

## CHALLENGES ENCOUNTERED BY HOSPITALITY MANAGEMENT STUDENTS DURING INTERNSHIP

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### *Abstract*

*An internship played a crucial role in developing students' hard skills and competencies by bridging the gap between classroom knowledge and practical experience. However, some research indicated that achieving an effective internship experience requires an understanding of its challenges. The study identified the challenges faced by students in Hospitality Management during their internships, examined their responses to these challenges, and assessed the roles of academic institutions and Host Training Establishments in contributing to the success of the internship program. The research utilized Yin's six-step data analysis method: planning, designing, preparing, gathering, observing, and sharing. The study took place at a public tertiary institution which offers a range of programs. A total of 12 participants was chosen for the study using purposive sampling. The results revealed the five themes of the challenges encountered: (1) Experiencing Financial Struggles, (2) Time Management Dilemma, (3) Communication Barrier, (4) Deployment Declination, and (5) Emotional Troubles. Four themes were produced on managing the challenges during the internship: (1) Looking for Financial Assistance, (2) Having Interpersonal Communication, (3) Being Receptive to Circumstances, (4) Mental Strengthening and Fostering Self Control. While there are eight themes developed for the roles of the academic institution and the host training establishment in achieving a high standard of internship: (1) Participate in Continuous Evaluation and Feedback Procedures (2) Enabling Job Role Transition (3) Facility Construction (4) Pursuing Fair Management and Building of Explicit Decisions (5) Engaging of Constant Monitoring (6) Economic Assistance Program (7) Involvement in Academic Endeavor (8) Establishing Support Mechanisms and Consultation. Internship training frequently involves personal and interpersonal problems. Academic institutions and host training facilities are responsible for providing students with constant support throughout their internship.*

**Keywords:** Challenges, Coping Mechanisms, Roles of Academic Institutions and Host Training Establishments, Hospitality Management, Internship Abstract

## 1. INTRODUCTION

The hospitality sector offers a broad range of career opportunities at both national and international levels, serving as a practical solution to unemployment, especially in developing countries. Education and preparation for the difficulties of the workplace are major responsibilities of institutions and instructors (Pusiran et al., 2020). As a result, higher education institutions and vocational schools must generate graduates of the highest caliber possible, which includes putting practical training and work experience to good use (Singh & Sharma, 2021). Many universities and educational institutions are concentrating on producing skilled human resources that cater to industry requirements after recognizing the significance of the hotel industry as one of the labor-demanding industries. Universities have incorporated student internship experience into the curricula, creating a solid foundation for better undergraduate career prospects. The universities recognize the importance of improving employability skills, developing knowledge, and instilling positive attitudes in hospitality undergraduates (Dahanayake et al., 2019).

Internships are now wide-

ly embraced by students and educational institutions, either as formal components of academic programs or as extracurricular opportunities (Margaryan et al., 2020). Grounded in experiential learning principles that can be traced back to the philosophy of Plato, internships allow students to develop work-related experience through hands-on practice and reflective learning (Zopiatis et al., 2021). They are especially important in preparing students with the practical abilities, theoretical understanding and professional mindset required to cope with the dynamic nature of the hospitality industry (Vo et al., 2022). As noted by Kroon and Franco (2021), internships generate shared benefits for students, organizations, and higher education institutions, creating a mutually beneficial arrangement, particularly when strong industry linkages and competency-focused training are prioritized. Moreover, internships introduce students to diverse workplace settings, strengthen cooperation with the hospitality industry, and support the development of problem-solving abilities, communication skills, and self-confidence through real-world exposure and guided supervision (Seyitolu, 2019; Kukreti & Dani, 2020; Jena, 2020).

Internships offer students valuable learning experiences. According to Zehr and Korte (2020), internships provided different degrees of understanding regarding organizational operations and effective collaboration in a professional setting. Furthermore, internships are shown to be essential in connecting academic learning with industry expectations, providing students with hands-on skills and real-world professional experience (Megasari, et al., 2025). In this case, internships help students turn classroom learning into real-world skills, giving them a better understanding of how workplaces operate and how to collaborate professionally. At the same time, students can create a better learning environment through cooperation, and supervisor collaboration improves student performance (Sitepu et al., 2022). According to Anjum (2020), a student can explore and advance their career with an internship while acquiring new abilities, giving the company a chance to develop potential and bring in new views, dynamism, and the ability to build a pipeline of potential full-time employees.

Although internships offer valuable learning opportunities, they come with several challenges. Students often face

limited guidance and support, insufficient funding, little time allocated for supervision, role confusion with company supervisors, and short duration for both the placement and report writing (Gashaw, 2019). Even in well-know hotel brands, students frequently report negative experiences, including low pay and inadequate training (Ganguli Pralay, 2019). Interns also experience stress from long working hours, repetitive tasks, transportation difficulties, conflicting supervisor expectations, lack of compensation, along with emotional exhaustion and depersonalization, which are common in the hospitality industry (Park & Min, 2020; Mensah et al., 2021). While internships contribute to skill development and support academic learning, students often face tension throughout their placement due to unfamiliar environment and emerging challenges.

In the Philippines, the guidelines for student internship programs for all programs with practicum subjects were adopted for the information, guidance, and compliance of all parties concerned by the pertinent provisions of RA 7722, also known as the "Higher Education Act of 1994," and under Commission en banc Resolution

No. 148, dated April 19, 2009. The higher education system needs to concentrate on systemic reforms to enhance and increase the student's competitiveness for national and worldwide scope. One of the fundamental aims of the nation's development is to improve the quality of education offered at higher education institutions.

Internships have always played a key role in helping students put classroom theories into practice, yet little research has explored the specific challenges hospitality students face during their placements, especially from a qualitative perspective. This study aims to address the gap by looking closely at the experiences of hospitality management students at a state college in Tanguib City. Through a qualitative approach, it examines how students apply learned knowledge in real work settings, cope with workplace stress, and handle issues like supervision, workload, and adjusting to professional environments. By focusing on student perspectives, the study seeks to gain a richer understanding of these challenges while also showing how internships help develop practical skills, build confidence, and prepare for future careers, providing insights

to improve internship programs.

## **2. STATEMENTS OF THE PROBLEM**

The primary objective of the study was to explore the challenges faced by hospitality management students during their internship. In addition, the study aimed to understand how students responded to and coped with these challenges, highlighting on the strategies used to navigate difficulties in real-world work environments. Another focus was to examine the support provided by both academic institutions and host training establishments, and how this assistance helped students manage obstacles and achieve a high standard of performance during their internship. Overall, the study sought to provide a comprehensive understanding of the internship experience, highlighting both the difficulties encountered and the resources that contributed to successful learning and professional development.

## **3. RESEARCH DESIGN AND METHODS**

### **1.1.1 Research Design**

The study included 12 participants- five students, four parents, and three instructors selected through purposive sampling to ensure relevant ex-

perience with the internship program. Participants were identified based on specific criteria: students had to be fourth-year Hospitality Management majors actively engaged in internships, parents had to be of these students, and instructors had handle internship-related subjects. Recruitment involved inviting individuals who met the inclusion criteria, while those without direct internship experience were excluded.

The study was a qualitative case study design using Yin's data analysis. A case study is a comprehensive research method that, by Yin (1994), addresses situations in which there will be many more factors of interest than data points, relies on numerous sources of proof, with information necessitating to be merged in a triangulation manner, and the advantages from a prior creation of theoretical assertions for guiding the gathering of data and analysis. Researchers could perform a thorough examination of complex phenomena within a particular environment using the qualitative case study methodology (Rashid et al., 2019).

### **1.1.2 Research Setting**

The study was conducted in a public tertiary institution

that offers a variety of bachelor's and graduate programs. The college is accredited by the Accrediting Agency of Chartered Colleges and Universities in the Philippines with programs accredited as level 1, 2, and 3. The Hospitality Management program, part of the School of Business Administration and Management, focuses on preparing students with practical skills and professional competence for the industry. Interns were placed in partner businesses and host training establishments (HTEs) that meet industry standards, giving students hands-on, real-world experience to develop their skills and confidence.

### **1.1.3 Participants of the Study**

The study focused on twelve participants who could provide meaningful insights into internship challenges. Guest et al. (2006) reported that by the twelfth interview, 92% of all themes had already emerged, and data saturation was typically reached at this point. Likewise, other researchers have noted that sample sizes of 9 to 17 participants are often enough to achieve saturation in studies using in-depth interviews or focus groups (Hennik et al., 2017). Following these guidelines, the current study adopted a sample

size that ensured rich, meaningful data while maintaining manageability for in-depth analysis. The participants of the study included: 1) fourth-year Hospitality Management students currently undergoing their internship, who could share their firsthand experiences; 2) parents of these students, who could offer observations and support perspectives; and 3) instructors in charge of internship subjects, who could provide professional insight to students' performance and challenges. Including these groups allowed the study to capture a well-rounded view of the internship experience. Before the interview, it was ensured that the participants' consent was acquired prior to their involvement in the study, and the researchers made sure to adhere to all the needed criteria for the participants of the study. Before the interview, it was ensured that the participants' consent was acquired prior to their involvement in the study, and the researchers made sure to adhere to all the needed criteria for the participants of the study.

#### **1.1.4 Data Collection**

Before gathering the data, a letter of permission to conduct the study was prepared and crafted. After the letter had been

completely crafted, it was then forwarded to the College President to seek approval to carry out the study. After receiving the College President's consent, a letter to the School Dean was transmitted to the Hospitality Management and Business Administration Department to get data to the students who were having the internship. Simultaneously, the Hospitality Department of the state college was provided with information about the students' involvement in the study. The study participants were subsequently identified after obtaining the lists of students engaged in internship training. The plotting of the schedule for the interview to be conducted was then followed.

Before the interview, the researchers welcomed the participants and gave a brief explanation of the purpose of the sessions and the interview's coverage. Participants were given the awareness about the content of the informed consent and let them know they could withdraw from the interview at any time. The data collection method, which included individual in-depth interviews, was also disclosed to the participants. The interview was conducted online or virtual, and in actual. A 45-minute time-



frame was allotted to the participants for responding to the questions. The entire interview process lasted for two weeks.

During the interview, conversations were recorded digitally, audio, and videotaped, and were written down. The researchers noted the participants' responses and recorded everything captured in the interviews, the transcripts of which were examined and reflected afterward. Using HyperRESEARCH software and the six steps of Yin's data analysis, the replies were then coded, classified, and converted into themes. The themes were then examined and interpreted.

Participants were allowed to scrutinize the produced written report, ensuring the validity of the study's findings and provide any additional comments they deemed necessary.

#### **1.1.5 Research Instrumentation**

The interview was done using a semi-structured interview guide. The questions provided were open-ended, which is typical of interview questions. Participants were invited to share the challenges they encountered throughout their internship cycle. Insightful questions were used to help the participants grasp the implications of their

statements and facilitate their understanding of the questions that were about to be asked. The researchers thoughtfully organized the interview questions and consulted qualitative research experts and validators to review content validity. The experts and validators examined the questions for clarity, relevance, and alignment with the study's objectives. Based on the suggestions provided, the interview guide was refined to ensure that the questions were appropriate, accurate, and effective in eliciting meaningful responses from participants.

#### **1.1.6 Ethical Considerations**

To ensure ethical conduct, the researchers obtained informed consent from all participants before data collection. Participants were clearly informed about the purpose of the study, voluntary participation, and the right to withdraw at any time without consequences. Confidentiality and anonymity were strictly maintained, and care was taken to avoid any harm or discomfort during the interview process. It was also ensured that the data were interpreted and reported honestly and accurately.

#### **1.1.7 Data Analysis**

The study used Hyper-

RESEARCH, a qualitative research software intended to help analyze qualitative data in analyzing the transcriptions of the participants. It was done using a horizontal approach to arrange enormous amounts of texts into meaningful statements and meaning for each participant separately. The codes were grouped to create a meaning that draws on the experiences of all participants. According to Gibbs (2018), HyperRESEARCH is a qualitative data analysis software that helps researchers organize and analyze different types of data, including text, audio, video, and images. It allows researchers to create, revise, and structure coding frameworks, including hierarchical codes, and easily retrieve data linked to each code. One of its key features is the ability to explore and develop complex relationships within the dataset by using a case-based project and coded data.

#### **1.1.8 Yin's Sixth-Step Method of Data Analysis**

The six-step method of Yin's data analysis was followed to analyze the transcriptions. Finding and comprehending patterns of meaning in qualitative data is a strategy used in qualitative research that uses flexible data analysis. The pro-

cess had six steps: Planning, Designing, Preparing, Gathering, Observing, and Sharing.

##### **1.1.8.1 Planning.**

Prior to commencing the research, the researchers took care to establish plans rooted in well-defined objectives. They developed a systematic process for gathering information on a specific subject, which, while manageable, necessitated a deliberate approach. The initial focus of their information gathering was to address the primary issues about the subject of interest. Subsequently, they undertook an evaluation of the results they obtained. Choosing what must be done, when it needs to be done, how it should be done, and who will do it is the fundamental task of planning. In this study, the researchers selected a topic that piqued their curiosity to investigate the subject further. Under the direction of a mentor, the researchers chose participants from whom they could collect data while considering the sample size, accessibility, and duration. The researchers created a data-gathering strategy and studied questions with the help of the experts and mentors.

##### **1.1.8.2 Designing.**

The researchers decided



on the most effective approach to launch the study. They used that decision-making to direct the research by considering the degree of flexibility open to change when preliminary evidence is gathered. The research instrument was created by the researchers, who also selected the study approach. The methods used for data collecting and analysis in the study design logically connected the research questions to the research conclusions. The study design consisted of research questions, analytical components, logic linking the data to the assumptions, and standards for interpreting the findings. During the design phase, various key decisions were made, including the selection of the case study design (such as single, multiple, holistic, or embedded), the definition of the unit of analysis and the prospective cases to be examined, the formulation of theory or propositions, the identification of pertinent issues to underpin the anticipated study, and the establishment of protocols for upholding the quality of the case study.

#### **1.1.8.3 Preparing.**

The researchers in this study truly requested agreement from the participants to

participate in the study from the authorities. As part of preparing for data collection, clear norms and guidelines must be developed for each step of the primary data-gathering process. This data preparation manual went into greater detail about what it is, how to do it, and the benefits it provides. There was also information accessible on tools and techniques for data preparation. One of the primary objectives of data preparation was to ensure that raw data was accurate and consistent prior to processing and analysis.

#### **1.1.8.4 Collecting.**

This methodical process was used to gather data, like measurements or observations. After the participants in this study had been identified, face-to-face interviews and video calls through Google Meet and Zoom were scheduled. To help the participants feel at ease, they were conducted by posing open-ended questions aligned to the study's objectives. To ease participants' worries, the researchers discussed the study's goals and procedures prior to the interviews. Using a recording device, the researchers began the interview by soliciting participant feedback. The researchers then checked

to ensure the most crucial study topics had enough data to support them. The researchers also included nonverbal communication in the key data by recording it. Following the case study methodology, utilizing various data sources, creating a case study database, and maintaining a chain of evidence are all part of the gathering phase (Yin, 2009).

#### **1.1.8.5 Analyzing.**

The data were transformed into a narrative using research data analysis, which the researchers then assessed to conclude. The data would be ready for analysis after being processed, organized, and treated. Various data analysis methodologies were available to interpret, assess, and draw conclusions based on the criteria. Data visualization can be used to examine the data graphically to comprehend better the messages contained in it (Bhandari, 2020). The study's researchers repeatedly read the interviewees' responses. Sentences with similar substance and context were combined to form meanings. The conclusions drawn from the research were used to expand on the elements each participant had in common. The analytical stage employed a variety of tactics, including theoretical assertions. It consid-

ered competing theories, used analytical methods, and provided information or facts without interpretation (Yin, 2009).

#### **1.1.8.6 Sharing.**

Following the last evaluations, this stage comprises presenting and explaining the findings to the participants. This section describes presentations made during the study that covered the importance of sharing data. The focus throughout the sharing stage was on determining the target audience, creating textual and graphic resources, providing enough information for readers to form opinions, and editing and re-editing everything until the produced results were conclusive and impeccable.

### **4. RESULTS AND DISCUSSIONS**

This qualitative research explored the challenges encountered by the students in Hospitality Management during the internship phase. The study comprised 12 participants represented by five students who are currently taking their internship program, four parents of the students engaging in the internship, and three instructors who handle the internship training of the program Hospitality Management.

The produced themes

from the transcriptions of the participants were presented below:

**Experiencing Financial Struggles.** Financial difficulties posed a burden for students during the internship time. Internships often play a significant part in students' educational journey, providing them with hands-on experience and industry exposure. The challenge for students is meeting financial demands, especially when the cost of products is rising. Besides, in an internship setting, especially when students are deployed to a distant location to complete their training, it is difficult to sustain students' daily needs, specifically for transportation costs, food, and other necessities, and even to pay for their accommodation. In this circumstance, students need more funds to cover the day-to-day expenses that parents need to provide for their living expenses, resulting in the depletion of financial resources. This theme generated three subthemes: (1) Having Problems with Financial Funding, (2) Difficulty in Managing Financial Matters, (3) Facing Financial Constraints.

**Having a Problem with Financial Funding.** One of the identified concerns that students worry

about during the internship period is financial funding. This is because students must be provided with a budget for board and lodging during their internship. In this case, it is a problem for students to cover the monthly payments of housing bills and allowances. This encounter can be supported by the disclosures of the parents, too, as they experienced financial funding challenges because being a single parent and a breadwinner is a boundless attempt to raise money to support the above-mentioned costs of the students during the internship training.

*I am having difficulty obtaining a monthly allowance to pay for their support, particularly their housing bills, regardless of where they are assigned during their internship training. (P1)*

It indicates that the parent has difficulty obtaining a recurring payment for different costs associated with the student's internship program, mainly accommodation bills. It implies that financial strain goes beyond just tuition expenses.

*As a parent, it is challenging because I am the only one looking for money to enroll him in his internship training. (P4)*

The response means that the parent is exclusively responsible for raising the cash required to enroll the student in internship training. This emphasizes the additional pressure and challenges the parent faces due to the absence of monetary assistance from additional sources.

*The biggest problem is money because, as a single parent, it is very difficult to raise that amount even though he pays in installments. (P2)*

It highlights the financial component as the primary impediment, especially for sole parents. It implies that, even with the possibility of paying in amortization, the needed sum of money is still impossible to obtain, causing substantial financial hardship.

**Difficulty in Managing Financial Matters.** Dealing with financial matters successfully is one considerable challenge many students face during the internship. Since most of the time, students are likely to be deployed to distant locations to take the training, most likely where tourism activities arise, it is expected that goods and other services are costly. Students, in this case, needed help managing their monthly stipend due to high-priced products vending

within the place where they take their training and the fact that students need to be economical with their allowances. They have to practice budgeting and prudent spending to ensure that allowances would last for some time. The student response for this subtheme is as follows:

*The difficulties I had during the internship training were both my time management and financial management. Knowing Boracay is a place where there are many tourists, it is given that the prices of the goods are relatively expensive; thus, effective financial management becomes crucial. (S2)*

The argument discloses that the student faced time management and financial management issues. It demonstrates that successfully organizing the time required for numerous internship activities and managing them with personal obligations is challenging. It also describes that Boracay, as the destination of the internship, which happened to be a tourist destination, is identified for excessive pricing. This implies that the cost of living, daily expenses, and goods are relatively high in that area.

**Facing Financial Constraints.** One of the reasons why stu-

dents need help deciding where to take the internship training is because of financial limitations that can be affected by socioeconomic circumstances. Due to limited monetary resources and a need for more funding mechanisms, students from families with lower incomes might get into more substantial problems. According to the instructor in charge of the internship program, one possibly observed reason students need clarification about where they will be taking their internship is lack of funds. During the interview, the instructor responded that *"the students also were not certain of where they would engage in their internship training; perhaps budget is one of the reasons or constraints (I3)."* Because budget constraints may have influenced the manner of assigning students to specific internship placements, the student in this situation needed guidance on where to take the internship training.

Financial difficulties can have a substantial impact on the ability of students to gain access to opportunities for learning, like an internship. In this regard, financial support is considered crucial in academic endeavors since it facilitates expenditures associated with pursuing and achieving aca-

demic-related requirements. An additional factor influencing educational achievement and fulfillment of educational pursuits is a student's financial resources (Devlin & McKay, 2018; Meeuwisse et al., 2010).

Resolving these financial difficulties is critical to ensuring equitable rights and opportunities for all interns. Financial assistance, scholarships, or the development of programs to assist students in handling the financial aspects of internships can help ease some of these issues and promote an extra diverse and equal internship experience.

### **Time Management Dilemma**

Managing time is also a predicament for interns as they are not accustomed to handling multiple responsibilities. As they acclimate to new working conditions and meet their superiors' expectations and demands, they consider time management challenging. Interns often juggle inexperienced tasks given to them during their internship training, resulting in executing two-fold time to accomplish tasks within the given timeframe. They also need help with calculating the time required to complete tasks and even adjusting to new work routines during their internship period. This theme can be pre-

sented more by exhibiting the two subthemes: (1) Time Schedule Adjustment and (2) Trouble in Doing Multiple Tasks Simultaneously.

### **Time Schedule Adjustment.**

Adjusting time to meet the required activity is a burden for interns needing more experience. When assigned to laborious tasks, they find it demanding to comply and handle them efficiently and quickly. At the time of internship, students might experience onerous jobs in the assigned area. One intern disclosed that "Within a brief period, we cleaned 16 rooms, some of which were large (S1)." Some other interns are battling to adjust the new environment practices to adhere to host training facility internship guidelines. The intern's tenacity is tested by reacting to and adhering to their duty's working schedules. The following are the interns' experiences in adapting to the new working environment:

*Although it is hard to adapt to the practices of the new environment, you need to plan properly, adjust your body to wake up early or to sleep early, and manage time properly. (S2)*

*My schedule is also a problem. I am going to work early, from 6 am until*

*11 am, and go back again from 5 pm until 9 pm. Managing my schedule is challenging as I am not used to resting for only a few hours, and sometimes, I have to work with very little sleep, which is difficult for me. (S3)*

*You need to instill self-discipline in order to wake up early, comply with department rules, listen to superiors, and fulfill additional responsibilities. (S4)*

Despite the interns' difficulty adapting to a new workplace, they recognize the necessity of adequate time planning and management. Simultaneously, an intern mentions that early morning and nighttime work shifts result in limited rest and, in some cases, insufficient sleep. Additionally, the need for discipline in adapting to a new situation is emphasized in this remark. It emphasizes the need to get up early, adhere to department norms, and listen to superiors as vital to sustaining discipline.

### **Trouble in Doing Multiple Tasks Simultaneously.**

Interns are frequently required to balance several duties and responsibilities. Multiple departments or supervisors may assign them many tasks, duties, or responsibilities. One intern acknowledged that "during the internship,



*the workload that needs to be done within the day is challenging. For instance, in the housekeeping department, cleaning duration, as well as the quality of cleanliness, are thoroughly observed. We must always manage our time, especially for any possible room line-up, lift beds, carry our equipment if carts are unavailable, and leave the room spotless from dirt. Every day was so exhausting (S4).*" Interns may find it difficult to take on many duties at once due to their inexperience. They may need help organizing and planning their work, resulting in inefficiencies and problems reaching schedules.

On the other hand, the instructor's experience handling the internship program response emphasized that *"I have difficulties, especially since I am also handling subjects aside from practicum. I must multitask, which causes stress and confusion on what to prioritize, either the practicum or my classes, which I always neglected (I2)."*

This might result in an excessive workload, making it difficult for instructors to focus and manage their time properly.

Time management is an important component of interns' experience because they frequently face multiple duties, endeavors, and obligations during their internship. Interns may

maximize their productivity, fulfill time frames, and make the most of their internship experience by employing effective time management practices. Though it is challenging for interns, it became an advantage. One of the main benefits of internships was the development of time management skills. Students could become acquainted with the working environment by observing its operation. Through an internship, the students learned how best to manage their time between work and other duties, and they were much more equipped for their work-life balance as they began their careers. (Galbraith & Mondal, 2020).

The host training facility and the academic institutions are responsible for creating an open environment where students feel comfortable discussing issues such as time management. Furthermore, training institutions and academic institutions should participate in encouraging students to talk openly with supervisors or mentors about workload, deadlines, or other challenges they may be experiencing. This open communication can result in assistance, direction, and, if necessary, assignment modifications.

**Communication Barrier.** A

communication barrier is any impediment or difficulty that stops individuals or organizations from effectively communicating. These impediments can take numerous forms and have a significant impact on understanding, collaboration, and relationship-building. During an internship, communication barriers may arise, impeding effective teamwork and engagement. The internship encompassed communication challenges among students, with the following subthemes identified: (1) Difficulty in Adapting and Speaking Other Dialects and (2) Difficulty Communicating with Foreign Guests.

**Difficulty in Adapting and Speaking Other Dialects.** When attempting to communicate with people who speak linguistics other than one's own, adapting and speaking various dialects might be difficult for interns. Here are some challenges that the students encountered:

*Yes, the difficulties I have encountered with our HTEs are the social norm and language barrier. Most of the trainees are Ilocano, and some of their practices and culture are not so acceptable to our culture. (S2)* The student identifies two primary obstacles in this response, and those are the social norm

barrier and the disparities in cultural practices. The student emphasizes that the traditions and culture of their fellow trainees, largely Ilocano, should be fully embraced or connected to their own culture. This signifies a divergence of cultural standards and ideals, which can lead to cultural dissonance or misunderstanding. It means that the student may need help adapting to and understanding the cultural traditions of the Ilocano trainers.

*At first, it was hard; many dialects surrounded me, aside from Tagalog, there were Ilonggo, Kinaray-a, Aklanon, etc., and I needed to improve in Tagalog; that is why it was a challenge to adjust. (S3)* The student emphasizes the dialect barrier as a big issue in their response. The student recalls being bounded by Tagalog, Ilonggo, Kinaray-a, and Aklanon. Because the student is not conversant in Tagalog, the predominant dialect of communication, they may need help acclimating to the linguistic difference within the internship setting. This implies that efficient interaction, comprehension of instructions, and full participation in conversations and activities may be difficult for the student.

**Having Difficulty in Communicating Foreign Guests.** Com-

municating with international guests who speak a different language might be difficult for interns. A large disparity in linguistic ability between the interns and the guests can impede effective interaction. A minimal or no commonality of language might make it tough to transmit messages, grasp each other's needs and desires, and develop camaraderie. For this subtheme, a student responded as follows.

*The most challenging aspect was the presence of a language barrier, which disrupted the communication process. I encountered a Korean couple while walking through the hallway, and they approached me, speaking in their language and making a request. Despite having some familiarity with their language, I needed to decipher the specific message they intended to convey. Since I was at a distance from the front desk where I could more effectively assist them, I recommended to the lady in the couple to use Google Translate for her request. However, she didn't follow my suggestion. As I later tried to figure out what they were asking, it turned out they were simply looking for a tissue. (S1)*

Though the intern has some knowledge of the Korean language, both the student intern and the guest needed to understand one another fully. This implies a

language barrier can hinder effective communication, leading to confusion and misinterpreting guests' needs or requests.

Being multilingual in the hospitality industry can impact the overall guest experience. According to Safitri et al. (2023), language has become one of the most significant means of interaction that individuals may employ to convey their ideas, points of view, and emotions. When serving visitors, good communication skills are also required.

Academic institutions should incorporate boosting communication skills among students, particularly in the hospitality industry. Students should be taught multiple languages to interact with varied and multicultural guests and customers. Topics connected to building communication skills should also be included in major curriculum subjects to hone students and equip them during internships and for their future job pursuits.

### **Deployment Declination**

Deployment refusal is one challenge during student internship, described as being refused or denied accepting the deployment of interns among training establishments. With the onset of internship, there have been

instances where some training organizations refused students who were to be deployed. This is common in situations where there is a misunderstanding of agreements while placing student interns. A subtheme has been identified for this theme: (1) Encountering Disapproval and Refusal in Deploying Interns.

### **Encountering Disapproval and Refusal in Deploying Interns.**

Disapproval or unwillingness to deploy interns can be difficult since it disrupts the planned process and creates difficulties within the deployment procedures. Instructors have encountered this predicament during the deployment of interns:

*As an instructor, we must wait for the (Host Training Establishment) HTE to connect with you, and you could talk to them about the internship deployment. There are times that the HTEs refused us that they would not accept interns because there are other academic institutions that enlisted earlier, and the HTEs are already occupied as to the number of interns they would be accepting. (I1)*

The instructor outlines the difficulty of obtaining internship placements from HTEs. Instructors claim that HTEs occasionally reject students since other academic institutions have pre-

viously registered and filled the available internship slots. This shows that academic institutions compete for internship placements and that acquiring positions for their students can be difficult due to restricted availability. This obstacle has the potential to hinder students' abilities to achieve preferred or desired internship assignments. It may also cause delays in internship deployment because the instructor must wait for the HTEs to connect and discuss potential placements. In this case, the training facility and academic institution needed to establish an effective agreement for the internship placement. Both need more communication of the internship policies and arrangements. Hence, communication plays a vital role in delivering deals between two parties. As emphasized by Mulyana (2005), communication is a means by which a person conveys information in order to affect the course of action of other people.

*Here is an unexpected challenge: When contacting the HTEs, they might reject your request because of nonconformity with the scheduled deployment resulting from additional requirements that must be fulfilled before the internship placement. (I2)*

When communicating with the HTEs, the instructor encountered an unforeseen issue. The HTEs denied the request because the scheduled deployment was not fulfilled due to additional requirements, resulting in the disapproval of the internship deployment.

It takes much work to deploy students to internships because there are standards that must be filed and met by academic institutions before students' placement to host training establishments. Even though CMO #104 s. 2017 is guided by the principles that the training program is designed to provide interns with the opportunity to supplement their formal understanding with practical understanding, skills, and desirable attitudes, as well as to gain hands-on experience in recognized HTE. It is also highlighted in promoting student well-being, ensuring the quality of their learning and exposure, and ensuring their safety while undergoing internship (CMO, 2017).

To avoid negative responses from the coordinating agency, the school should develop an operational agreement with the host training establishment and ensure the placement or deployment of students throughout the in-

ternship period. In addition, the institution should enforce rigorous compliance with students' internship placement to ensure that the standards of the Commission on Higher Education Guidelines are met.

### **Emotional Troubles**

Emotional disorders manifest as stress, worry, despair, or trouble managing emotions. Interns experiencing emotional discomfort have significant implications for their state of mind, how they perform, and overall internship experience. As a result, it is vital to address the emotional aspect of interns and provide necessary support. The following are the created subthemes for this specific theme: (1) Separation Anxiety, (2) Feeling Unburdened and Uneasy, and (3) Being Concerned About Safety.

**Separation Anxiety.** The anxiety associated with separation in interns relates to the sadness or unease felt when separated from families, familiar locations, or routines to which they have grown connected. This experience is marked by extreme distress or worry when the students are disconnected from their family or something that gives them a sense of security or attachment. Here is the countenance of the



interns in the internship period:

*It has been a challenge for me since day one. I was not used to this setup—living without my mom by my side and doing chores on my own. (S4)*

*Moreover, being away from my family for quite some time has had a detrimental effect on me. Homesickness is the best word to describe it. Being in a place that I was not familiar with and was new to me was a challenge for me since I was used to living with them all these years. (S5)*

The interns express the negative impact of being away from their families for a lengthy period. They express homesickness, implying a great desire for the comfort, familiarity, and emotional support of their family. Being in a strange environment adds to the difficulty because the students are not used to living independently and may feel isolated or disconnected.

**Feeling Burdened and Un-easy.** Feeling burdened may be a complex emotional situation for students subjected to difficult responsibilities. Students are impatient or worried about completing duties because they believe they are failing to fulfill standards or are not receiving the required support to succeed in their jobs. Below are

sentiments especially to the students who undergo internship:

*I felt lightheaded because of the task. In a short amount of time, we cleaned 16 rooms, some of which were large. In addition, I suffered trauma from the floor leader. (S1)* The response emphasizes the physical tiredness of a student as a result of the demanding effort of cleaning several rooms in a short period. The student felt dizzy because of the physical strain that prevailed.

*Furthermore, the field I chose was exhausting. My perseverance, physical strength, and endurance were measured. (S4)* With the above statement, the student acknowledged that the chosen field for the internship was inherently exhausting. It exemplified the need for perseverance, physical strength, and endurance to cope with the demands of the field. This highlights the physical challenges that the student faced, which may have tested the capabilities and resilience throughout the internship.

**Being Concerned About Safety.** Concerns regarding safety during an internship are a reasonable and necessary factor that parents consider. By proactively communicating concerns, parents are guaranteed that the students are safe when-



ever assigned to the internship training. During the students' internship, the parents revealed the following difficulty: *"I was concerned since they live a long distance away from us and might go out and hang out or drink at night somewhere we do not know (P1)."*

The primary challenge for the parents derives from their innate worry for students' well-being. They are concerned about the risks of the student going out, socializing, and possibly drinking at night. This anxiety stems from their desire to protect and secure the safety of students, particularly when they are physically apart because of the internship training.

Throughout the internship, the students and parents experienced numerous kinds of emotional difficulties. Recognizing these potential emotional concerns may assist students and parents in better preparing for the internship period, communicating more effectively, seeking support, and developing strategies for conquering the internship period with a greater sense of mental health. Thus, emotional intelligence affects managing these internship-related challenges because high levels of emotional intelligence and optimism will indicate good functioning and low-

er levels of anticipated stress at work (Losekoot et al., 2018).

### **Responding and Coping with the Challenges Encountered During the Internship Period**

Students' coping mechanisms during the internship differ depending on how they respond to their challenges. It is imperative to consider that students' reactions and coping processes are unique, and they use a combination of strategies to overcome the problems they face throughout the internship. Here are a few of the coping methods used by student interns to deal with obstacles experienced during the internship term.

### **Looking for Financial Assistance**

Seeking financial assistance while on an internship can be an appropriate approach, especially if students are experiencing financial challenges that interfere with their ability to fulfill their fundamental necessities while doing their internship tasks. The terms, circumstances, and criteria of any financial assistance programs it applies are considered. To make the most of the resources available, proper budgeting and financial management should be implemented during the internship time. If financial aid is required,

a choice is available, which appears specifically as a subtheme, such as: (1) Use Money Lending.

### **Make Use of Money Lending.**

One of the coping strategies to aid in the financial struggle and support the expenses during the internship is through money lending. However, when thinking about money lending as a source of financial aid, it is critical to proceed with caution and understand the dangers involved. In the case of students' internships, it is the parents who constantly provide financial support from the school fees up to the lodge and boarding allowances. This makes the parents engage in money lending to provide the necessities of the students. Some parents consider looking for financial support to facilitate their students during the internship, and this particular response can prove this situation:

*If I am short on cash, I borrow money and return it as soon as I have the money to pay off what I borrowed. Yes, I asked for help from my relatives or close friends to meet my son's financial obligations. (P1)*

*If the challenge is all about money, there is no other solution than borrowing. There is no other person I ask for advice and support but only my family, specifically my sibling, because we both help with all the ex-*

*penses of my son's internship. (P2)*

*Because of my eagerness to let my daughter finish school, no matter how difficult it is, I am willing to borrow or lend money anywhere or to anyone to support her. (P3)*

Parents acknowledged in their remarks above that they decided to borrow money to meet their financial obligations. They emphasize that when it comes to money, borrowing is one of the broad approaches or options. This refers to a short-term borrowing approach used to meet parents' current financial demands to fund students' expenses. They also stressed that borrowing money from family and repaying it when there are already sufficient finances is an option. In this case, parents rely on a family or relatives for financial assistance.

In general, the responses indicate that financial strain prompts individuals to borrow funds to fulfill personal monetary obligations or support family members. They show an immense dedication to meeting their obligations, even if it requires applying for financial aid from multiple sources.

The financial stability of parents has an impact on the internship involvement of students. This can be supported by the assertion of Holford (2017)

that socioeconomic status and financial prosperity of parents facilitate internship participation.

Academic institutions are a way to support the financial needs of students during internships through financial aid programs like grants, scholarships, or stipends to cover partially or entirely the living expenditures, transportation costs, and other related expenses. Such initiatives can assist students from low-income families in participating in internships without incurring large financial costs.

### **Having Interpersonal Communication**

Interpersonal conversation is vital for creating and maintaining healthy relationships among students separated from their families during their internship. Personal communication comprises open and honest talks between students and their families to foster emotional connection, openness, understanding, and relationship strengthening. Students and parents find it beneficial to express their concerns about the internship challenges by (1) talking to loved ones and praying to Almighty God.

**Talking to Loved Ones and Praying to Almighty God.** Talking with loved ones can

help students connect, develop ties, and express emotions when feeling apart from their loved ones. It sincerely and openly conveys the students' views and feelings to comprehend the emotions and experiences of their families through conversation. This is also a manner of exhibiting empathy by acknowledging their sentiments and confirming their dispositions, which makes them feel understood and cherished by their family. Regarding asking for guidance, family illustrates a strong ground as this could give relief and lead to decision-making. A student revealed, "Furthermore, this also led me to talk to my mother a lot and ask for guidance (S4)." Families perform a crucial part in seeking supervision and counseling and are consequently regarded as students' first point of contact when they are feeling oppressed and isolated over their time at an internship.

*From the first day my daughter began her internship training, I prayed to our Dear GOD to help me and give me many more years of good health and that our Dear GOD would watch over my daughter so she could finish her internship training efficiently. (P4)*

The parent on this part stated that talking to GOD can help strive and keep all the worries

away by surrendering the burden experienced. Being prayerful and dependent on the Almighty Father is a way of expressing the parents' worries while the students are in their internship period. Communication builds one's confidence in communicating their thoughts to others (Merrill & Afifi, 2012). Moreover, turning to families is one of the coping strategies to manage related issues (Shahin et al., 2023).

Academic institutions could develop trust among students and parents by designating a faculty member or advocate to function as a point of contact for families. Furthermore, the academic institution could set up regular contact channels between the institution and families, such as updates or a specific family portal on the college's website. These channels can educate interns' families about significant events, progress in school, campus services, and other opportunities—continual reminders and on-time contact assist in keeping families aware and involved in the students' training.

### **Being Receptive to Circumstances**

Being receptive to circumstances entails having an open and flexible mentality that helps the students to adapt and respond to an internship setting

or environment successfully. Interns open to new experiences recognize that unforeseen scenarios, such as changes to task extent, interpersonal relationships, or work assignments, may arise. They are open to changing their sights and techniques, exhibiting adaptability and resilience. One method of promoting receptiveness to students in their internship attempt is given below: (1) Looking for Possible Solutions, (2) Possessing Positive Attitudes, (3) Being Open to Situations.

### **Looking for Possible Solutions.**

Looking for viable answers or methods to respond to an issue is part of being receptive to a situation. When the students needed financial assistance during their internship, their parents were flexible and eager to respond. It was discovered that when students asked their parents for funds provisions, their parents could sustain it immediately and did not see finances as a difficulty because there are always solutions to any financial problem. One parent stated that while financial difficulties are a challenge, they are no longer an issue for them. The response emphasized that "*financial problem, but it is no longer an obstacle to support my son's internship be-*

*cause we can look for ways to sustain his needs (P3)."* This shows that parents did support the students' financial needs even though it was one noted obstacle during the internship period.

### **Possess Positive Attitudes.**

Having and keeping a positive attitude among students in the internship cycle could have a significant impact on their outlook on life and assist in navigating problems with perseverance and optimism. The response below illustrates how a student cultivates a positive attitude during an internship based on the interview conducted:

*For more than two weeks of my internship training, there have been so many lessons I have learned, and the most valuable lesson I will cherish the most is that I developed strong courage. I do things without hesitation, for as long as it benefits me and the establishment I am working with, I would gladly take every step of the way. (S1)*

The difficulties that this student encountered during her internship were considered opportunities to learn new skills, gain insights, and grow fortitude. The student recognizes that the internship experience is more than just fulfilling pre-determined responsibilities; it is also about being responsive to

industry demands and serving as a medium for personal and professional development.

During their internships, students develop self-development to improve their quality of life and personality. As a person is always looking for ways to improve, alter, and expand, self-development is the key to improving one's quality of life (Polyiem&Nuangchalerm,2022).

### **Being Amenable to Situations.**

Adaptability entails being flexible and willing to adjust, compromise, and find common ground when confronted with new challenges. In the time of internship deployment of students, instructors faced various concerns. Nevertheless, it helps to be flexible to circumstances. The instructors expressed how they cope with a situation while waiting for a response from the HTE. Here are some insights for cultivating an agreeable attitude from the instructors.

*However, we need to be patient when the HTEs would like to respond to us. (I1)*  
*We must patiently wait for the HTEs' response, then do follow-ups and communicate with them. (I2)*

To foster a cooperative approach, instructors were self-aware, patient, and genuine in



their willingness to engage with the training facility's rules. They handled the matter collaboratively and openly, incorporating partnership, understanding, and good communication that leads to positive outcomes and fruitful relations between academic institutions and HTEs.

It is important to take note that academic institutions must connect with HTEs to materialize the theories being taught in the classroom into actual hands-on experience. This could only be accomplished through the collaboration of HTEs and academic institutions. Besides, it is the mandate of the Commission on Higher Education Memorandum Order 2017-104 Article III that enables an actual application of the actual learning, students need to be deployed into an actual regular environment. Thus, meeting this order required both the host training establishment and academic institutions to have a regarded connection to one another. Furthermore, cooperation among universities and training enterprises benefits job-related knowledge and trainees' potential for job placement (Bawica, 2021).

### **Mental Strengthening and Fostering Self Control**

Mental strengthening of

students during an internship can be useful in internship success and their emotional shaping. Though there are unavoidable occurrences that take place during internships, students need to remain undisturbed and worry-free. Thus, in this theme, students manifested that mental strengthening and fostering self-control are ways of coping with internship-related stress. Two subthemes have been produced under this theme: (1) Engaging in Mental Activity, (2) Learning to Control Oneself.

#### **Engaging in Mental Activity.**

Students, in this case, can exemplify psychological activities to avoid excessive thinking about the situations they are experiencing. They engage in mental activities such as meditation. A certain student responded, "*This difficulty pushed me to meditate a lot. Meditation and eating are my coping mechanisms (S4).*" Meditation implies that a person has realized the importance of the technique in stress management or emotional well-being. Meditation is widely recognized for its potential to promote relaxation, awareness, and mental clarity. The student should feel serenity and centeredness amid their struggles by engaging in frequent meditation.



### **Learning to Control Oneself.**

Students perceive and engage in building self-control, specifically by learning to manage oneself, in reaction to the obstacles they face during their internship time. Learning to control oneself entails controlling one's emotions, impulses, and behaviors in stressful situations. A student responded, *"I learned how to manage my time better and make sure that I get to sleep early after work. I employed several coping mechanisms to deal with these challenges. First and foremost, I ensured that I would not be distracted by a cellphone after my duty so that I could rest immediately (S3)."* The student acknowledged learning how to manage time better. Time management entails assigning and prioritizing tasks and activities effectively in order to maximize productivity and achieve a better work-life balance. Student, in this case, learns to develop time management abilities and is more likely to be able to schedule adequate time for rest and sleep after work.

To deal with stress, adopt mental exercises such as positive thinking and doing favorite activities. They are also using strategies to reduce physiological symptoms, releasing emotions, and praying to get control of the body and mind (Rafati et al., 2017)

Building mental strength and self-control is an ongoing process. Constantly adopting these tactics may improve the ability to negotiate problems, make informed decisions, and make the most of the internship experience.

Academic institutions and training facilities should develop mental health support among students prior to internship placement. This mental health support should include seminars and workshops on managing stress and topics related to resilience and provide resources to promote students' well-being. Prepare and make interns aware of the various support networks and motivate them to get assistance when necessary.

### **The Roles of the Academic Institutions and Host Training Establishments in Assisting the Internship Program to Deal with the Challenges in Achieving a High Standard of Internship**

Educational institutions and host training establishments help create programs, screening, and placement, training and preparation, mentorship, and supervision, monitoring of quality, connecting with others, and assessment. Collaboration among these groups is critical for achieving and sus-

taining an exceptionally high level of internship, ensuring that interns gain relevant learning opportunities and are adequately prepared for future jobs.

### **Participate in Continuous Evaluation and Feedback Procedures**

As student interns, participating in continuous evaluation and feedback procedures is crucial for professional growth and development. Here is a specific strategy on how the academic institutions and host training establishments could assist in having a high internship program and actively engaging in these processes. The following sub-theme was established: (1) Internship Experience Evaluation.

**Internship Experience Evaluation.** Evaluating the internship experience during the internship can be valuable for the students' personal and professional development. It further provides information to enhance specific areas of concern, as well as ensure that the training delivered is appropriate and in line with program objectives. Shown below are some aspects that both the student and instructor consider recommended to have a high-quality internship experience:

*Academic institutions and host training establishments*

*should engage in ongoing evaluation and feedback processes to identify areas for improvement in the internship program. This ensures that the training remains relevant, effective, and high quality. (S2)*

The student suggestion emphasized the need for academic institutions and HTEs to engage in continual assessment and feedback systems. This is critical given that it makes it possible to pinpoint aspects where they could enhance the internship program. They can ensure that the training delivered to students stays applicable, beneficial, and of exceptional quality by continually reviewing the procedure of the internship program. It is important to consider that continuous evaluation fosters the adaptation of the curriculum to changing demands and industry trends, which makes it more valuable to the students who take part in the internship training.

*It is also good that the HTEs give us feedback on the student's performance to determine how to strengthen those aspects of deficiency. (I2)* From the instructor's perspective, it accentuated the value of feedback by asserting that HTEs should provide feedback on students' performance. This input aids in detecting gaps or deficiencies in the interns'

competencies or insight. Measures can then be taken to reinforce those elements after the precise areas that require improvement are identified. This feedback process is important to ensure students obtain the appropriate support and supervision during their internship.

The goal of assessing the internship experience is to find areas for improvement, recognize accomplishments, and gather insights for future initiatives. This assessment will improve the intern's abilities, knowledge, and professional development.

Harrison and Kennedy (1996) thought an internship program would be effective for students by properly recognizing internship goals that apply to industry stakeholders, selecting inspiring interns from students, and evaluating, tracking, and providing feedback on the internship program. They also emphasized the importance of training establishments and instructors in an internship program. As feedback is regarded as an essential component in enhancing and sustaining the efficacy, the standard of internship programs, and the career development of business students, adequate feedback should be supplied by the firm and academic supervisor

to monitor the intern's progress (Nakarayan et al., 2010).

Regular assessment and feedback aid in sustaining training quality, fixing defects, and assuring the program's overall efficacy. That is why academic institutions and HTEs could provide a more valuable and helpful experience for students by adding continuous evaluation and feedback systems at the point of students' internship.

### **Enabling Job Role Transition**

Allowing students to be exposed to different fields during internships helps them develop job role shifts and prepares them for future career demands. Letting students take on a variety of responsibilities prepares them to work in a range of employment settings. For this theme, a certain subtheme has been produced: (1) Students' mobility during the internship.

**Students' Mobility during Internship.** Student mobility during an internship refers to the ability of students to work in different locations, either domestically or globally, and being assigned to the core areas of the operation to learn the different tasks for each area. Instructors perceived the need for student mobility as this increases students' competence

in handling different tasks. Disclosed below is an essential thing to consider when it comes to student mobility during an internship articulated by instructors:

*The host training facility should allow rotation of students in the core areas of the operation since it is integrated into the MOA, which is where rotation should occur. (I1)*

*The interns should be rotated to all areas in every department so they will be acquainted with the different activities occurring in each division. By doing so, students would then be competent, and their experiences would then be completed as the internship ends. Moreover, the students would become flexible just in case they were assigned to other areas in the industry. (I2)*

The responses from the instructors stressed the significance of internal rotation within a host training facility. They recommend that interns should be allowed to work in different areas and divisions to obtain an in-depth comprehension of the organization's operations. Because of this, interns could gain an expanded viewpoint while acquiring an increasingly rounded set of abilities by circulating through various domains in the internship training institution.

The instructor's disclosure highlights the benefits of rotation in internship programs.

It enables interns to explore new areas, get new experiences, and develop a diversified skill set while remaining consistent to give interns a thorough grasp of the organization's activities. The tasks provided to student interns are valuable for their growth as job rotation has a good relationship with forming student capabilities (Purwito et al., 2021).

Hosting training facilities can help interns' overall professional growth and boost their prospects for future employment by creating a rotation system.

### **Facility Construction**

During an internship, building a facility can provide significant hands-on experience to interns. Providing the right facility to support students and allow them to have a simulation and even practical experience during their laboratories is a preparation for actual job assignments and endeavors in the hospitality sector. In this scenario, the facility's construction is critical to boosting students' learning and preventing them from getting inexperienced during the internship. The academic institution may consider the following participant responses: (1) Installation of Modern Facilities.

### **Installation of Modern Facili-**

ties. Building contemporary facilities to aid the students learning in a dynamic industry like hospitality is significant because this industry tends to render and adopt the actively changing customers' preferences and choices. Since the industry aims to serve diversified customers, it must be equipped with the services and amenities to meet customers' expectations. The subsequent responses of instructors were found to be considerable to academic institutions as mentors described that having such facility aids in inculcating the minds of students as these are as follows:

*Also, there should be state-of-the-art facilities to simplify the core areas of the hospitality management course, which could handle lectures and serve as mock rooms. (I1)*

*The school should provide laboratory resources so that students can simulate during laboratories. (I2)* These facilities provide and enhance students learning, which is why it is a substantial need for students to eventually learn and perceive how the hospitality industry functions. At the same time, it is a good starting point for students to engage primarily in the different job descriptions in the hospitality industry. According to the Center for Public Education (2016), equality in education is accom-

plished when all students have access to the resources they require. This would lead to students fully equipped and successful graduation as resources can be used for students' simulation and run-through stations during classroom performances

Academic institutions should build state-of-the-art facilities and resources to meet the increasing demand for hospitality services in the market. Academic institutions must design budget allocations to meet this requirement.

### **Pursuing Fair Management and Building Explicit Decisions**

Management has a definite role in distributing tasks. It must be along with the qualifications of individuals to work on a particular duty by the expertise and competence of delivering and performing the jobs. For this theme, a particular subtheme has been produced: (1) Carrying Out of Fair Treatment and Being Firm of Task Designation.

**Carrying Out of Fair Treatment and Being Firm of Task Designation.** Fair treatment is essential to ensure that all interns are given equal opportunity, respect, and support throughout their internship. This includes ensuring that all interns, regardless of



background or personal qualities, should be provided with a level playing field. Clear work assignments assist interns in focusing their efforts, developing critical skills, and effectively contributing to the organization. It also gives interns a feeling of meaning and purpose throughout their internship, allowing them to prioritize work and make significant advancements in their development and learning. During the interview, one student revealed that "What the HTE can do is to give equal attention to all despite the culture, respect the gap between mentors and students, and be stricter in role distribution (S2)." The host training establishment has a big responsibility to allow students to be engaged in the different aspects of work and establishment operation regardless of culture. Equal attention, dealing with the interns, and strict job role distribution are what the interns expect during their internship. Establishing a decision in assigning job specifications to management is meaningful for interns as this would allow them to explore the different job specifications.

It is highly emphasized that supervision and mannerly treatment at work could improve the internship experience (Rothman, 2007). En-

trusting tasks to students add value to the internship experience (Cheong et al., 2013).

### **Engaging in Constant Monitoring**

Monitoring is a tool for tracking the status of conditions and staying current on circumstances. Monitoring interns ensures that they receive direction, help, and feedback, allowing supervisors and school coordinators to track development, analyze performance, and make appropriate adjustments to improve the internship training experience. It detects prior unusual conduct and even mitigates unforeseen situations. The subthemes presented below illustrate the importance of monitoring during student internship engagement:

#### **Monitoring of Interns Status.**

Students must be sent for internships because it is an academic prerequisite to complete a program. In this scenario, the academic institution has a major responsibility to participate as part of the course requirement to expose students to a real-employment context. Interns were sent to far-flung locales, and the school was responsible for their welfare. The feedback highlighted the significance of monitoring



to both students, a parent, and an instructor during an internship.

*I believe the most effective approach for academic institutions to handle potential issues during student internship training and ensure a high standard and quality of training is to consistently monitor students. This involves keeping a close eye on students most of the time, enabling them to promptly update any developments, whether problems have arisen or not. Additionally, being attentive to student concerns is crucial for evaluating whether there are significant issues that require attention. (S1)*

*Academic institutions can establish mechanisms to monitor the progress and evaluate the quality of the internship training. This can involve regular checking, progress reports, and assessments to ensure the internship meets the desired standards. (S2)*

*Our sons and daughters need to be supervised to ensure they are performing well during their internships. Educators and schools can play a crucial role in monitoring students, especially since some parents may find it challenging to consistently stay in touch with their children due to their busy schedules focused on earning money for allowances. (P1)*

*There should be a continuous effort to monitor the students and ask about their situations*

*during the internship. This way, we could facilitate the intern's concern to their coordinator. (I1)* The responses illustrated the degree of responsibility of the school to monitor interns. Through monitoring, the school could provide up-to-date and immediate responses to students' needs, check progress, and devise plans to meet students' prerequisites throughout the internship.

**Assigning of Mentor to Monitor Interns Progress.** It is vital to highlight that to enable this great effort of monitoring interns, academic institutions are encouraged to appoint somebody to attend certain jobs. As expressed by the student, "Host training establishments should assign a qualified supervisor or mentor to guide the students throughout their internship. This includes providing regular feedback, monitoring progress, and addressing any challenges or concerns that arise (S2)." This describes the necessity of having an assigned instructor to monitor interns to bring out personal or training-related concerns. The definition of internship is a cautious monitoring fragment of performance and experiences deliberate objectives for learning and consistently focusing on what the students had learned over the experience or duration

of engagement (Bukaliya, 2012).

The school needs to select someone to oversee the students' situations while they are at the internship site. Academic institutions, on the other hand, should monitor students' situations to determine whether they can continue their education.

### **Economic Assistance Program**

Financial assistance is an aid to support the necessities like food, boarding house bills, and daily allowances of interns during the internship. This is one of the intern's aims as living in other places like urbanized areas is costly and varies from food products to other items. In this situation, the student calls out the desire to link to monetary subsidy programs to overlay other expenses. The following subtheme is presented: (1) Subsidy Support System.

**Subsidy Support System.** At the tertiary level, students were given a subsidy program to aid in the financial aspect of schooling. This includes providing free tuition fees and even providing stipends to be used for other school fees. However, this has a limitation that would come only a little to the internship stage of students. The students, on the other hand, long to be extended with such grants

until they finish the degree program. It is the reason why this student expressed the intention to be endorsed with such privilege both to the academic institution and host training facility. The student responded, *"I guess the academic institution could support us by building firm coordination with several government scholarship programs and entities that could give opportunities to those underprivileged students taking their internship training. Regarding the host training establishment, I guess the internship allowance is good support for them (S4)."* Scholarship programs, according to the student in this remark, are an enormous resource for internships, especially for those who need it the most. The allowances that the host training establishment may give to interns are assistance that sustains students' individual needs in terms of transportation, meals, accommodation, etc. A scholarship or stipend is one measure of having a healthy internship program (Nimbalkar, 2015).

To create opportunities for underprivileged students during internship training, academic institutions need to collaborate with scholarship programs and other entities. These institutions can help bridge the gap between low-income stu-

dents and appropriate work experiences, giving them a better chance of professional success.

Furthermore, offering an internship allowance benefits both the students and the host training establishment because it is viewed as a constructive kind of support for the host training establishment.

### **Involvement in Academic Endeavor**

The academic institution aims to expand quality education by handling stakeholder forums to reach out to the community and industry recipients and allow them to impart contributions for long-term goals. It is a two-way support mechanism that allows postulating ideas for the benefit of students while also aligning with plans and pillars for the benefit of the entire community. The participation of the industry companies in such forums is the best gauge to provide a pool of qualified labor markets based on their working terms and requirements. This theme produced a certain subtheme that links this in particular: (1) Supporting School Activities.

**Supporting School Activities.** School activities do not limit student engagement; rather, they are also about disseminating the

goal drive of the institution to its locale. Doing this could benefit society. This aim could only be realized with the advocacy of the industries surrounding the area to extend its facilitation. In short, industries have numerous parts to execute to converge their collective demands of the workforce. The instructor handling the internship program has uttered one response:

*Then, the HTEs should attend stakeholders' forums as the academy and HTEs are partners. In the end, the labor market comes from the academic institution. The HTEs should be supportive of the research conducted by the instructors to be updated on the trends and of what qualifications employees need, and we would be able to know what the HTEs need for the core competencies. (11)*

The instructor recognized the significance of the HTEs participation in the stakeholder's forum organized by academic institutions because it links the two entities of how the students would be shaped to be ready for future work engagement. At the same time, it makes it easier to associate academic institutions' instructional programs with industry expectations and labor market needs. If academic institutions do research and HTEs support the research efforts,

both can stay current on contemporary events while obtaining insight into the credentials and key skills expected from job applicants. The academic institutions could prepare for the industry's desire and seek a competent labor force through collaboration about what the industry needs and how the academic intends to possess the applicants' credentials.

The participation of the HTEs is necessary as the internship is a chance to work and learn in a real-world context and provide interns with new insights about themselves and their surroundings (Carlsson et al., 2023). Besides, Lee et al. (2015) emphasized that the best practice for an internship program is to create clear, concise instruction that is critical in meeting the explicit expectations, goals, and objectives of all stakeholders, including students, the university, and the organization.

The results implied the necessity of collaboration and interaction among HTEs, academia, and other stakeholders. It underlines the need for the stakeholders to be aligned and stay current on industry changes and workforce requirements to guarantee that the programs properly educate students for future employment.

## **Establishing Support Mechanisms and Consultation**

Support mechanisms and consultation are important instruments for receiving feedback and transmitting communication to one another. In the internship setting, interns need support from the academic institution and host training establishment simultaneously and are open to consultations at any time. This opens a chance to express and raise interest in the internship course, positive or negative. Two subthemes were generated in this theme, namely: (1) Offering Support System and (2) Giving Advice.

**Offering Support System.** A support system for interns is valuable in the sense that it could make them more encouraged, motivated, and determined to keep on doing the internship despite being laborious. They seek support directly from the academic institutions that fulfill the internship requirements. The interns considered the host training establishment the direct support provider as they rendered their training directly. It is apparent that both academic institutions and host training institutions are responsible for providing support to interns. Below

are the responses of the interns for the identified subtheme:

*"Academic institutions and host training establishments should be accessible to students, providing a supportive environment where they can seek guidance and assistance. This includes addressing any issues or concerns during the internship". (S2)* The student's statement underlines the importance of student accessibility and support during internships. It recommends that academic institutions and host training facilities provide an environment where students feel comfortable requesting guidance and support when necessary. This involves addressing any obstacles or concerns that may emerge throughout the internship and demonstrating a dedication to providing students with a great learning experience.

*"My view on what support could be given by the academic institutions and training establishments to address the problems that may arise during internships is to let the students have a good support system while they are on their internship training. This support should be given for the students to continue their learning process until they reach a high standard and quality of internship training. I would also like to mention that it would be helpful to provide the*

*students with an environment that encourages innovation, creativity, and critical thinking. This means that they may come up with a system where they can monitor how well their interns are doing" (S3).* The student's response emphasized the specific assistance that academic and training institutions can provide to solve internship-related issues. It says that a strong support system be established for students during their internship training in order to maintain a high level and quality of learning. Furthermore, the statement stressed the significance of creating an environment that fosters student invention, creativity, and critical thinking. It suggests putting in place a monitoring system to evaluate interns' performance, showing a willingness to track and analyze their growth properly.

**Giving of Advice.** Instructors were the second parents in school. For instructors handling the internship course, a way of reaching students is by messaging, monitoring, counseling, and even showing moral support by encouraging them to continue the endeavor as it will fulfill their ambitions of completing the degree. The following are the instructor's answers to support this subtheme.



*The academic institution could help through counseling and asking the interns about their current situations. By chatting and replying to their questions, we can give them counsel. (I1) So far, it is all about monitoring, counseling services, and moral support. (I3)* Instructors' primary responsibility is communicating with interns in any way possible to learn how they are doing. With the use of technology, it is now simpler to trace distant locations, which should be considered an important means of manifesting support networks to individuals in need.

Organizations have to provide significant support, training, and feedback to interns at all stages in order for them to be successful and beneficial to organizations (Birch et al., 2010).

Overall, these statements emphasize the importance of academic institutions and host training facilities being accessible and supportive to students during internships. They advocate for continual assistance, a nurturing learning atmosphere, and systems for monitoring and evaluating interns' performance. This strategy attempts to improve the learning experience and ensure that students receive valuable skills and in-

formation while on internship.

#### 4. CONCLUSIONS

Internship training in the hospitality industry comes with both personal and interpersonal challenges, given its demanding and dynamic nature. To overcome any apprehension during the internship period, resilience and flexibility are crucial. This involves implementing coping strategies such as engaging in physical activities, enhancing mental well-being, having a financial support system, and developing self-management skills. Responsibility for staying in touch with students during the internship lies with academic institutions and host training facilities. This highlights their importance in providing support for funding, social access, and structural development.

Prior to students starting their internships, attending orientation lectures at school may be necessary for both students and parents. These lectures aim to help them comprehend the necessary support for a successful program implementation, whether it's financial, emotional, or mental. To sustain students' internship training, academic institutions might offer internship subsidy programs. They may collaborate with private or

public agencies to address the costliness of internships, considering the expenditures involved in completing the training. Effective coordination and communication between academic institutions and host training facilities are essential for internship deployment policies and processes. This ensures a smooth deployment for students' internships, minimizing the likelihood of rejections or refusals by host training facilities.

## 5. RECOMMENDATIONS

Academic institutions should provide thorough pre-internship orientation sessions for both students and parents to help them prepare for the personal, social, and financial challenges of hospitality internships. Ongoing support from academic institutions and host training facilities is important, including regular checking and mentoring to help students build resilience, flexibility, and effective coping strategies. Institutions can also promote well-being by encouraging mental health practices and self-management skills. To ease financial pressures, academic institutions might offer internship subsidies or collaborate with public and private partners to help cover training costs. Finally, clear communi-

cation and strong coordination between academic institutions and host training establishments are essential to ensure smooth internship placements and minimize potential issues.

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