

# Satisfaction and the Industrial Perception of Hotel Internships : A Case Study of Hospitality Undergraduates in Japan

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## Abstract

*Lodging industry in Japan has a low retention rate and high demand in labor with the coming of the Tokyo Olympics in 2020. The main purpose of this study is to investigate the satisfaction of the hospitality undergraduates in Japan on the hotel internship and the gap between the expectation and the reality of the industry. After experiencing internships, some students refrain from pursuing their career in the lodging industry. The study investigates the impact by determining the satisfaction level of the participants in the internships, the reasons for satisfaction or dissatisfaction, the gap between the expectation and the reality of the industry, and its relationship between these differences and the demographic characteristics. The study employs a quantitative approach. Survey was conducted on 62 hospitality undergraduates in Japan. 77.4% of the respondents were very satisfied or satisfied and the findings revealed that job variety and new challenges are the most important aspects of internships. The gap between the expectation and reality were not a glamorous job, physically strenuous and poor working conditions, relationship with managers and co-workers. Implications are discussed for educators and the industry to provide quality internship.*

**Keywords:** Internship, Satisfaction, Hotels, Hospitality industry, Lodging industry

## Introduction

Internship is gaining attention in many universities and the number of universities introducing internship is increasing recently as a part of career education. According to the Ministry of Education, Culture, Science, and Technology, there are 580,696 participants in 581 universities in Japan that completed internships as the subject, which have recognition of credits for the

degree from April 2015 to March 2016.

However, in regards to the lodging industry in Japan, more than half of the employees leave their jobs within three years. For example, 50.2% of the employees who graduated from the university in March 2014, left their organizations from the lodging industry and restaurant business within three years, March 2017(MEXT 2017). Japanese lodging industry is suffering from low retention of employees while demand in labor is high in the ever-growing industry especially with the coming of the Tokyo Olympics in 2020. In order to avoid mismatch of job, the three ministries namely, Ministry of Education, Science, Sports and Culture, Ministry of International Trade and Industry, and Ministry of Labor, in joint efforts have initiated the strategy to promote internships and to pose significance of such policy in 1997 (MEXT, 1997).

The main focus of this study is to investigate the satisfaction level and the reasons for satisfaction or dissatisfaction of the internships, and the gap between the expectation and the reality of the industry from the perspective of hospitality undergraduates in Japan. Damonte and Vaden (1987) claims that the factor that had the greatest influence on career decisions of potential hospitality employees was work experience.

A good internship program will retain more students, strengthen their passion, and reduce their anxiety about the future (Ju, Emenheiser, Clayton, & Reynolds, 1998). Internship is a kind of experiential learning where students take the opportunity to apply learned theories from schools in the real world situation (Davies, 1990). Internship provides opportunities to practice what they have learned in the classroom, gain a greater understanding of the industries' requirements, test career choices and develop important hands-on workplace skills (Barron, 1999; Barron & Maxwell, 1993; Petrillose & Montgomery, 1998). Therefore, Ozgit & Caglar (2015) pointed out that internship is crucial for tourism and hospitality management students as to its positive effects on developing their practical skills in the industry.

However, students generally complain about the quality of internship, which result in increasingly high fallout rates of graduates from the tourism and hospitality industry (Lam & Ching, 2007). After experiencing the hotel internships, many students refrain from pursuing their career in the lodging industry. Through exposure to the industry, hospitality students become considerably less interested in selecting hospitality as their career of first choice (Getz, 1994). Furthermore, negative internship experiences can reduce students' desire to stay in the hospitality industry (Barron & Maxwell, 1993; Richardson, 2008; Zopiatis, 2007). Waryszak (1999) also concluded that a program that fails to meet students' expectations would discourage them from

entering the tourism and hospitality industry after graduation. Therefore, with the increasingly high turnover rate of the hospitality industry, a quality internship that meets student expectation is vital for the future industry.

Previous study suggested internship satisfaction and obtained professional tourism education have a significant impact on professional development and industrial perception of the students (Seyitoğlu & Yirik, 2014). Also, it was proved that internship satisfaction influences students' confidence in their future career development (Ko, 2008). If the satisfaction of the internships affect the students career choice, satisfactory internship is essential. Also, the reasons for satisfaction or dissatisfaction are important to create quality internship that would have a significant impact on the industrial perception.

It is known that high career expectations, when they are not met, can create disappointment and consequently, less job satisfaction and high staff turnover (Roney & Öztin, 2007). In other words, when there is a wide gap between the expectation and the reality, students are disappointed, leading to less job satisfaction and high turnover.

In order to change the industrial perception of the students that influence career choice, reconsideration is necessary. First, lodging industry and the hospitality educators should be aware if the internship is satisfying to the students and the reasons for their satisfaction or dissatisfaction to improve the quality of the internship. In addition, unfolding the gap between the expectation and the reality of the students in the hotel internships help to create satisfying internships that would impact the industrial perception of the students.

This study aims to answer the question are the students really satisfied with the hotel internships? Also, there are two sub-questions. Why are they satisfied or dissatisfied? And is there a gap between the expectation and the reality of the internship for the students?

First, a brief review of the hospitality internships is presented. Second, the quantitative methods of the survey will be discussed, before third, indicating the results. Fourth, satisfaction or dissatisfaction of the students with the hotel internships and the gap between the expectation and the reality of the internships with the students will be discussed. Finally, implications and conclusion will be presented.

## **Literature Review**

Internship is an excellent platform to maneuver the learnt skills, interests and plan career choices in real working environment while gaining an edge on “in

experienced” job market competition (Neuman,1999). Damonte and Vaden (1987) tracked the roots of hospitality experiential learning to E. M Statler, the father of the American hotel, who emphasized the need for hospitality students to experience the demands of management in the real world via a “hands on” learning experience. Richardson (2008) argued that work-based learning, either structured or unstructured, would play a significant role in tourism and hospitality students' attitudes toward pursuing a career in the industry upon graduation. Though, internship programs are often considered as unstructured and poorly organized so that students generally complain about the quality (Jenkins, 2001).

In the Western context, a study in the UK claims that the students were satisfied with their internship, especially in the areas of technical skills and knowledge (Busby, Brunt, & Baber, 1997). In a study in Australia, Richardson (2008) revealed that of the Tourism and Hospitality undergraduates with work experience in the industry, 43.6% claim that they will not work in the tourism and hospitality industry after graduation. 96.3% of these respondents' cited working experience in the industry as the main reason for this decision. Moreover, a study in the U.S. indicated that repetitious work with little freedom to apply and inadequate and untimely feedback would relate to dissatisfaction with supervision (Nelson, 1994).

In the Asian context, a study in Taiwan revealed that the administration and learning factors in connection with the participants' satisfaction during the internship were found to be significant predictors of their confidence about future careers, but supervision, environment, and interpersonal relations were not (Tse, 2010). A study in China depicted that overall, hospitality students were dissatisfied with their internship experience, especially on the following items: 'coordination between schools and employers', 'opportunities for self-development', 'pay and welfare', 'work pressure', 'opportunity for work rotation', 'interesting and challenging work', and 'autonomy' involved in the work(Yafang & Gongyong, 2008). Moreover, a study in Taiwan described that some students felt that they had been treated as low-cost laborers in their internships and stronger system of internship instruction is needed in order to provide better communication channels for the interns (Chen, Hu, Wang, & Chen, 2011). They suggested that further research could compare different student qualities and their differences in terms of satisfaction so that the students, teachers, colleges, and industry could understand more clearly the connection between internships and student satisfaction, and provide more valuable perspectives and suggestions.

There are studies in Japan on other industries, which portrayed high satisfaction level of practical internships in the companies in general (Takara &

Kinjo, 2001). The first reason for satisfaction of the Japanese undergraduates was understanding of the job and for the second reason, job variety and new challenges. However, in the Japanese context, there are no studies on the internships in the lodging industry.

In regards to the gap between the expectation and the reality, Dickerson (2009) claims that serving an internship gives students a preview of an industry, reduces the likelihood of unmet expectations, and yields career satisfaction and industry retention in the U.S..Lam and Ching (2007) studied the relationship between the gap of expectations and perceptions and overall satisfaction of Hong Kong student internships and concluded that overall students' expectations were unmet. Cho (2006) revealed that a high level of discrepancy between satisfaction after placement and expectations before placement was significant, indicating that expectations were not fully met in the study of 2-year college students in Korea. Furthermore, a case study of Korean hospitality students uncovered that the type of internship workplace, expectation of an employment offer, age and gender were found to influence students' perceptions of the internship experiences (Ju et al., 1999).

There are many studies on the hospitality internships from the Western and the Asian perspectives. However, all of the studies are outside of Japan and there is no study in Japan on the satisfaction of the undergraduates with the hotel internships. There are studies on internships about the other industries in Japan but the lodging industry has been neglected so far. Given that the lodging industry have a low retention of employees and high demand of labor, it is significant to study on the internships on the lodging industry in Japan.

Moreover, most of the existing literature examines the satisfaction or dissatisfaction of the students on the internships but the gap between the expectation and the reality has not been investigated enough. Previous study indicates that the gap of the expectation and the reality will lead to dissatisfaction (Seyitoğlu & Yirik, 2014). Furthermore, all of the existing research is outside of Japan and there is no study on the lodging industry in Japan. This study attempts to remedy these shortcomings.

## **Methods**

This study uses quantitative methodology to collect primary data. A questionnaire was developed based on a review of the literature. Part 1 of the questionnaire examined the satisfaction level of the respondents after undergoing internships in a 5-point Likert-type scale that ranged from 'very dissatisfied' (1) to 'very satisfied' (5). Then, respondents were asked two open-ended questions. For example, respondents were asked, "What were the reasons for satisfaction of the internships?" and "What were the reasons for

dissatisfaction of the internships?” Part 2 concerned the gap in the expectation and the reality of the industry from the students' perspective after completing internships. Respondents were asked, “Was there a gap between the expectation and the reality? If so, how was it different?”Part 3 involved demographic characteristics of respondents, such as gender, the year in the school, internship duration, salary, and previous part-time work experience.

### ***Data-collection procedure and sample characteristics***

Respondents were 62 freshmen to juniors majoring in the hospitality course in the Tourism Department of a private university located in Tokyo, Japan. Altogether, 65 questionnaires were distributed and 65 were collected. 3 were discarded due to incomplete information. The survey was conducted in the university after internship class. Respondents completed hospitality internships ranging from 2 weeks to 6 months, which counted as credits. For the sophomores in the hospitality major, internship is a curriculum requirement. Survey was conducted in October after undergoing internships during the summer vacation of July to September.

### ***Data Analysis***

The data collected from open-ended questions were summarized and coded. Frequency statistical methods were used for the closed-ended questions. Frequencies and percentages for each choice were then calculated.

## **Results and Discussion**

### ***Demographic characteristics of respondents***

The related questions were subjected to frequency analysis to determine demographical characteristics of the respondents, and the results are given in Table 1. From the sample of 62 students, 83.9% were female and 16.1% were male. Freshmen accounted for 9.7%, sophomores for 75.8%, juniors for 11.3%, no seniors, and no answers for 3.2%. The majority of respondents had taken 2 to 3 weeks internship (72.6%) followed by those taking 4 weeks (17.7%), 2 months (1.6%) and 6 months(1.6%). 16.1% took position in city hotels, 50% took position in resort hotels, 17.7% took position in Japanese traditional inns, and 16.1% took position in other hospitality industry. 16.1% were paid and 83.9% were unpaid. Such a finding is common in Japan. In terms of the paid internship, the average hourly wage for internship was 718 yen, which is lower than the part-time work in hotels and restaurants due to the educational context. 90.3% of the respondents have previous part-time job experience. Among them, 19.3% of the respondents have part-time work experience in the

hotels. The majority of the students, 90.3% have part-time work experience in the hospitality sector.

### ***Satisfaction or dissatisfaction of internships from students' perspective***

Table 2 refers to the satisfaction level of the students. In total, 77.4% of the students answered very satisfied or satisfied. Among them, 35.5% of the respondents answered very satisfied and 41.9% of the respondents answered satisfied. 12.9% answered neither satisfied nor dissatisfied and 4.8% answered dissatisfied. Table 3 demonstrates the relationship between satisfaction level and the year of the students. 2 sophomores and 1 junior answered dissatisfied while freshmen were all satisfied. The finding reveals that freshmen had higher satisfaction than sophomores and juniors. As the students learning is enhanced in the classrooms, sophomores and juniors may have higher expectation that they could accomplish the job. It is likely that the second year students who have more knowledge from classrooms and experiences from previous internships may have had the ability to plan to get the job accomplished, and to better relate the knowledge learned from school into practice and vice versa (Cho, 2006).

Table 4 illustrates the relationship between satisfaction of internship and previous part-time job experience. 8 respondents with experience in part-time jobs answered neither satisfied nor dissatisfied and 2 respondents answered dissatisfied whereas only 1 respondent with no part-time job experience answered dissatisfied. This study indicates that respondents with the experience of part-time job are able to perceive the job more realistically and did not have high expectation toward the industry. The study conducted in Korea, showed that work experience prior to the hospitality internship program was the most important factor influencing students' perception of their internship experiences (Ju et al., 1998). Their study showed that satisfaction levels increased with length of previous work experience but only 4% had more than six months previous work experiences. However, Nelson (1994) found there was no relationship between students' number of years of previous work experience and students' satisfaction with the internship.

Table 1. Demographic profile of hospitality students

Variable	n	%
<i>Gender</i>		
Female	52	83.9
Male	10	16.1
Total	62	100.0
<i>Year in school</i>		
1	6	9.7
2	47	75.8
3	7	11.3
4	0	0.0
no answer	2	3.2
Total	62	100.0
<i>Internship duration</i>		
2weeks	24	38.7
3weeks	21	33.9
4weeks	12	19.4
2months	1	1.6
6months	1	1.6
no answer	3	4.8
Total	62	100.0
<i>Type of hotels in which you have completed your internship</i>		
City hotels	10	16.1
Resort hotels	31	50.0
Japanese traditional inn	11	17.7
others	10	16.1
Total	62	99.9
<i>Paid or Unpaid</i>		
Paid	10	16.1
Unpaid	52	83.9
Total	62	100.0
<i>Previous part time job experience</i>		
Yes	56	90.3
No	6	9.7
Total	62	100.0
<i>Type of previous part-time job</i>		
City hotels	10	16.1
Resort hotels	0	0.0
Japanese traditional inns	2	3.2
Restaurants	40	64.5
Wedding banquets	3	4.8
Entertainment park	1	1.6
Shops	1	1.6
No answer	5	8.1
Total	62	100.0

Note: Due to rounding, percentages may not add up to 100%.



Table 2. Satisfaction level of the students

Level of Satisfaction	n	%
Very satisfied	22	35.5
Satisfied	26	41.9
Neither satisfied nor dissatisfied	8	12.9
Dissatisfied	3	4.8
Very dissatisfied	0	0.0
No answer	3	4.8
Total	62	100.0

Table 3. Relationships between satisfaction level and the year of the students

Satisfaction Level/Year	Year1	Year2	Year 3	no answer	Total
Very satisfied	1	17	2	0	20
Satisfied	5	18	2	3	28
Neither satisfied nor dissatisfied	0	7	1	0	8
Dissatisfied	0	2	1	0	3
Very dissatisfied	0	0	0	0	0
No answer	0	3	0	0	3
Total	6	47	6	3	62

Table 4. Relationship between satisfaction and part-time job experience

	Very Satisfied	Satisfied	Neither satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	No Answer	Total
Experience	19	22	8	2	0	3	54
No Experience	4	2	0	1	0	0	7
No answer	1	0	0	0	0	0	1
	24	24	8	3	0	3	62

Table 5 presents the ranking of frequently stated reasons for being satisfied in the internship. The first reason for being satisfied was job variety and having new challenges. As highlighted by Brooks, Cornelius, Greenfield, and Joseph (1995), perceptions of more variety in the tasks were related to greater amounts of occupational information attained. The second reason was good experience for future career development. In Japan, internships have not been a mechanism to recruit new employees in the hospitality industry nor any industry. Due to the fact that Japanese system of employing new graduates at once, internship is perceived as a part of career education. The third reason

was relationship with managers and co-workers. These findings concur with the findings of Brooks et al. (1995) and Feldman and Weitz (1990), that dealing with others and skill variety was the important aspects of the internship that influenced the interns' attitudes toward their experience. This is followed by the fourth reason, personal development. Students stated that they were able to expand their perspectives and would like to look into other industries as well. Lu and Adler (2009) asserted that for most important goals to attain after graduation for the students were pursuing personal development and material goods. Personal growth such as communication skills, interpersonal, and language skills was the second most important theme revealed important by hospitality students in Hong Kong (Tse, 2010). The fifth reason was training. Organizing regular training events for the interns at certain periods and providing training by experienced employees are thought to be beneficial (Seyitoğlu & Yirik, 2014). Moreover, training satisfaction was found to exert a significant impact on job satisfaction, and the training satisfaction and job satisfaction also affected the confidence of career (Ko, 2008). In precise, training quality enhances training satisfaction and intention to stay; improving quality of training drives job satisfaction, which in turn, contributes to employees' intention to stay working in the hotel (Chiang, Back, & Canter, 2005).

Table 5. Ranking of reasons for being satisfied in the internships

Variable	Frequency
1 Job variety	11
2 Good experience for future career choice	9
3 Relationships with managers and co-workers	8
4 Personal development	6
5 Training	5
6 Accommodation and hot springs	1
7 Able to think about hospitality	1
8 Working environment	1

Table 6 shows the ranking of reasons for not being satisfied in the internship. The first reason for not being satisfied was a lack of job variety and new challenges. When job variety and new challenges are provided, it would lead to satisfaction of the students but if not, it would lead to dissatisfaction (Takara & Kinjo, 2001). In this study, job variety and new challenges ranked first for the reason of both satisfaction or dissatisfaction of internships, which implies as an essential component of internships. In addition, most of the students were unpaid for internship and some said they were not able to learn anything new although they were unpaid. The finding was commensurate with the study of Lam and Ching (2007) and Yafang and Gongyong (2008) that suggests providing

job rotation and challenging jobs. The second reason for not being satisfied in internship was lack of training. This problem may have been caused from the fact that the internship is undertaken mostly during the summer, which is the peak season of the year for the hospitality industry in Japan. Ko (2008) also states that training is a direct antecedent of job satisfaction. More emphasis should be placed on educating and training supervisors on how they can work more effectively with interns (Yafang & Gongyong, 2008). The third reason of not being satisfied in the internship was relationship with managers and co-workers. Some students mentioned that managers and co-workers seemed busy and did not have much opportunity to communicate with them. The fourth reason of dissatisfaction was short in duration. Takara and Kinjo (2001) suggested longer internships due to the fact that short-term internships will only provide them with the overview of the industry. In some hospitality course in the US universities, an approved 800-hour minimum professional work experience in a hospitality segment is a required course. However, in Japan as is the case of this study, most of the undergraduates take internships for only 2 or 3 weeks which may not lead to autonomy and more challenging work. The fifth reason was mismatch of job, which means the students had preferences in other jobs. For example, some students wish to be placed in the front office but were placed in the food and beverages. Not all students had internships in the areas where they wished to have internships (Leslie & Richardson, 2000). It is important for the educators and the host organization to incorporate students' needs and interests when coordinating the programs since it will affect the perception of the industry.

**Table 6. Ranking of reasons for not being satisfied in the internships**

Variable	Frequency
1 Job variety	13
2 Lack of training	10
3 Relationship with managers and co-workers	8
4 Short in duration	6
5 Mismatch of job	3
6 Served food	1
7 Unpaid but not much to learn	1
8 Lack of ability	1

***Gap between the expectation and the reality***

Table 7 illustrates the gap between the expectation and the reality of the hospitality industry after completing internships from the students' perspective. The most frequently mentioned gap was that 'it was not a glamorous job.' One student said that by applying the learned theories and practicing the skills in the real world in the internships, the image of the industry had changed dramatically. When students are really interested in

studying tourism and pursuing a career in the industry, they tend to have a more realistic view of the nature of tourism related jobs, which means more sensible expectations (Roney & Oztin, 2007). For example, student said that the gap is not always depressing but by realizing the gap, student was able to gain confidence and internship provided the opportunity to consider how to survive in the industry.

Second most frequently mentioned gap of expectation and the reality was 'physically strenuous and poor working conditions.' Students did not expect that the job is physically hard and lasts long hours. Also, early morning shifts and late night shifts were physically strenuous for the students. The images of hotel jobs in the students' minds were stressful and family-life sacrificing, with long working hours, exhausting and unstable work, low social status, unsatisfactory promotions, low pay, insufficient benefits, and poor physical working conditions (Kusluvan & Kusluvan, 2000). Although some students had such an image, the job was in reality, physically strenuous than they had expected before the internships. One student with slight leg disability thought that by experiencing the actual work, it was difficult to consider the physically hard work as a profession and internship was valuable to realize the reality.

Third was relationship with the managers. Some students said that they would be asked to do the job without having the proper training. Human resources managers expect students to think on their own and move before what they are told. However, students perceive that they are not trained enough. In the interview, the human resources manager of the traditional Japanese inn mentioned, "Relaxed generation is very difficult to deal with because they are very much used to being taken care of everything. We are careful not to offend their pride. They are able to manage the job when they are taught from the beginning." Relaxed generation is referred to the generation in Japan who were introduced relaxed education in 2002, aimed at easing intolerable stress levels and giving time to breathe, with thinner textbooks and no school on Saturday (Hoffman, 2011). Relaxed generation tends to be cared so much from their family and school, that they tend to be dependent and lack assertiveness.

Fourth was relationship with co-workers. Some respondents claimed that they did not get much support from co-workers as expected. As previously mentioned, this may have been caused from the fact that internship is held during summer, the peak season of the hospitality industry in Japan. Tse (2010) asserted that the student intern's working relationship with colleagues is the most important theme in the study of 279 Hong Kong hotel management and tourism students. A strong relationship with colleagues contributes positively to the student intern's learning and overall perception of the organization and industry. Co-workers will be able to tell the advantages of working in the hotels.

Table 7. Ranking of differences in the expectation and the reality from students' perspectives

Variable	Frequency
1 Not a glamorous job	12
2 Physically strenuous and poor working conditions	9
3 Relationships with managers	8
4 Relationships with co-workers	7
5 Not so much hospitality	1
6 Stress from customer complaints	1

## **Conclusion**

Overall, students had high satisfaction marking majority of 77.4% of the respondents answering very satisfied or satisfied. The five main reasons for satisfaction were job variety and new challenges, good experience for future career, relationship with managers and co-workers, personal development, and training. The four main reasons for dissatisfaction were lack of job variety and new challenges, not enough training, short in duration, and mismatch of job. The findings indicate that job variety and new challenges are the most important aspects of internships. These findings concur with that of Brooks et al. (1995), that internship which include a high degree of variety, feedback, and opportunities to deal with others may be more effective for progressing through the career development process than experiences without these qualities. With regard to training, managers should provide mentorship guidelines and train the trainer program for company mentors to train the trainees effectively.

In terms of the gap between the expectation and the reality of the hospitality industry from the students' perspective, they were as follows; it was not a glamorous job, physically strenuous and poor working conditions, relationship with managers, and relationship with co-workers. Many graduates of hospitality management programs leave the industry because of unfulfilled expectations (Raybould & Wilkins, 2005). Given the importance of colleagues to student interns in shaping their perception of work experience and, to some extent, their decision in entering the hospitality industry, the industry should engage only those colleagues who are positive about teaching student interns in working with them (Tse, 2010). The educators and industry should work closely to bridge the gap that developed between the expectation and the reality of the industry from the students' perspective. Educators may be able to narrow the gap by informing the students before the internship precisely about the industry so that the students will not have high expectation. Damonte and Vaden (1987) stated that the factor that had the greatest influence on career decisions of potential hospitality employees was work experience. A high

quality work placements will help to ensure students obtain positive perceptions of a career in the industry and attract more students to seek a career upon graduation (Richardson, 2008)

Some students rely on internships as windows to their future careers, and they may decide to enter the hospitality industry based on the internship experience (Tse, 2010). Therefore, a structured internship may have a significant role in the subsequent performance of the interns and may lower turnover rates (Siegel et al., 2010). Education institutions should make suggestions about the importance of providing job variety and new challenges, longer duration, and training to the industry coordinators. Also, the educators and industry should be aware of the students' interests in order to gain positive attitude of the students toward the industry. Industry should discuss the training with the students and provide assistance so that the students can overcome any difficulties. Paid internships should be promoted more in Japan to actually experience paid jobs for future careers and motivate them. 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). Students' satisfaction and the gap between expectation and the reality of internships should not be overlooked to create a quality and structured internships. This in turn, will attract competent employees for the future industry and retain more work forces.

### **Limitations and Future Research**

The findings of this study were limited to one university in Japan and cannot be generalized to students in other countries. Future studies should include a larger sample size with more varied types of hospitality institutions. In future research, the longitudinal study of students after graduation from university and employment should be conducted to study the impacts of internships and how they perceive the industry.

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