

International and Local Internship Programs of CITHM Students

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Abstract – *The aim of this research is to find out the competitive advantages of international internship as compared with the local internship, specifically, to identify student's exposure in LPU during the internship in terms of knowledge, skills, attitude and personality, and to compare these attributes acquired in international practicum with local practicum among interns. The researchers used descriptive research method to evaluate CITHM students of LPU who have undergone local and international practicum to identify and compare the skills learned from international and domestic internship. The results revealed that there are no differences in comparing local and international internship programs in LPU. It can be comprehended that from the standpoint of the study, the findings proved that the level of satisfaction of both local and international interns pertaining to the knowledge, skills, attitude and personality learned and applied in LPU are very satisfactory. The researchers recommend strengthening the college internship program.*

Keyword - Local Internship, International Internship

I. INTRODUCTION

The College of International Hospitality Management of Lyceum of the Philippines University-Batangas offers both international and domestic internship programs, for each enrollee in CITHM having to analyze the difference between the two internship programs as to their advantages and disadvantages as they both are directed towards internship careers.

An internship is a position within an organization that is offered to a student or recent graduate for a limited period of time. It generally lasts for a few months and is usually part-time during the academic year and full-time in the summer. The purpose of the internship is to allow the intern to gain work experience in an area related to their studies or that they feel they would be interested in pursuing as a career in the future. Internships are available in almost every discipline,

including Engineering, Business, Accounting, Marketing, Hospitality and Science (Learn4Good.com).

An internship combines the theory that students learned in school with practical work experience and lasts for about three months to a year. It is a great way to determine whether or not the industry they are interested in is the best career option for them to pursue.

College graduates today would need a global perspective and exposure in order to remain competitive in the current global job market. Most student graduates today would need to negotiate foreign cultures regardless of where they choose to work upon graduation. As part of this ongoing change, international internships should be seen as important and indispensable stepping stones to career growth and development (www.careerfact.com).

To do so requires a positive outlook of the competition and find out methodically the reasons international interns are usually favored for hiring more than our better qualified local interns in cruise ship jobs. Comparatively, interning abroad provides greater professional experience than many domestic opportunities because companies are smaller and thus interns are exposed to a wider variety of job duties. Living in a foreign country and being immersed in a new culture strengthens resume even further by giving skills such as problem solving, independence, and critical thinking enhancing professional development.

Learning from locals provides an intimate view of not only the true beauty of the culture and customs in your host country, but also the challenges and issues that surround the region. Interning abroad lends a real-world understanding of diversity and multiculturalism, which cannot always be achieved through travel and study alone (www.gointernabroad.com).

It is in this context that the researchers were prompted to conduct a study focusing on the comparison of international interns with that of local interns specifically in terms of skills applied and learned in both practicum with emphasis on the data pertaining to communication, social interpersonal and proficiency skills, with the end in view of finding

answers to the question: What character traits, personality and nationality preferences do cruise shipping industries preferred most for their employees.

In order to address the dilemma of decision making as to which of the two internship programs would be ideal to pursue as a career, the researchers were prompted to conduct an investigation regarding the problem.

II. OBJECTIVES OF THE STUDY

The aim of this research is to find out the competitive advantages of international internship as compare with the local internship. Specifically, it identified the students' performance in terms of knowledge, skills, attitude and personality; differences in the skills learned in LPU and during local and international practicum and propose an action plan based on the results of the study.

III. METHOD

Research Design

The descriptive research method was used in the study CITHM students of LPU identifying and comparing the skills learned from international and domestic internship. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation (Labare, 2013).

Participants

Data were gathered among the 100 CITHM students of LPU-Batangas, who have undergone local and international practicum; 50 local practicumers and 50 international practicumers. The researchers used quota sampling in determining the number of sample.

Instrument

A questionnaire consists of twenty items/questions, was used in gathering the data among the LPU CITHM students. The Likert Scale Method is a method of ascribing quantitative value to qualitative data, to make

it amenable to statistical analysis. A numerical value is assigned for each potential choice and a mean figure for all the responses is computed at the end of the evaluation or survey (Business Dictionary, 2013).

Procedure

In order to gather the needed data, the researchers drafted a letter of request noted by their adviser. From the selected respondents, the researchers gathered data through an easy to use and understand multiple choice type questionnaires to supplement the analysis and interpretation of the research variables relative to the opinion and insights of the selected CITHM students regarding international and local internship.

Data Analysis

After the retrieval of the questionnaire, the answers were tallied, tabulated and analyzed using the different statistical tools in treating the data. To identify the student's exposure in terms of knowledge, skills, attitude and personality, weighted mean and ranking were employed as statistical tools. Ranking is a descriptive statistics that shows positioned importance of an item. Weighted mean is a method employed to interpret data from the responses provided. This response was interpreted according to a point scale. Independent Sample T-test was used to test the differences in the skills learned in LPU between local and international practicum.

The following scale was used to interpret the student-respondents level of satisfaction toward the curriculum relative to gaining apprenticeship skills: 4.50 – 5.00: Excellent (E); 3.50 – 4.49: Very Satisfactory (VS); 2.50 – 3.49: Satisfactory (S); 1.50 – 2.49: Less Satisfactory (LS); 1.00 – 1.49: Not Satisfactory (NS).

IV. RESULTS AND DISCUSSION

Table 1 presents the students exposure from LPU in terms of knowledge.

Table 1. Students Exposure in LPU in terms of Knowledge (100)

A. KNOWLEDGE	Local			International		
	WM	VI	Rank	WM	VI	Rank
1. I comprehend/follow instructions easily	4.20	VS	3	4.04	VS	2
2. I understand the operating procedures and techniques	3.78	VS	4	3.56	VS	3
3. I am competitive enough on my job assignments	4.32	VS	2	4.24	VS	1
4. I am able to organize work and analyze it	4.40	VS	1	3.50	VS	5
5. I have the command of relevant general information and technology	3.68	VS	5	3.52	VS	4
Composite Mean	4.08	VS		3.77	VS	

As seen from the table local and international interns assess their exposure in terms of knowledge as very satisfactory having a composite mean of 4.08 and 3.77 respectively.

It is indicated from the results that the local interns assessment are able to organize work and analyze it as very satisfactory having a weighted mean of 4.40 which got the highest rank; for international interns, the item that got the highest rank with a weighted mean of 4.24 is competitive enough on the job assignments. However, the lowest in rank for the local intern is having the command of relevant general information and technology (3.68) while for the international interns, it is able to organize work and analyze it (3.50).

This implies that local interns are very satisfied with the knowledge and trainings gained in analyzing and organizing task in LPU, but is contradictory to the perception of the international interns who find

knowledge of competitiveness in performing task learned from trainings in LPU to be more satisfactory. On the other hand, both interns find their knowledge of relevant general information and probably adoption to the latest technology relevant to future jobs to be inadequate although both opined the knowledge gained from LPU about information and technology to be very satisfactory.

The result was further given support by Calinao, et al., (2012), that educational institutions need a careful review of their curriculum program where the curriculum should prepare students in their entry to the industry taking note that the hospitality professional program must provide both formal education and hands-on exposure and learning. It must also provide the experiences, instructions, approach and content needed to affect maximum learning and practical changes in the lives of students.

Table 2. Students Exposure in LPU in terms of Skills (N- 100)

B. SKILLS	Local			International		
	WM	VI	Rank	WM	VI	Rank
1. I seek to improve my skills by taking initiative to earn new methodologies.	4.74	E	1	4.44	VS	1
2. I am comfortable in presenting suggestions, recommendation and criticism to my supervisor, and open to accommodate them with an objective and positive point of view.	3.14	S	5	2.66	S	5
3. I am accurate and efficient in work.	4.10	VS	4	3.62	VS	4
4. I make productive use of the resources (e.g. terminals and or work station assigned to me).	4.26	VS	2	4.00	VS	2
5. I deliver the required amount/volume of work output within the allotted time.	4.12	VS	3	3.90	VS	3
Composite Mean	4.07	VS		3.72	VS	

Table 2 presents the students exposure in LPU in terms of skills. Based on the table, local and international interns assess their exposure in terms of skills as very satisfactory having a composite mean of 4.07 and 3.72, respectively.

This indicates that the local interns seek to improve their skills by taking initiative to learn new methodologies as very satisfactory, having a weighted mean of 4.74 which got the highest rank; similar with the international interns, where the item that got the highest rank with a weighted mean of 4.44 is focused on the same intent. However, the lowest in rank for the local intern is being comfortable in presenting suggestions, recommendations and criticisms to supervisor, and open to accommodate them with an

objective and positive point of view (3.14), which is also very similar to the opinions of the international interns (2.66). This implies that local interns find their training in LPU to be updated in terms of use of new and modern skills training, in conformity with the perception of the international interns.

The result was further given support by Mai-Dalton, et al. (2009) who emphasized that the ability to serve and help people is an obvious requirement for a successful career in food service that rather than formal qualification, and an adequate level of training is seen as being more useful. Training is proven to increase efficiency and motivation of the workers, which means skills must be enhanced as what is being done in LPU.

Table 3. Students Exposure in LPU in terms of Attitude (N=100)

C. ATTITUDE	Local			International		
	WM	VI	Rank	WM	VI	Rank
1. I report to the office with regular punctuality and finish the duty as scheduled.	4.40	VS	2	4.68	E	1
2. I am reliable and imbued with a sense of responsibility in handling the task assigned to me.	3.98	VS	5	3.80	VS	5
3. I enjoy comfortable working relationship with my superiors or peers.	4.36	VS	3	4.52	E	3
4. I apply the virtue of integrity and honesty in all aspects of my work	4.62	E	1	4.60	E	2
5. I have positive attitude towards criticism and towards superior.	4.34	VS	4	3.92	VS	4
Composite Mean	4.34	VS		4.30	VS	

Table 3 discloses the students' exposure in terms of attitudes. From the result, local and international interns assess their exposure in terms of attitudes as very satisfactory, having a composite mean of 4.34 and 4.30, respectively.

The international interns' positive attitude of reporting to the office with regular punctuality and finishing the duty as scheduled are seen to be very satisfactory, having a weighted mean of 4.62, which got the highest rank; but compared with the view of local interns, where in the application of the virtue of integrity and honesty in all aspects of my work got the highest rank with a weighted mean of 4.68, the attitude should be perceived as a priority, which was verbally interpreted as excellent. However, the lowest in rank for the local interns where attitude of reliability and imbuing a sense of responsibility in handling the task

assigned to me (3.98) is in parallel with the perceptions of the international interns (3.80), which is simply very satisfactory. This implies that local interns find the inception of honesty and truthfulness in the performance of job to be outstanding but find learning how to cope with criticism to be less appealing. On the other hand, the international interns find LPU's attitude in terms of punctuality and efficiency as the outstanding mark of the school's training but considered the inculcation of responsibility to be inadequate.

The findings were supported by the statement of Loretto (2012), that employers value employees who maintain a sense of honesty and integrity above all else. Employers value employees who come to work on time, and there when they are supposed to be, and are responsible for their actions and behavior.

Table 4. Students Exposure in LPU in terms of Personality (N=100)

D. PERSONALITY	Local			International		
	WM	VI	Rank	WM	VI	Rank
1. I report for work in uniform and follow proper hygiene.	4.62	E	1	4.62	E	2
2. I exercise self-confidence and comfortable in airing my problems and difficulties with my supervisor.	3.80	VS	5	3.46	VS	3
3. I am flexible in work and in dealing with people.	3.92	VS	4	3.44	VS	4
4. I accept miscellaneous jobs and tasks with proper attitude without complaining.	4.58	E	2.5	4.34	VS	5
5. I show interest and pride with the tasks assigned to me.	4.58	E	2.5	4.70	E	1
Composite Mean	4.30	VS		4.11	VS	

Table 4 presents the students' exposure in terms of personality. As seen in the table, local and international interns assess their exposure in terms of personality as very satisfactory, having a composite mean of 4.30 and 4.11, respectively.

Interns report in the workplace in uniform and follow proper hygiene are found to be excellent, having a weighted mean of 4.62, which got the highest rank equally in conformity with the views of international interns, where in the same item got the highest rank of a weighted mean of 4.62. However, the lowest in rank for

the local interns where personality is concerned is exercising self-confidence and comfortable in airing my problems and difficulties with my supervisor (3.98), verbally interpreted as very satisfactory, which is in contrast with the opinion in personality of the international interns (3.80) of being flexible in work and in dealing with people to be very satisfactory.

This suggests that both local and international interns are holistic in agreement that coming to the workplace in best attire and with proper hygiene is the perfect presentation of an intern's personality and training, which were taught and learned in LPU.

The findings were given more substance by American Psychological Association, (2014). Training directors agreed that the most important selection criterion was a good fit between the applicant's (intern's) goals and site opportunities. But subjective variables grew increasingly important over the decade, with an applicant's "professional demeanour".

It can be observed from table 5 that there are no differences on the knowledge, skills, attitudes and personality learned in LPU between local and

international practicum since the computed p-value is greater than 0.05 level of significance.

Table 5. Differences in the Competencies learned from LPU between Local and International Practicum

	F-value	p-value	D	I
Knowledge	0.11	0.74	FR	NS
Skills	0.37	0.54	FR	NS
Attitude	1.37	0.25	FR	NS
Personality	0.78	0.38	FR	NS

Legend: Significant at p-value < 0.05; R – Rejected; FR – Fail to Reject; S – Significant; NS – Not Significant

Thus the hypothesis that there are no differences in the knowledge, skills, attitudes and personality learned from LPU between local and international practicum is accepted. This implies that the skills learned in LPU do not vary in local and international practicum.

Table 6. Proposed Action Plan (For Local Interns)

Objectives	Activities	Person involved
<p>Knowledge To help improve students' command of relevant general information and technology.</p>	Provide local interns better information materials such as organizing an editorial organ for school magazines and newsletters of current issues and latest trends in technology for LPU students.	<ul style="list-style-type: none"> • LPU internship instructors • Administrators
<p>Skills To develop the CITHM students' skills to become more comfortable in presenting suggestions, recommendations and criticisms to supervisor and being open-minded in accommodating such issues with an objective and positive point of view.</p>	Afford better instructional support for local interns through the assignment of regular weekly on-the-job and hands-on training under the supervision of the HRM of private companies.	<ul style="list-style-type: none"> • LPU internship instructors • Administrators
<p>Attitude To improve CITHM students' attitude of reliability and imbuing sense of responsibility in handling the task assigned.</p>	Initiate more behavioral skills trainings for local interns through LPU-sponsored team-building and task-oriented civic and community- service projects.	<ul style="list-style-type: none"> • LPU internship instructors • Administrators
<p>Personality To help CITHM local intern students' in exercising self-confidence and to become more comfortable in airing problems and difficulties.</p>	Hosting more character-building seminars, workshops and symposia	<ul style="list-style-type: none"> • LPU internship instructors • Administrators

Table 7. Proposed Action Plan (For International Interns)

Objectives	Activities	Person involved
<p>Knowledge To be able to better organize and analyse work or tasks.</p>	Provide CITHM international interns better organizer techniques and methodologies using modular type instructional materials.	<ul style="list-style-type: none"> • LPU internship instructors • Administrators
<p>Skills To develop the CITHM students' skills to become more comfortable in presenting suggestions, recommendations and criticism from supervisor and being open-minded in accommodating such issues with an objective and positive point of view.</p>	Afford better instructional support for international interns through the assignment of regular weekly on-the-job and hands-on training under the supervision of the HRM of private companies.	<ul style="list-style-type: none"> • LPU internship instructors • Administrators
<p>Attitude To improve CITHM students' attitude of reliability and imbuing sense of responsibility in handling the task assigned.</p>	Initiate more behavioural skills training for international interns through LPU-sponsored team-building and task-oriented civic and community- service projects.	<ul style="list-style-type: none"> • LPU internship instructors • Administrators
<p>Personality To assist the international interns to become more flexible in work and in dealing with people.</p>	Holding and sponsoring more student social events	<ul style="list-style-type: none"> • LPU internship instructors • Administrators

V. CONCLUSIONS AND RECOMMENDATIONS

The student's exposure to the local internship; attitude, personality, knowledge and skills are very satisfactory. The student's exposure to the international internship; attitude, personality, knowledge and skills are very satisfactory. Knowledge, skills, attitude and personality learned in LPU do not vary between local and international practicum. An action plan is proposed to further improve the deficiencies of the students in other categories found in the study conducted.

To further enhance the students' knowledge, local interns should be provided with better informational materials in updating CITHM to help improve students' command of relevant general information and technology and for the international interns to be able to better organize and analyze work or tasks by organizing a school publication for school magazines and newsletters of current issues and latest trends in technology for LPU students.

The CITHM should afford better instructional support for both local and international interns, in order to develop the CITHM students' skills so as to become more comfortable in presenting suggestions, recommendation and criticism from supervisor and

open-minded in accommodating such issues with an objective and positive point of views through the assignment of regular weekly on-the-job and hands-on training under the supervision of the HRM of private companies.

The college should initiate more behavioural skills training for both local and international interns to improve the students' attitude of reliability and imbuing sense of responsibility in handling the task assigned through LPU-sponsored team-building and task-oriented civic and community- service projects.

More character-building seminars, workshops and symposia should be conducted to help CITHM local intern students' in exercising self-confidence and to become more comfortable in airing problems and difficulties, as well as holding and sponsoring more student social events to assist the international interns to become more flexible in work and in dealing with people.

The propose action plan may be implemented to address deficiency of the students' knowledge, skills, attitudes and personality issues. Future study may be conducted using other variables to further confirm the results of this research.

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