

Future Culinary Students' Career: Do Internship Program Experiences Make a Difference?

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Abstract

Culinary Arts is one of the hospitality related programs offered in university, training institution and colleges. However, despite the increasing number of programs offered, the industry still faces issues of retaining culinary talents in the hotel industry. Therefore, the main purpose of this research is to investigate the relationship between internship program experience, overall satisfaction, and future career of culinary graduates. A total of three hundred (300) culinary program students from three Higher Education Institutions (HEIs) in Selangor, Malaysia was invited to participate. A total of 275 questionnaires were returned and analysed. Multiple regression was performed to assess the relationship between the study variables. Results showed that Appreciation and Feedback dimension had significant influences on future career. However, other sub-dimensions; Orientation and Supervisor Support, Work Atmosphere, Co-ordination between Institution and Organization and Exciting and Challenging work were not proven to be significant to future career. Findings also reported that all the dimensions of internship program experience to have significant impact with their overall satisfaction. These findings present significant information for HEI and the hotel industry on the importance of internship program to prepare students for the actual work setting in the future.

Keywords:

Culinary Arts, Internship Experiences, Future Career, Satisfaction

1 Introduction

Hotel sector has positively grown and continuously contributed to development of tourism industry through the significant talent of its workforce in providing quality services. This trend tends to force the Higher Education Institutions (HEIs) to provide full set of learning structure that is consistent with the demand of the industry and need of

having a proficient and skilled employee. However, the hotel industry continuously facing the same issue of retaining employees. With regards to unsocial life, low pay, inflexible work schedules, and long hours, most culinary graduates are more likely to leaving the hospitality industry and because of these problems; they may simply consider the sector as a temporary job opportunity instead (Seyitoğlu & Yirik, 2015). Seyitoglu and Yirik added how this issue may be the cause behind the increasing rate of unwillingness for hospitality graduates to become involved in the hospitality sector. Ultimately, this scenario contributes to high turnover issues worldwide (Dhevabanchaichai & Wattanacharoensil, 2017). This poses the question on whether the current culinary program helps the industry in attracting graduates to work in the hotel industry, retaining them and at the same time to fulfill the demand and supply of its workforce.

Hotel industry can be considered as intensely competitive work environment, and then it is a priority for higher education to provide culinary programs for students to meet the demands and supplies of the industry (Farmaki, 2018). This is to balance between demand and supply within the hospitality industry and differentiate between student experience and mastery of their knowledge and skills gained from both educational institutions and hotel industry itself. Yau (2012) mentioned that internship program enables students to possess familiarization and manage their daily task effectively under minimum supervision. In addition, internship program is able to create competent and committed students in preparation for their future career. Therefore, HEIs plays important role in providing relevant hands-on internship learning experience similar to a real work situation in a manner that satisfies the employer's expectation and employment needs (Hughes, Mylonas, & Benckendorff, 2013) and provide future culinary graduates with promising career.

2 Literature Review

2.1 Internship Experiences

Process of hands-on learning in the actual hotel kitchen is an effective way of teaching and gaining experiences for culinary students. The demanding work as a chef in the industry provides students with visualisation and anticipation of the actual work environment and tasks that they will be responsible with when they enter the industry later. During their theoretical education in practice, culinary graduates need to aware the current trends in the industry and apply them (Gupta, Burns, & Schiferl, 2010). Practical training is a platform for students to equip their knowledge, skills, and expertise in the areas they are involved in. Experience and learning during internships affect student learning outcomes and attitudes towards their future career (Chen, Hu, Wang, & Chen, 2011). Hotels give students the opportunity to practice the theoretical knowledge they have learned in the classroom and to develop their skills and experience in real-work life situations (Bogdana et al., 2012). The training is important for culinary graduates as it provide students with the skills needed and challenges that they might face in the actual work (Chinomona & Surujlal, 2012).

Internship program facilitates students' development in areas of communication, teamwork, problem-solving, discipline, and commitment which are essential for student's career in the industry (Wang, Kitterlin-Lynch, & Williams, 2018). In line with that, by involving themselves in the internship program, it will be easy for them to choose their career wisely according to their skills set and competency (Omar & Rajoo, 2016). Ever since the turn of the new era, more consideration has been focus to those key components of internship that lead to positive outcome, including relationships (Kim & Park, 2013), stakeholder observations (including employers, students, graduates and/or academicians) (Tse, 2010), student internship experiences (Ruhanen, Breakey, & Robinson, 2013); and up to this newly, the effect of internships on profession development/choices (Kim & Park, 2013; Zopiatis & Theocharous, 2013). Singh and Dutta (2010) provide insights on other areas that are more relevant in understanding the impact of internship experiences such as orientation and supervisor support, work atmosphere, co-ordination between institution and organization, exciting and challenging work, and appreciation and feedback. They examined the experiences based on environment provided and nature of the internship duties itself.

Internship program be able to encourage communication and collaboration among students, HEIs and industry professionals. Therefore, to create a greater satisfaction between these three parties, the industry needs to develop strategies to create opportunities for trainees to socialize with their colleagues and supervisors. The college or university should be communicating with the hotels on frequent basis to keep up with the latest trend in the industry and the new set of skills required (Kim & Park, 2013). Culinary students will be motivated when they had a chance to show their skills during internship, thus make them to be professional in their field. Throughout internship program, culinary students will showcase their experience through career clarity, effective supervision, and student professionalism, a sense of belonging, student productivity, learning, and development of skills. In addition, Lashley (2011) stated that this is useful for the educators and practitioner's relationship in identifying industry's requirements and emphasizing the teamwork available to develop the graduates that are appropriate to hospitality industry careers.

2.2 Overall Internship Satisfaction

Klee (2011) defined overall satisfaction as the extent to which people satisfied or dissatisfied with their jobs and how they perceive and feel about the different aspects of their jobs. In this research, overall satisfaction refers to which culinary graduates perceive and feel about the different aspect of their internship program. Internship tends to ensure a positive impact on students' overall perception of career development in related hospitality industry and can improve their future marketability. Satisfaction with internships helps to effectively forecast the satisfaction's level of culinary interns with an internship and related to how well it prepares them to choose their future career wisely. Previous works indicated that if student expectations were consistent with actual

conditions, then students would be satisfied (Kim & Park, 2013; Ruhanen, Robinson, & Breakey, 2013). However, this contradicts with the fact that high turnover rate in the hotel industry is still occurring, hence there is a need for researchers to investigate these factors (Fong, Luk, & Law, 2014). Zopiatis and Theocharous (2013) added that supervisor support provided by supervisors during an internship has a huge influence on the student's perceived benefits of the internship, but this fact is often ignored by companies (Zopiatis & Constanti, 2012). Kong and Yan (2014) indicated that the only win-win strategy is to have companies and employees dedicate themselves to learning at the same time.

While carrying out internships and directly working with those professionals, culinary interns learn about the workplace environment, work satisfaction and become more familiar with the hotel industry (Jack, Stansbie, & Sciarini, 2017). Align with that, practical training has proven that the experience among culinary learners on integrated learning will inevitably facilitate the transition from higher education to employment and contribute to their career development (Zopiatis & Theocharous, 2013). As a result, internships satisfaction will improve students' perceptions of job fit (Aggett & Busby (2011) and enhance graduates' job satisfaction (Jack, Stansbie, & Sciarini, 2017). Findings showed how job satisfaction through internship were able to improve students' decision on future career development and gain a greater insight into the industry (Narayanan, Olk, & Fukami, 2010). Stansbie, Nash & Jack (2013) found that hospitality industry must be responsible in providing a positive and flexible work environment that is important for the student's skills development and increase their job satisfaction in the hotel industry. The above statement has been supported by Fong, Luk, & Law (2014), as positive internship experiences also encourage students to stay in the industry after graduation. Hotels need skilled and knowledgeable employees to fill in the gap in the organization which was prevalent as raised in studies related to employee turnover in the hotel industry (Chinomona & Surujlal, 2012; Fong, Luk, & Law, 2014).

Despite with the positive factors about internship, the experience of practical training at the hotel can sometimes pose negative feelings and outcomes among culinary students (Brown, Arendt & Bosselman (2014). In this situation, hotels found it much harder to motivate students who was exposed to what they feel is realistic while undergoing practical training at the hotel. The challenges of working in long hours and different shifts has made them reconsider the option of working in a hotel as their career. This situation can lead to a shortage of qualified workers for the industry (Lam & Ching, 2007). Industry representatives need to understand students' attitudes towards the industry, which will provide better insights and play an important role in developing a vibrant workforce (Chinomona & Surujlal, 2012). Students are more interested in aiming for a career that are not emphasize on physical challenge and focus more on their creativity at work (Narayanan, Olk, & Fukami, 2010).

2.3 Culinary Graduate Future Career

The most useful of the possible experiential learning activities to enhance employability are through internships programs (Yang, Cheung, & Song, 2016). In fact, it has been an effective approach to bridge the gap between education and career demands, which is the essence of future career of the culinary interns (Narayanan, Olk, & Fukami, 2010). Studies have shown that internships have significant benefits in planning future career among students (Ishengoma & Vaaland, 2016) and students reported being 2.5 times more confident in their future career after internship (Qenani, MacDougall, & Sexton, 2014). Students who have completed their internship program will have the opportunity to find a related jobs and hotel industry generally prefer graduates with prior internship experience. The experience gained in the internship has made the students feel familiar at work situation and increases the efficiency of hotel management (Jack, Stansbie, & Sciarini, 2017) thus, it helps to increase salary levels and work satisfaction.

Ring, Dickinger, and Wöber (2008) indicated in their research that internship programs are the biggest contributor to the student's future career and a prominent training method in terms of enhancing competencies to better the chances of graduates in landing a job. However, they also mentioned that the homogeneity of tourism and hospitality programs may inhibit students' flexibility, innovation, and creativity. Similarly, studies indicate poorly managed internship programs can have a negative effect on students' intention to continue in the industry and possible negative effects on employability (Farmaki, 2018). Indeed, the students' perception of the internship experience and his or her satisfaction with that experience can strongly influence the internship outcomes.

2.4 Internship Program Experience, Overall Satisfaction and Future Career of Culinary Graduates

Research shows that positive experience of graduates while undergoing practical training will cause them to choose this industry as their career when they finish their study (Chen & Shen, 2012; Narayanan, Olk, & Fukami, 2010). Kim and Park (2013) found that the social experience that took place during the practical training period of students would ultimately lead to positive changes in the student. Hence, it reduces the negative perceptions of various career-related factors in the hotel and tourism industry. In a realistic point of view, individuals are able to make decisions about their career when they know what career are available to them and when they have a realistic understanding of how to achieve their career goals. In line with the above statement, (Chen & Shen, 2012) in their research shows that the decision is influenced by various factors, such as family, school, society, and social factors. In addition, Farmaki (2013) point that society like faculty members, curricula, and organization facilities also affect students' career decisions whether through teaching style, the quality of course delivery, course design, and content; and the quality of the activities and facilities available.

Moreover, most of the students prefer their peers, hospitality partners and industry network to be highly influential in their career decision-making process. In the perspectives of the family influential, Zopiatis and Theocharous (2013) found that encouragement by the parents itself and values related to the hospitality industry are the most important factor for career decisions. In the perspectives of social media influential, information received likes forums, cooking show, biography video and hospitality groups on Facebook and LinkedIn, has a tremendous impact on how students view a career in the hospitality industry. According to Tsai, Hsu, and Yang (2017), students in the millennium are so easy to get useful information to help them in the decision-making process. For example, social connections and word of mouth on online social networking sites can be the most referred medium of information for students today. Internet and social media are a medium to facilitate communication between jobseekers and recruiting companies. Using social media, companies and recruiters has access to reach out to more potential candidate as they targeted because of the frequent use of the platform by users. At the same time, social networking sites offer a platform for individuals to seek peer advice and opinions on job decisions (Jack, Stansbie, & Sciarini, 2017). For example, for job applications, currently culinary graduates can use Jobs Malaysia accounts to comment on their current job status and work experience at the hotel, while the hotel can use the same forum to provide news or updates to the hotel, both of which can influence student work intentions or results and career paths.

3 Methodology

3.1 Research Design

This study adopted a quantitative research design. This is a correlational field study where the association between variables was sought and examined respondents from HEIs using self-administered questionnaire. This study runs by cross-sectional in nature where the data was gathered just once, over a period of days, weeks, or months. The research paradigm for this study is based on quantitative method, using survey as the instrument.

3.2 Population & Sampling

In the context of this study, target population are selected from all full-time Culinary Arts students studying at public and private higher learning institutions in Malaysia. The sampling frame of this study included all students who had completed their internship, as suggested by Lam and Ching (2007). Due to the lack of time to obtain the total population of culinary students throughout Malaysia and logistic issues, the purposive sampling method was used in this study at three (3) hospitality education providers in Selangor, Malaysia. In the development of the study instrument, the items in the questionnaire were associated to students' internship experiences and their satisfaction level that would influence their future career in hotel industry. The type of survey was done using survey instrument adapted from the previous work of Singh and Dutta (2010), Kusluvan and Kusluvan (2000) and Chen and Shen (2012). The questionnaires were being

divided into four (4) parts. Part one consists of a student’s internship program experience during their internship placement. The second part measures the level of student’s overall satisfaction while part three assesses the future career of students in the hotel industry. Demographic data on respondents such as gender, age, and training period are collected in Part four, the response of the participants was captured on a five - point Likert scale varying from strongly disagree (1) to strongly agree (5)

Table 3.1: *Measures of the study variables*

Study Variables	No. of Items	Sources of Instrument Items	Type of Scale
Internship Experiences			
Orientation and Supervisor Support	4	Singh and Dutta (2010)	A five-point Likert-scale from (1) “Strongly Disagree” to (5) “Strongly Agree”
Work Atmosphere	8		
Co-ordination between Institution & Organization	6		
Exciting and Challenging Work	3		
Appreciation and Feedback	4		
Overall Satisfaction	6	Chen and Shen (2012)	A five-point Likert-scale from (1) “Strongly Disagree” to (5) “Strongly Agree”
Future Careers of Culinary Graduates	4	Kusluvan and Kusluvan (2000)	A five-point Likert-scale from (1) “Strongly Disagree” to (5) “Strongly Agree”

3.3 Plan for Data Collection

A total of 300 culinary students from the three HEIs were invited to participate. The data collection was done targeting at final year students at three HEIs in Selangor, Malaysia that were offering hospitality and culinary arts programs. Based on personal communications with the Deputy Registrar of the Academic Department in HEIs, on average, there were about 100 culinary arts students per year. In lieu of that, the researcher targeted 300 respondents for this study. The questionnaires were distributed and collected within the period of 1 to 3 month from January till March 2019. In order to reach the respondents, the researcher was request permission from each institution to distribute the questionnaires on the dates of their Industrial Training report submission. Appointments were made with the faculty in each institution to ensure that the students (respondents) available to participate in the fieldwork. Snowballing method was used to spread the word around to reach the target number of samples.

4 Findings

4.1 Response Rate

A total of 282 questionnaires were returned. After initial screening of the response, only 275 responses were used and analyzed. This represented 91.7% response rate. The 275 questionnaires were coded and entered in the statistical platform for analysis to seek the reliability, relationship between study variables, and any effect of the differences in demographic of the respondents on the study.

4.2 Respondents' Demographic and Work Profiles

The following Table 4.1 outlines the respondents' demographic and work profiles which include gender, age, marital status, and study program.

Table 4.1: Respondents' Demographic Profiles

Profiles	Categories	Frequencies	Percentage (%)
Gender	Male	128	46.5
	Female	147	53.5
Age	< 18 years' old	3	1.1
	18-20 years' old	155	56.4
	21-25 years' old	115	41.8
	> 25 years' old	2	0.7
Marital Status	Single	266	96.7
	Married	9	3.3
	Others	-	-
Program Level	Diploma	229	83.3
	Bachelor's degree	46	16.7
Internship Duration	< 3 months	6	2.2
	3-6 months	227	82.5
	> 6 months	42	15.3

*N=275

Table 4.1 shows the gender distribution was higher for female respondents than the males. This is due to the higher numbers of females enrolled in Culinary Art program in higher education institutions compared to its male counterparts. A total of 147 respondents (53.5%) were females while 128 respondents (46.5%) were males. The table also describes the percentages of respondents' distribution according to their age range. The graph shows that the higher percentage of respondents are from 18 to 20-year-old students, who had gone to their internship placement in their second year of study. A total of 155 respondents (56.4%) are 18 to 20-year-old students, 115 respondents (41.8%) are 21 to 25-year-old students, 3 respondents (1.1%) are less than 18 years old, and only 2 respondents (0.7%) are more than 25 years old. From a total of 275 respondents, 266 respondents (96.7%) are single and only 9 respondents (3.3%) are married as depicted in

the table. Most of them are young students with their age ranging from 18 to 20 years old. Respondents who are married are persons aged 21 to 25 years and above. Table 4.1 depicts the diploma level was the highest number of respondents with a total of 229 students who formed 83.3% of the total number of respondents. Bachelor's Degree covers only 16.7% of the total number of respondents with a total of 46 students. This was due to the limitation of culinary arts degree program. The table shows the percentage of respondents in terms of training periods in the hotel industry. 227 out of 275 respondents (82.5%) had been living for their internship for 3 to 6 months, showing that most of the students had undertaken the 4 to 6 months normal internship program. 42 respondents (15.3%) had gone for more than 6 months internship program. The extended duration most probably due to own imitative of students to stay a little bit longer in the industry or requested by the industry professional themselves perhaps due to shortage of staff. Only 6 students (2.2%) had shortened their internship duration due to health problems and other issues.

4.3 Mean and Standard Deviation of Variables Items

From the descriptive statistics in Table 4.2 below, for internship experiences, the dimension orientation and supervisor support have a mean of 3.72 with standard deviation of .623 whereas the dimension work atmosphere has a mean of 3.75 with standard deviation of .642. The third dimension which is co-ordination between institution and organization scores the highest mean among the factors of internship experience (M=3.76, SD=.607). The dimension on exciting and challenging work has the lowest mean among the five factors (M=3.58, SD=.698), while appreciation and feedback has a mean of 3.65 with standard deviation of .742. It also shows that internship satisfaction scores the highest mean among the three main variables (M=3.79, SD=.617), while future career has the lowest mean score (M=3.50, SD=.644). Overall, internship experience has a middle score mean of 3.71 and standard deviation of .520.

Table 4.2: Mean Scores and Standard Deviation of Study Variables

Variables	Mean	SD
Internship Program Experiences	3.71	.520
Orientation and Supervisor Support	3.72	.623
Work Atmosphere	3.75	.642
Co-ordination between Institution and Organization	3.76	.607
Exciting and Challenging Work	3.58	.698
Appreciation and Feedback	3.65	.742
Overall Satisfaction	3.79	.617
Future Career of Culinary Graduates	3.50	.644

4.4 Reliability Analysis of Study Variables

Cronbach's coefficient alpha measures the internal consistency of a scale (Pallant, 2016). The Cronbach's Alpha Coefficient value for both study variables in the study revealed a range of coefficient values from .71 to .84 which is acceptable and reliable.

Table 4.4: Reliability Test (Cronbach's Alpha and Mean) of study variables (n=275)

Variables	Number of items	Cronbach's alpha
Internship Experiences	25	.84
Overall Satisfaction	6	.83
Future Career	4	.71

4.5 Regression Analysis for the Relationship between Internship Experiences and Future Career of Culinary Graduates

To examine the first hypothesis (H1: There is a relationship between internship experiences and future career) and the five sub-hypothesis, standard multiple regression was conducted to investigate the best predictors of future career. There are five predictors under the Internship Experiences variable (orientation and supervisor support, work atmosphere, co-ordination between institution and organization, exciting and challenging work, appreciation, and feedback). All the independent variables are entered into the equation at once. The beta coefficients and the summary of the regression results are presented in following Table 4.5.

Table 4.5: Results of Multiple Regression of Internship Program Experiences on Future Career of Culinary Graduates (N=275)

Predictors	Model 1 Std. β	Sig. Level
Step 1: Model Variables		
Internship Program Experiences:	.49***	.000
Orientation and Supervisor Support	.08	.189
Work Atmosphere	.10	.203
Co-ordination between Institution and Organization	.09	.228
Exciting and Challenging Work	-.03	.646
Appreciation and Feedback	0.37***	.000
R ²	.27	
Adj. R ²	.26	
R ² Change	.27	
F Change	20.29***	.000

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

From the result, it shows that the combination of variables to predict future career from orientation and supervisor support, work atmosphere, co-ordination between institution and organization, exciting and challenging work, and appreciation and feedback was statistically significant, $F = 20.29$, $p < .001$. It is also worth noting that the

dimension of appreciation and feedback scored the highest beta (β) values ($\beta = .37, p < .001$) and is significantly predicting future career of culinary graduates. The adjusted R^2 value was .26. This indicates that 26% of the variance in the dependent variable can be predicted from the independent variables. Though only one variable (appreciation and feedback) is proved significant, when all five variables are included under Internship Experiences dimension, they are deemed significantly predicting future career ($\beta = .49, p < .001$). However, since only one dimension is proven significant, and the others were not significant, Hypothesis 1 is said to be partially supported.

4.6 Regression Analysis for the Relationship between Internship Experiences and Overall Satisfaction

Table 4.6: Results of Multiple Regression of Internship Program Experiences on Overall Satisfaction (N=275)

Predictors	Model 1 Std. β	Sig. Level
Step 2: Model Variables		
Internship Experiences:	.74***	.000
Orientation and Supervisor Support	.14**	.005
Work Atmosphere	.16**	.007
Co-ordination between Institution and Organization	.21***	.000
Exciting and Challenging Work	.18***	.001
Appreciation and Feedback	.27***	.000
R ²	.57	
Adj. R ²	.56	
R ² Change	.57	
F Change	70.22***	.000

Note: * $p < 0.05$, ** $p < 0.01$, ***, *** $p < 0.001$

Table 4.6 illustrates the result of standard multiple regression of the relationship between internship program experiences and overall satisfaction. The combination of variables to predict overall satisfaction from orientation and supervisor support, work atmosphere, co-ordination between institution and organization, exciting and challenging work, and appreciation and feedback was all statistically significant, $F = 70.22, p < .001$. The adjusted R^2 value was .56, thus indicates that 56% of the variance in overall satisfaction variable can be predicted from internship program experiences variable. It is also shown that all the dimensions of internship program experiences are significantly predicting overall satisfaction, with the best predictor being appreciation and feedback ($\beta = .27, p < .001$), followed by co-ordination between institution and organization ($\beta = .21, p < .001$), and exciting and challenging work ($\beta = .18, p < .001$). This indicates that Hypothesis 2 is strongly supported.

4.7 Regression Analysis for the Relationship between Internship Satisfaction and Future Career of Culinary Graduates

Table 4.7: Results of Multiple Regression of Internship Satisfaction on Future Career (N=275)

Predictors	Model 1 Std. β	Sig. Level
Step 3: Model Variables		
Overall Satisfaction	.44***	.000
R ²	.19	
Adj. R ²	.19	
R ² Change	.19	
F Change	65.36***	.000

Note: * $p < 0.05$, ** $p < 0.01$, ***, *** $p < 0.001$

Based on Table 4.7, it is reported that the overall satisfaction variable scored a beta coefficient (β) of .44, and was proved significant, $p < .001$. The adjusted R^2 value was .19, thus indicates that 19% of the variance in future career variable can be predicted from overall satisfaction variable. The result also demonstrates that overall satisfaction variable was also statistically significant with $F = 65.36$, $p < .001$. This evidently shows that all items in overall satisfaction variable are significantly predicting future career, thus strongly supporting Hypothesis 3.

4.8 Discussion

The first research question in this study addressed the relationship between the internship program experience and future career of culinary graduates. The objective is to test whether the culinary students' internship program experiences have significant effects on their future career in the hotel industry (H1) which was found to be significant ($\beta = .49$, $p < .001$). The findings revealed that the best predictor of future career is Appreciation and Feedback. It can be concurred that culinary students valued the industry professionals' warm appreciations on their achievement and contributions during their internship, which influenced them to stay on and build a career in the industry. Klee (2011) reported that, students receiving high levels of appreciation from their supervisors will dramatically gain high level of total satisfaction with their internship because they felt that they are valued by their organization. However, other sub-hypotheses scored low beta values and were not proven to be significant. Lam and Ching (2007) stated that certain hospitality organization may not understand the actual reason behind this practice and as a result, culinary intern was always treated as a free labour. The relationship between Work Atmosphere and the Future Career was not significant because most students hardly received any training allowances or fringe benefits during the internship. Interns were looking forward for the benefits and compensation from their internship program (Singh and Dutta, 2010). In addition, the Exciting and Challenging work dimension was also found to be insignificant. Lee and Chao (2013) identified factors in the internship such as interpersonal recognition, benefits, supervisor

leadership, job arrangements, and training affect interns' motivation to start a career in the hotel.

The next hypothesis (H2) suggested that there is a relationship between Internship Experiences and Overall Satisfaction. Based on the results the overall culinary students' internship program experiences proved to have a significant relationship with their satisfaction towards internship ($\beta=.74, p<.001$). Moreover, all the dimensions have significant effects on overall satisfaction, especially the Appreciation and Feedback dimensions ($\beta=.27, p<.001$). This revealed that culinary students regard the appreciations they received during internship and the feedback from supervisors as the most influential aspects for them to feel satisfied with the internship placement experiences. Klee (2011) mentioned that the quality indicator of internship program experience received by students is determined by receiving instant feedback from their supervisors. As mentioned by Sing and Dutta (2010), students wish to be observed and evaluated by their supervisors because they want to give suggestions and inputs about their work and want to apply related theories that they learnt in the classroom to the real work.

The third hypothesis (H3) proposed that there is a relationship between culinary students' overall satisfaction towards internship with their future career in the hotel industry. The results reveal that indeed, there is a significant relationship between culinary students' overall satisfaction and their future career in the hotel industry. The relationship between both variables scored a high beta coefficient value of .44 ($p < .001$). Zopiatis and Theocharous (2013) state that internship experience among student interns on integrated learning will inevitably facilitate the transition of students from higher education to employment and contribute to their career development. This will be resulting to job satisfaction among culinary graduates and improve their positive perception on internship. Wang, Kitterlin-Lynch, and Williams (2018) found that hotel organization must provide a positive and flexible work environment that is important for the student's development and increase their satisfaction in the hotel industry. This also been supported by Fong, Luk & Law (2014) as great satisfaction during internship will encourage student interns to further planning their future career after graduation.

5 Conclusion

Internship placement program is a fundamental part of many academic programs, particularly to the hospitality programs students. It plays an important role in the transition of students from the educational environment to the work environment. From the findings, it can be concluded that indeed, there are relationships between culinary students' internship experiences, overall satisfaction, and their future career in the hotel industry. There are possible factors which led to changes of students' future career, including poor work environment, no training allowances and fringe benefits, poor orientation program by the industry, and lack of supervisory supports. When returning to their educational institutions upon completion of internship placements, students will exchange information about their placements, whether through formal procedures in the form of presentation or report, or informally such as discussions with peers and lecturers.

Students who are satisfied with their overall internship placement experiences may generate further interest to stay in hotel organizations, while adverse reports will have the opposite effect, with the intention to venture into other industries.

To avoid negative outcomes and loss of culinary graduates to other industries, hospitality educational institutions should take the initiative to provide better intensive internship program to maximize the students' potentials and provide them with positive views concerning the culinary internship program. The academicians should also continuously expose students to the real-world before they go out for internship so that they can obtain a general idea on the challenges in the industry and be more prepared mentally and physically. With regards to the findings, hotel organizations should properly address and overcome recurring issues related to training allowances and fringe benefits, task orientation, supervisory support, working hours, and gender equality. There should be a common understanding that all the student-interns in the industry are to be compensated similar permanent employees. Apart from that, the students should be treated like other members of the team, not just as a free labour or temporary staff. As the internship program is the first students' experience in professional setting, the supervisors should also provide feedbacks to the students in a timely and respective manner. In conclusion, both industry and educational institutions should work hand in hand in providing better internship experiences to make culinary internship placement more effective and beneficial to the students.

6 About the authors

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