

FROM THE PERSPECTIVE OF TRAVEL AGENCIES MANAGERS; INTERNS

Assoc. Prof. Dr. Kürşad SAYIN¹

Master Student - Doğan YILMAZ²

ABSTRACT

Internships are activities in which students reinforce their knowledge and experience gained in accordance with the requirements of the program they are studying. With internship applications, it is aimed that students consolidate their theoretical knowledge gained during school with a supervised work experience. Today, as in all sectors, there is an intense competition environment in the tourism sector. Well-trained and experienced employees are important actors of the competition. It is extremely important to employ employees with sufficient professional knowledge and experience in terms of ensuring success and sustainability in travel agencies within the service sector.

The aim of this research is to find out what the expectations of the managers of travel agencies from the staff working as trainees are and whether the expectations are met or not. For this purpose, a qualitative research method was determined and an interview form consisting of 12 questions and semi-structured interview questions was prepared. The questions were asked to the managers of the A group travel agencies in Konya, which was the capital of the Seljuk State, has many tourist attractions such as Mevlana and Çatalhöyük, and has travel agency departments in its universities. According to the results of the research, managers expect traits such as being willing, listening to the word, being compatible with teamwork and smiling. At the same time, it has been concluded that the managers of travel agencies expect the institutions from which they provide trainee students to provide more applied information in addition to the theoretical information to the students.

Keywords: Internship, Internship Applications, Tourism Education, Travel Agencies

Jel Kodları: E24, I20, J24, M12

INTRODUCTION

In today's world, while the rapid increase in knowledge, changes and developments in science and technology change the qualifications of the labour force needed by enterprises, it also affects the education and employment sectors. One of the most important problems faced by countries in industry and especially in the service sector is the lack of skilled intermediate staff. In this direction, in order to increase the competitiveness of today's enterprises, the labour force that can adapt to changing

¹Assoc. Prof. Dr., Selcuk University, Post Vocational School of Silifke – Taşucu, kursadsyn@selcuk.edu.tr, (ORCID: 0000-0003-0988-5186)

²Master Student, Selcuk University, doganfc@gmail.com, (ORCID: 0009-0006-0330-2794)

conditions is needed more and more every day (Balci, Argon, & Kösteroğlu, 2013: 516; Ateş et.al.,2019: 522). In meeting this need, the role of universities, one of the duties of which is to meet the professional expectations and requirements of the sector related to the subject, is quite high. The theoretical knowledge received by the students who receive education and training on the subject in universities alone does not meet the needs of the sector authorities. For this reason, it is very important that students studying in vocational and technical fields can put the theoretical knowledge and business methods they have acquired in educational institutions into practice in working life (Tektaş et al., 2016:311-312). The internship period is very important for students to integrate their theoretical knowledge and practical skills, to specialise in their work, to gain professional experience and to become ready for the needs of the sector. In addition, internship is considered as one of the important parts of education and career (Ju, Emenheiser, Clayton, & Reynolds, 1998:37; Walo, 2001:13; Cho, 2006:62; Lam & Ching, 2007:337; Ruhanen, Breakey & Robinson, 2012:183; Karacan& Karacan, 2004:169). In this context, the most effective method for students to prepare for the sector during vocational education is on-the-job training or internship training related to their professions.

One of the areas where the internship issue is seen intensively is the tourism sector, which is included in the service sector. The intense competitive environment in the tourism sector makes the necessity of providing quality service with qualified personnel more felt and make tourism education in this field even more important. There is a lack of qualified personnel in Turkish tourism and this situation constitutes an important obstacle to the production of quality service in tourism enterprises (Hacıoğlu, 2008). Although the number of students receiving education in the field of tourism in Turkey is sufficient to meet this need, this problem cannot be solved because tourism enterprises cannot find qualified students to meet their needs. The insufficiency of qualified personnel is frequently expressed by both sector representatives and business managers, but the steps taken towards a solution remain insufficient (Çatı & Bilgin, 2013:25-26). There is a need to restructure and plan internship practices in order to fill the gap between students' academic knowledge and the needs of sector managers (Dolmacı & Duran, 2017: 256; El-Rab & El-Nagar, 2020: 1-2). For this reason, it is extremely important to determine the opinions of interns and business managers on the subject.

Within the tourism sector, travel agencies are one of the commercial organizations of great importance that facilitate the encounter between consumers and touristic products, produce services and at the same time meet all the needs of people who want to travel (Emir, 2010: 1248-1249). For this reason, the aim of the research is to find out what the expectations of travel agency managers from the personnel working as interns are and whether these expectations are met. As a result of the research, it is concluded that travel agency managers expect interest in the profession, communication and dialogue from intern students and their expectations are not sufficiently met. It is thought that the research will contribute to future studies.

1. LITERATURE

Internship, in its most basic sense, is a short-term (Robinson, Ruhanen & Breakey, 2016: 513-514) applied learning period (Zopiatis, 2007: 65; Shin et al., 2012: 386; Olcay et al., 2017: 66) in which students who will acquire any profession in vocational universities are taught how to gain experience and skills by applying what they have learned in theoretical courses to the real world (El-Rab & El-Nagar, 2020: 1-2). Internship helps students to adapt to work by developing social skills and self-confidence and enables students to reach higher levels of competence by combining theory and practice (Lee et.al., 2006:72; (Bilsland et al., 2020: 436-437).

Tourism sector is in the service sector where customer satisfaction is at the forefront in a highly competitive environment. This sector continues to grow rapidly in the economies of countries day by day. For this reason, the need for trained labor force is increasing day by day due to difficulties such as providing and retaining labour force with theoretical and practical competence in order to provide a quality product for visitors and to meet the special demands of the guests. For this reason, the tourism sector is one of the fields where internship is seen intensively (Polat & Üzümcü, 2015: 126; Robinson, Ruhanen, & Breakey, 2016: 514; Jack, Stansbie, & Sciarini, 2017: 17; Özışık Yapıcı, Yıldırım & Bal, 2021: 86). Internships in the field of tourism critically develop students' workplace skills necessary for employment in the field of study. The student can learn communication, interpersonal skills, patience and tolerance as part of the internship through the application of practice and theory. The internship process facilitates the transition between education and the workplace and creates effective learning situations for the intern (Bilsland, Nagy, & Smith, 2020: 426).

With the development of tourism, the labour force requirement arising in terms of quantity and quality is tried to be met with the rapidly increasing number of education and training institutions and the shortage of the sector in this field is tried to be eliminated (Sarıışık, 2007:144). In this case, internship becomes more important in providing education and training in accordance with the conditions of the day (Demir & Demir, 2014:19). Internships also provide advantages to educators as they strengthen the links between academic institutions and the industry and update the course content of educators in line with industry needs (Farmaki, 2018: 50-51). For this reason, it is important to ensure close co-operation between the tourism industry and educational institutions and to try to meet the expectations and needs of the industry more closely.

When we look at the literature on the perceptions and expectations of managers in tourism enterprises regarding internships, some of the studies conducted in Turkey on the subject are as follows:

Görkem & Öztürk (2011) conducted a research on 405 kitchen managers in order to determine at what level the training given in hotel management schools meets the needs of the sector. As a result of this research, it was determined that the education given in hotel management schools does not

meet the needs of the sector.

Demir & Demir (2014) conducted a research in twenty tourism enterprises in Bodrum, Dalaman, Fethiye and Marmaris in order to reveal the managers' opinions about internships and interns, to determine the general internship problems and to suggest solutions. According to the results of the research, the majority of the managers of tourism enterprises (participants) believe that vocational internships and interns are an important element in the tourism sector. At the same time, it was concluded that the participants stated that there is a need for new legal regulations regarding vocational internships in the tourism sector.

Polat, Üzümcü (2015) conducted a study to determine the perceptions of hotel managers in the tourism sector towards tourism and hotel management education and concluded that managers stated that students should be given practical courses as well as theoretical courses in the tourism education process.

Olcay et al. (2017) conducted a study on 50 hotel managers and 80 students and concluded that the opinions of hotel owners and managers regarding the performance of intern students were generally positive and that they had problems with language.

Yağcı et al. (2019) investigated the work of 12 Group A travel agency owners and managers and interns in the internship process in Kuşadası and concluded that they expect the institutions where interns are received to provide students with practical courses as well as theoretical courses.

2. METHODOLOGY

According to the literature researches conducted in Turkey, it is found that the studies on the subject are mostly on the thoughts and expectations of the personnel about the internship and the personnel doing internship in hotels. It is thought that there is a lack of research on the expectations of travel agency managers from intern students. For this reason, the research is important. For this reason, the aim of the research is to investigate what the expectations of travel agency managers from the staff working as interns are and whether these expectations are met in the context of travel agency managers in Konya Province.

Qualitative research focuses on how the sample or a small sample of events, units or activities affect social life rather than the representativeness of a sample (Neuman, 2006: 320). With the interview method, unobservable elements such as experiences, attitudes, thoughts, intentions, reactions, mental perceptions and interpretations are tried to be understood. For this reason, the "*semi-structured interview technique*", which is one of the qualitative research methods and includes data collection through communication, was used in the study to collect information about people's behaviors and attitudes on different subjects (Yildirim, & Şimşek, 2008; Salman, Yıkmış, 2020: 185).

Based on the information obtained from the study conducted by Yağcı, Efendi & Akçay

(2019), an interview form consisting of 15 questions, 5 of which are related to demographic characteristics, was created. The questions in the interview form were checked by experts, pilot interviews were conducted with the participants and the form was finalized based on the suggestions. The research was conducted between 2023 July and September. During the filling of the interview forms, the travel agency managers in Konya were asked to answer the questions through face-to-face interviews. The data obtained after the interviews were evaluated by content analysis. In order to prevent data loss and ensure data security in the research, the answers given were written down and notes were taken, and then the notes taken were converted into prose. The texts converted into prose were read and coded, and the findings were interpreted under theme headings (Uzun & Bütün, 2016: 75). Descriptive analysis technique is preferred because it summarises and interprets the data according to predetermined themes and allows quotations of participant opinions. The data obtained in the study were analysed in accordance with the descriptive analysis technique. In the interpretation of the findings, some of the participant views were included in the form of quotations (Ayvaci et al., 2014: 363; Özyürek & Çavuş, 2016: 2161). In the analysis of the data, the real names of the participants were kept confidential within the framework of the ethical principle, and codes (K1, K2, K3.....K10) were given to each participant in the analyses. Information about the study group is shown in Table 1.

3. FINDINGS

According to Table 1; The majority of the participants are in the 31-40 age range (6 of them), three of them are in the 41-50 age range, one of them is in the 21-30 age range, the majority of them are male (7 participants) and three participants are female. All of the participants are university graduates and the majority of them have experience in the range of 11-20 years (7 participants). All of the participants who agreed to participate in the study (10 participants) are university graduates and in managerial positions. Two of them are also hotel owners and one of them is an assistant manager. The majority of the participants are male (7 participants) and three participants are female.

Table 1: Findings about the study group (participants)

Participants	Age	Gender	Graduation Status	Term of office	Mission
K1	41-50 years old	Woman	University	11-20 years	Operator
K2	31-40 years old	Woman	University	10 years and less	Business Manager
K3	31-40 years old	Male	University	11-20 years	Business Manager
K4	41-50 years old	Male	University	11-20 years	Business Manager

K5	41-50 years old	Male	University	11-20 years	Business Manager
K6	31-40 years old	Woman	University	10 years and less	Operator
K7	31-40 years old	Male	University	11-20 years	Assistant manager
K8	21-30 years old	Male	University	10 years and less	Assistant manager
K9	31-40 years old	Male	University	11-20 years	Business Manager
K10	31-40 years old	Male	University	11-20 years	Business Manager

a) The findings obtained based on the answers given to the questions asked to the officials of travel agencies employing intern students about the need and selection of interns are as follows:

In response to the question *"Why do you need intern employment?"*, all of the participants stated that their businesses are generally in operation, that they do not need interns for a short period of time such as one month, that the sector has a shortage of qualified personnel, and that they take interns in order to close this deficiency and train personnel for the sector. Some of the answers given in relation to this situation are as follows:

K2: "I do not need too much, but I am in favors of those who have a diploma to work. If there is a school for this job, I think that those who study at this school should carry out this profession. One of the reasons why I need it is that I do not want to teach the job. There is a shortage of qualified personnel in the sector. In this sense, we should prepare and train children for the sector in real terms. Everyone should do the job they know. For example, a graduate of the physics department should not come and do this job."

K3: "It does not benefit us. It is not important for us whether there is an intern or not. It is also financially damaging. Our aim is for them to learn the job".

K8: "We have only one aim, to train employees for the sector. Their working time is very short. I have my own staff. But the way to learn this job is through here and we support the students. We want to train new people for the sector."

"Are you able to select interns for your enterprise? Or are they sent by the institution where they receive education without any selection?", all of the participants stated that the students themselves applied. Some of the answers given by the participants are as follows.

K1: "The student applies to us. We ask the institution where the student comes from and get information".

K3: "Interns apply to us. We do not take any reference or look at where they come from. Only as a result of the interview with the student at that moment, his/her style and communication are important for us".

K9: "Students apply to us, we interview them, and if they think they are suitable, they start their internship with us. We do not have a situation such as being specially sent from the school or we do not have a situation such as calling and asking".

"From which institutions (high school/university) do you prefer to employ intern students? What are the reasons?", only K2. stated that they prefer high school students because they think that it is important to train personnel at a young age, K5 said "it is not important at all, they are all uninformed, but we prefer university students", K8 answered "it is not important, but it is difficult to manage high school students, so they are university students", while all other participants (K1,K3,K4,K6,K7,K9 and K10) stated that they prefer university students because they think that they are older than high school students and have a little more knowledge. Some of the answers given in relation to this situation are as follows:

K5. "This is actually not very important. No matter where they come from, there is a serious lack of knowledge and lack of interest in the sector. There is almost no difference between someone coming from outside and someone studying at school. If we make a choice, university is of course".

K7. "We want a university. Compared to high school students, at least they have seen and know something".

K8. "The institution is not important, but it would be better to choose the university as a school. It is much more difficult for me to manage high school students. Most of them, even ninety per cent of them do not even want to do this job".

b) The findings obtained from the answers of the participants to the questions asked about their expectations from intern students are as follows;

To the question *"What are the features you expect and look for in the students you employ?"*, K.7, K8, K9 and K10 of the participants gave the answers of desire, interest in the sector, communication, K2 and K6, diction, communication skills, K3, K4 and K5, respect, style and communication and honesty, and K1, sectoral curiosity and communication request. Some of the answers given in relation to this situation are as follows:

K4. "Respect, honesty, style and communication are at the forefront for me". K5. "Communication, honesty, style"

K7. "My expectation is that students should first do this job with love, not for the sake of doing it. They should do this job to progress and make it a profession in the future. Otherwise, it is not for me to do my internship and leave. If there is a desire, everything else will be solved. In communication, human relations, everything is solved, but they should not be reluctant".

In response to the question *"Do you get the efficiency you expect from the interns?"*, the majority of the participants (K1, K3, K4, K6, K8, K9) stated that they could not get efficiency, K5 and K7 stated that they did not have much expectations, K2 stated that they got efficiency from some of

them, and K10 stated that they got efficiency in this period because they came for a short time (one month). Some of the answers given in relation to this situation are as follows:

K7. "No. They act more with the logic that I need to give files to the school. We cannot get efficiency from eighty per cent of them. We tell our expectations in the preliminary interview. They tell us too. If you don't do your job well, you will become an office boy, you will sit in the office, we say that this is not good for your future, but they don't listen".

K4. "Not all of them. We buy from one or two out of twenty. They need to prove themselves first, but they think about money. They do not come to learn the job. They come to fill a file".

In response to the question "*Have you been able to meet your expectations from the interns you have employed with you so far?*", the majority of the participants (K1, K4, K6, K8, K9) stated that the students did not meet their expectations, while K2, K7 and K10 stated that their expectations were partially met, and K3 and K5 stated that they could not get efficiency, but they listened to them because they worked for a short time (one month). Some of the answers given in relation to this situation are as follows:

K1. "I would be lying if I said it did. Maybe one or two people When they are not trained from below, it becomes difficult to find staff in the sector. Unfortunately, these children do not seem to have any intention of growing up".

K4. "Only two people met me. One of them even became my partner. We continue on our way with anyone who is willing to do this business".

K8. "Since most of the incoming students come with the aim of filling their internship files, they fall below our expectations. Our expectations are not high, but unfortunately they are not met".

c) The findings obtained based on the answers of the participants to the questions asked about the problems experienced with intern students are as follows;

In response to the question "*What are the problems you have with interns?*" the majority of the participants (K2, K3, K5, K6, K7, K8, K9, K10) stated that they did not have any problems with interns, while K1 and K4 stated that they had communication and address problems. Some of the answers given in relation to this situation are as follows:

K7. "I did not have any problems. Children are timid most of the time. They are in the mode of "let me do my job as soon as possible and let me go".

K10. "We did not have any problems in this process, but there is a problem I observed. They have difficulty in learning. Because their knowledge is very weak. They are like children learning to read. When a job related to the sector is done, this situation creates a serious problem".

"What are the problems that the interns have with the guests during their work in the business?" Can you give examples of situations where they have problems?", the majority of the participants stated that they did not have a problem because they did not let the interns meet directly

with the guests, while K2 stated that the interns had communication and address problems with the guests, although not too much. Some of the answers given in relation to this situation are as follows:

K3. "We do not let the interns meet the guests directly. They sit next to each of our employees and do the work with them. There are problems when they communicate directly with the guests".

K6. "There has not been any problem so far. At first, we do not make contact with the guests. They see themselves as temporary. They are not willing to work".

"What are the problems intern students have with other staff during their work? Can you give examples of the problems they experience?", all of the participants answered "there is no problem".

K2. "It did not happen in our organization. From time to time there can be very small disagreements, but not very often and they are insignificant".

The findings obtained based on the answers of the participants to the questions asked about the adequacy of the information received by the intern students from the school are as follows;

"Is the theoretical knowledge that interns receive in their schools sufficient? What are their deficiencies?", all of the participants answered "not enough". Participants state that students have many deficiencies in terms of practical knowledge. Some of the answers given in relation to this situation are as follows:

K7. "It is not enough. I think there is a serious deficiency in this regard. Students learn only practice at school. It is not possible to learn tour planning without going on a tour. They know professional terms, but they have difficulty in professional practice. Children need to practice in the sector. The applications of the courses must be done practically".

K2. "Theoretical knowledge is of course useful in practice. As a result, they learn information about the sector. However, it is still insufficient. Some issues are very critical in the working environment. It is not enough to know the check/in procedures when the guest enters the hotel. Students need to know the importance of time very well during the procedures".

K10. "I attach great importance to the trainings given at school. It is very important to include people from the sector in the education and training process. It is necessary to transfer experience to the students, at least what they learnt at school should always be applied in the field. The information learnt in class should be immediately applied and reinforced".

CONCLUSION

According to the findings obtained; it is concluded that there is a serious shortage of qualified personnel in the tourism sector, business managers employ intern students to recruit personnel for the sector, but the internship period is short, the theoretical training received by the students in their schools is not sufficient, and the students do not meet the needs of the sector. This situation is in parallel with the research conducted by Öztürk & Görkem (2011) with hotel business managers. In

addition, it is concluded that more importance should be given to practical training in schools and that students are not willing to do internship for these reasons. This is in line with the results of the studies conducted by Polat, Üzümcü (2015) and Yağcı, Efendi & Akçay (2019).

Considering that education is a constantly evolving field, curricula need to be developed in line with the needs of the sector. Industry-oriented course structure helps students to be industry-ready, making the transition to the workplace smooth. “Through on-the-job training, students acquire both general skills that they can transfer from one job to another and specific skills specific to a particular job” (Felicen et al. 2014: 42-43). For the reasons mentioned above, it is recommended to conduct more comprehensive research on the subject, to involve the sector authorities in the process, to restructure the curricula for practice in line with the needs and wishes of the sector authorities, to extend the duration of internships and to increase on-the-job training.

The research could only be carried out in a single region due to time and financial constraints. It is recommended that similar studies be conducted in different regions and schools in the future.

REFERENCES

- Ateş, A., Sunar, H., Kılınç, C. Ç. & Yıldırım, G. (2019). Tourism students’ perceptions of tourism industry: The case of Selçuk University Faculty of Tourism, *Journal of Tourism and Gastronomy Studies*, 7 (1), 155-168
- Ayvacı, H. Ş., Bakırcı, H., & Yıldız, M. (2014). Fen bilimleri öğretmenlerinin hizmet içi eğitim uygulamalarına ilişkin görüşleri ve beklentileri. *Amasya Üniversitesi Eğitim Fakültesi Dergisi* 3(2), 357-383.
- Balcı, E., Argon, T., & Kösterelioğlu, M.A. (2013). Meslek Yüksekokulu öğrencilerinin okul ve iş yaşamına yönelik görüşleri. *Educational Administration: Theory and Practice*, (19) 4, 515-541.
- Bilsland, C., Nagy, H., & Smith, P. (2020). Virtual internships and work-integrated learning in hospitality and tourism in A Post-COVID-19 World. *International Journal of Work-Integrated Learning, Special Issue*, 21(4), 425-443.
- Cho, M. (2006). Student perspectives on the quality of hotel management internships. *Journal of Teaching in Travel and Tourism*, 6(1), 61–76.
- Çatı, K., & Bilgin, Y. (2013). Turizm Lisans öğrencilerinin turizm sektöründe çalışma eğilimleri. *Çukurova Üniversitesi İktisadi ve İdari Bilimler Dergisi*, (14) 1, 23-45.
- Demir, M., & Demir, M.Ş. (2014). Turizm işletmelerinde yöneticilerin mesleki staj ve stajyerleri değerlendirmesi, *Marmara Sosyal Araştırmalar Dergisi*, Sayı 6, 18-33.
- Dolmacı, N., & Duran, Y. (2017). Ön lisans düzeyinde öğrenim gören öğrencilerin zorunlu staj uygulamasına ilişkin görüşleri, sorunları ve çözüm önerileri: Isparta Meslek Yüksekokulu örneği. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* (9)21 (Özel Sayı) 254-267.

El –Rab, M.S.G., & El_ Nager, A.M.E. (2020). Internships in tourism and hospitality: an analytical study of the impact on students' knowledge and skills. *International Journal of Tourism and Hospitality Management*, (3)2, 1-30.

Emir, O. (2010). The role of the travel agencies in marketing of hotel managements: a consideration by hotel managements. *Ege Akademik Bakış*, (10)4, 1245-1256.

Farmaki, A. (2018). Tourism and hospitality internships: A prologue to career intentions?, *Journal of Hospitality, Leisure, Sport & Tourism Education* (23), 50–58.

Felicen, S.S., Rasa, L.C., Sumanga, J.E., & Buted, D.R. (2014). Internship performance of tourism and hospitality students: inputs to improve internship program, *International Journal of Academic Research in Business and Social Sciences*, 4(6), 42-53.

Hacıoğlu, N. (2008). “Türkiye’de Turizm Eğitimi”. Ankara: Detay Yayıncılık.

Jack, K., Stansbie, P., & Sciarini, M. (2017). An examination of the role played by internships in nurturing management competencies in hospitality and tourism management (HTM) students, *Journal of Teaching in Travel & Tourism*, (17),1, 17-33.

Ju, J., Emenheiser, D.A., Clayton, H.R., & Reynolds, J.S. (1998). Korean students' perceptions of the effectiveness of their internship experiences in the hospitality industry in Korea. *Asia Pacific Journal of Tourism Research*, 3(1), 37–44.

Karacan, S., & Karacan, E. (2004). Meslek yüksekokullarında (MYO) yapılan staj uygulamalarına ilişkin bir araştırma: Kalite ve verimlilik için iş yerleri – MYO işbirliğinin gereği. *Kocaeli Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* (8) 2, 168-184

Lam, T., & Ching, L. (2007). An exploratory study of an internship program: The case of Hong Kong students. *Hospitality Management*, 26(2), 336–351.

Lee, M., Lu, H., Jiao, Y., & Yeh, P. (2006). Research on correlations between off-school internship systems and work performances in hospitality and tourism education, *Journal of Teaching in Travel & Tourism*, 6:3, 69-87.

Neumann, L. (2017). *Tophumsal Araştırma Yöntemleri Ankara*. Yayın Odası Yayıncılık.

Olçay, A., Çıkmaz, E., Özekici, Y. K., & İnce, E. (2017). *Otel sahip ve yöneticilerinin stajyer öğrencilerin performanslarına ilişkin değerlendirmeleri: Gaziantep örneği*. *Journal of Multidisciplinary Academic Tourism* (2) 1, 65-85.

Özışık, Yapıcı, O., Yıldırım, G., & Bal, C. (2021). How did covid-19 affect career intentions of students studying tourism. *Journal of Tourism and Gastronomy Studies*, 9 (1), 84-98

Öztürk, Y., & Görkem, O. (2011). Mutfak dalı öğrencilerinin mesleki yeterliklerinin değerlendirilmesi: otelcilik ve turizm meslek lisesi öğrencilerine yönelik bir uygulama, *İşletme Araştırmaları Dergisi* 3(2) ,69-89

Özyürek, A. & Çavuş, S. Z. (2016). İlkokul öğretmenlerinin oyunu öğretim yöntemi olarak kullanma durumlarının incelenmesi. *Kastamonu Eğitim Dergisi*, 24 (5), 2157- 2166

Polat, Üzümcü, T. (2015). Perceptions of tourism training for hotel managers: A Study on managers of hotel that is in Kocaeli. *Kocaeli Üniversitesi Sosyal Bilimler Dergisi, KOSBED*, 30, 123-150.

Robinson, N.S.R., Ruhanen, L., & Breakey, N.M. (2016). Tourism and hospitality internships: influences on student career aspirations, *Current Issues in Tourism*, 19:6, 513-527

Ruhanen, L., Breakey, N., & Robinson, R. (2012). Knowledge exchange and networks: a new destination for tourism internships?, *Current Issues in Tourism*, 15:3,

Salman, Yıkılmış, M. (2020). E-Interview technique in qualitative research”, *Trakya Üniversitesi Sosyal Bilimler Dergisi*, 22(1), 183-197.

Sarışık, M. (2007). Turizm sektöründe meslek sahibi olmaya yönelten etkenler: meslek yüksekokulu öğrencilerine yönelik bir çalışma. *Anatolia: Turizm Araştırmaları Dergisi*, (18)2, 143-160.

Shin Y.S, Lee K.W, Ahn J.S, and Jung J.W, (2012). Development of internship & Capstone Design Integrated Program for University-Industry Collaboration", *6th International Forum on Engineering Education, Dept. of Computer Science and Engineering, Dongguk University*, Seoul, Korea.

Tektaş, N., Yayla, A., Sarıkaş, A., Polat, Z., Tektaş, M., & Ceviz, N. Ö. (2016). Ön lisans öğrencilerinin staj uygulamalarının değerlendirilmesi: Marmara Üniversitesi örneği. *Journal of Research in Education and Teaching*, Özel Sayı, (5) 36, 310-318.

Uzun, E. M., & Bütün, E. (2016). Okul öncesi eğitim kurumlarındaki Suriyeli sığınmacı çocukların karşılaştıkları sorunlar hakkında öğretmen görüşleri. *Uluslararası Erken Çocukluk Eğitimi Çalışmaları Dergisi*, 1(1), 72-83.

Walo, M. (2001). Assessing the contribution of internship in developing Australian tourism and hospitality students' management competencies. *Asia-Pacific Journal of Cooperative Education*, (2)1, 12-28.

Yağcı, K., Efendi, M., ,& Akçay, S. (2019). Stajyerler; Seyahat İşletmesi Sahipleri ve Yöneticileri Bakış Açısıyla, *Türk Turizm Araştırmaları Dergisi*, 3(4): 1244-1259.

Yıldırım, A. ve Şimşek, H. (2008). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*. Ankara: Seçkin Yayıncılık.

Yiu, M. Ve Law, R. (2012). A review of hospitality internship: Different perspectives of students, employers, and educators, *Journal of Teaching in Travel and Tourism*, 12(4), 377-402.

Zopiatis, A. (2007). Hospitality Internships in Cyprus: A Genuine Academic Experience or A Continuing Frustration?, *International Journal of Contemporary Hospitality Management*, 19(1), 65-77.