

Overseas Internship Effectiveness on Hospitality Undergraduates Experiencing Hotel Internships: A Case Study of Japan

Chihiro Nakayama

Center for Language Education and Research
Sophia University, Japan

Abstract

The purpose of this study is to explore the effects of overseas internships in the hotels on the Japanese hospitality undergraduates. Overseas internships are garnering attention to foster career consciousness and to develop global human resources. However, often many students who have experienced internships at the hotels refrain from working in the industry. The paper analyzes the effects of overseas internships by assessing the self-efficacy and the occupational readiness of the pre-internship and the post-internship experiences. The study further explored the career perception of willing to pursue a career in the industry. Quantitative data were collected from 28 interns working in overseas internships in 7 countries. Results reveal that the self-efficacy increased after students experienced overseas internships in the hotels, while occupational readiness declined significantly. However, there was positive effect on career perception of willing to work in the hotels after their internships. Also, prior experience in working in hotels and longer internship duration lead to positive career perception. There are few empirical researches on the precise effects of overseas internships in the hospitality industry. The findings provide implications to the industry and educators in order to enhance the quality of overseas internships.

Key words: Overseas internships, Occupational readiness, Self-efficacy, Career perception, Hospitality industry, Global human resources development

Introduction

Foreign visitors to Japan has doubled in three years, topping 20 million in just 10 months in 2016, owing to the Visit Japan Campaign promotion and ease of visa restrictions which led to gain visitors from Southeast Asian countries. Tourism sector is expanding with foreign visitors' consumption of 3.47 trillion yen that tripled from 2012 to 2015. Advocating "Tourism-Oriented Country," Tourism Agency has proposed the plan in aiming to attract 40 million overseas visitors by 2020, in the year of the Tokyo Olympics. Therefore, there are ample opportunities in tourism sector for the hospitality students and fostering prospective employees that are capable of service encounters with foreign visitors are an

urgent issue.

Nowadays in Japan, overseas internships are garnering attention in an attempt to foster career consciousness, to develop the abilities required for social and vocational independence as a part of career education and to develop global human resources. Ministry of Education, Culture, Sports, Science and Technology (MEXT) has launched the Project for Promotion of Global Human Resource Development in 2012 in an effort to promote the internationalization of university education. It is a funding project that aims to overcome the Japanese younger generation's "inward tendency" and to foster human resources who can positively meet the challenges and succeed in the global field, as the basis for improving Japan's global competitiveness and enhancing the ties between nations. In 2013, MEXT insisted that it is essential to pursue the development and proliferation of overseas internship programs to develop global human resources.

According to Japan Student Services Organization, there are 2,728 students in 171 universities in Japan, who have participated in the overseas internship program, that have recognition of credits for the degree from April 2013 to March 2014. The number of participants and universities are growing every year.

Internship is very meaningful especially for the hospitality industry. First, internship is a kind of experiential learning where students take the opportunity to apply learned theories from schools in the real world situation, and it provides an opportunity for students to integrate and consolidate thinking and action (Davies 1990). Second, the use of internships helps crystallize young adults' career interest, values, and choice of vocation (Taylor 1985, 1988). Third, internships may help lessen the 'entry shock' of moving from school to work (Cole et al. 1981).

Moreover, international internships have the additional advantage of enabling students to live and work side-by-side with people of the host country, and to get to know another set of values, customs, and world views (Wijk et al. 2008). Stronkhorst (2005) insisted that overseas internships produce better learning outcomes than study exchanges and national internships in terms of foreign language skills, cultural empathy, self-efficacy and intercultural competencies. Considering the increase of inbound visitors to Japan, hotels need to cope with many cross-cultural issues, uncertainty, communicate effectively and understand widely different perceptions on values, economics, politics, and society. Managers acquire these competencies partly while studying from social institutions or media images, but direct cultural experience in the market is the key (Burns et al. 1995; Zaidman 2000). Therefore, in this regard, overseas internships in hotels have significant meaning to foster prospective global human resources in the industry.

However, in the lodging industry and restaurant business in Japan, more than half of the employees leave their institutions within three years. For example, according to the survey conducted by Ministry of Health, Labour and Welfare and Economy, Trade and Industry in October 2013, after graduation from

the university in March 2010, 51% of the employees left their jobs from the lodging industry and restaurant business by March 2013. The average turnover rate for all the industries was 31.0%. Simply put, the turnover rate for the lodging industry and restaurant business marked the worst rate in all the industries. In addition, according to the Development Bank of Japan in 2014, 36,190 people in the lodging industry and restaurant business is demanded in the labor market for the coming Tokyo Olympics in 2020.

Internships were considered to be effective as a part of career education. However, many hospitality students refrain from working in the hospitality industry after their internship experiences in the industry from the observation. Previous research states that an internship program that fails in meeting students' expectations would discourage them to enter the tourism and hospitality industry after graduation (Waryszak 1999). Jenkins (2001) also mentioned that many hospitality students, through exposure to the subject and student work experience, become considerably less interested in selecting hospitality as their first career choice. Fox (2001) similarly pointed out that a bad internship experience could just as quickly turn a young person away from the industry. The industry fails to retain significant numbers of graduates, it becomes a concern for tourism and hospitality schools to carefully plan their internship programs in order to increase the retention rate of students in the industry (Leslie 1991). Richardson (2008) asserted that having direct experience working in the tourism and hospitality industry might cause students to acquire negative views toward pursuing a career in the industry.

Are the overseas hotel internships really effective to hospitality undergraduates in career decision-making? It is said that the self-efficacy in career decision-making and occupational readiness is expected to enhance after experiencing internships. Do the self-efficacy and the occupational readiness of the students increase after experiencing overseas internships? Do the students who had completed internship be further advanced in pursuing the career in the lodging industry? It is a pressing issue to reconsider the effectiveness of the overseas internships in the hotels.

Literature Review

Past research suggests that the internships increase self-efficacy (Urakami 1995) and occupational readiness (Wakabayashi et al. 1983). Self-efficacy is defined as an individual belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura 1977). He believed that an essential component to accomplishing something is our confidence that we can. People with strong self-efficacy actively make vocational choice and make efforts. On the other hand, people with lack of self-efficacy refrain from choosing the career and do not make appropriate action for vocational preference. Occupational readiness refers to the mental prepared state that is necessary to adjust in order to be independent as professionals in a certain time and situation

(Wakabayashi et al. 1983).

Previous studies show positive effects on internships in regard to self-efficacy and occupational readiness. A study that examined the self-efficacy and occupational readiness of undergraduate students that experienced internships in the venture companies showed that the internships enhance self-efficacy (Kusuoku 2006). Pedro (1984) found that internships increase self-efficacy by investigating changes in values, job specific needs, and self-efficacy about career among 90 women students who completed internships in retailing. Taylor (1988) hypothesized that an internship experience is positively correlated with interns' vocational self-concept crystallization. Also, internships had a higher chance of choosing a career-oriented job (Callanan and Benzing 2004).

However, not all research on internships share these positive results. Having some type of internship experience, either alone or in combination with work experience, was related to higher levels of self-concept crystallization, but not to amount of occupational information, self-efficacy, career decidedness, tendency to foreclose, or vocational exploration and commitment (Brooks et. al 1995). Findings showed that internships did not improve the occupational readiness of the university students (Matsuyama and Hida 2008). Other study concluded that the self-efficacy increased significantly after completing the internships but did not show a significant difference in the occupational readiness (Kusuoku 2006).

Empirical research on the precise effects of overseas internships is lacking (Feldman et al. 1998). Although a number of studies in the literature emphasize the experience of overseas internships in various industries, there are few studies on the hospitality industry that evaluated the effects. Furthermore, there is no study of empirical research of overseas internships in the hospitality industry in the Japanese context. Given that the hospitality students refrain from working in the industry after their internship experiences, it is vital to examine the industry.

Thus, the goal of this paper is to examine the effects of overseas internships in the lodging industry on the undergraduate students in Japan by analyzing if the self-efficacy and occupational readiness enhanced after the internship experiences. Furthermore, the career perception of willing to pursue a career in the industry after implementing internships will be investigated.

Methods

Data-collection procedure and sample characteristics

Participants of overseas internships were 28 (23 females, 5 males) students with 26 sophomores and 2 juniors majoring in the hospitality course in the Tourism Department of a private university located in Tokyo, Japan. Students were required to complete internships in the hotels overseas, which counted as credits. The duration of internships was less than 14 days (15), 22 days to 28 days (7), and more than 29 days (6). Survey was conducted in the pre-internship

period in July and post-internship period during October. Internship was conducted in the hotels abroad during the summer vacation from August to September. Most students had one semester of business training before starting their internship assignments but the course also included domestic internships and was not specialized for overseas internships.

86% of the sample took internship positions in Asia; 7% took positions in UAE; 7% took positions in Australia; Philippines (9), Sri Lanka (6), Malaysia (4), Singapore (4), Thailand (1) UAE (2), Australia (2). Most of the 4-6 weeks internships were in Food and Beverages, Front Office, and Housekeeping, with smaller numbers in Spa.

Research instrument

This study mainly adopted a quantitative research design. The survey was conducted in an aim to examine the effects of internships by assessing the self-efficacy and occupational readiness before implementing internships and after the students completed internships in the hotels. Self-efficacy was measured using the career self-efficacy scale (Urakami 1995) and occupational readiness was assessed using the occupational readiness scale (Wakabayashi et al. 1983). Author visited the hotels in Malaysia to launch the first internship program, to discuss the programs in details and to observe the students' internships in the hotels.

Measures

The structured questionnaire contained three sections. First section assessed respondents career decision-making self-efficacy based on the studies of Urakami (1995). This scale was constructed based on the CDMSE scale of Taylor & Betz (1983) by taking into account the Japanese culture and redesigned for Japanese college students. Furthermore, validity and reliability of the scale to measure self-efficacy is confirmed. Career decision-making self-efficacy scale contains 30 questions. Respondents are asked to indicate on a 4-point Likert-type scale, the degree to which they agree with each statement. Scale ranged from very confident (4) to not confident (1). As the scores get higher, it represents higher self-efficacy.

Second section assessed the occupational readiness by arranging the items based on the occupational readiness scale (Wakabayashi et al. 1983). Scale's reliability and validity has been established in 875 students in the humanities, childhood care, and nursing department (Wakabayashi et al 1983). The scale is composed of 28 questions on a 4-point Likert-type scale that ranged from always true about me (4) to never true about me (1). Experienced researchers reviewed questions carefully. Reverse-coded items were reverse-scored. Total score is the sum of 28 items. The higher the score, the higher is the occupational readiness. 28 items were grouped into five subscales of the occupational readiness that were established based on "vocational maturity" by Super (1955) and Crites (1965). "Interest in vocational choice" refers to the extent to coping with vocational choice earnestly, considering that the career choice is an

important challenge; "Crystallization of vocational choice" is to measure the extent of crystallizing one's interest of career to the certain area; "Realism of vocational choice" measures the extent to how much information one has in terms of the prerequisite of the occupation; "Independence of vocational choice" represents the extent to prioritizing the interest and adaptability on the career choice; "Objectivity of one's knowledge" assess the extent to how much one's ability and interest is seen objectively, self-concept is objectified and evaluated realistically.

Third section collected the socio-demographic data of respondents such as gender, school year, prior part-time work experience in the lodging industry and restaurant business before internships, duration of internships, the types of work, and career perception.

Data analysis

The data were analyzed using SPSS 22.0. Scores of each scale were calculated. Research data that shows the results by mean values on the previous research, was calculated the mean values. Moreover, t-test was conducted in order to find the difference on gender. Differences in the results of the five sub-scales of occupational readiness of pre-internship and post-internship were compared and analyzed. The five sub-scales were considered as an interval scale and compared the difference of mean value.

Results

Assessing Self Efficacy Scale

To analyze self-efficacy, principle factor analysis followed by VARIMAX rotation was employed, since Taylor & Betz (1983) and Taylor & Popma (1990) used factor analysis on CDMSE (Career Decision-Making Self-Efficacy) in the studies. CDMSE refers to Crites (1965) "Career Choice Competencies" in the career maturity model and is comprised of five factors. They are "self appraisal," "occupational information," "goal selection," "planning," and "problem solving." However, the five factors were not extracted in the studies of Taylor & Betz (1983) and Taylor & Popma (1990), thus, one factor structure was pointed out in their studies. A Cronbach's alpha test was used to determine the internal consistency and Cronbach's alpha reliability value was 0.849. Based on the above analysis and the prior study (Urakami 1995), the five factors were analyzed but it cannot be considered as a five factors structure from the results above.

Assessing Occupational Readiness Scale

To test the reliability and validity of the data of occupational readiness, Cronbach's alpha was employed. Regarding the occupational readiness based on the 28 items, Cronbach's alpha value was 0.755, which demonstrated an acceptable internal consistency. Principle factor analysis followed by VARIMAX rotation was employed to analyze the 28 items of occupational readiness and there were 9 factors based on the Eigenvalues of 1 or above. It could be

considered as five factors structure from the scree test. Therefore, factor analysis of the five factors was conducted. However, clear factors were not found. According to these results of the analysis and the previous study (Wakabayashi et al. 1983), occupational readiness scale was considered as one factor structure.

Comparison of Career Decision Making Self-Efficacy Scale Scores in Pre-internship and Post-internship

The first set of results evaluates the self-efficacy of pre-internship and post-internship. The results are demonstrated in Table 1. The sum of the mean scores of the self-efficacy scores was 79.43 points for pre-internship and 81.14 points for post-internship. The findings reveal that self-efficacy improved after the participants experienced overseas internships.

The results in the study concur with those of Urakami (1995), resulting in the sum of the mean scores of 81.3-81.6 points, which was slightly higher than this study. Kusuoku (2006) insisted that the study lead to significant increase after the students completed the internship, marking 76.5 points for pre-internship and 84.5 points for post-internship. On the other hand, Takara and Kinjo (2001) illustrated that the sum of the mean scores of self-efficacy for the practical internships slightly decreased recording 81.16 points for pre-internship and 81.12 points for post-internship.

The items mean value for pre-internship distributed from 2.04 to 3.14 and for post-internship, which ranged from 1.93 to 3.11. There was a significant increase from pre-internship to post-internship for the four items below.

1. I know about the annual income of certain occupation.
2. Having an opportunity to meet people in the area that I am interested in.
3. Have an idea about a certain degree on the recruitment trends this year.
4. Continuing my studies or work until successful even if I think it is unsatisfactory.

On the other hand, two items below significantly declined after completing the internships.

1. Knowing about the job I would like to be engaged in.
2. Feeling that the job is not fit to my aptitude and abilities, even if my parents or friends recommend it.

Amidst the differences in business cultures and language barriers, this implies that some students had limited understanding about the job. Although internships in the Philippines were for elementary English level students and had undergone two-weeks intensive English preparatory classes before the internship, some students insisted the difficulty of the language to read thick manuals. In an international context, a lack of cross-cultural preparation through training of language and communication skills, or previous experience could imply that interns are not able to do challenging work (Feldman and Bolino 2000). Also, Bandura indicated that failure experience might decline the self-efficacy when successful experience is not enough and the self-efficacy is not

well established (Bandura 1977). Therefore, some short overseas internship may have ended at the stage of not establishing enough self-efficacy.

Table 1. Comparison of Students' Pre & Post-internship Career Decision-Making Self-Efficacy Scale Scores

Question Items of Career Decision Making Self-Efficacy Scale Score	Pre-internship			Post-internship		
	n	Mean	SD	n	Mean	SD
I know about the annual income of a certain occupation.	28	2.11	0.57	28	2.25	0.59
Planning about what I have to do for my future career while in the university	28	2.50	0.64	28	2.68	0.61
Having an opportunity to meet people in the area that I am interested in.	28	2.43	0.57	28	2.75	0.70
Setting the goal in 5 years and planning accordingly.	28	2.04	0.69	28	2.32	0.55
Evaluating my own ability accurately.	28	2.54	0.69	28	2.57	0.57
Utilizing the university's career center or job search center.	28	2.32	0.77	28	2.43	0.63
Once I make a decision about my career, I stick to the decision I make.	28	2.25	0.75	28	2.25	0.70
I'm interested in various occupations.	28	3.14	0.45	28	3.11	0.57
I'm aware of to a certain degree this year's recruitment trends.	28	2.29	0.60	28	2.25	0.52
Dealing smoothly when I do not get the job I wanted.	28	2.64	0.62	28	2.68	0.55
Deciding whether it is necessary to go to university, graduate school, or professional school after graduation.	28	2.61	0.63	28	2.86	0.59
Reconsidering the job you wished for, if it was different from your idea.	28	2.75	0.59	28	2.93	0.47
I've narrowed down my career decision to one.	28	2.36	0.56	28	2.50	0.58
Continuing your study or work until successful even if you think unsatisfactory.	28	2.50	0.58	28	2.82	0.39
Knowing about the job you would like to be engaged in.	28	3.14	0.52	28	2.96	0.58
Searching for a job that is suitable to the lifestyle you wish for.	28	2.93	0.66	28	2.82	0.61
Talking with your parents in order to proceed to the job you really like.	28	2.96	0.69	28	3.00	0.72
Dealing with prolonged graduation due to some kind of reason.	28	2.57	0.84	28	2.61	0.74
Dealing with the fact when you realized that the industry that you would like to work for was uncertain in the future.	28	2.39	0.50	28	2.64	0.49
Utilizing the mass media such as newspaper and TV in order to gather necessary information for your own career choice.	28	2.86	0.45	28	2.71	0.53
Being able to do well in the job interview.	28	2.32	0.55	28	2.43	0.69
Deciding if you are suitable for the job relating to people or relating to information	28	2.82	0.61	28	2.82	0.67
Planning to achieve certificate useful for your future career.	28	2.57	0.63	28	2.71	0.66
Deciding the area that you are most likely to utilize your own ability.	28	2.57	0.79	28	2.54	0.58
Feeling that the job is not fit to your aptitude and ability, even if your parents or friends recommend.	28	2.93	0.72	28	3.07	0.60
Thinking about your future goal relating to your part-time job experience.	28	3.11	0.63	28	3.07	0.54
Imagining about your ideal job.	28	3.11	0.57	28	2.93	0.47
Being clear about the kind of life you would like to spend in the future.	28	3.07	0.72	28	2.89	0.57
Searching for jobs that best fits your future plan.	28	2.75	0.70	28	2.71	0.53
Choosing the work that fits your interest and ability.	28	2.86	0.65	28	2.82	0.48

Note: SD represents standard deviation.

Comparison of Occupational Readiness in Pre-internship and Post-internship

The second set of results examines the occupational readiness of pre-internship and post-internship. The results of the mean and the standard deviation are indicated in Table 2. The sum of the mean scores of the occupational readiness scores was 79.78 points for pre-internship and 70.46 points for post-internship. The findings reveal that the post-internship score was significantly lower than the pre-internship score.

The items mean is distributed from 1.73 to 3.60 for pre-internship and from 1.80 to 3.60 for post-internship. The result of the study showed that there were two items that had significant increase.

1. I have the potential to pursue and achieve any kind of work.
2. I have my future goal so I will think and take actions to realize my goal.

Table 2. Comparison of Students' Pre & Post-internship Occupational Readiness Scale Scores in Gender

Question items of the occupational readiness scale	G	Pre-internship					Post-internship											
		n	Mean	SD	SD of the mean	tValue	p-Value	n	Mean	SD	SD of the mean	tValue	p-Value					
* I want to work and do the things I like because working is always strenuous.	m	5	2.60	0.55	0.24	0.026	0.34	f	22	2.86	0.83	0.18	5	2.60	1.14	0.51	-.577	0.44
	f	22	2.86	0.83	0.18			23	2.35	0.83	0.17							
I'm currently preparing myself for the job that I want to do.	m	5	3.00	0.71	0.32	1.811	0.78	f	22	2.32	0.99	0.21	5	2.40	0.55	0.24	-.997	0.57
	f	22	2.32	0.99	0.21			23	2.13	0.55	0.11							
It is not so much of a problem in what job you choose because you will succeed in anything if you do your best.	m	5	2.80	0.84	0.37	1.670	0.06	f	22	2.32	0.57	0.12	5	2.20	0.45	0.20	-.069	0.56
	f	22	2.32	0.57	0.12			23	2.22	0.52	0.11							
I would like to think about my own future and the work that is suitable for me and try and achieve on my own	m	5	3.60	0.55	0.24	2.349	0.86	f	22	3.60	0.55	0.24	5	3.60	0.55	0.24	3.220	0.82
	f	22	3.05	0.58	0.12			23	2.74	0.54	0.11							
I have good points but I have bad points as well so there is a limit to the job I could exert my skills.	m	5	2.00	0.71	0.32	-1.983	0.93	f	22	2.86	0.47	0.10	5	3.00	0.71	0.32	-.928	0.77
	f	22	2.86	0.47	0.10			23	2.74	0.54	0.11							
* I would like to work on what I like to do now and think about the future a little later.	m	5	2.80	0.45	0.20	.028	0.47	f	22	2.73	0.77	0.16	5	2.60	0.55	0.24	-.270	0.51
	f	22	2.73	0.77	0.16			23	2.52	0.59	0.12							
Although I thought over and over again, I know what job I would like to be engaged in.	m	5	2.80	0.84	0.37	1.869	0.08	f	22	2.09	0.61	0.13	5	2.60	0.55	0.24	0.963	0.86
	f	22	2.09	0.61	0.13			23	2.30	0.63	0.13							
The most important thing when choosing work is whether it is fit to your interest and you feel motivated.	m	5	3.20	0.84	0.37	-.697	0.22	f	22	3.18	0.39	0.08	5	3.00	0.71	0.32	-.0287	0.99
	f	22	3.18	0.39	0.08			23	3.09	0.60	0.12							
I don't know what is suitable for me and I would follow people's opinion when choosing work because I'm particularly not good at anything.	m	5	3.00	1.22	0.55	.000	0.03	f	21	3.10	0.62	0.14	5	2.20	0.84	0.37	-.472	0.34
	f	21	3.10	0.62	0.14			23	2.04	0.64	0.13							
I have the potential to pursue and achieve any kind of work.	m	5	3.00	0.71	0.32	0.723	0.18	f	21	2.48	0.68	0.15	5	2.80	1.10	0.49	0.872	0.01
	f	21	2.48	0.68	0.15			23	2.48	0.67	0.14							
I would like to graduate as fast as I can and challenge my own ability through work	m	5	2.80	0.84	0.37	2.453	0.79	f	22	2.09	0.81	0.17	5	2.80	0.84	0.37	2.807	0.06
	f	22	2.09	0.81	0.17			23	2.04	0.47	0.10							
* I have unlimited jobs that I would like to be engaged in but I don't think I could do well in anything.	m	5	3.00	0.71	0.32	.526	0.75	f	22	3.00	0.62	0.13	5	2.00	0.71	0.32	-.524	0.60
	f	22	3.00	0.62	0.13			23	2.13	0.46	0.10							
I know the prerequisite for my future career because I know about the job that I am interested in.	m	5	3.20	0.84	0.37	5.337	0.26	f	22	2.14	0.64	0.14	5	2.80	0.45	0.20	1.833	0.41
	f	22	2.14	0.64	0.14			23	2.26	0.62	0.13							
You cannot help that there are things that you can do and cannot or things that you are interested or not interested in.	m	5	3.00	0.71	0.32	0.152	0.29	f	22	3.05	0.58	0.12	5	2.80	0.84	0.37	0.061	0.17
	f	22	3.05	0.58	0.12			23	2.78	0.52	0.11							
* I try not to think about the future career.	m	5	3.00	1.00	0.45	-1.321	0.17	f	22	3.14	0.64	0.14	5	2.40	0.55	0.24	1.438	0.77
	f	22	3.14	0.64	0.14			23	1.96	0.64	0.13							
* Since everybody is telling me various things, I don't know what I really want to do.	m	5	3.60	0.55	0.24	2.448	0.65	f	22	2.77	0.81	0.17	5	2.20	0.84	0.37	-.063	0.93
	f	22	2.77	0.81	0.17			23	2.17	0.83	0.17							
* Choosing a job is like a lottery and the person doing a certain job is the haphazard result	m	5	3.00	1.00	0.45	-.704	0.13	f	22	3.14	0.64	0.14	5	2.20	0.45	0.20	-.835	0.54
	f	22	3.14	0.64	0.14			23	1.91	0.73	0.15							
I have my future goal so I will think and take actions to realize my goal.	m	5	3.00	0.71	0.32	0.674	0.05	f	22	2.64	0.58	0.12	5	3.20	0.45	0.20	2.256	0.05
	f	22	2.64	0.58	0.12			23	2.57	0.59	0.12							
I am greatly interested in confirming how much ability I have through the work I chose.	m	5	3.20	0.84	0.37	.256	0.68	f	22	2.86	0.71	0.15	5	3.00	0.71	0.32	0.665	0.82
	f	22	2.86	0.71	0.15			23	2.83	0.49	0.10							
There are various jobs that I'm attracted to. It is necessary for me to start from the beginning no matter what you choose.	m	5	2.00	1.22	0.55	-1.147	0.06	f	22	3.64	6.57	1.40	5	2.00	0.71	0.32	-.524	0.60
	f	22	3.64	6.57	1.40			23	2.13	0.46	0.10							
* I can work in any kind of job and think deeply about the future later on.	m	5	2.40	1.34	0.60	-2.064	0.20	f	22	3.18	0.91	0.19	5	2.60	0.89	0.40	1.805	0.09
	f	22	3.18	0.91	0.19			23	2.04	0.56	0.12							
I will choose my own job and it is necessary to have the responsibility in choosing my own work.	m	5	3.00	0.71	0.32	-.829	0.78	f	22	3.23	0.43	0.09	5	3.00	0.71	0.32	-.287	0.74
	f	22	3.23	0.43	0.09			23	3.09	0.60	0.12							
My knowledge and ability is not enough and it takes a lot more time to be a full-fledged professional.	m	5	2.80	0.45	0.20	-1.671	0.84	f	22	3.18	0.39	0.08	5	2.60	0.55	0.24	-1.363	0.38
	f	22	3.18	0.39	0.08			23	3.00	0.60	0.13							
I am very interested in achieving the useful knowledge and certificate after I graduate.	m	5	3.20	0.45	0.20	.976	0.86	f	22	3.14	0.64	0.14	5	3.00	0.71	0.32	0.799	0.96
	f	22	3.14	0.64	0.14			23	2.78	0.52	0.11							
* It is meaningless to think about the profession fit for me since I have no idea how I'm going to be in the future.	m	5	2.80	1.10	0.49	-1.538	0.06	f	22	3.09	0.61	0.13	5	2.00	0.71	0.32	-.665	0.82
	f	22	3.09	0.61	0.13			23	1.83	0.49	0.10							
After gathering information and considering about various jobs, it's important to choose the most gratifying one.	m	5	3.00	0.00	0.00	-1.014	0.01	f	22	3.23	0.43	0.09	5	3.20	0.45	0.20	-.109	0.80
	f	22	3.23	0.43	0.09			23	3.17	0.49	0.10							
The job that my parents recommend is the most desirable job for me at last.	m	5	2.00	1.00	0.45	1.212	0.33	f	22	1.73	0.70	0.15	5	1.80	0.84	0.37	-.234	0.19
	f	22	1.73	0.70	0.15			23	1.87	0.55	0.11							
From my previous experience, I know up to some point, what kind of ability that I have and which area I am apt for.	m	5	3.00	0.00	0.00	1.843	0.00	f	22	2.55	0.51	0.11	5	2.80	0.45	0.20	1.650	0.26
	f	22	2.55	0.51	0.11			23	2.35	0.57	0.12							

Note: * represents reverse code items. SD represents standard deviation. G represents gender.

The result of the study showed that there were four items that had significant drop.

1. It is not so much of a problem in what job I choose because I will succeed in anything if I do my best.
2. I don't know what is suitable for me, so I follow people's opinions when

- choosing work because I'm not particularly good at anything.
3. Choosing a job is like a lottery and the person doing a certain job is the haphazard result.
 4. There are various jobs that I'm attracted to. It is necessary for me to start from the beginning no matter what I choose.

It can be said that the participants achieved a broader view and became more earnest in choosing a suitable job for themselves.

In order to consider gender difference, t-test was conducted regarding occupational readiness. As a result, there was a significant difference for male and female students. The four items below had significant increase in female students from pre-internship to post-internship.

1. I want to work and do the things I like because working is always strenuous.
2. I have the potential to pursue and achieve any kind of work.
3. After gathering information and considering about various jobs, it is important to choose the most gratifying one.
4. From my previous experience, I know up to some point, what kind of ability that I have and which area I am apt for.

Female students are likely to choose the job they like and the gratifying one, while male students tend to think about their lifetime career in a longer term, as the bread-and-butter job to support the family. Some participants were concerned with language barriers before the overseas internships but after they conducted their internships in the foreign culture, they gained confidence to finish any kind of job. One female participant said that she is able to have the choice of working abroad after graduation.

Table 3. Comparison of Mean Values for Subscale of Occupational Readiness Scale

	Pre-internship			Post-internship		
		Average Value	Standard Deviation		Average Value	Standard Deviation
Interest in Vocational Choice	27	2.83	0.42	28	2.47	0.29
Crystallization of vocational choice	27	1.18	2.13	28	2.83	0.35
Realism of vocational choice	27	2.83	0.29	28	2.49	0.30
Independence of vocational choice	26	2.77	0.30	28	2.51	0.31
Objectivity of one's knowledge	26	2.79	0.22	28	2.69	2.26

In order to overcome challenges, extensive support by the educators as well as local institutions is vital for the overseas internship. It is important for firms to reduce uncertainty for newcomers in the workforce, especially when they are entering overseas assignments (Feldman et al. 1998). When the newcomers are also making the transition from school to work and are entering foreign cultures as well, the amount of uncertainty can be overwhelming (Feldman and Thompson 1993; Feldman and Weitz 1990).

Five subscales of occupational readiness are indicated in Table 3. There are five to six items for each five subscales and occupational readiness scale is created. The sum of the mean scores of each five subscales was calculated and it showed that the five subscales declined compared from pre-internship to post-internship. "Crystallization of vocational choice" especially marked a significant drop. The results demonstrate that students gained new insights in overseas internships and expanded their perspectives in career choice.

Career Perception

The third set of results examines the career perception in pursuing a career in the industry. "Do you wish to work in the lodging industry after completing the internships?" was used as an indicator for career perception. 18 out of 26 students who answered the questionnaire had positive career consciousness of willing to pursue a career in the lodging industry after they completed the overseas internships. The relationship between gender and career perception is shown in Table 4. Comparing the gender difference, there was no significant difference in gender for pre-internship and post-internship.

Table 4. Relationships between Gender and Career Perception

		Pre-internship			Post-internship		
		Career Perception		Total	Career Perception		Total
		+	-		+	-	
Gender	Male	4	1	5	3	1	4
	Female	14	6	20	15	7	22
Total		18	7	25	18	8	26

**Note: + represents positive career perception.
- represents negative career perception.**

Secondly, the relationship between the part-time hotel work experience prior to internship and career perception is shown in Table 5. 12 out of 16 students, who have experienced working part-time in the hotels (front office, house keeping, bell) prior to the internships, had a positive career perception in working in the lodging industry after their internship experiences. It was revealed that previous part-time work experience in the industry affects positively to the career perception. Also, the study conducted in Korea, showed that work experience prior to the internship program was the most important factor influencing students' perception of their internship experiences (Ju et al. 1998).

Table 5. Relationships between Previous Part-time Experience in Hotels and Career Perception

		Pre-internship			Post-internship		
		Career Perception		Total	Career Perception		Total
		+	-		+	-	
	With Experience	9	4	13	12	4	16
	No Experience	3	3	6	5	5	10
Total		12	7	19	17	9	26

Note: With Experience represents students with part-time Experience in the hotels prior to internship
 No Experience represents students without part-time experience in the hotels prior to internship

Finally, relationship between the duration of internship and the career perception is illustrated in Table 6. Students who conducted more than 22 days of internships had positive career perception than students who conducted less than 21 days of internships. 10 out of 13 students who implemented internships of more than 22 days claim that they have the intention of pursuing the career in the industry. On the other hand, 7 out of 13 students who undergone internships of less than 21 days answered, that they do not wish to pursue a career in the industry. Contrary to the aforementioned study of more exposure to the hospitality industry leading to negative view of the industry, this study revealed that more exposure in the industry lead to positive perception of the industry. This may mean that the duration of exposure to the industry is one of the important factors in acquiring the positive views toward pursuing the career in the industry

Table 6. Relationships between Internship duration and career perception.

		Pre-internship			Post-internship		
		Career Perception		Total	Career Perception		Total
		+	-		+	-	
Internship Duration	Less than 21 days	3	2	5	7	6	13
	More than 22 days	8	5	13	10	3	13
Total		11	7	18	17	9	26

Longer overseas internships are suggested for effective experiential learning because of two reasons. Firstly, the learning curve on overseas assignments can be relatively long but internships are relatively short in duration, interns may be given routine assignments that require little investment of time and training from supervisors and coworkers (Feldman and Bolino 2000).Second, participants need time to have their own project and have the sense of achievement in the task through tangible improvement. Expatriate internships

should be designed so that participants have an identifiable project, autonomy in carrying out their work, and plenty of opportunities to interact with supervisors, colleagues, and clients (Feldman et al. 1998). Also, Umeno and Yamaguchi (2011) insisted that short-term overseas internships finish in just grasping the situation of the firms and suggested that internships should be designed in the longer term of at least one month, which makes it feasible to conduct the problem-solving types of internships.

Furthermore, with regard to the hotels in Southeast Asia, some institutions would ask for internships of more than 6 months in duration. In many cases, employing an international student may involve some extra effort from the receiving employer in terms of legal issue such as visa and work permit (Van Hoof 2000). According to the human resources manager in Malaysian hotel, the visa application process is long and complicated, and at least six months is necessary for non-English native interns to learn and do the job.

Conclusion

The study proved that the self-efficacy scores of the undergraduates for post-internship enhanced after overseas internship experiences. However, in regard to occupational readiness scores, it marked a significant decline after experiencing the internships. In terms of the five subscales of the occupational readiness, the mean scores were lower compared from pre-internship to post-internship and "crystallization of vocational choice" recorded a significant drop of the five subscales. The results implied that it did not crystallize the career, but broadened their areas of choice in career by gaining new insights in the overseas hotels.

Participants had positive career perception in willing to pursue a career in the industry after completing the overseas internships. 18 out of 26 students who answered the questionnaire claimed that they have the intention of pursuing the career in the lodging industry after their overseas internship experiences. This may have resulted because highly motivated students applied for overseas internships instead of domestic internships.

The findings of the relationship of previous experience in part-time work in hotels and career perception showed that 12 out of 16 students who have experienced working in the hotels (front office, house keeping, bell) had a positive career perception of willing to pursue a career in the industry. The relationship between the duration of internships and the career perception demonstrated that students who conducted more than 22 days of internship had positive career perception of willing to pursue a career in the industry than students who conducted less than 21 days of overseas internships.

The study reveals that the overseas internships are effective in duration of more than 22 days to acquire positive career perception toward the industry.

Three weeks is necessary to conduct overseas internships and overcome the foreign culture and language barriers. Learning curve for the overseas internships is longer and failure experience can decline the self-efficacy (Bandura 1977). Therefore, longer internship is suggested to well-establish the self-efficacy. Although there is limited time schedule, educators should provide more time for cultural and communication training especially for overseas internships. In that way, participants may have the opportunity to have more autonomy, and to be given the project of their own, which may enhance the effectiveness of the overseas internships.

Industry Implication

Different actors in the home and host country should provide services that help interns to reduce uncertainties that arise due to cultural differences (Adelman et al. 1994). Industry is suggested to hold regular meetings with the participants to improve understanding of the job and to overcome any challenges that they face in different management styles and management philosophies. Providing feedback from the supervisor or co-workers will help the students to have clear information of their performance, which may lead to relieving anxiety and motivating them. Duration of more than 22 days is effective and ideal but flexible arrangements should be made so that the students have plenty of time to interact with their colleagues and supervisors. For the non-English native interns, providing them the opportunity to encounter the guests from their home countries will also help the hotel. For example, the human resources manager of the Malaysian hotel mentioned that due to the increase of Japanese customers during the summer, it is very helpful to have Japanese interns and other colleagues welcomed them as well. Other hotel said that they would like to increase Japanese customers by having Japanese interns.

The three stakeholders, namely, the students, industry, and educators need to collaborate to maximize the effects of overseas internships. This in turn, will lead to gaining more prospective talent and to maintain sustainable employment of the future industry.

Limitations and Future Research

Due to the fact that the sample of this study was limited to the students of one university, we cannot generalize the results. In order to gain more general knowledge, a larger and diverse sample from different universities is recommended for future research. Given that the language barrier have significant influence on the effects of overseas internships, the English proficiency is suggested to be taken into account in the future research. Future research should continue to examine the effects of overseas internships, not only right after participants completed internships, but also at periodic intervals after graduation and begin their career.

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About the Author

Chihiro Nakayama is a lecturer in the Center for Language Education and Research, Sophia University, Tokyo, Japan. (E-mail: c-nakayama-i63@sophia.ac.jp)
Her current research interests include tourism, hospitality education, hospitality management, and global human resources development.