Internship and Self Efficacy: A Literature Review On Career Intentions Of Undergraduate Hospitality Students

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Abstract

There has been a gap between the manpower requirement and the supply of the same from the hospitality institutions and it is forecasted to become wider. This paper is an attempt to understand the reasons that affect the career choice and intention of Indian undergraduate hospitality students with regard to internship experiences and self efficacy. The main objective of this paper is to identify the variables and find the effect of the variables on the career intentions of the students. It will also examine the mediating effect of the variables on each other and with regard to their career intention through systemic review. This will provide an insight into the factors that negatively influence the career choices of the students and also will improve the industry and academia interface to fill in the manpower gap.

Keywords: Training, Indirect experiences, career choice, working conditions, remuneration

Introduction

Hospitality is an industry that depends on human resources to render services to clients or guests and hence the demand for manpower keeps on increasing. According to NSDC report (2008), the industry would grow to ₹ 21011 billion by 2022 and would require 7.2 million people only for hotels, restaurants and tour operations. The hotel and restaurant sector would require 4 million manpower by 2022 in f & b production and service, front office operations and accommodation operations that are also the major core areas in a hotel.
Another study conducted by Market Pulse (2012) for department of tourism revealed that the annual demand for employees would reach 920,000 by 2021-22. The report also projects that the yearly employee demand in hotels is going to surpass eating outlets by 2022. This study also revealed that the gap in manpower requirement that was 478,000 in 2009-10 is estimated to grow to 864,000 by 2021-22. This report identified industrial exposure training during the course as one of the bridges to the estimated manpower gap. According to this report only 60% student joining the course showed intention to work in the industry thus contributing to the gap in manpower. Numerous studies have happened in the past to assess the reasons for students shunning the hospitality industry as their career choice or showing negative intentions to join and work in the industry after completion of the course.

Working in hospitality requires skills and qualifying an examination would not be adequate to serve in the industry. This can be fulfilled by the means of skill training. Griffin (2011) expressed the importance of training in improving knowledge skill and attitude of a person. In a dynamic industry like hospitality, it is obvious a dynamic workforce is required and such a workforce can be raised by organisational training (Nikandrou et al., 2009). Silva et al. (2016) advocates the importance of internship as an effective experiential learning method that take student from higher education to employment. Almost all the institutions that provide hospitality education have internship in their curriculum, although it can be of different durations.

**Internship**

Zopiatis & Theocarous (2013) defined internship as a short term training that students’ undergo to gain work experience practically which also lead to job experience regarding their choice of career. Chang and Chu (2009) expressed that internship or training was vital for students to get relevant experience to which Daniel and Brooker (2014) added
that such experience cannot be gained in regular classroom scenario. This may be major reason that the hospitality institutions send students to reputed hotels to gain exposure and relevant experience. Most of the curriculum of hospitality institutions also calls this internship as industrial training or industrial exposure training due to the fact that it exposes the students to skills and work culture followed in the industry so as to prepare them for the future and hence strengthen their intention to join and work in the industry. In this training each student is expected to cover all four major operational departments’ namely front office department, f & b service and production and accommodation operation by putting themselves into real life scenario in a functional hotel.

Where Jones, Green & Higson (2017) agreed to Crawford & Wang (2016) that academic performance of students is improved by internship, Siu, Cheng & Law (2012) advocated that bad experiences during internship distresses the students consequently they tend to alienate the hospitality industry. Richardson (2008) found out that 50 % students in his research were ready to exit the industry post internship. Kulsuvan (2000) enlisted the factors responsible for these negative frames of mind of the students as stressful jobs, delayed sign out timings, low social status, less remuneration and benefits, denigrating behaviour and outlook of managers, poor physical conditions and improper behaviour of peers.

**Internship structure and its requirement**

In order to prepare students as efficient professionals for hospitality workplace, the need for the structure of internship program required the participation of industry representatives, faculty and students (Pauze et al. 1987).

Mihail (2006) commented that longer internships enhanced learning of the students who in turn showed willingness for longer training for the same reason. This was also
confirmed by Oliver (2010) who mentioned that shorter period of training over burdened the students leading to a negative experience.

A disconnect from the relevance college theoretical knowledge was reported by the subjects of Cook et al. (2004) that indicated that the college was not preparing the students adequately for industrial experiences.

Farmaki (2018), Abdullah et al. (2015) found in their research that there is a need of development of internship programs in order to improve the industry linkage and thus enhancing the career intentions of the students.

Self efficacy

Long gone are those days when a degree or diploma would ascertain the career of an individual. In hospitality industry the right knowledge, skill and attitude in addition to a certificate of qualification is required. The intention to pursue a career or to take a career decision is interplay of self efficacy, outcome anticipation and career objectives (Lent, Brown and Hackett, 1994). Self efficacy has come up as an important factor that predicts students’ motivation. It is found to play a major role in career decision making and hence intention. Bandura (1977, 1986) expressed self efficacy as an important factor that determines one’s ability to assume a professional role with confidence. He also mentioned that a person’s success rate in performing specific tasks solidifies his or her self efficacy. Self efficacy was theorised by Bandura as a determinant to understand academic performance and career choice matching it with career decisions of the persons (Bandura, 1997). Self efficacy is the potential of a person and to believe in his or her own capabilities to execute a specific task. Lent et al. (1994) explained that self efficacy conditions choice goal behaviour directly or via
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anticipation of result and can predict career choice and vocational choice (Bandura, 1986). He also added that self efficacy can be developed by personal achievements, indirect experiences, social persuasion and emotional mind set.

Self efficacy acts as a source of self motivation that influences individual’s behaviour. An individual with stronger sense of self efficacy have higher performance accomplishments. These individuals portray self motivation and consequently set challenging goals and remain committed to them.

While studying the internship anxiety in relation to outcomes and career commitments it was found out that the anxiety negatively affected the career commitment of interns. In the same study it was also suggested to study students’ self efficacy at par with the internship programme and moreover structuring the internship programme so as to strengthen the career commitments of the students (Wang et al. 2014).

Review of literature

This section aims at highlighting the already known fact by means of decisively studying the existing research relating to the topic of the researcher. This assists in finding the area on which significant work has been done and gaps in the literature. This gives a logical insight of the topic to the researcher to proceed further with his research. Since there is very scarce research done directly on the topic of the researcher, the review of literature definitely assists to throw light on the important aspects of the research.

Farmaki (2018) evaluated the students’ pre and post internship experiences to study how internship affects career intention of hospitality and hotel school students with the objective to understand their expectations and perception and finally, as a result, the career
Mohammed (2018) surveyed the students of University Utara Malaysia using self-administered questionnaire regarding three variables namely, pay and benefits, physical working conditions and development and promotion opportunities. He concluded that all the three factors were significant in influencing the career intentions of the students. However, the promotion opportunities had a greater impact that the other two factors. Students in his study showed that good working conditions influenced their career related choice. More the pay and benefit more were the students ready to commit to the organisation. He also added that the students who found negative working conditions, fewer opportunities and insufficient rewards showed less commitment to join the industry as compared to others.

Goh and Lee (2018) claimed that there was not a single study in the hospitality literature regarding the present young generation’s, referred to as generation Z, attitude towards joining the hospitality industry and hence they aimed their study towards analysing the generation Z’s as the future human resources of the hospitality industry. They studied the attitude, the influence of society and the issues faced by generation Z in choosing hospitality as a career. They concluded that there were both positive and negative attitudes shown by the youngsters. Although they found out that the responses of the young generations were quite
positive towards working in the industry but they also kept a negative opinion about working in the industry rendering a doubtful attitude towards their career choice. They also demarcated long working hours, low pay, distance from family, pressure to perform, language proficiency and discrimination as apparent challenges faced by the generation Z. In addition to this dealing with people and safety and security were also the concerns shared by the students. Family, friends and teachers were found to be influencers for the generation Z to choose the career in hospitality. They revealed that this generation has the working attitude but also have perceived difficulties giving an impression of impatient climbers in case of careers.

Wen et al. (2018) compared the intention of the students of joining the hospitality based on their course duration. Utilising the theory of planned behaviour they revealed the various determinants of career intentions amongst the three year and four year hospitality students. They concluded that students’ attitude, behaviour control, previous work experience and subjective norms influence their intention to join and work in the hospitality industry significantly; however the academic stand does not influence the same. They also pointed out that subjective norm like the influence family and friends in intention was greater in case of three year students indicating that their family and friends have greater affects on their intention as compared to four year students. In their study they also found out that behaviour control affected four year students more than three year students implying the greater influence of self efficacy on career intention of four year students than three year students. Their study also revealed that the three year students were affected by others opinions and only the intentions of these students were affected by previous work experience.

Le et al. (2018) studied the Vietnamese hospitality industry and education linkage and found that there is a lack of linkage in hospitality and education in Vietnam. They revealed that there exists difference in interests of industry, educational institutions and undergraduate
students. The relation of the industry and education was driven by economics. Students’ had negative experiences and perceptions of the industry consequently there was a detrimental effect on intention to join and work in the industry among students. All these factors were discussed to have a limiting effect on the industry in terms of higher skilled workforce.

Santos et al. (2018) studied the relation of emotional intelligence, difficulties in decision making regarding career and self efficacy regarding career decision. They revealed that the difficulties in making career choices reduce with ability based emotional intelligence in exploring careers. Hence individuals with higher emotional intelligence showed lesser difficulties in career decision making. Their study also showed that the higher the degree of self efficacy in students the lower the doubts in decision making regarding career. Their results also concluded that the students who were more emotionally stable or could control their emotions better had lesser difficulties in choosing their career provided they were higher in self confidence. This revealed that self efficacy affected the relation of emotional intelligence and career decision making.

Tsai et al. (2017) studied on student career preparation with internship in hotels, learning motivation and career decision self efficacy. They concluded that the zeal to learn in students renders positive impact on internship experience leading them to prepare for their career effectively. So in their study on Taiwanese students they concluded that students who had a greater learning instinct were able to perform better in their internship and were more confident in making career related decisions.

Botha and Bignotti (2016) on their research examining the effects of internship on entrepreneurial intent and self efficacy concluded that entrepreneurial self efficacy was the most influential factor before intent. The researchers’ qualitative research revealed a significant effect of internship on entrepreneurial intent and self efficacy.
Internship has been an important and integral part of hospitality curriculum. It can be seen as an advantage or a critical experience (Abdullah et al., 2015). Abdullah et al. (2015) discussed that the condition and result of students’ internship has not improved and there still is a high number of drop outs who decide to exit the industry. They further discussed various factors like long working hours, high commitment, differences in benefits as compared to employees, structured monotonous tasks for trainees, difficulty in situation handling due high work load etc. They revealed that mostly internship remained as a part of the course and not as a source of learning in majority cases. They also found that the students were confused regarding joining the industry as they were not briefed about the internship experiences indicating lack of comprehension of importance and value of internship leading to lack of commitment to choose the industry as a career option.

Wang et al. (2014) added the relationship of intern’s anxiety and training outcome to commitment of the intern to join the industry. For this, they studied pre internship and post internship hospitality students. They found out that there was a decrease in anxiety of the students post internship and development of career anxiety but the anxiety regarding personal abilities of the student prevailed after the internship as well. They concluded that the intern’s anxiety was inversely proportional to the career commitment i.e. higher the anxiety leads to lower commitment and vice-versa. They also concluded that there was a mediating effect of internship outcome on anxiety of intern and their commitment towards the career however the impact of intern’s anxiety on internship outcome was found to be insignificant.

Chang et al. (2014) examined the effects of emotional intelligence, service orientation and work satisfaction on intentions of students in joining and working in the industry. They found out that industrial satisfaction was enhanced in the students who were emotionally stable and oriented to serve that consequently significantly and positively influenced the intentions of the students to work in hospitality industry. They also added that the educators
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can play a vital role in developing the emotional intelligence and service orientation in the students. It was also evident to them that by doing so the team skills, service delivery and supervisory skills of the students can also be increased.

Zopiatis & Theocharous (2013) investigated the role of intern’s readiness, perceived benefit, intention to work in hospitality industry, internship experience and the role of on the job supervisor. They found out that the intern’s readiness was affected by the role of their supervisors and also it influenced their perception of benefit from the internship. The role of the supervisor was found to be significant in influencing their perception of benefits from the internship. The researchers also revealed that the interns were highly contented with their training owing to the role of their supervisor. However, there was no significance of the role of supervisor in influencing their career intention. They found out that interns felt more benefits were directly related to the internship success however benefits were not the driving factors for them to join the industry. The investigators concluded that successful internship led to higher students’ intention to work in hospitality industry. They advocated the criticality of the role of supervisor in their study.

Mak et al. (2013) while studying the experiences and expectations of pharmacy students of the curse training and career intention found that the internship fell short in meeting the expectation of the graduate pharmaceutical students. They also commented that the internship model that was followed was outdated.

Bullock & Johnson (2013) revealed while studying the effect of counsellor internship on self efficacy that the latter seemed to increase after the field internship experience. This showed that the student became more self confident after internship practice and relevant experience. They also concluded that better internship experience rendered enhanced self efficacy in an individual.
Walmley et al. (2012) while studying the relation between career intention and internships in the small and medium enterprises highlighted that two types of barriers namely ignorance barriers and market barriers exists amongst British tourism students that confers with study of C.R. Belfield (Belfield, 1999). They researched their topic in light of making career related decisions, career progressions, socio-cultural context and happenstance. Relating to socio-cultural factor the researchers revealed that maximum response was related to lifestyle consequently motivating the students to join large organisation. They questioned the assumed rational career decision making done by the aspirants and even revealed that such important decisions were made impulsively in many cases. While addressing the career development factor they revealed that the respondents just began exploring their career and hence were quite immature. They also explained that happenstance can’t be ignored as it has a critical role to play in deciding a career. They concluded that there is much more add to in the career intention than, just ignorance and market barriers. The above mentioned four factors are crucial and internship remained less influential on the career choice regarding SME.

Siu et al. (2012) found out that there exists interplay of various factors that affected the intention of a hotel intern to join the industry. In their conceptual framework they found out six different relationships between different variables. They revealed that work life balance has impact on career intentions. They also concluded that the intern with positive work experience, better work life balance and job satisfaction will have better career intention towards hospitality industry.

Song & Chon (2012) studied the effects of self efficacy on career preference through person job fit concluded that occupational interests and personal job fit had mediating effect on the relation between general self efficacy and career choice. They also concluded that in addition to the direct relation between personal job fit and career choice and vocational
interest and career choice there also exists indirect relationship in which the where in general self efficacy influences personal job fit that in turn influences career goals. Moreover it has also been found that general self efficacy influences vocational interests and in turn career choice.

Dinther et al. (2011) reviewed various paper publications regarding factors affecting the students’ self efficacy at higher education level. They found out that self efficacy is significant in case of higher education using intervention programmes. They also added that the influential programmes regarding self efficacy were the one’s based on social cognitive theory and yielded a ninety one percent result as compared to intervention programmes based on other studies. Majority of the studies reviewed by them revealed one or more than one factors that influenced self efficacy. Their review also revealed that mastery experience or practical experience given to the student significantly influences their self efficacy and also longer internship was responsible for enhanced self efficacy in the students. They found mixed response for vicarious experiences on self efficacy and verbal persuasion in form of feedback was not always found to be effective in case of improving self efficacy, it was rather dependent on the type of feedback.

Tang et al. (2011) studied various significant factors that had effect on self efficacy of students. The factors considered in his study were age, previous work experience, number of courses taken and number of hours spent in internship. Their study revealed that counselling self efficacy was positively influenced by prior work experience and length of hours spent in internship. The study found that self efficacy was most influenced by course work, internship and clinical instruction.

While considering the social cognitive career theory as the base Chuang & Jenkins (2010) concluded that career intentions were mostly influenced by self motivation followed
by parents and peers and finally by teachers, however when male students were influenced by friends followed by faculty in comparison to female students who reportedly were influenced by faculty followed by parents. The reported motivations for joining hospitality industry were people interaction followed by interest of the student and finally passion of the students towards the industry. The work condition, employment and nature of the work trailed. In their study they found out that the self efficacy was moderately influenced by career outcome and they reported the relation between self efficacy, intention and indecision among the university students. They also concluded that the self efficacy was dependent on gender as more students that were females showed positive intent to join the hospitality industry as compared to male students and more transfer students also showed stronger intentions to join the industry. Stronger self efficacy was also found in students with prior work experiences as they had more realistic expectations. Finally they revealed that the students with greater outcome expectations had greater self efficacy.

**Objectives of the study**

1. To identify the predictors of career intention from self efficacy and internship of students.
2. To study the relationship of internship on emotional and psychological state of mind with regard to career intention of students.
3. To find whether the effect of nature of work and self efficacy exists on career aspiration of students.
4. To examine whether there is a mediating effect of self efficacy on internship and career intention.

**Implications**
This review is an attempt to understand the impact of internship experience and self efficacy of students on their willingness to join work the hospitality industry. The findings of this study is to assist the industry and academia to design effective and efficient internship programmes keeping in mind the improvement in various aspects of self efficacy of a student. This study is an attempt to establish significant relationship between self efficacy and career intention of a student. The findings of this study are also an attempt to identify the mediating role of self efficacy on internship resulting in influencing career decision making of the students. This study also attempts to examine the role of society in strengthening the career intentions of a student. This study will help us to estimate the extent of relationship between career intention and each of the independent variables selected for the study. Finally, the findings of the study are to strengthen the academia-industry interface to design the internship programmes in an effective manner and hence contribute towards reduction the manpower gap that exists in the industry.

References


Imacs, N. (2008). Disclaimer for the Skill Gap Report: NSDC engaged IMaCS ( ICRA Management Consulting Services Limited ) to prepare this report, which is based on independent research and analysis done by IMaCS. This report is not based or derived from any other report, 1–59.


