).

Section 3 consisted of one open-ended question. This question asked for additional suggestions or comments (see Appendix A).

Section 4 consisted of seven close-ended questions regarding the students' demographic characteristics. These seven variables included gender, type of workplace, age, GPA, previous work experience, possibility of an employment offer, and response to the employment offer. These items were used to measure the relationship between students' demographic characteristics and their perceptions of the internship experiences (see Appendix A).

Population and Sample

The population included the senior-level students enrolled in 20 hospitality and/or tourism management programs who completed an internship program in Korea during

the summer of 1996. Students in hospitality and/or tourism management programs who agreed to participate in this study comprised the sample (see Appendix C). The research study was approved by the University of North Texas Institutional Review Board for the Protection of Human Subjects.

Data Collection

The 20 Korean universities offering hospitality and/or tourism management programs were identified by the researcher by using several directories which document specific majors offered at Korean universities. As a result, a comprehensive list of the hospitality and/or tourism management programs offered at Korean universities was achieved. The Dean at each university's hospitality and/or tourism department was contacted by mail to explain the study and to gain permission for student participation.

Two university Deans responded to the first mailing and agreed to allow their internship students to participate in the study. Students at both of these universities participated in the study. During the summer of 1996, the researcher visited six additional universities and met with either a Dean or professor in the hospitality and/or tourism

management program to again request participation in the study. All six contacts agreed to participate and were mailed the questionnaires along with an addressed, postage-paid envelope. However, only four of the six universities which were visited actually participated in the study.

Although a follow-up reminder card was sent to each university which did not participate in the study, the two universities still did not respond to the request. A total of six universities out of the twenty universities contacted participated in the final study, thereby establishing a 30% response rate for participating programs. A total of 74 students completed the research instrument.

The professor or Dean who was contacted by the researcher served as the contact person and administered the questionnaire. This individual received detailed written instructions for proper questionnaire distribution and instructions for the participants (see Appendix B). Students who volunteered in each class were given verbal instructions by the professor and then completed a questionnaire. Completed questionnaires were returned to the researcher in the United States for data analysis.

Data Analysis

Descriptive data analyses including frequency distributions and percentages were utilized to describe the sample. A summary of the statistical tests used for analyzing the data is presented in Table 5.

Frequency distributions and mean values were used to determine students' perceptions of the various aspects of their internship experiences. Regression analysis with Tukey multiple comparison tests was used to investigate the relationship between students' perceptions of the internship

Table 5

Summary of Statistical Tests

Dependent variables	Independent variables	Statistical test
Students' perceptions of internship experiences		Frequency distributions and mean values
Students' perceptions of internship experiences	Students' demographic characteristics	Regression analysis with Tukey multiple comparison tests
Students' overall satisfaction levels	Students' perceptions of internship experiences	Regression analysis with Tukey multiple comparison tests

experience and their demographic characteristics. The relationship between students' perceptions of their internship experiences and their overall satisfaction levels was determined by using regression analysis with Tukey multiple comparison tests.

CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to describe Korean students' perceptions of the effectiveness of their internship experiences in the hospitality industry in Korea. This study also examined relationships between students' perceptions of their internship experiences and their demographic characteristics. In addition, the relationship between students' overall satisfaction level and their perceptions of the internship experiences was investigated.

The population included the senior-level students enrolled in 20 hospitality and/or tourism management programs who completed an internship program in Korea during the summer of 1996. There was a total of 74 respondents from six different universities located in Korea.

The 20 Korean universities offering hospitality and/or tourism management programs were identified by the researcher by using several directories which documented

specific majors offered at Korean universities. The Dean at each university's hospitality and/or tourism department was contacted by mail. An explanation of the study was provided and the request to participate in the study was made. Only two university Deans responded to the first mailing and agreed to allow their internship students to participate in the study. Students at both universities participated in the study.

During the summer of 1996, the researcher visited six additional universities in Korea and met with either a Dean or professor in the hospitality and/or tourism management program to again request participation in the study. All six contacts agreed to participate. However, only four of these six universities participated in the study.

In the actual study, students at six of the 20 universities participated in the study, thereby establishing a 30% response rate for participating programs. A total of 74 students completed the research instrument.

However, prior to data analysis several changes were made. First, three surveys were eliminated from the analysis because they illustrated no variance across the items in the

questionnaire. Their inclusion might have biased the analysis. Second, there was a high percentage of "not applicable" responses. Left unchanged, these would have introduced a significant bias in the analysis, rendering the results questionable. Data was re-coded in the following manner: (a) responses were identified from 1-5, with 1 indicating "strongly disagree" and 5 indicating "strongly agree," rather than 2-6; (b) coded 0 "not applicable" instead of 1; and, (c) computed the average non-zero response for each item and then estimated all 0s for each item with the respective average for that item.

Examination of the Research Questions

Data obtained from the questionnaire were analyzed using the MINITAB statistical software. Each research question was addressed.

Research Question 1

How do students perceive their internship experiences in the hospitality industry?

Korean students' perceptions of their internship experiences in the hospitality industry showed overall low agreement levels. Mean values for each aspect of the

internship regarding students' perceptions of their internship experiences are shown in Table 6.

None of the mean values illustrated positive perceptions by the students. Among the aspects of the internship program which were investigated to determine students' perceptions, two items were noted as having the

TABLE 6

Mean Value for Students' Perceptions of Internship Experiences

Aspect of the internship program	Mean
Q28 My internship program gave me opportunities to view job issues from multiple perspectives	3.55
Q21 My internship program improved my personal career networking contacts	3.49
Q27 My internship program gave me opportunities to clarify my personal and professional values	3.29
Q20 My internship program improved my personal career goal setting	3.25
Q23 My internship program gave me opportunities to work in situations that challenged my abilities	3.23
Q30 I was regularly encouraged by my supervisor to understand the interpersonal nature of my work environment	3.13
Q18 My level of general knowledge was improved through opportunities to observe and evaluate professional attitude of others	3.12

TABLE 6 -- continued

Mean Value for Students' Perceptions of Internship Experiences

Aspect of the internship program	Mean
Q5 My professional skills were enhanced as a result of having opportunities to make presentations in the academic classroom	3.08
Q17 My level of general knowledge was improved through opportunities to observe and evaluate technical skills of others	3.01
Q13 My development as a leader was improved as a result of formal training experience	2.99
Q32 I found the supervisor evaluations given to me during the internship program to be valuable in guiding my development	2.98
Q29 I was regularly encouraged by my supervisor to understand the technical nature of my work environment	2.96
Q31 I was regularly encouraged by my supervisor to learn from my mistakes	2.92
Q25 My internship program gave me opportunities to be recognized for diligent work	2.91
Q19 My internship program improved my future career marketability	2.88
Q6 My professional skills were enhanced as a result of attending on-site departmental meetings	2.81
Q11 My development as a leader was improved as a result of departmental special projects	2.80
Q14 My development as a leader was improved as a result of informal training/learning experiences	2.79

TABLE 6 -- continued

Mean Value for Students' Perceptions of Internship Experiences

Aspect of the internship program	Mean
Q24 My internship program gave me opportunities to be successful in work experiences I found rewarding	2.71
Q22 My internship program improved my ability to secure a management training/supervisory position	2.68
Q34 The structure of the program was beneficial because I felt accepted by the department workers	2.66
Q38 The academic internship course was necessary for developing a successful internship experience	2.64
Q12 My development as a leader was improved as a result of professional contact with people in management	2.63
Q37 The academic internship course provided a forum for better understanding industry expectations regarding internships	2.63
Q7 My professional skills were enhanced as a result of conducting interviews with departmental managers	2.62
Q10 My development as a leader was improved as a result of job rotation assignments	2.62
Q15 My development as a leader was improved as a result of mandatory class meetings (university) and assignments	2.57
Q35 The structure of the program was beneficial because it provided the framework for me to accomplish my objectives	2.56

TABLE 6 -- continued

Mean Value for Students' Perceptions of Internship Experiences

Aspect of the internship program	Mean
Q36 The academic internship course offered opportunities to discuss problems involving the internship experience	2.55
Q39 The academic internship course created supplemental work assignments which positively added to my industry knowledge	2.50
Q4 My professional skills were enhanced as a result of having opportunities to make departmental presentations	2.48
Q9 My professional skills were enhanced as a result of having opportunities to supervise other employees	2.38
Q26 My internship program gave me opportunities to practice leadership skills	2.38
Q33 The structure of the program was beneficial because the objectives and expectations were clear	2.28
Q8 My professional skills were enhanced as a result of conducting interviews with the general manager	2.26

Note. The above are listed in descending order with 5 indicating "strongly agree" to 1 indicating "strongly disagree."

highest mean values. These aspects were: (a) question 28, "my internship program gave me opportunities to view job issues from multiple perspectives" (mean value = 3.55); and (b) question 21, "my internship program improved my personal career networking contacts" (mean value = 3.49).

Those aspects of the internship program which indicated the five lowest levels of agreement by students included: (a) question 8, "my personal skills were enhanced as a result of conducting interviews with the general manager" (mean value = 2.26); (b) question 33, "the structure of the program was beneficial because the objectives and expectations were clear" (mean value = 2.28); (c) question 26, "my internship program gave me opportunities to practice leadership skills" (mean value = 2.38); (d) question 9, "my professional skills were enhanced as a result of having opportunities to supervise other employees" (mean value = 2.38); and, (e) question 4, "my professional skills were enhanced as a result of having opportunities to make departmental presentations" (mean value = 2.48). The evaluation scale ranged from 1 indicating "strongly disagree" to 5 indicating "strongly agree."

Frequencies of the five response levels for each of the 36 aspects were calculated to determine students' perceptions of their internship experiences in the hospitality industry. The six aspects of the internship program which exhibited the highest level of agreement by students are illustrated in Table 7.

These aspects of the internship program were: (a)

TABLE 7

Frequency of Agreement with Aspects of Internship Program

Aspect of the internship program	Percentage
My internship program gave me opportunities to view job issues from multiple perspectives	55%
My internship program improved my personal career networking contacts	48%
My internship program improved my personal career goal setting	42%
My internship program gave me opportunities to work in situations that challenged my abilities	38%
My internship program gave me opportunities to clarify my personal and professional values	38%
My level of general knowledge was improved through opportunities to observe and evaluate professional attitude of others	37%

Note. The aspects noted above are listed in descending order beginning with the highest level of agreement.

question 28, "my internship program gave me opportunities to view job issues from multiple perspectives" (55%); (b) question 21, "my internship program improved my personal career networking contacts" (48%); (c) question 20, "my internship program improved my personal career goal setting" (42%); (d) question 23, "my internship program gave me opportunities to work in situations that challenged my abilities" (38%); (e) question 27, "my internship program gave me opportunities to clarify my personal and professional values" (38%); and, (f) question 18, "my level of general knowledge was improved through opportunities to observe and evaluate professional attitudes of others" (37%).

The six aspects of the internship program which exhibited the highest level of disagreement by students are illustrated in Table 8. These aspects of the internship program were: (a) question 26, "my internship program gave me opportunities to practice leadership skills" (46%); (b) question 33, "the structure of the program was beneficial because the objectives and expectations were clear" (46%); (c) question 16, "my level of general knowledge was improved

through opportunities to observe and evaluate business philosophy of on-site management" (44%); (d) question 38, "the academic internship course was necessary for developing a successful internship experience" (44%); (e) question 15, "my development as a leader was improved as a result of

TABLE 8

Frequency of Disagreement with Aspects of Internship Program

Aspect of the internship program	Percentage
My internship program gave me opportunities to practice leadership skills	46%
The structure of the program was beneficial because the objectives and expectations were clear	46%
My level of general knowledge was improved through opportunities to observe and evaluate business philosophy of on-site management	44%
The academic internship course was necessary for developing a successful internship experience	44%
My development as a leader was improved as a result of mandatory class meetings (university) and assignments	42%
The structure of the program was beneficial because it provided the framework for me to accomplish my objectives	42%

Note. The aspects noted above are listed in descending order beginning with the highest level of disagreement.

mandatory class meetings (university) and assignments" (42%); and, (f) question 35, "the structure of the program was beneficial because it provided the framework for me to accomplish my objectives" (42%).

Research Question 2

Is there a relationship between students' perceptions of their internship experiences and their demographic characteristics?

Regression analysis was conducted to investigate the existence of relationships between responses to each of questions 4-39 (aspects of the program) and the demographic information provided in response to questions 42-48. Work experience prior to the internship program appeared to be the most common factor influencing their response to various aspects of the program.

Information describing previous work experience of the respondents is presented in Figure 1. As many as 61%(43) of the respondents had no previous work experience and only 4%(3) had more than six months previous work experience. Agreement levels increased with length of prior work experience. For those with no prior work experience the

overall agreement level was 2.40 (mean value) compared to 2.96 (mean value) for students with 1 to 6 months prior work experience. For example, in response to question 6, "professional skills were enhanced as a result of attending on-site departmental meetings," students with some prior work experience tended to give higher ratings (mean value = 3.19) than students with no prior work experience (mean value = 2.56), p -value = .016.

Significant relationships between prior work experience and internship program aspects are summarized in Table 9.

FIGURE 1. Previous work experience of respondents ($N = 71$)

The table also illustrates a comparison between previous work experience and internship program aspects.

Type of internship experience was another common factor which appeared to affect students' response to various aspects of the program. Information describing workplace type for the internships is shown in Figure 2. About two-thirds of the respondents (45) had their internship experience in hotels.

Table 9

Relationships Between Prior Work Experience and Aspects of the Internship Program

Aspect of the internship program	No prior experience (mean)	Some prior experience (mean)	P-value
Professional skills were enhanced as a result of attending on-site departmental meetings	2.56	3.19	.016
Professional skills were enhanced as a result of conducting interviews with departmental managers	2.36	2.78	.001
Development as a leader was improved as a result of job rotation assignments	2.40	2.96	.011
Development as a leader was improved as a result of departmental special projects	2.54	3.20	.001

Table 9 -- continued

Relationships Between Prior Work Experience and Aspects of
the Internship Program

Aspect of the internship program	No prior experience (mean)	Some prior experience (mean)	P-value
Development as a leader was improved as a result of informal training/learning experiences	2.54	3.16	.029
General knowledge level was improved through opportunities to observe and evaluate business philosophy of on-site management	2.41	2.82	.002
Internship program gave opportunities to be successful in work experiences found rewarding	2.49	3.04	.090
Internship program gave opportunities to clarify personal and professional values	3.12	3.55	.071
Regularly encouraged by supervisor to understand technical nature of work environment	2.72	3.32	.029
Regularly encouraged by supervisor to understand interpersonal nature of work environment	3.01	3.33	.081
Regularly encouraged by supervisor to learn from mistakes	2.74	3.20	.011
Structure of program was beneficial because it provided framework to accomplish objectives	2.33	2.93	.005

A typical example of how type of internship workplace affected student response is illustrated when answering question 11, "development as a leader was improved as a result of departmental special projects." Students who had a hotel internship experience tended to give lower ratings (mean value = 2.58) than students who had other internship experiences (mean value = 3.18), p -value = .006.

Significant relationships between type of internship experience and internship program aspects are summarized in Table 10. The table compares mean responses for those who interned at hotels with those who interned elsewhere.

FIGURE 2. Type of workplace where internship was completed
($N = 71$)

Expectation to be offered employment by the company where the internship was completed was the third factor influencing student response to various aspects of the program. Figure 3 provides information on the expectation of an employment offer by the company where the internship was

Table 10

Relationships Between Type of Internship Experience and Aspects of the Internship Program

Aspect of the internship program	With hotel internship (mean)	Other type of internship (mean)	P-value
Development as a leader was improved as a result of departmental special projects	2.58	3.18	.006
Internship program improved personal career goal setting	3.14	3.43	.084
Internship program improved ability to secure a management training/supervisory position	2.49	3.01	.000
Structure of program was beneficial because the objectives and expectations were clear	2.16	2.48	.033
Structure of program was beneficial because it provided framework to accomplish objectives	2.49	2.68	.012
Academic course was necessary for developing a successful internship experience	2.59	2.73	.082

completed.

Nearly two-thirds of the respondents (45) did not expect to be offered a job after their internship. An example of how this affected responses is demonstrated in response to question 11, "development as a leader was improved as a result of departmental special projects." Students who expected a job offer tended to give higher ratings (mean value = 3.21) than students who did not expect an offer (mean value = 2.59), p -value = .011.

Significant relationships between the expectation of a job offer and other internship program aspects are summarized in Table 11. Comparison of students who expected

FIGURE 3. Expectation of employment offer by company where internship was completed ($N = 69$)

Table 11

Relationships Between Expectation of Job Offer and Aspects of the Internship Program

Aspect of the internship program	Expectation of	No expectation of	P-value
	job offer (mean)	job offer (mean)	
Development as a leader was improved as a result of departmental special projects	3.21	2.59	.011
General knowledge level was improved through opportunities to observe and evaluate professional attitude of others	3.50	2.92	.033
Supervisor evaluations during internship program were valuable in guiding development	3.42	2.76	.026
Structure of program was beneficial because the objectives and expectations were clear	2.74	2.04	.007
Structure of program was beneficial because of acceptance by department workers	3.06	2.46	.025
Academic course offered opportunities to discuss problems involving the internship experience	2.93	2.36	.012
Academic course was necessary for developing a successful internship experience	3.11	2.40	.005
Academic course created supplemental work assignments that positively added to industry knowledge	2.90	2.30	.017

a job offer from the company where they interned and students who did not expect a job offer is illustrated in the table.

A fourth factor influencing students' response to various aspects of the internship program being investigated was age. Information on the age of respondents is provided in Figure 4.

All respondents were in their twenties and about 80% (54) were under 25 years of age. An example of how this affected responses is demonstrated in response to question 34, "structure of program was beneficial because of acceptance by department workers." The older students, aged

FIGURE 4. Age of respondents (N = 71)

26-30 tended to give higher ratings (mean value = 3.04) than the younger students, aged 21-25, (mean value = 2.54), p -value = .096.

Gender of the students was another factor influencing their response to various aspects of the internship program under investigation. Information on the respondents' gender is shown in Figure 5. There were 30 males and 41 females who completed the survey. Males tended to show more agreement with aspects of the internship program being investigated than females. The overall agreement level was 3.13 (mean value) for males compared to 2.34 (mean value) for females. Also, males (mean value = 3.07) tended to have a stronger

FIGURE 5. Gender of respondents ($N = 71$)

resolve to work in the hospitality industry than females (mean value = 2.41).

Nearly all respondents had GPAs between 3.0 and 3.9. As a result, GPA was not a significant factor influencing their response to various aspects of the internship program being investigated. Information on GPA of the respondents is shown in Figure 6.

However, students with higher GPAs tended to have a stronger resolve to work in the hospitality industry. For example, the overall agreement level of the internship program was 3.18 (mean value) for students with GPA > 4, 2.72 (mean value) for those with GPA 3 - 3.9, and 1.7 (mean value) for those with GPAs < 3.

FIGURE 6. GPA of respondents ($N = 66$)

Research Question 3

Is there a relationship between students' overall satisfaction levels and their perceptions of internship experiences?

In response to question 40, "the internship program strengthened my resolve to work in the hospitality industry," only 8% strongly agreed the internship program strengthened their resolve to work in the hospitality industry. When those who at least agreed on this resolve were included the number increased to 27%. In response to question 41, "overall I was satisfied with the internship program," only 10% strongly agreed they were satisfied overall with the internship program. The number increased to a mere 23% when those who at least agreed were taken into account.

The aspects of the internship program that had a significant positive impact on their resolve to work in the hospitality industry were conveyed in responses to: (a) question 19, "the internship program improved my future career marketability" ($p\text{-value} = .002$); and (b) question 7, "my professional skills were enhanced as a result of

conducting interviews with departmental managers" (p -value = .002). The aspects of the internship program that had a significant positive impact on their overall satisfaction with the program were conveyed in responses to: (a) question 19, "the internship program improved my future career marketability" (p -value = .000); and (b) question 11, "my development as a leader was improved as a result of departmental special projects" (p -value = .000).

Respondents' Comments

Section 3 of the research instrument consisted of one open-ended question. This question asked students for additional suggestions or comments regarding their internship experience in the hospitality industry. Eight respondents wrote comments on the questionnaire. All the comments made by the students was translated into English by the researcher. These comments are listed below.

- Gap between education and real world is really big! I was very disappointed because many hospitality companies were too small in scale (travel agency).
- I recommend that hospitality educators develop better-organized training programs for the students so that

the interns can acquire experience from broader aspects of the industry. For example, hospitality educators can develop training schedules for the students and ask industry supervisors to follow the schedules (travel agency).

- I was really bored because I did not have job rotation (Korea National Tourism Organization).
- It was a place with easy-going attitudes (Korea National Tourism Organization).
- Korean travel agencies do not have well-structured internship programs due to their small scale (travel agency).
- One problem is that academic credit is not awarded for completion of internship. The internship experience does not lead to future employment. Another problem is that the hospitality industry considers interns as "free help" for the peak season (hotel).
- No credit is awarded. Also, internship experience is not connected to future job employment (hotel).
- I felt I was treated as a simple laborer for the peak season. Overall, however, I am satisfied with my

internship experience because I could obtain various experiences and contact many people (hotel).

CHAPTER V

SUMMARY, DISCUSSION OF FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

This chapter includes a summary of the research study and discussion of findings. Also, implications of the study and recommendations for further study are presented.

Summary

The purpose of this study was to describe Korean students' perceptions of the effectiveness of their internship experiences in the hospitality industry in Korea. The following three research questions were investigated:

1. How do students perceive their internship experiences in the hospitality industry?
2. Is there a relationship between students' perceptions of their internship experiences and their demographic characteristics?
3. Is there a relationship between students' overall satisfaction levels and their perceptions of

internship experiences?

The population included the senior-level students enrolled in 20 hospitality and/or tourism management programs who completed an internship program in Korea during the summer of 1996. There was a total of 74 respondents from six different universities.

Before the data could be analyzed, several changes were made. First, three surveys were eliminated from the analysis because no variance was shown across the items in the questionnaire. Second, the data was re-coded in the following manner: (a) responses were identified from 1-5, with 1 as "strongly disagree" and 5 as "strongly agree," rather than 2-6; (b) coded 0 "not applicable" instead of 1; and, (c) computed the average non-zero response for each item and then estimated all 0s for each item with the respective average for that item.

Data obtained from the questionnaire were analyzed using the MINITAB statistical software. Findings for each research question are summarized below.

Research question 1

How do students perceive their internship experiences

in the hospitality industry?

Mean values and frequency distributions were used to determine students' perceptions of their internship experiences. Korean students' perceptions of their internship experiences in the hospitality industry showed overall low agreement levels. None of the mean values illustrated positive perceptions by the students. Those aspects of the internship program which indicated the five lowest levels of agreement by students included: (a) question 8, "my personal skills were enhanced as a result of conducting interviews with the general manager" (mean value = 2.26); (b) question 33, "the structure of the program was beneficial because the objectives and expectations were clear" (mean value = 2.28); (c) question 26, "my internship program gave me opportunities to practice leadership skills" (mean value = 2.38); (d) question 9, "my professional skills were enhanced as a result of having opportunities to supervise other employees" (mean value = 2.38); and, (e) question 4, "my professional skills were enhanced as a result of having opportunities to make departmental presentations" (mean value = 2.48).

Frequencies were calculated to determine students' perceptions of their internship experiences in the hospitality industry. The three aspects of the internship program for which students exhibited the highest level of agreement were: (a) question 28, "my internship program gave me opportunities to view job issues from multiple perspectives" (55%); (b) question 21, "my internship program improved my personal career networking contacts" (48%); and, (c) question 20, "my internship program improved my personal career goal setting" (42%). The three aspects of the internship program for which students exhibited the highest level of disagreement were: (a) question 26, "my internship program gave me opportunities to practice leadership skills" (46%); (b) question 33, "the structure of the program was beneficial because the objectives and expectations were clear" (46%); and, (c) question 16, "my level of general knowledge was improved through opportunities to observe and evaluate business philosophy of on-site management" (44%).

Research question 2

Is there a relationship between students' perceptions of their internship experiences and their demographic

characteristics?

Regression analysis was conducted to investigate the existence of relationships between students' perceptions of their internship experiences and their demographic characteristics. The most common factor influencing students' perceptions of their internship experiences was previous work experience. Agreement levels increased with length of prior work experience.

Type of internship experience was the second common factor which appeared to affect student response to various aspects of the program. Students who had a hotel internship experience tended to have lower agreement levels than students who had other internship experiences.

The third factor which influenced students' perceptions of their internship experiences was the expectation of an employment offer by the company where the internship was completed. Students who expected a job offer tended to have higher agreement levels than students who did not expect a job offer after the internship.

The students' age was the fourth factor influencing their perceptions of the internship. Older students tended

to show more agreement with aspects of the internship program being investigated than younger students.

Gender of the students was the fifth factor influencing their perceptions of the internship. Males tended to show more agreement with aspects of the internship program than females.

Research question 3

Is there a relationship between students' overall satisfaction levels and their perceptions of internship experiences?

Regression analysis was conducted to investigate the existence of relationships between students' overall satisfaction levels and their perceptions of internship experiences. The aspects of the internship program that had a significant positive impact on their resolve to work in the hospitality industry were: (a) question 19, "the internship program improved my future career marketability" (p -value = .002); and (b) question 7, "my professional skills were enhanced as a result of conducting interviews with departmental managers" (p -value = .002). The aspects of the internship program that had a significant positive

impact on their overall satisfaction with the program were:

(a) question 19, "the internship program improved my future career marketability" (p -value = .000); and (b) question 11, "my development as a leader was improved as a result of departmental special projects" (p -value = .000).

Discussion of Findings

It might be appropriate to compare previous research studies to the findings of this study to better understand Korean students' perceptions of their internship experiences in the hospitality industry in Korea. According to the study conducted by Nelson (1995) hospitality management internship students reported satisfaction with supervision. Four aspects of the internship program which were investigated to determine Korean students' perceptions regarding supervision were: (a) question 30, "I was regularly encouraged by my supervisor to understand the interpersonal nature of my work environment" (mean value = 3.13); (b) question 32, "I found the supervisor evaluations given to me during the internship program to be valuable in guiding my development" (mean value = 2.98); (c) question 29, "I was regularly encouraged by my supervisor to understand the technical nature of my

work environment" (mean value = 2.96); and, (d) question 31, "I was regularly encouraged by my supervisor to learn from my mistakes" (mean value = 2.92). Korean students showed overall low agreement levels regarding supervision of the internship program.

Hayes (1981) found there is no relationship between a student's GPA and completion of a required work experience. Also, Casado (1991) suggested that GPA is not a predictor of success or achievement in the hotel industry. Nonetheless, results of this study indicated Korean students with higher GPAs tended to have a stronger resolve to work in the hospitality industry.

Nelson (1995) found there is no relationship between the number of years of previous work experience and students' satisfaction with the internship. The study surveying Korean students revealed that previous work experience was the most common factor influencing Korean students' perceptions of their internship experiences. Agreement levels increased with length of prior work experience.

According to the survey conducted by Pauze, Johnson and

Miller (1989), 96% of the hospitality internship students were offered a position by the company where the internship was completed. Eighty-four percent of the students accepted those offers. The data in the Korean study revealed that just 35% of the Korean internship students expected an employment offer by the company where the internship was completed and 58% of the students expected to accept the offer.

Implications

Korean students' perceptions of their internship experiences in the hospitality industry showed overall low agreement levels. Based on the analysis of the data, several implications were drawn.

First, students reported lowest level of agreement with question 8, "my personal skills were enhanced as a result of conducting interviews with the general manager" (mean value = 2.26). Also, students reported low agreement with question 26, "my internship program gave me opportunities to practice leadership skills" (mean value = 2.38) and question 9, "my professional skills were enhanced as a result of having opportunities to supervise other employees" (mean value =

2.38).

The results just mentioned suggest that internship students are not offered opportunities to practice management skills. Two students wrote comments regarding the attitudes of industry representatives toward interns. The students commented that hospitality industry managers consider interns as "free help," especially during peak seasons. This problem may stem from the fact that students are required to complete their internship during the summer, the peak season for the hospitality industry in Korea. Another possible reason for this result may be due to the lack of understanding by industry leaders about the internship program as a beneficial way to attract competent and skilled employees.

Traditionally, internships have not been a mechanism to recruit new employees in the Korean hospitality industry. Hospitality industry representatives have recruited employees, particularly at the management level via networking, which includes managers' relatives, friends and other personal connections. However, these new employees tend to be less knowledgeable about the hospitality industry

than hospitality internship students, who are better trained to become successful in the industry. Hospitality industry representatives should try to recruit those high quality graduates who became competent and skilled through well-structured internship programs. Also, hospitality internship students are advised to realize it is very important to obtain entry-level work experience prior to learning upper-level management skills in order for them to better understand the intricacies of the industry.

Second, students reported a very low agreement level with question 33, "the structure of the program was beneficial because the objectives and expectation were clear" (mean value = 2.28). This result may suggest that many Korean hospitality programs do not have clear objectives and well-organized structure for their internship program. One student recommended that hospitality educators develop better organized training programs for students so that the interns can acquire experiences from broader aspects of the industry.

It may be appropriate to suggest that hospitality educators encourage industry representatives and students to

become involved in developing and evaluating internship programs. As noted by Pauze, Johnson and Miller (1989), a well-planned internship program jointly designed by industry representatives, faculty members and students can maximize hospitality internship students' satisfaction levels with their internship experiences. Also, it can maximize the potential to successfully prepare high quality hospitality management graduates for the workforce.

Third, work experience prior to the internship program was the most important factor influencing students' perceptions of their internship experiences. Agreement levels increased with length of previous work experience. However, about 61% of the students did not have previous work experience and only 4% had more than six months previous work experience.

In Korea, most college students do not have a full-time or part-time job as their expenses are typically paid for by their parents. Also, Korean college students tend to avoid entry-level work. Korean students' perceptions of the entry-level jobs may not be positive because the hospitality industry has not been considered a respectable profession in

Korea. For the reasons just mentioned, it may not be effective for hospitality educators to encourage students to have work experience prior to the internship to maximize the benefits students can obtain from their internship experiences.

To overcome this problem, it is recommended that Korean hospitality programs offer two different levels of internships, a lower-level internship and an upper-level internship, for the hospitality management students. Students in the freshman or sophomore years may learn various aspects of entry-level jobs in the hospitality industry. Students in the junior or senior years would practice various management skills to prepare for future employment.

Fourth, age and gender were important factors influencing students' perceptions of their internship experiences. Older students and males tended to show more agreement with aspects of the internship program than younger students and females.

In Korea, female college graduates are seldom offered management positions by the hospitality companies as well as

other companies outside of the hospitality industry. Many female hospitality management graduates are employed as entry-level employees even if they exhibit greater potential than male graduates. Also, the "glass-ceiling" for female workers may exist in the Korean hospitality industry. Therefore, there is a possibility that female internship students are not treated equally or professionally by co-workers or supervisors during their hospitality industry internship. Results of this study suggest that age and gender discrimination which may exist in the Korean hospitality industry should be investigated. If age and gender discrimination actually exists, industry representatives, hospitality educators and students should work together through active discussions to eventually eliminate the problem.

Fifth, expectation of an employment offer by the company where the internship was completed was the third factor influencing students' perceptions of their internship experiences. Students who expected a job offer showed relatively high agreement with question 11, "development as a leader was improved as a result of departmental special

projects" (mean value = 3.21). It may be appropriate to note that increased students' involvement with departmental special projects may improve expectations of an employment offer after the internship.

Sixth, two aspects of the internship program had a significant positive impact on the internship students' resolve to work in the hospitality industry. Those two aspects of the internship program were: (a) question 19, "the internship program improved my future career marketability" (p -value = .002); and (b) question 7, "my professional skills were enhanced as a result of conducting interviews with departmental managers" (p -value = .002). This result may suggest that opportunity for future employment is a very important aspect of the internship program to Korean hospitality management students. Also, this result suggests that providing internship students with the opportunity to interview departmental managers is important to retain hospitality graduates.

Seventh, the aspects of the internship program that had a significant positive impact on the internship students' overall satisfaction with the program were: (a) question 19,

"the internship program improved my future career marketability" (p -value = .000); and (b) question 11, "my development as a leader was improved as a result of departmental special projects" (p -value = .000). As mentioned previously, opportunity for future employment may be a very important aspect of the internship program to Korean hospitality management students. Also, this result suggests that providing internship students with the opportunity to participate in departmental special projects is important to increase students' satisfaction levels.

In addition, two students noted their dissatisfaction with not being awarded credit for completing the internship. Hospitality educators should consider awarding appropriate credit to internship students. This may help motivate the students and increase satisfaction levels related to the internship experience.

Recommendations

Based on the results of this study, several recommendations for further study were made:

1. The response rate of this study was limited by the fact that the researcher could not collect the

questionnaires directly due to the distance between the U.S. and Korea. It is suggested that the research study be conducted by a researcher who can administer the distribution and collection of the questionnaire in Korea in order to obtain a better response rate and more accurate results.

2. It is recommended that a similar study be conducted with hospitality educators in Korea. Downey and Deveau (1987) conducted a research study which surveyed educators' views on U.S. hospitality internship programs. A similar study could be completed with Korean educators to determine their views on the Korean hospitality internship programs.
3. Downey and Deveau (1988) completed a study regarding industry recruiters' views on U.S. hospitality internship programs. A similar study can be conducted with Korean recruiters regarding their views on Korean hospitality internship programs.
4. The academic internship course within the Korean

hospitality programs should be investigated to determine if the courses are providing students with opportunities to discuss problems involving the students' internship experiences and proper assignments and presentations.

5. This study investigated internship students' expectations of an employment offer by the company where the internship was completed and expectations to accept the offer. Follow-up study should be conducted to determine the actual number of employment offers made by the companies where internships were completed and students' responses to the offers.
6. The results of this study illustrated that older students and males tended to exhibit greater agreement with aspects of the internship program than younger students and females. This result suggests that age and gender discrimination which may exist in the Korean hospitality industry should be investigated. If age and gender discrimination actually exists, hospitality

industry representatives, educators and students should work together through active discussions to eventually eliminate the problem.

7. Similar studies could be conducted regarding students' perceptions of different courses within the curriculum of Korean hospitality programs. These courses may include front office management, tourism management, cost controls and hotel management systems. Identifying students' perceptions of the courses provided by Korean hospitality programs may reveal areas where programs fail to meet objectives of the students. This failure may limit high quality hospitality management graduates.

APPENDIX A
INSTRUMENT IN ENGLISH
INSTRUMENT IN KOREAN

Evaluation of Hospitality Industry Internships

Code 1-3

Directions: Circle the appropriate number in the right margin to indicate your agreement.

		Strongly Agree		Strongly Disagree		Not Applicable
A. My professional skills were enhanced as a result of my participation in the internship program by:						
4. Having opportunities to make departmental presentations	6	5	4	3	2	1
5. Having opportunities to make presentations in the academic classroom	6	5	4	3	2	1
6. Attending on-site departmental meetings	6	5	4	3	2	1
7. Conducting interviews with departmental managers	6	5	4	3	2	1
8. Conducting interviews with the general manager	6	5	4	3	2	1
9. Having opportunities to supervise other employees	6	5	4	3	2	1
B. My development as a leader was improved as a result of the following program activities:						
10. Job rotation assignments	6	5	4	3	2	1
11. Departmental special projects	6	5	4	3	2	1
12. Professional contact with people in management	6	5	4	3	2	1
13. Formal training experience	6	5	4	3	2	1
14. Informal training/learning experiences	6	5	4	3	2	1
15. Mandatory class meetings (university) and assignments	6	5	4	3	2	1
C. My level of general knowledge was improved through opportunities to observe and evaluate:						
16. The business philosophy of on-site management	6	5	4	3	2	1
17. The technical skills of others	6	5	4	3	2	1
18. The professional attitude of others	6	5	4	3	2	1
D. My internship program improved my:						
19. Future career marketability	6	5	4	3	2	1
20. Personal career goal setting	6	5	4	3	2	1
21. Personal career networking contacts	6	5	4	3	2	1
22. Ability to secure a management training/supervisory position	6	5	4	3	2	1
E. My internship program gave me opportunities to:						
23. Work in situations that challenged my abilities	6	5	4	3	2	1
24. Be successful in work experiences I found rewarding	6	5	4	3	2	1
25. Be recognized for diligent work	6	5	4	3	2	1
26. Practice leadership skills	6	5	4	3	2	1
27. Clarify my personal and professional values	6	5	4	3	2	1
28. View job issues from multiple perspectives	6	5	4	3	2	1

Go to next page **▼**

	Strongly Agree				Strongly Disagree	Not Applicable
F. I was regularly encouraged by my supervisor to:						
29. Understand the technical nature of my work environment	6	5	4	3	2	1
30. Understand the interpersonal nature of my work environment	6	5	4	3	2	1
31. Learn from my mistakes	6	5	4	3	2	1
G. I found the supervisor evaluations given to me during the internship program to:						
32. Be valuable in guiding my development	6	5	4	3	2	1
H. The structure of the program was beneficial because:						
33. The objectives and expectations were clear	6	5	4	3	2	1
34. I felt accepted by the department workers	6	5	4	3	2	1
35. It provided the framework for me to accomplish my objectives	6	5	4	3	2	1
I. The academic internship course:						
36. Offered opportunities to discuss problems involving the internship experience	6	5	4	3	2	1
37. Provided a forum for better understanding industry expectations regarding internships	6	5	4	3	2	1
38. Was necessary for developing a successful internship experience	6	5	4	3	2	1
39. Created supplemental work assignments which positively added to my industry knowledge	6	5	4	3	2	1
J. Overall satisfaction:						
40. The internship program strengthened my resolve to work in the hospitality industry	6	5	4	3	2	1
41. Overall I was satisfied with the internship program	6	5	4	3	2	1
K. Additional Comments:						

I. Personal Information:

42. What is your sex?
1. Male
 2. Female
43. Where was your internship experience?
1. Hotel
 2. Travel agency
 3. Restaurant
 4. Other (describe) _____
44. What is your age?
1. 20 and below
 2. 21 to 25
 3. 26 to 30
 4. 31 and above
45. What is your GPA?
1. Less than 2.0
 2. 2.0 to 2.9
 3. 3.0 to 3.9
 4. 4.0 or more
46. Prior to this internship, how many months of full-time/part-time work experience have you completed in the hospitality industry?
1. 0
 2. 1 to 6
 3. 7 to 12
 4. 12 and more
47. Do you expect to be offered employment by the company with which you interned?
1. Yes (go to No. 48)
 2. No
48. If so, do you expect to accept this employment offer?
1. Yes
 2. No

Thank you for participating!

호텔 및 관광산업 인턴실습에 대한 평가

본 설문조사의 목적은, 여러분들의 지도력 개발, 전문지식 습득, 그리고 인턴경험의 전반적인 만족도와 관련하여, 한국의 호텔 및 관광산업의 인턴 프로그램이 한국학생들의 기대를 충족시키고 있는지 알아보려는 것입니다. 이번 연구는 미국 University of North Texas의 Division of Hotel and Restaurant Management의 의뢰에 의하여, 한국의 16개 대학, 호텔 및 관광 관련학과를 대상으로 실시되며, 설문조사는 무기명으로 진행됩니다. 귀하의 의견이 이번 연구에 보탬이 될 수 있도록 성실 성의껏 빠짐없이 답변주시면 감사하겠습니다.

Code 1-3

☞ 귀하의 의견과 일치하는 숫자에 동그라미 표기를 해주십시오.

A. 인턴실습 프로그램에 참가하는 동안, 다음 활동의 결과로 나의 전문지식이 향상되었다.

	강 한 정	5	4	3	2	1	매 한 부 정	없 음
4. 부서별로 발표(Presentation)할 기회를 가짐으로써	6	5	4	3	2	1		
5. 학교 수업시간중 발표할 기회를 가짐으로써	6	5	4	3	2	1		
6. 현장 실습중 부서회의에 참여함으로써	6	5	4	3	2	1		
7. 부서 지배인과의 인터뷰를 통하여	6	5	4	3	2	1		
8. 총 지배인과의 인터뷰를 통하여	6	5	4	3	2	1		
9. 다른 사람들을 감독해 볼 기회를 가짐으로써	6	5	4	3	2	1		

B. 다음과 같은 활동을 통해 나의 지도자적 자질이 향상되었다.

10. 업무 교대 (Job rotation)를 통하여	6	5	4	3	2	1		
11. 부서별 프로젝트를 통하여	6	5	4	3	2	1		
12. 경영자들과의 직업적 접촉을 통하여	6	5	4	3	2	1		
13. 공식적인 업무 트레이닝(training) 경험을 통하여	6	5	4	3	2	1		
14. 비공식적인 업무 트레이닝(training)을 통하여	6	5	4	3	2	1		
15. 인턴실습 관련, 학교 정규수업 및 과제물을 통하여	6	5	4	3	2	1		

C. 다음 항목을 평가하고 관찰함으로써 나의 전반적 지식수준이 향상되었다.

16. 현재 경영진의 사업철학	6	5	4	3	2	1		
17. 다른 사람들의 기술적 능력	6	5	4	3	2	1		
18. 다른 사람들의 직업의식 및 태도	6	5	4	3	2	1		

D. 인턴실습은 나의 _____을 향상시켰다.

19. 미래의 직업인으로의 능력	6	5	4	3	2	1		
20. 미래의 직업목표 설정	6	5	4	3	2	1		
21. 미래의 직업을 위한 폭넓은 접촉	6	5	4	3	2	1		
22. 경영자적 위치를 확고히 하기 위한 능력	6	5	4	3	2	1		

E. 인턴실습 경험은 나에게 다음과 같은 기회를 주었다.

23. 나의 능력을 시험해볼 기회	6	5	4	3	2	1		
24. 보람을 찾을 수 있는 직업에서 성공적으로 일해 볼 기회	6	5	4	3	2	1		
25. 열심히 일하여 인정받을 수 있는 기회	6	5	4	3	2	1		
26. 리더십 능력을 연마할 기회	6	5	4	3	2	1		
27. 개인적으로 그리고 직업적으로 나 자신의 사생활 폭넓게 누릴 기회	6	5	4	3	2	1		
28. 직업과 관련된 문제들을 다양한 관점에서 바라볼 기회	6	5	4	3	2	1		

F. 나의 담당 지배인은 지속적으로 다음 사항을 나에게 격려했다.

29. 업무환경의 전문적 성격을 이해하도록 격려	6	5	4	3	2	1		
30. 업무환경의 대인관계적 성격을 이해하도록 격려	6	5	4	3	2	1		
31. 실수로부터 배울 수 있도록 격려	6	5	4	3	2	1		

G. 인턴실습 기간중 내 담당 지배인의 나에게 대한 개인평가(서)는

32. 나 자신을 기쁘다고 말할정도를 하는데 있어서 중요한 것이었다.	6	5	4	3	2	1		
--	---	---	---	---	---	---	--	--

뒷면으로 계속 >

	강 한 공 경	강 한 부 경	미 양 없 음
H. 인턴실습 프로그램의 책임자는 유익했는데 왜냐하면			
33. 목표 및 기대치가 분명했기 때문이다.	6	5	4 3 2 1
34. 내가 부서원들에게 인정받았다고 느꼈기 때문이다.	6	5	4 3 2 1
35. 실습 프로그램이 내 목표달성의 토대가 되었기 때문이다.	6	5	4 3 2 1
I. 인턴실습관련 학교에서의 수업은			
36. 인턴실습들의 문제해결을 토론할 기회를 제공했다.	6	5	4 3 2 1
37. 업계의 기대를 더욱 잘 이해할 수 있는 대화의 상을 제공했다.	6	5	4 3 2 1
38. 성공적인 인턴실습을 위해 꼭 필요하다.	6	5	4 3 2 1
39. 나의 지식을 향상시킬 수 있는 적합한 자료들을 내주었다.	6	5	4 3 2 1
J. 전반적 만족도			
40. 인턴실습은 호텔 및 관광산업에서 종사하겠다는 나의 결심을 확고히 해주었다.	6	5	4 3 2 1
41. 전반적으로 나는 인턴실습 프로그램에 만족했다.	6	5	4 3 2 1

K. 기타 의견

L. 귀하에게 해당하는 항목에 등그림이 표기를 해주십시오.

42. 성별
1. 남 2. 여
43. 인턴실습을 했던 곳은?
1. 호텔 2. 여행사 3. 레스토랑 4. 기타 _____
44. 나이는?
1. 20세 이하 2. 21 - 25세 3. 26 - 30세 4. 30세 이상
45. 귀하의 평점 평균(GPA)은?
1. 2.0 미만 2. 2.0 - 2.9 3. 3.0 - 3.9 4. 4.0 이상
46. 이번 인턴실습 이전 귀하의 호텔 및 관광업체에서의 아르바이트 또는 직장경력은?
1. 없음 2. 1 - 6개월 3. 7 - 12개월 4. 1년 이상
47. 귀하가 이번에 실습한 업체에서 귀하에게 정식으로 직업을 제공하리라 생각합니까?
1. 예(☞ 48번으로) 2. 아니오(☞ 48번 문항은 답하실 필요가 없습니다.)
48. 만약 그렇다면, 그 제의를 받아들일 의향이 있습니까?
1. 예 2. 아니오

* 수고하셨습니다. 협조에 주셔서 대단히 감사합니다.

APPENDIX B

SAMPLE COVER LETTER TO DEAN

SAMPLE COVER LETTER TO PARTICIPATING FACULTY MEMBER

Name of Dean
 Name of Department
 Name of University
 Address

Date

Dear _____ :

My name is Jeongeun Ju, a graduate student at the University of North Texas. I am working on my Master's Degree in Hotel and Restaurant Management. I am currently working on my thesis entitled, "Korean Students' Perceptions of the Effectiveness of Their Internship Experiences in the Hospitality Industry in Korea." This study will determine if industry internships are fulfilling the expectations of students regarding leadership development, acquisition of technical skills, and overall satisfaction of their internship experiences as it affects their career goals. For your review, enclosed is a copy of the research instrument.

All twenty hospitality and/or tourism management programs in Korea which offer Baccalaureate programs will be asked to participate in this study. Responses from the questionnaire will be kept anonymous.

Please review, complete and sign the enclosed agreement form if you are receptive to participating in this study. At your earliest convenience, please return the completed form in the self-addressed, stamped envelope.

The plan is for me to interact with the appropriate faculty member at your university to conduct this study fall semester, 1996. The questionnaire should take 15 minutes or less for each student to complete. A packet of surveys will be sent to the instructor who will then ask the students to complete the surveys.

If you have questions, please contact me or my professor, Dr. Daniel A. Emenheiser at telephone number (817) 565-2436. I look forward to receiving your agreement to participate in this study. When the study is completed, the results will be made available to you.

Your consideration and support of this study are greatly appreciated. I look forward to hearing from you in the near future. Thank you very much.

Sincerely,

Jeongeun Ju
 Graduate student

Daniel A. Emenheiser, Ed.D.
 Assistant Professor

This project has been reviewed and approved by the UNT Committee for the Protection of Human Subjects.

Name of Faculty Member
 Name of Department
 Name of University
 Address

Date

Dear _____ :

Your university has elected to participate in the research study entitled, "Korean Students' Perceptions of the Effectiveness of Their Internship Experiences in the Hospitality Industry in Korea." This study will determine if industry internships are fulfilling the expectations of students regarding leadership development, acquisition of technical skills, and overall satisfaction of their internship experiences as it affects their career goals.

Please administer the survey to the students currently enrolled in your undergraduate internship class. Encourage your students to participate and assure them that their participation is voluntary and anonymous, and that they may withdraw at any time without penalty or prejudice. The survey should take no more than 15 minutes for students to complete.

Please read the following instructions to your students.

1. This is a study to determine if industry internships are fulfilling the expectations of students regarding leadership development, acquisition of technical skills, and overall satisfaction of the internship experience as it affects students' career goals.
2. Please do not write your name anywhere on the survey form. Your anonymous and voluntary participation is important to the study.
3. You may withdraw at any time without penalty or prejudice.
4. Thank you very much for taking time to complete the survey. If there are questions the researcher may be contacted at telephone number (817) 565-2436 or E-mail address jjeong@jove.acs.unt.edu.

If possible, please return the completed surveys in the enclosed postage-paid envelope no later than March 1, 1997. Upon completion of the study, results will be available from the researcher. Thank you in advance for your cooperation and support.

Sincerely,

Jeongeun Ju
 Graduate student
 School of Merchandising
 and Hospitality Management
jjeong@jove.acs.unt.edu

Daniel A. Emenheiser
 Assistant Professor
 School of Merchandising
 and Hospitality Management
Emen@scs.unt.edu

This project has been reviewed and approved by the UNT Committee for the Protection of Human Subjects.

APPENDIX C

SAMPLE PARTICIPATION AGREEMENT FORM

PARTICIPATION AGREEMENT FORM

Research project: Korean students' perceptions of the effectiveness of their internship experiences in the hospitality industry in Korea

Researcher: Jeongeun Ju
Graduate student
Division of Hotel and Restaurant Management
University of North Texas

Address: 911 Bernard #102
Denton, TX 76201, U.S.A.

Expected date to conduct the survey (during fall semester, 1996):

(month/day/year)

Anticipated number of students to participate: _____

Name of faculty member who will conduct the survey:

(Professor)

(Title)

Signature for agreement to participate in this study:

(Signature)

(Title)

(University)

(Date)

Thank you for agreeing to participate in this study!
Please mail this form to Jeongeun Ju in the enclosed envelope.

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