

# Is Internship Program Impact Career Development Perception? Empirical Study on “SGU” Hospitality Students

Adelia Samantha Sabirin<sup>1</sup>, \*Munawaroh<sup>2</sup> and Robert La Are<sup>3</sup>

<sup>1,2,3</sup> Swiss German University, Serpong, Indonesia

Email: <sup>1</sup>adelasam@gmail.com, \*<sup>2</sup>munawaroh.zainal@sgu.ac.id and <sup>3</sup>robert.are@sgu.ac.id

**Abstract—** The impact of internship towards career development is the main objective of this research. This study aims to find what impact perceived by students during internship that can influence their career development. This study is limited for Swiss German University student majoring in Hotel and Tourism Management. The application of Social Cognitive Career Theory as career framework is adopted in this research as the measurement of career development. There were 100 valid respondents in this research. The simple linear regression is practiced in this research by using SPSS to help with the regression computation and other related calculation. The studies perceived opinion about the internship program and found a good indication of the recent internship occurrence. The majority of sample agreed to perceived benefit from their past internship and help with their career development process. The recommendation is delivered for stockholders of internship: students, employer, and academic institution.

**Keywords—** *Internship, Career Development, Social Cognitive Career Theory*

## I. INTRODUCTION

The Indonesia hospitality and tourism sector is a promising area to help unlock private investment, foster inclusive and job-rich growth, improve export earning, and guide the targeted investment in infrastructure for tourism. This industry is incredibly useful for increasing the number of employment and creating income multipliers for Indonesia (Goeldner and Ritchie, 2012). This would support the effort in eliminating poverty and increasing shared prosperity.

It is believed that Indonesia has great potential to develop a world class tourism industry. However, regarding with the local workforce of the locals, there are discrepancies between the skill needed with what is available in the market. Many worker in Indonesia especially outside Bali were found to have very limited skill to provide a full range of tourism experiences.

This would be an issue happening with the improvement of the tourism sector that Indonesian government trying to pursue (World Bank, 2017)

Employers find that many graduates are lack in the organizational knowledge and practical experience of the industry (Mohammed and Rashid, 2016). The employer look up not only student with good degree but completed with the amount of working experience in the industry or related job. In alignment with the problem occurred academic institution adding inside their curriculum the terms of internship as one of the work integrated learning (WIL) experience (Stirling, Kerr and Macpherson, 2014).

The relation between internship and their career seen to be undeniable. However, the significant truth that relates them need to beproved further. Career development can be defined as an overarching term pertaining to deliberate activities that go toward the improvement of an individual’s career. Career development is associated with career guidance, which refers to services and activities to assist individual in order to make educational, training, and occupational choices to manage their careers (Smith, *et al.*, 2009).

This study will primarily research those active students with working experience through internship to test their perception about the impact of internship their career development based on social cognitive career theory. The theory that was anchored in Bandura’s social cognitive theory and self-efficacy theory was very widely used in the study of STEM or science, technology, engineering, and math, to analyse their vocational study in reflection to career of the students (Lent, Brown and Hackett, 2000; Lent *et al.*, 2003, 2008; Atadero, Rambo-Hernandez and Balgopal, 2015; Mueller, Hall and Miro, 2015).

In this study the author would like to find out the accountability of this theory in vocational study and internship factor that might be able to influence career development decision. The possibility of internship occurrence for the other variable is expected in this study. However, the study will only analyse and explain the perception of the students about their experience on internship with their point of view about career development after they experience internship program.

**A. RESEARCH OBJECTIVES**

1. To investigate the impact of internship towards career development perception on Swiss German University hospitality students.
2. To provide recommendations to academic institution about internship in their curriculum.

**B. RESEARCH PROBLEMS**

1. The relationship between internship and career development perception is significant, but the research in hospitality industry is limited.
2. The internship experience in hospitality industry is commonly practiced which alleged to be very relevant in finding the impact on career development perceptions.

**C. RESEARCH QUESTIONS**

Question #1: Is there any impact of internship towards career development perception in Swiss German University hospitality students perception?

**D. HYPOTHESIS**

Ho: There is no impact of internship towards career development perception on Swiss German University hospitality students.

Ha: There is impact of internship towards career development perception on Swiss German University hospitality students

**E. SCOPE AND LIMITATION**

This research will focus on the impact of internship towards career development perceptions on Swiss German University hospitality students. The data was collected from questionnaire which were only distributed to student in semester 4,6, and 8 that fulfil the requirement of a minimum one time internship experience. The research was conducted from February 2017 – June 2017.

The limitation of this research would be the analysis is based on the perception of the students in regard of their personal experience on internship and their current perception of career development. Perceptions is a cognitive study that is based on logic. Therefore, this research should be differentiated from the behavioural study that define the formulation of habits II.

**II. LITERATURE REVIEW**

**A. FRAMEWORK OF THINKING**

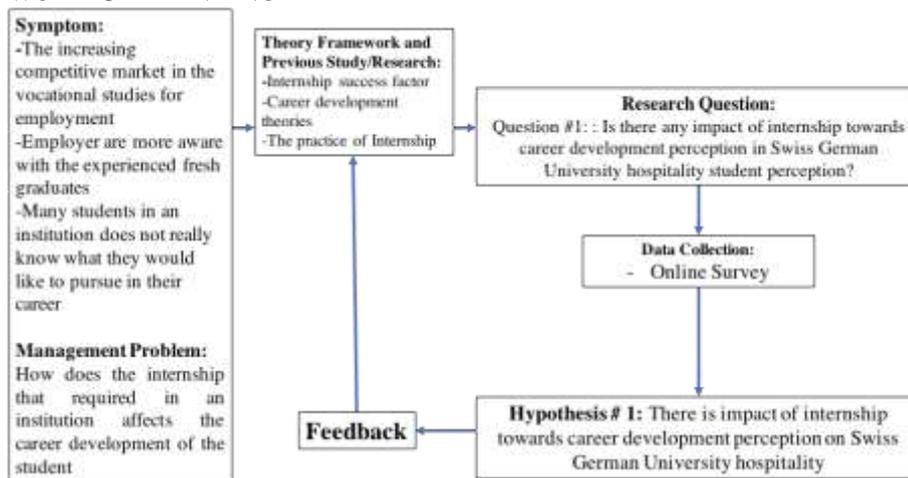


FIG I. FRAMEWORK OF THINKING

## **B. HOSPITALITY INTERNSHIP**

There are two types of internship or called ‘on the-job training’ distinguished in literature. First, structured or planned, this requires work up-front and creates consistent training outcome with good quality. Second, unstructured or unplanned often creates inconsistent outcome which rarely meet the expected outcome. This may come from the accumulation of bad habits, and miscommunication that the employee relies over time (Jacobs, 2003).

The internship program should be structured to meet the expectation of employer and students (Downey and De Veau, 1998). In one of the issues regarding hospitality internship found that usually student having problem with the low compensation and monetary rewards of their internship (Srivastava, 2014). Moreover, the problematic situation where student hardly able to apply the theories in their working environment and the unsupportive role of manager to plan their internship program (Lamm and Ching, 2007).

The finding of Richardson (2008) result the output of student past working experience will result a tendency to leave the hospitality industry rather than staying in the industry. This came from the experience that they had during their previous internship. Furthermore, after the internship placement during their studies their perception towards the industry became negative due to the low wages, irregular working hour, and lack of job (Roney and Öztin, 2007).

Other finding contradicts by saying that students who had positive attitudes towards the internship had higher job satisfaction and confidence in their future career (Ko, 2007). Top reasons why people choose to enter the hospitality industry came from the opportunities to growth in the industry, the ability to apply theories, opportunities to meet new people, and personal desire (Lu and Adler, 2009). Furthermore, Walo (2001) found that student gave positive feedback about internship because they gained managerial competencies during internship program.

Chi and Gursoy (2009), proposed the key aspect of successful career in the hospitality industry education came from internship requirements. In addition, researchers also added the preparation for interview, quality of program became some of the aspect that influence the output of the hospitality education. Robinson, et al. (2008 cited in Brown 2011), suggested that if university increase their internship placement requirement in their curriculum, the possibility of student to enrol in the program would increase and more will be placed in the industry.

## **C. CAREER DEVELOPMENT**

Career development is the program that seeks for the assistance for the employee in their personal growth and maturity in the workplace (Dessler, 2015). Career development is also defined as an ongoing process of managing your life, learning and work. It involves developing the skills and knowledge that enable you to plan and make informed decisions about your education, training and career choices (Australian Government, 2016). Career Development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future (CDAA, 2012).

The success of career development is the accountability of employee and managers. Career development has three stockholders: employee, manager, and organization. There is a different between development and training program. Training program is the improvement for the growth of employee in their recent job. However, development is the improvement for the maximum use of employee’s talent.

Development program can lead to career advancement (Tanke, 2001). However, the topic in this study is not focusing on the development program of an employee but the career development as a lifelong process which means the preparation of the individual or specifically students in planning their career before they graduated.

Career development does not always involve in the promotional opportunities. When it comes to the promotional opportunities it refers to the career pathing. The other term in career development called career planning is the process on how the individual short and long term goals identified. This includes asking the employee works values. To match the goals of the employee, career counsellor acted to assist human resource in career decision making. The job is to analyse the employee’s job if there is any work values missing (Dessler, 2015).

Career development has three usage (Dessler, 2015):

1. Assisting employee in determining the development goals and needs. This according to the interest, abilities, and attitudes of the employee.
2. Providing the information about the organization needs and goals. Such as job opportunities, skill requirements, and employee needs in organizations.
3. Creating action plans by meeting employee with the organizational purpose, goals, and values.

#### **D. SOCIAL COGNITIVE CAREER THEORY**

Social Cognitive Career Theory is based on the theory of Bandura's self-efficacy theory. Bandura's theory reflects that career development process is based on the influencing relationship between people and environment. SCCT which was developed in 1986 was still in use until now (Lent *et al.*, 2017). SCTT which is anchored in Bandura's theory of social cognitive explores on how career and academic interest come into maturity, how the career choices developed, and how these choices developed into actions (Gibbons and Shoffner, 2004).

SCTT emphasis on the interaction among a multiplicity of person, environmental, and behavioural. These multiplicity are hypothesized to give impact on the process through which people a) develop the fundamental academic and career interest, b) build and revise their educational and professional plans, c) accomplish varying quality in their academic and career pursuits. SCCT creates comprehensive framework of the development of career interest, career choices, and the performance that is grounded in self-efficacy theory (Lent *et al.*, 2008).

SCCT that measure career seekers' self-efficacy are showing promise as tools of advising people as to potential careers. SCCT argues that the current self-efficacy will mostly influenced by their past success or failures. SCCT focuses on personal and physical attributes, external environmental factors, and over behaviour of noticeable behaviour. Individual was developed from the collaboration between those elements (Upton, 2006).

The segmentation in the SCCT divided into three. First, the development of academic and vocational interest. Second, the decision making on educational and career choices. Third, the educational and career performance and stability. This segmentation revolves in the three core components which are self-efficacy, outcome expectations, and personal goals (Upton, 2006).

According Lent *et al.* (2008), in SCCT's overlapping models of interest and choice, self-efficacy which defined as the one person ability to successfully perform particular behaviour or action, it promotes favourable outcome expectation. Personal goals in the other side seen as the result of self-efficacy, outcome expectations, and interest.

According to Bandura (2000), supports and barriers may promote selection indirectly by bolstering or weakening self-efficacy. Self-efficacy defined as a set of beliefs that are linked to domains and activities. Self-efficacy expectation determines the changes in the specific behaviour and the maintenance of behaviour of a person in response to the barriers and difficulties. Self-efficacy expectations were build according to four primary information sources or learning experience. Four aspects are personal performance accomplishments, vicarious learning, social persuasions, and physiological and affective states. According to Lent (2005), above all the major aspects influencing the self-efficacy expectations, personal performance accomplishments have the biggest influence among all.

Outcome expectations seen as personal beliefs of the consequences or outcomes of performing particular behaviour. Extrinsic reward believed to be associated with the outcome expectation after performing a task. In general, individual outcome expectations formed by the same information that shaped self-efficacy beliefs. As in SCCT's interest, choice, and performance models, self-efficacy is a partial determinant of outcome expectations. For instance, those with stronger self-efficacy beliefs are likely to hold more optimistic expectations about obtaining the work outcomes they value. The result of outcome expectations is determination or intention to pursue particular action.

Personal goals is personal beliefs which refers to the person intentions in engaging into a certain activity to generate a particular outcome (Lent *et al.*, 2008). The specific emotional traits or behavioural tendencies that are relevant to a particular application of the model depend on the behaviour of interest (Lent *et al.*, 2016). The studies point that the construction of personal goals comes from interest. Interest will drive personal goals and goals will turn into actions.

However, the process of this stages work together with the existence of environmental barriers and self-efficacy. Environmental influence seen from the social, economic and cultural side of occurrence(Lent *et al.*, 2000). In addition, environmental supports (e.g., access to mentors) may aid, and barriers (e.g., social or financial pressure) may inhibit, individuals' capabilities to engage in adaptive career behaviours(Lent *et al.*, 2016).

According to SCCT, career development is influenced both by objective and perceived environmental factors. The example of objective factors is educational experience and financial support for pursuing a particular training options. However, the effect of a particular objective factor often depends at least partly on the manner in which the individual appraises and responds to it (Vondracek, Lerner, & Schulenberg, 1986).

However, the theory by (Lent, Brown and Hackett, 2000) encountered the theory by stating that many other people found to be success despite their environmental condition. In addition, there are also stories of people failed in life's pursuits despite having every seeming environmental advantage. If environmental conditions like material wealth were the only important deliberation, all unfortunate kids would be unsuccessful and all wealthy ones would succeed (Lent *et al.*, 2000).

The studies by Lent *et al.* (2000, 2003, 2008) regarding SCCT found that learning experience which was influence by distal and proximal factors believed to be influencing the output of self-efficacy, outcome expectations, which in the end also influencing interest, goals, and actions of an individual.

## **E. INTERNSHIP AND CAREER DEVELOPMENT**

Many authors suggest that the marketability of graduated students is increasing because of internship. The employer does not only demand graduates to have high academic knowledge, but be able to demonstrate the initial competencies to succeed within work environments (Binks, 1996; Johnson, 2000; Okay and Sahin, 2010; Binks, 1996 cited in Renganathan, 2012).

Internship programs are seen as an opportunity for undergraduate students to have a work-related experience and gain knowledge in their formal education by joining an authentic professional environment before they graduate. This program tries to merge campus based knowledge with the real work environment (Renganathan, 2012).

In order to enhance graduate employability there are some competencies learned through this process such as working in teams, presenting orally, and problem solving skills (Mason *et al.*, 2006). Also, the marketability of students increases because they have greater skills or ability that can be applied in the real world of business. In addition, someone who has practical experience are normally preferred by employers because they are more critical in thinking, better in writing, and oral communication Maskooki, *et al.* (1998 cited in Eyong, *et al.*, 2012)

The national Association of Colleges and Employers (NACE) (2015) found that the intern conversion rate is 51.7%, thus shows the thigh probability of a company hiring their previous interns into full time employees. Moreover, students that complete an internship with a high level of contentment are more likely to get job offers from the company they perform their internship with (Okay and Sahin, 2010). Also, those who have undertaken internship have a tendency to secure employment (Callanan and Benzig, 2004) and have increased earnings in subsequent employment Gault, et al. (2000 cited by Holyoak, 2013).

There are direct benefits that students who complete internships receive, one example of the advantage of earning greater salaries compared to others that did not complete on internship (Gault *et al.*, 2000). It is more likely that for students who perform satisfying internships will have a positive feeling toward their approaching career search and toward the institutions that provide academic preparation for their careers (Paulins, 2008).

**F. RESEARCH MODEL**

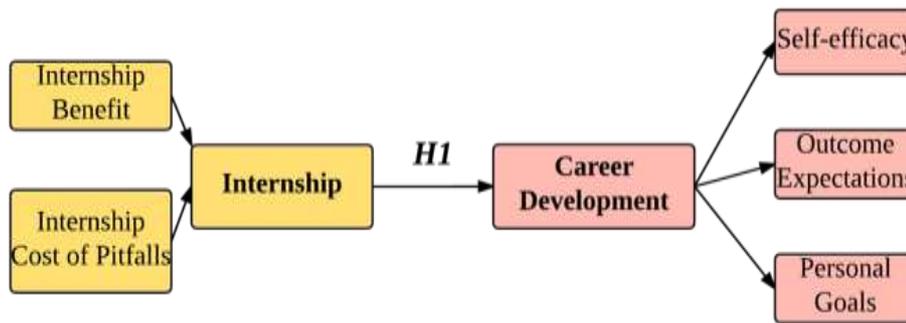


FIG II. RESEARCH MODEL

Variable X : Internship

Dimension X:

- Internship Benefit
- Internship Cost or Pitfalls

Variable Y: Career Development

Dimension Y:

- Self-efficacy
- Outcome Expectations
- Personal Goals

**III. METHODS**

**A. SCOPE OF STUDY**

This study limits the scope only for hotel and tourism sector. As mentioned in chapter one in scope and limitation, this study wants to trial the perception that grows between students. The unit observation of the research would be limited to hospitality student in Swiss German University which has performed at least one time internship experience.

**B. POPULATION**

According to Panneerselvam (2004), a population is any group of people that is classified into the system of research interest, which become the target of the research. This thesis approached certain portion of people from the population which is defined as sample to represent the research (Khan, 2011).The research of this studies will take place in Indonesia. This research using known population with purposive sampling.

The population are the enrolled university student in hotel and tourism major in Indonesia with a minimum one time internship experience. Thus, this thesis will have done the case study on one of the university located in Tangerang area, Swiss German University to conduct the study. This related to the study’s objectives on how working experience could influence the career of the sample. Also on finding the perception about the career development.

**C. SAMPLING SIZE**

The method used in determining sample size is based on the studies in Krejcie& Morgan (1970). The method used is based on the design of the experimental studies. Below found that the calculation is used for the sample size with finite population or also called as known population.

$$S = \frac{X^2NP(1 - P)}{d^2(N - 1) + X^2P(1 - P)}$$

Where:

S = required sample size

X = Z value (e.g. 1.96 for 95% confidence level)

N = population size

P = population proportion (expressed as decimal); assumed 0.5 (50%)

d = margin of error (10%) or expressed as 0.1

In total, there are 155 active students in hotel and tourism study program. Thus, found using the calculation below a minimum of 60 respondents is required.

#### **D. SIMPLE LINEAR REGRESSION**

The author will use simple linear regression to test the relationship between variable. When we take the observed values of X to estimate or predict corresponding Y values, the process is called simple prediction.

The post testing process means to measure the dependent variable or in this case is career development as the Y variable after being exposed to some treatment (Sekaran& Bougie, 2014). In this study, the data will be evaluate using simple linear regression; in which a definite numerical independent variable, X, is used to calculate numerical dependent variable Y (Levine *et al.*, 2011). Subsequently the rationale of the author is to see the relationship between independent variable towards dependent variable, simple linear regression is the most suitable method to be conducted. Below is the equation for simple linear regression:

$$Y = A + (B)X$$

Where:

- Y= dependent variable
- X = independent variable
- A = constant
- B = coefficient correlation

#### **E. HYPOTHESIS TESTING**

Since the data will be analysed using simple linear regression, T-Test is the best method to analysed the hypotheses. T test is used to discover a significant linear relationship between an independent variable and a dependent variable (Levine, et al., 2011). Below is the equation for T-Test:

$$t = \frac{b_1}{s(b_1)}$$

Where:

- t = t table value
- b = slope of variable
- s = standard error of the regression coefficient

To know the result, the significance value (P) will be compared to the level of significance which is 10% ( $\alpha = 0,1$ ) with the criteria for hypothesis acceptance as follow:

P value <  $\alpha$  (10% or 0.10),  $H_a$  is accepted

P value  $\geq \alpha$  (10% or 0.10),  $H_a$  is rejected

### **IV. RESULT AND DISCUSSIONS**

#### **A. DEMOGRAPHICS OF RESPONDENTS**

The data was distributed to all the hospitality management student's trough online social media and directly during classroom learning. The survey distribution resulting 102 respondents with a valid data from 100 respondents. The respondent profiles were distributed into 4 classifications: gender, semester, internship taken, length of internship. This research will have explained more about the result in the next paragraph.

Gender: There are 60 percent female and 40 percent male respondents. The result shows that out of 100 respondents, more than half of them are female. This may conclude that the response will be highly influenced by the women perception.

Semester: There are 23 percent of semester 4 students, 24 percent of semester 6 students, and 53 percent of semester 8 students. The result shows the domination of semester 8 students that shows more than half of the total responses.

Internship taken: The result shows that 75 percent of them answered 2 times internship. Followed with 15 percent of 1 time internship, 9 percent of 3 times internship, and 1 percent answered more

than 3 times internship. In conclusion, the result dominated with 75 persons that answered 2 times internship experience.

Length: The result shows 83 percent of 6 months to 1 year duration, 9 percent of under six months' duration, 8 percent of more than 1 year duration. The most answer lay on the 6 months to 1 years of internship duration.

## B. CLASSICAL ASSUMPTION TEST

### 1. NORMALITY TEST RESULT

TABLE I. CLASSIC ASSUMPTION TEST – NORMALITY

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.94193516
Most Extreme Differences	Absolute	.082
	Positive	.082
	Negative	-.044
Test Statistic		.082
Asymp. Sig. (2-tailed)		<b>.096<sup>c</sup></b>

a. Test distribution is Normal.

(Source:SPSS)

According to the guideline for the normality test, this research performs Kolmogorov-Smirnov test because the data are bigger than 50 respondents. The sig 2 tailed test is 0.096 which is bigger than 0.05. The result shows that regression model has a standard normal error and the data is normally distributed.

### 2. HETEROSCEDASTICITY TEST RESULT

The Heteroscedasticity test is conducted by using Spearman test. The reason is to test whether the regression model has inequality of variance from one observation to other observation or not. A good regression model is expected to have homoscedasticity of variance or homogeneity result. Heteroscedasticity occurs when significant relationship between independent variables of absolute residual.

TABLE II. CLASSIC ASSUMPTION TEST – HETEROSCEDASTICITY

Correlations			
		X	Unstandardized Residual
Spearman's rho	X	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	100
Unstandardized Residual		Correlation Coefficient	-.015
		Sig. (2-tailed)	<b>.880</b>
		N	100

(Source: SPSS)

#### Hypothesis

Ho: Heteroscedasticity is not occurred.

H1: Heteroscedasticity is occurred.

### Decision Making

If Sig. value  $> \alpha$  (0.05) :Ho is accepted, H1 is rejected

If Sig. value  $< \alpha$  (0.05) :Ho is rejected, H1 is accepted

### Result

The Sig result of 0.880 shows that the value is higher than 0.05. Therefore, Ho is accepted and H1 is rejected which means the sign of heteroscedasticity is not occurred or data is homoscedastic.

### **3. HYPOTHESIS TESTING**

The influence of independent variable to dependent variable is analysed using t-test, with 95% confidence level with alpha 0.05, or in this case Sig. 0.05. The t-test is used to test whether the hypothesis is correct and applicable in this study. The hypotheses that are about to be tested:

Ho: Impact of internship towards career development is not occurred.

H1: Impact of internship towards career development is occurred.

**TABLE III. HYPOTHESIS TESTING – MODEL SUMMARY OF R-VALUE**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 <sup>a</sup>	.703	.700	5.97217

a. Predictors: (Constant), Internship  
(Source: SPSS)

In the result found in the previous table, internship which is represented as the X variable generates R Square Value of 0.703. R Square Value shows how influential variable independent towards variable dependent. In conclusion, internship generates 70.3 % influence for career development or in the same meaning career development is affected 70.3% by internship. The other 29.7% caused by other factors not mentioned in this study.

**TABLE IV. HYPOTHESIS TESTING - ANOVA TABLE**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8275.2	1	8275.2	232.01	.000 <sup>b</sup>
	Residual	3495.3	98	35.6		
	Total	11770.6	99			

(Source:SPSS)

ANOVA or analysis of variance is used to determine the regression model is applicable. The result should perceive Sig which  $< 0.05$  to determine that the method is accurate.

### Hypothesis

Ho: Regression model cannot be used to determine the dependent variable

H1: Regression model can be used to determine the dependent variable

### Decision Making

If Sig. value  $> \alpha$  (0.05) :Ho is accepted, H1 is rejected

If Sig. value  $< \alpha$  (0.05) :Ho is rejected, H1 is accepted

### Result

The Sig result of 0.000 shows that the value is lower than 0.05. Therefore, Ho is rejected and H1 accepted which means the regression model can be used to determine the dependent variable (career development).

**TABLE V. HYPOTHESIS TESTING – COEFFICIENT**

Coefficients <sup>a</sup>			
Model	Unstandardized Coefficients	t	Sig.
	B	Std. Error	

1	Constant	.064	2.378	.027	.979
	Internship	.674	.044	15.232	.000

(Source:SPSS)

The SPSS obtained that t-score is 15.232 with significance value of 0.000. The sig value lower than alpha and the t-value is bigger than t-table which means the Ho is rejected and the H1 is accepted. It is concluded that the impact of internship towards career development is occurred.

### C. DISCUSSION

The result completed with the result of approved hypothesis. The impact of internship towards career development perception is occurred in Swiss German University students. Align with the theories in books, journals, or other secondary resources where internship does create influence for student’s career development perceptions.

The hypothesis of the research as follows:

-Ho: There is no impact of internship towards career development perception on Swiss German University hospitality students.

-Ha: There is impact of internship towards career development perception on Swiss German University hospitality students.

By the observation of the result in this chapter, the results proved that Ho is rejected and Ha is accepted. The result shows that there is 70.3 % influence that independent variable (internship) gives to the dependent variable (career development). According to the observation of its indicator, the values of indicator influence is as follows:

TABLE VI. CORRELATION, MEAN, STANDARD DEVIATION PER INDICATOR

Indicator	Mean	Std. Deviation
Benefit (Job Related)	3.71	1.2620
Benefit (Career Related)	3.46	1.3067
Benefit (Networking)	3.56	1.2481
Cost (Job Related)	2.34	1.1054
Cost (Career Related)	2.19	1.0954
Cost (Networking)	2.06	1.0629

(Soucre:Excel)

The analysis of mean shows the indication about the factors which is more contributing to the variable dependent. From the result, it is found that three indicators that drives career development in the very significant manner are benefit job related, benefit networking, and benefit career related. It is concluded because Benefit indicators mean have higher than the X variable average and the Cost indicators mean have lower value than the X variable average, the students had positive experience about their past internship. This means that overall their internship is beneficial in many ways.

According to the study adopted in this research where benefit differentiate into three areas: job related, career related, and networking. The biggest result found that job related experience during internship gives benefit for student’s personal experience. Such studies mentioned internship can open opportunities to apply knowledge at work, improving job knowledge, and crystalize work values. These are the benefit that is very relevant for students during their internship experience for the relevancy of their career development (Maertz *et al.*, 2014).

The impact of internship for career development according to the models of SCCT in (Lent *et al.*, 2000) works from experience and then changes one person self-efficacy. Furthermore, as mentioned in the other studies, self-efficacy promotes positive outcome expectation because when they are confident about skill that they have it reflected in attaining things they value (Lent *et al.*, 2017). Goals on the same side, is the product of self-efficacy. Goals assumed to be affected by other factor which is the presence of supports and absence of barriers.

In this case, internship benefit which has stronger value to students, seen as supports for their career development, by its meaning benefit help to promotes the strengthened of self-efficacy (Lent *et al.*, 2008). These three components: self-efficacy, goals, and outcome expectations work together as a component of the career development of a person. To sum up, the benefit gained through internship, career development affected because the self-efficacy is affected and influencing the other factor.

The studies of Richardson (2009) found that student which are having direct experience with the tourism and hospitality industry may cause student to acquire negative views towards the pursuing career in hospitality. However, from the data found that even with the exposure in the industry the student still thinks that their internship contributes more positive value to their career in hospitality. This indicates the possibility of SGU students leaving the industry will be insignificant and not aligned with the theory.

As mentioned in the secondary literature where working experience plays a great influence in career decision, low job satisfaction, poor employment, and the absence of motivating factors during working experience cause student to fail to enter the industry upon graduation (Richardson, 2009). This research found that they have good working experience which means that their internship would be helpful for determining their career and increasing the potential of joining hospitality industry. The application of theories into practice, gaining new knowledge about the job and the industry, showing their qualification in front of their potential employer, and even the pitfalls of internship such as the discouragement because of work to participate in the hospitality industry, doing unchallenging works, and others this gives impact for career development. However, in this study the cost and pitfalls occurrence is slightly occurred.

Student will have bigger confidence in determining and shaping his career development from the knowledge of the industry: the hierarchy, the requirement for preferred position, and the market trends. Since internship had showed them more about the industry, students have more aspect to consider whether to stay or to leave the industry. It will be an opportunity for student to reflect about their experience with their future. Hence, their career would not be a trial and error but an anticipated outcome. Also, they could understand which skill that they master the most that makes them confident to pursue their career in the same field. They could also gain networks from other that has more experience to guide them in building their career.

## V. CONCLUSION

The objective of this thesis is to find the impact of internship for the career development perceptions on Swiss German University student. Furthermore, the impact that student received from internship found to mould their perception on career development. The internship impact the perception about career development by influencing self-efficacy, continue to outcome expectations, and last impacting personal goals.

The study has investigated the significant impact of internship for career development by distributing the survey to 124 persons. The result found 100 valid respondents for this research. Most of the respondent are female and students on the 8<sup>th</sup>. Agreeableness on the benefit of internship dominating the result of internship variable. Therefore, through the data examined from chapter 4, the following conclusions can be made:

### **THERE IS NO IMPACT OF INTERNSHIP TOWARDS CAREER DEVELOPMENT PERCEPTION ON SWISS GERMAN UNIVERSITY HOSPITALITY STUDENTS**

This study found that the Swiss German University student experience benefit and cost of internship but they agreed that the benefit dominating their experience. The internship impacting career development and dominated by the benefit that student perceived during their internship. The impact of internship start from the cumulative of experience towards one component of career development which is self-efficacy. According to the SCCT theory, self-efficacy driven the other two factors: personal goals and outcome expectations.

The benefit from internship includes developing job related and career related skill, increasing knowledge about the industry, and giving information which will help students in making career

decision. This values impact career development by helping someone to be able to create a well-informed decision regarding career, life, and learning.

## VI. RECOMMENDATION

This recommendation will be divided into three section. For student, employer, and institution. The recommendation for further study is included in the academic part.

### 1. RECOMMENDATION FOR STUDENT

Student need to be proactive in delivering their expectation of the outcome and ask for more involvement in the job. They should be open with correction and suggestion from their supervisor and fellow worker. This will enrich their knowledge about the job and industry. From the point of view of career development, the lifelong learning about the value that they valued most should be pursue by them. Internship is only the beginning of their career, along their journey of career development the other factors will appeared and influencing their career. This study suggests for student to be open with all possible occurrence and learn from it to create the best outcome for their career maturity.

### 2. RECOMMENDATION FOR EMPLOYER

This research suggests the company to deliver their expected outcome and performance to the institution and the student. Thus, this will be a guideline of how the internship should be performed. A structure of internship should be made with appointed supervisor that will oversee the training of the intern. This means the company should focus on using internship not only as a cheap labour but a dedication for the employment and encouraging the growth of students in their education. Participating intern in big project, meeting, and planning could also encourage intern. At the end of the internship period, review of the internship program need to be done by asking the interns about their experience. Most importantly, employer should give opportunity for their student to develop during the internship process.

### 3. RECOMMENDATION FOR ACADEMIC INSTITUTION

Recommendation for further research is to use another carer development theory to assess on which theory is more applicable for students Swiss German University. Also, expanding this research into broader population by comparing top universities in Indonesia would predict the current trend that is happening in the internship experience.

The interview towards several universities within the country better be established if the secondary literature is limited. Also, the implementation of interview should have established to make a better understanding from the point of view of the employer and students without internship. Hence, the comparison of career development perception can be analysed from many different perspectives.

Career counselling in the university should be exist in the university to help student with their career they would like to pursue. Therefore, student can benefit from this program and the university could produce strong graduates. Also, the campus should keep on monitor their intern performance to make sure student are benefiting the internship program.

Internship could motivate student to join the industry and have career maturity in the same industry. However, internship could also be a boomerang that decrease the motivation to join the same industry. This mean the academic institution should regularly check their internship program and review the activity to increase the usefulness of the program.

Cross department internship, longer internship period, and creating learning program could also be considered in reviewing their program. The academic institution should aware with the changes in the industry, once the trend of direct internship is fading, the academic institution should have made another strategy to help their student.

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