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**PERCEPTION OF INTERNSHIP ON STUDENTS
STUDYING IN THE FIELD OF TOURISM AT
UNDERGRADUATE LEVEL: A RESEARCH AT ÇANAKKALE
ONSEKİZ MART UNIVERSITY**

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YÖNELİK ALGILAMALARI: ÇANAKKALE ONSEKİZ MART
ÜNİVERSİTESİ'NDE BİR ARAŞTIRMA*

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Abstract

Aim of the research is to determine the perception of internship on the students studying at undergraduate level. The factors affecting students' perception of internship and applicable precautions and recommendations towards those factors in the form of suggestions are aimed to put forward at the end of the research. Descriptive research type was used in the research. Suitable to the type of research, an evaluation of secondary data was conducted and based on the results, a questionnaire was created. Before we applied the questionnaire to the sample, it had been done pre-test to 40 people. Thus, some changes have been done in the questionnaire. These questionnaire forms were distributed to the students of Canakkale Onsekiz Mart University Faculty of Tourism who did their internships in 2013-2014 Academic Year. 155 questionnaires from 176 were filled out and turned back. In the research; frequency analysis of the demographic characteristics, reliability analysis (Cronbach Alpha), factor analysis, T-test were used. According to the findings, well-trained employees are beneficial to competition in tourism on both global and national levels. It is also stated that having well-trained and qualified personnel is especially important to Tourism sector and managements in this sector in terms of competition. Students were found satisfied at a large percentage when their average for internship satisfaction was examined. In addition, both friend advice and career days were found to be effective in finding internship place.

Key Words: Undergraduate Students, Internship, Perception

Özet

Bu araştırma, lisans düzeyinde turizm eğitimi alan öğrencilerin staj eğitimine yönelik algılamalarının tespit edilmesine yönelik olarak hazırlanmıştır. Çalışma sonucunda ise öğrencilerin staj eğitimine yönelik algılamalarına etki eden faktörlerin belirlenmesi ve buna yönelik uygulanabilir önlem ve önerilerin tavsiye şeklinde ortaya konulması amaçlanmıştır. Çalışmada tanımlayıcı araştırma türü kullanılmıştır. Araştırma türüne uygun olarak ikincil verilerin bir taraması ve değerlendirmesi yapılmış ve bu sonuca göre bir anket oluşturulmuştur. Oluşturulan anket uygulanmadan önce 40 kişiye ön test uygulanmıştır. Bunun sonucunda bazı sorulara yönelik küçük değişiklikler yapılmıştır. Daha sonra, Çanakkale Onsekiz Mart Üniversitesi Turizm Fakültesi'nde 2013-2014 Eğitim ve Öğretim yılında staj yapan öğrencilere anket formu dağıtılmıştır. Dağıtılan 176 ankettten 155 tanesinin geri dönüşü gerçekleşmiştir. Araştırmada; demografik özelliklerin frekans analizleri, güvenilirlik analizi (Cronbach Alpha), faktör analizi, T-testi kullanılmıştır. Çalışmanın bulgularına göre, staj yapan öğrencilerin iyi eğitilmiş olmasının hem uluslararası hem de ulusal düzeyde turizmin rekabeti üzerinde olumlu etkisi bulunmaktadır. Ayrıca turizm sektöründe eğitilmiş ve kaliteli çalışanların varlığının, bu sektör ve sektördeki işletmeler için rekabet edilebilirlik anlamında çok önemli olduğu belirlenmiştir. Ankete katılanların staja yönelik memnuniyet ortalamaları incelendiğinde ise, yapılan stajdan büyük bir oranda memnun olduğu bulgusu elde edilmiştir. Bununla birlikte, turizm öğrencilerinin staj yeri bulmalarında, hem arkadaş tavsiyelerinin hem de okullarda düzenlenen kariyer günlerinin etkili olduğu da tespit edilmiştir.

Anahtar Kelimeler: Lisans Öğrencileri, Staj, Algı

INTRODUCTION

Progress and development of a community to an advanced level is directly related to its economic strength and it is based on power of production, development of industry, technology and ability to adapt this technology. Therefore, for development of a country, achieving the level of knowledge that technology requires and reflecting this on business life by using various equipment and tools are needed. This can be achieved with qualified personnel having the necessary knowledge and skills. (Özsayar, 2008; 1).

With the employment opportunities it creates, tourism industry has an important place in national economies. This importance brings the qualified workforce with it. Since tourism activities are done by customers expecting unconditional satisfaction expectation, they require a high degree of expertise. Businesses offering tourism products can provide this expertise with only qualified workforce. Quality workforce can be provided with a good education. One of the most important parts of this education is internships done during education.

One of the important factors that play a role in the success of tourism education is training practices. Due to the limited possibilities of schools, training practices help students to transfer the theoretical knowledge to practice. In addition to this, students get to know tourism sector better and it helps the adaptation of student to tourism businesses (Aymankuy, Tetik, Girgin and Aymankuy, 2013; p. 101).

The training of qualified workforce that tourism sector needs can be divided into 3 groups (Şahinkesen, 1992; p. 691):

- Systems based on the apprenticeship: Mainly applied in medieval times, these systems were developed by some countries furthermore to meet the qualified workforce need.
- Systems based on schools: Upon getting unsatisfactory results from apprenticeship training, the idea of cultivating qualified workforce in vocational schools was born.

- Systems based on both schools and apprenticeship (mixed system): Cultivation of qualified workforce duty is given to vocational schools and apprenticeship training. While students are given theoretical knowledge in schools, they acquire necessary skills in companies.

Today, countries are using these elements based on their employment policies. Tourism education in our country, are grouped under two main categories as common training and formal tourism education. The purpose of the common tourism education is to awaken a consciousness of tourism in the society. Also referred as formal education, purpose of the vocational education and training is to cultivate knowledgeable, skilled, talented, productive and conscious workforce (İbicioğlu, Avcı and Boylu, 2003; p. 5).

Schools established with the aim to train qualified personnel, try to prepare students to business life with up to date theoretical and practical knowledge. Because of its dynamic nature, both school training and internship which requires them to focus on vocational training have great importance for students (Özsayar, 2008; p. II). With these said, the purpose of the research is to emphasize the importance of internship in meeting the need of qualified workforce in the field of tourism.

Concept of Internship and its Importance

Providing the knowledge necessary for the business life and introducing the job and sector to professional candidates, internship is increasingly becoming important for businesses as a method of acquiring personnel, education and development (Demir, 2010; p. 9). Concept of internship has variety of definitions in the literature.

According to Wisch (1988) internship is defined as using and trying the academic information in real life. In other words, it is an experience of converting the accumulated knowledge into behavior by doing and living it.

According to the Turkish Language Institution's Turkish glossary, internship is defined as individuals spending a time period in practical learning in any profession and / or the period in which the individuals spend their times in one or many departments of an institution to increase their vocational knowledge.

According to Demir (2010) internship is defined as a process in which different sectors, companies and jobs are recognized, the first practical job training is done and candidates question, shape and develop their career plans.

Within the light of these definitions, intern is a candidate who continues to or has just graduated from an education institution having a chance to practice in order to reinforce the theoretical knowledge in same or different departments in one or more work places (Demir, 2010; p. 4).

It is stated that internship introduces the work places and conditions, teach the things that needs to be done, improve their skills, have them take responsibility and adapt structural changes in a short time (Sabuncuoğlu, 2000; p. 135). With internship, students are able to apply and adapt the theoretical, practical knowledge and experience they get in academic environments to real life experiences and be aware of developments in the sector. In this sense, internships are very important possibilities for students to recognize the real world. (Çetin, 2005; p. 154).

Internship is a process that benefits students and companies or institutions. Internship shows potential candidates to companies or institutions for the future. It is a valuable period of time that introduces them to the business life, make them realize their own competence and facilitate the selection of area of specialization.

Internship provides valuable knowledge about recognizing the issues related to business life and how to cope with them, establishing a good communication between

colleagues and supervisors, recognizing quests and observing what they expect and how to establish a healthy communication. Internship makes one feel more equipped and individuals develop self-confidence. Apart from learning recent developments in the sector, an important reference for after graduation is obtained with internship (Wisch, 1988; p. 19).

The following recommendations can be made for the importance of internships (Karacan and Karacan, 2004: 182):

- First, efforts should be made for internship to be seen positively by the students. However, it shouldn't be forgotten that these efforts are bound to the selection of appropriate workplaces and their inspection. That selecting an appropriate work place and having the workplace inspected by the teachers with regular intervals ensure the internship becomes more efficient is clear.

- It is clear that people who love their profession are more successful in business life. Efforts should be made to have students love their professions. Seminars, symposiums or the meetings with employees have great importance in this matter.

- Considering the fact that most of the internships are done in private sector, the importance of internship should be explained to these businesses and importance of getting necessary support and attention from these businesses is clear.

- Regarding the importance of internship, various studies should be done not only in internship places but also at school. Necessary changes in curriculum and innovations should be done.

Internship in Tourism and its Benefits

Employees have a vital importance in ensuring the development in tourism and creating a competition between businesses. Having a good education and experience, these employees are not only actors of the competition between local businesses, but also regional, national and international businesses. In addition to giving them a good education, applying theoretical knowledge to real life and also introduction of sector closely is required because of the importance of employees. Indeed, in many secondary and higher education institutions giving tourism education, internship has become an important part of the education and compulsory (Emir, Arslan and Kılıçkaya, 2008; p. 273).

In order to have tourism students to adapt business life, various training courses are done. Compulsory internship is one of the important differences between vocational schools and faculties in Turkey. Internship is generally the time which students meet the sector for the first time. Perspectives the students gain in the process, represents them a basic data about whether they do that profession in the future. When looked at the internship applications in the schools giving formal education in Turkey, there are two different applications in sending students to internship. First is the law no. 3308 "apprenticeship and vocational education law" and the second is the "internship regulations" used in higher education institutions. While the former is the binding one with legal regulation, the latter is valid with the decision taken by the university senate and has no regulatory (Çelik and Tuna, 2012; p. 273). Internships are still being carried out as mandatory in vocational schools and optional in faculties. While internship period ranges between 30 to 90 days, in faculties this period ranges in 60 to 90 days. If vocational schools or faculties have application units, students can do a part of or all of their internships there. Through internships, opportunities such as introduction of business life, gaining experience related to their professions, and comparison of theoretical knowledge to practice are provided. Various training courses are done in Turkey throughout university education to have the students easily adapt the business life which they get into after their education and to have them gain experience. Particularly hotels, resorts, travel agencies, cruise

ships, airlines can be given as examples of application places. Not only by conversing the theoretical knowledge they got into practice, but also gaining vocational experience before business life and getting ready to the problems of business life with these experiences, Internship becomes an important part of education (Karacan and Karacan, 2004; p. 168).

Assuming the interns step into business life via internship, importance of having an orientation at the businesses they do their internship can be emphasized. In addition, because of their special circumstances, interns constantly in learning and development activities are seen a necessity and obligation. Therefore, for interns to be able to do the duties they will have in the future effectively and efficiently, the work they do and duties they undertake during their internship are considered as a basic foundation (Demir, 2010; p. 20).

The benefits of internship in tourism can be grouped under four main categories. The first one is for interns. The others are for employers, university and society. Internship contributes to students in many ways. For example, during the internship whether the job is appropriate for the individual can be understood in a much better way. Receiving information about the profession, making decisions according to that and making career plans will prevent the possible disappointments in profession selection in the future. Moreover, since doing internship will increase the self-confidence, it will make interns more comfortable in job applications and have them find a job easier. One of the two parties that contribute to the internship process is the intern who wants to increase the knowledge, skills and experience for the profession they do in the future; and the other one is authorized official who provides the necessary training in order to have the qualified personnel suitable for the profession (Karacan and Karacan, 2004; p. 169). One of the most significant benefits of internships for interns is that they reinforce the theoretical knowledge by practicing them into real life. This will help the employees to act more conscious and have more responsibility in their future business life (Bucak, 2007; p. 61).

The benefits of internship to employer, university and society are given as below (www.intech.mnsu.edu, 2014):

Benefits to employer:

- Thanks to the intern, the employer can obtain new ideas and concepts.
- The employer can try the intern without making any long-term agreement.
- The employer can benefit from the intern in the projects she/he wants to do.

Benefits to university:

- Creates an opportunity to close the gap between the needs of businesses and the universities.
- Creates many opportunities of using many social areas and resources that universities can't provide.
- Creates an opportunity to follow the innovations in the business world.

Benefits to society:

- With well-trained employees, society's resources are used better.
- Resources are used more efficiently with well-trained employees.
- The cooperation between universities and society increases.
- It makes it easier for students to find a place in society after graduation.

Literature Review

In this research, an evaluation has been made by reviewing the literature on the subject. Emir (2013) conducted a research on the impact of internship in professional development of vocational school students. In the research, expectations of vocational school students about internship were investigated via survey technique. 431 students studying in Anadolu

University's Porsuk Vocational School and Eskişehir Vocational school were included in the survey. 275 questionnaires were turned in and analysis of the data was done accordingly. According to the survey results, in general, internship is emphasized to have a positive effect on students. It is especially stated that students complete their theoretical knowledge with internship. In addition, It is also stated that internship has an effect on knowledge of foreign language, being successful in business life after education and decision about working in tourism business or not.

In their studies, Aymankuy and others (2013) conducted a research to find out the perception of internship by both undergraduate students studying in tourism and academicians. To achieve this goal, students and academicians of Balıkesir University Faculty of Tourism were asked questions by server technique. In total there was 325 student and 32 questionnaire papers answered. As a result, internship was found as compulsory and required by both students and academicians. It is stated in the research that students see themselves as cheap labor. It is also emphasized that the impact of internship on students deciding whether they work in tourism industry or not.

Güzel (2010) aimed to analyze the levels of motivation and hygiene set by Herzberg on the students who work during their internship in tourism sector. She performed her research using survey technique to the students of Muğla University Ortaca Vocational School who were registered and doing their internship in 2009 summer season. A total of 92 questionnaires were included in the data set. According to the results, it was found that significance level of motivation and hygiene factors were high among the students. In addition, it was determined that the students who want to continue in the tourism sector had some reservations on issues like salary and job security.

Emir and others (2008) conducted a research on the students of vocational schools bound to Afyon University who completed their internship in tourism to find out their opinions about internship. Consequently, contribution of internship to the students' vocational and personal development was emphasized. It was especially stated that internship contributes significantly to understanding the sector, human relations and foreign language development. In addition, it was expressed that the students were satisfied with their internships and wanted to work in tourism sector.

Akoğlan and Okumuş (1991) conducted research on the schools giving tourism and hotel management education at undergraduate level to identify the internship problems for students and businesses. Survey technique was used in the research. The data was collected from a total of 24 hotel managers and 176 students. According to the results, it was stated that the students found their internship places, they weren't supervised by the school, weren't given an orientation, were inadequate in foreign language and the internship didn't fulfill its objectives. In addition, business managers stated that they understood students didn't practice sufficiently in their vocational lessons and they were lacking in foreign language and computer education.

The Purpose of Research and its Method

Aim of the research is to determine the perception of internship on the students studying at undergraduate level. At the end of the research that the factors affecting students' perception of internship and applicable precautions and recommendations towards those factors in the form of suggestions are aimed to put forward.

Descriptive research type was used in the research. Suitable to the type of research, an evaluation of secondary data was conducted and based on the results, a questionnaire was created. Created with the aim to collect data, the questionnaire was improved taking into

account the works of Davras and Davras (2012), Zengin and Türkseven (2012), Karaman, Güven and Ceylan (2012).

The research is consisting of 176 students of Faculty of Tourism who did their internships in 2013-2014. For this purpose, questionnaires were distributed to the students who did their internship in 2013-2014 academic years in Canakkale Onsekiz Mart University Faculty of Tourism. 155 questionnaires were turned in. Within those, 7 of them were counted as invalid because of reasons such as missing information. The rest makes %84 of total. The reliability of the questionnaires was tested by Cronbach Alpha. The reliability of the questionnaires was found as 0.84. This ratio shows us the questionnaire is highly reliable (Ural and Kılıç; 2005, p. 262).

The data gathered by the answers of students participated in the research, was analyzed by SPSS packet program which is developed for social sciences. In the research; frequency analysis of the demographic characteristics, reliability analysis (Cronbach Alpha), factor analysis, T-test were used.

Findings and Evaluation

To determine the perceptions about the internship done by the students studying in tourism at undergraduate level, the demographic characteristics of the students who participated in the survey are given in the Table 1 below according to the evaluation of the data gathered from the questionnaires.

Table 1. Descriptive Statistics of Students

Gender	N	%	Year	N	%
Man	69	46,6	2	43	29,1
Woman	79	53,4	3	38	25,7
Total	148	100	4	67	45,3
Department	N	%	Total	148	100
Accommodation Management	87	58,8	Internship Workplace	N	%
Travel management and tour guidance	61	41,2	Hotel management	92	62,2
Total	148	100	Travel management	56	37,8
Region of the internship	N	%	Total	148	100
Marmara	57	38,5	Method of finding internship place		
Aegean	49	33,1	Friend advice	48	32,4
Mediterranean	30	20,2	Internet	21	14,2
Black Sea	1	0,7	Ad	36	24,3
Central Anatolia	7	4,7	Career Days	43	29,1
Foreign Countries	4	2,8	Total	148	100
Total	148	100			

According to Table 1, % 46,6 percent of the participants are men, %53,3 of them are women. % 58,8 percent of the participants are accommodation management department students and the rest % 41,2 percent is travel management and tour guidance students. The first choice of place for internship is Marmara Region with %38,5. It is followed by Aegean and Mediterranean Regions. %32,4 of the participants stated that the most effective factor in finding an internship place was friend advice. Then it is followed by career days held in school with %29,1, %24,3 advertisements and %14,2 internet. The reason why there aren't any first year

students in the Table 1 is that the students who completed their academic year is counted as second year students. In Table 2, participant's perceptions about internship are given.

Table 2: Perception of Internship on Students Studying in the Field of Tourism at Undergraduate Level

Statements N: 148	\bar{X}
Internship is important and necessary for tourism.	4,15
Internship improved my self-confidence.	4,12
I believe doing internship in the sector is beneficial to students.	3,99
Internship changed my view of tourism in a positive way.	3,97
Internship contributed positively to my communication skills.	3,91
The compulsory internship time decided by the school was enough.	3,84
The food given at the workplace was quality and various.	3,82
The internship time was enough to familiarize with the sector.	3,82
Internship affected my perspective of life positively.	3,68
There was a special bus service between the place I stayed and the workplace.	3,62
My salary was paid regularly during internship.	3,56
Internship made me love tourism as a profession.	3,47
Working hours were fixed.	3,46
My suggestions about my duties were taken into consideration.	3,41
A place to stay was provided during internship by the business I worked.	3,36
Internship contributed positively to my thoughts about staying in the sector.	3,35
All the employees at work were treated equally.	3,32
Doing the same things all the time during the internship made me lose my interest.	3,18
There was discrimination between the interns working.	3,17
The place I stayed was satisfying.	3,15
The knowledge I obtain at school was really helpful during my internship.	3,14
Before I started, my teachers at school gave detailed information about internship.	3,07
During internship, I benefited greatly from the language courses I had taken at school.	3,04
The applications practiced at school were useful to me during internship.	2,89
I had problems with other employees during internship.	2,63
Coordinator teacher was regularly talking with me during internship.	2,56
I was verbally insulted at work.	2,51
I was getting extra money for my overtime work.	2,35

Answer categories: 1 Strongly disagree.....5 Strongly agree.

According to the Table 2, "Internship is important and necessary for tourism" statement came first with 4.15 having highest mean. The participants considered internship necessary. Another important statement was "Internship improved my self-confidence" with 4.12 mean. These two statements were caused by tourism's dynamic nature. Tourism's dynamic nature shows us that we can't do the duties with only theoretical knowledge. Participants stated they understood tourism sector better by practicing. Therefore, internship is indispensable for tourism and should be given importance. While internship done in good places contributes positively to students, internship done in bad places may have detrimental effects on the

students' thoughts about the job. Within the other statements, "I was getting extra money for my overtime work" had the lowest mean with 2.35. Hotel managements shouldn't forget that when employing interns, rules must be obeyed. This may lead to negative thoughts towards the profession in the future, it should be given importance. As students get the advice of their friends first while looking for a place to do their interns, this might affect businesses which are looking for interns in the future.

Table 3. Satisfaction Levels of Students Studying in Tourism at Undergraduate

Statements N: 148	\bar{X}
I am pleased with the workplace I did my internship.	4,10
I would like to do internship again at the same workplace.	3,89
I suggest the workplace I did my internship to others.	3,97

Answer categories: 1 Strongly disagree.....5 Strongly agree.

Satisfaction levels of students studying in tourism at undergraduate are given at Table 3. The highest statement is "I am pleased with the workplace I did my internship" with 4.10 mean. It is followed by "I suggest the workplace I did my internship to others." with 3.97 mean. The other statement is "I would like to do internship again at the same workplace" with 3.89 mean. It is understood that generally participants are satisfied with their internships. It is also important that they suggest the workplaces they worked to others. When the results in Table 1 taken into account about method of finding internship place, It is understood that both the students and school made accurate decisions. Therefore, this increased the satisfaction levels.

To determine how internship was perceived by the students studying in the field of tourism, data set factor analysis was applied. Factor analysis uses the data related to each other to generate independent, less and new data. The variables supposed to explain events via this analysis are sought to be demonstrated dimensionally under variety of factors. Furthermore, identification of key elements in each factor can be made (Özdamar, 2004). For that, relative load of each of the variables in each factor should be taken into account. Factor analysis was applied to the data gathered according to the results of Cronbach Alpha. Barlett test value 1367,949 and Kaiser-Meyer-Olkin sample value $p < ,001$ were recorded. These values are within acceptable levels. In the principal component analysis applied to data, varimax option was used and the data which had more than 1 Eigenvalue were included in the evaluation. Statements which were below 0.500 communality were excluded from the analysis.

Table 4 shows the results of factor analysis. The component results of "perception of internship on students studying in the field of tourism at undergraduate level" were stated in five sections as "School Education" "Internship satisfaction and workplace preference status" "Internship experience" "Perception of Internship" "Social Facilities". The first element is "School Education". This factor has five variables and explains %17,18 of total variance. When the variables making up the factor examined, it can be seen that "The knowledge I obtain at school was really helpful during my internship" (.878) is major variable. Also "The applications practiced at school was useful to me during internship" (.863) is another important factor. Other important factors are "Coordinator teacher was regularly talking with me during internship", "Before I started, my teachers at school gave detailed information about internship" and "During internship, I benefited greatly from the language courses I had taken at school" in order.

The second section is "Internship Satisfaction and workplace preference status" There are five variables in this section and they make up for the %16,86 of the total variance. When the

variables making up the factor examined “I suggest the workplace I did my internship to others” (.897) statement is the major variable. The other variables in order are “I would like to do internship again at the same workplace”, “I am pleased with the workplace I did my internship”, “All the employees at work were treated equally” and “Working hours were fixed”.

Third section is “Internship Experience” factor. This factor has six variables and makes up for the %14,99 of the total variance. When the variables making up the factor examined “Internship contributed positively to my thoughts about staying in the sector” (.836) the major variable. The other variables in order are “Internship made me love tourism as a profession”, “Internship changed my view of tourism in a positive way”, “Internship affected my perspective of life positively”, “Internship improved my self-confidence” and “Internship contributed positively to my communication skills”.

Table 4: Factor Analysis of Internship Perception on Students Studying in the Field of Tourism at Undergraduate Level

	Communalities	Weight	
FACTOR I: School Education			
The knowledge I obtain at school was really helpful during my internship	,793	,878	Eigen Value: 3,438 Variance Explained: % 17,18 Mean: 2,93 Reliability: 0,861 F-Value: 9,287 p- value: ,000
The applications practiced at school was useful to me during internship	,801	,863	
During internship, I benefited greatly from the language courses I had taken at school	,577	,741	
Before I started, my teachers at school gave detailed information about internship	,581	,730	
Coordinator teacher was regularly talking with me during internship	,556	,715	
FACTOR II: Internship Satisfaction and workplace preference status			
I suggest the workplace I did my internship to others	,821	,897	Eigen Value: 3,373 Variance Explained: %16,86 Mean: 3,28 Reliability: ,846 F-Value: 271,922 p- Value: ,000
I would like to do internship again at the same workplace	,797	,878	
I am pleased with the workplace I did my internship	,763	,861	
All the employees at work were treated equally	,558	,678	
Working hours were fixed	,593	,633	
FACTOR III: Internship Experience			
Internship contributed positively to my thoughts about staying in the sector	,757	,836	Eigen Value: 2,999 Variance Explained: 14,99 Mean: 3,75 Reliability: 0,798 F-Value: 18,533 p- Value: ,000
Internship made me love tourism as a profession	,706	,797	
Internship changed my view of tourism in a positive way	,522	,704	
Internship affected my perspective of life positively	,556	,604	
Internship improved my self-confidence	,517	,573	

Internship contributed positively to my communication skills.	,648	,540	
FACTOR IV: Perception of Internship			
Internship is important and necessary for tourism.	,772	,897	Eigen Value: 1,839 Variance Explained: % 9,19 Mean: 4,19 Reliability: ,735 F-Value: 4,07 p- Value: ,000
I believe doing internship in the sector is beneficial to students.	,694	,878	
FACTOR V: Social Facilities			
A place to stay was provided during internship by the business I worked.	,690	,798	Eigen Value: 1,675 Variance Explained: %8,37 Mean: 3,59 Reliability: ,557 F-Value: 0,205 p- Value: ,000
There was a special bus service between the place I stayed and the workplace.	,623	,751	

Varimax rotating principal component analysis. Explained Total Variance: %66,62
 Kaiser-Meyer-Olkin Sampling adequacy: %76; Barlett sphericity test: $X^2:1367,949$ s.d.:78,
 $p < 0,001$

Fourth and fifth factors are “Perception of Internship” and “Social Facilities”. Both of them has two variables and while the first one makes up for the %9,19 of the total variance, the latter makes up for the %8,37. The major variable in the “Perception of Internship” is “Internship is important and necessary for tourism” (.897). It is followed by “I believe doing internship in the sector is beneficial to students”. The major variable in the “Social Facilities” is “A place to stay was provided during internship by the business I worked” (.789) and it is followed by “There was special bus service between the place I stayed and the workplace”.

Table 5: Comparison of the Opinions about School Education According to the Internship Place

Internship Place	N	Means	Standard Deviation	df	t	p
Hotel Business	92	3,14	1,09	146	3,26	,001
Travel Agencies	56	2,61	,86			

According to Table 5, students' thoughts about the education given at school and internship place shows a meaningful difference ($p = 0,001$). According to the results, the students studying in the field of hotel managements ($\bar{X} = 3,14$) express their education as more effective than the students studying in the field of travel management ($\bar{X} = 2,61$).

Table 6: Students' Satisfaction and Comparison of Their Opinion about the Workplace of Choice to the Internship Workplace

Internship workplace	N	Means	Standard Deviation	df	t	p
Hotel Business	92	3,45	,77	146	3,11	,001
Travel Agencies	56	3,00	,88			

According to Table 6, students' satisfaction and their preference of workplace shows a meaningful difference to the internship place ($p=0,001$). According to the results, the students studying in the field of hotel managements ($\bar{X} = 3,45$) are more satisfied with their internship and their preference of workplace than the students studying in the field of travel management ($\bar{X} = 3,00$).

In other factors, a meaningful difference wasn't found between the field of study and internship place. Also, students' gender, departments and regions where they completed their internships were tested and a meaningful difference wasn't found.

Result and Suggestions

Well-trained employees are beneficial to competition in tourism on both global and national levels. Having well-trained and qualified personnel is especially important in tourism. To provide quality service, technical education and specialization is necessary (Emir, 2013: 225).

Internship is one of the first opportunities to gain experience. Making use of this opportunity is going to provide great benefits to interns. Most of the interns aim is to be able to work full time in the same workplace where they completed their internships. When this point is considered, internship emerges as an important opportunity to start to work. Therefore, during the internship performing their utmost can create opportunities for the future. To be able to create these opportunities, interns should be willing, make effort to learn the job and create nice relationships with their employers.

The following results were acquired from this research of perception of internship on students studying in the field of tourism at undergraduate level. Little bit more than half of the participants for the questionnaires are women. Most of the participants are accommodation management students. Marmara region comes as first place when looked at the regions where the internship is completed. It is followed by Aegean and Mediterranean regions. Last year students participated more in the research. Participants mostly completed their internships at hotels. This is followed by travel managements. Participants tend to comply with their friends' suggestions when finding an internship place. This behavior is followed by the career days held in the school.

When looked at the mean of participants' answers, "Internship is important and necessary for tourism" and "Internship improved my self-confidence" are the variables having the highest mean. This shows us students are aware of the fact that internship is important and necessary for tourism. "Tourism shouldn't be done with only theoretical knowledge but also reinforced with practice appears" as a fact. The variable with the lowest mean is "I was getting extra money for my overtime work". This shows us a general problem in tourism. This is especially common in the hotels for holiday vacation. Due to the shortness of the season, businesses want to profit as much as possible by working more. This in turn affects employees.

When looked at the mean of internship satisfaction levels, it can be seen that the participants are mostly satisfied. This shows us both friend suggestions and career days are effective. Although it is lower than the mean of participants saying they want to do their internships again at the same place, its mean is still pretty good. Suggesting the workplace to

others is also high. This case should be taken into consideration properly by the school managements. It is understood that no matter how advanced is technology and internet, friend suggestion is still important. Career days are another issue that school managements should consider. Having students done their internship in proper places will affect their ideas about tourism positively.

Participants' perception towards internship is divided into five factors. The first one is school experience. It is followed by Internship Satisfaction and workplace preference status and then Internship Experience, Perception of Internship, Social Facilities.

Also, students who worked in hotel businesses stated school education is more effective compared to the students who worked in travel businesses. Students worked in hotel businesses stated that their satisfaction and workplace preference status are higher than the students worked in travel businesses.

As a result, internships are an integral part of the educational program. Students doing their internship may have the opportunity to reinforce their knowledge and skills gained in academic environments. In addition, they may have a chance to see new developments, technologies and different workplaces in the field. Researchers conducted in this subject provide insights to educators to understand which courses the students' makes use of the most, which courses they use the least, what topics should be included in the courses and what kind of new courses should be integrated into curriculum. Curriculums developed in this way may increase the possibility of students working in the same field after graduation (Çetin, 2005; p. 167).

In the light of all these results, below suggestions can be made to private sector, public institutions, universities and students:

- Interns are seen as cheap labor in tourism sector like in any other sector. To eliminate this, related institutions should make arrangements. For example, interns shouldn't be given to every workplace. Like in the Western countries, a mentor must be requested in workplaces.
- Businesses should be aware that internship provides a foundation for finding qualified personnel and the cost of training qualified personnel is much less than the cost of transferring qualified personnel.
- Internship applications should be standardized. Universities which have the same Universities which have same departments should have the same curriculums and internship applications. However, while these are being done, regional differences and needs must be taken into consideration.
- Because of tourism's dynamic nature, curriculums should be reviewed and restructured according to tourism's real time conditions and technological advances. To be able to do this, instead of university's education committee, authority of relevant department's opinion should be enough.
- Government should provide advantages like tax exemption to the businesses which want to employ interns.
- Businesses employing a student full time after school that has completed their internship in the same workplace should be given insurance premium and salary premium support relevant to that student for a year.
- Universities should prepare seminars for businesses to have them understand the benefits of employing qualified personnel. Therefore, problems about businesses' perception towards interns should be decreased. The cooperation between universities and the sector should be increased.

- Universities should develop curriculums while taking the sectors need for qualified personnel into universities should develop curriculums according to the sector's need for qualified personnel. Especially developing practice oriented curriculums is going to help students to succeed.
- The meetings that the universities hold every year regularly are going to be important to help them understand the sector's needs.
- Universities must observe interns. Even if this is not possible, students should be interviewed and listened for their problems or suggestions.
- To be able to better understand students' problems, businesses should be asked to have academicians work there for a week. This will also increase academicians' knowledge and experience.
- That the internship is an important step for entering business life should be emphasized in classes.
- That the internship is not a compulsory work but an important opportunity to learn the job should be emphasized.

This reseach was carried out in a narrow sampling frame because of financial reasons and time constraints. The institution in which the research is done is within the Marmara Region. Implementation in other educaional institutions in the same region is going to make the generalization more robust. It can be done as comparative for institutions or expanded all across the country or carried out country based.

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