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HUMAN RESOURCES TRAINING AND DEVELOPMENT THROUGH INTERNSHIP PROGRAMS FOR STUDENTS

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Abstract

Human resource development is a learning process with a longer time horizon. Companies with a positive approach in human resource training see this effort as an investment that will eventually add value in the future. As trainees are the employees of tomorrow, many organizations use the internship as an opportunity to recruit new employees. The purpose of this research is to determine the factors of Human Resources Training through the application of the Internship program to the students of DUTH. The sample of the research consisted of 529 students of DUTH who implemented an Internship during the academic years 2015-2016 to 2020-2021. A new questionnaire was developed taking into account the questionnaires from the surveys of Odio (2013), Mavridou (2017) and Akomaning, Voogt, & Pieters (2011) as well as additional questions concerning the training of human resources and consequently in the development of future business executives through literature review. From the results of the research, ten factors were extracted for the training of human resources: Learning Outcomes, Efficiency, Emotional Commitment, Satisfaction, Participation, Empowerment, Ambiguity, Conflict, Supervisor and Cooperation. These ten factors can help universities to design an effective internship program that will benefit all stakeholders. The labor market wants to acquire trainees who are an effective human resource using internships as an opportunity to hire new employees. This research managed to gather all the factors that affect the training of business human resources in a questionnaire until now where the literature had dealt with the factors individually.

Keywords

Internship, training, development, human resources, university

1. Introduction

Human Resource Management (HRM) creates organizational value in companies and increases their efficiency (Theriou, 2009). Human capital theory is an economic theory which supports that individuals-personnel, and by extension individuals' special characteristics, such as their knowledge and skills, are an integral part of a country's capital, along with its economic and natural resources (Papakonstantinou, 2013). Regardless of how a business operates and is structured, an important part of the administrative function is the effective management of the human factor (Avramidou, 2011). Human Resource Development is considered a means of economic development and special emphasis is placed on the economic benefits of investing in corresponding actions both from the side of businesses and the side of the individuals (Papakonstantinou, 2013). The development of human resources is also a learning process, but it has a longer time horizon, and the goal is for the employees to acquire knowledge and develop skills that they will use in the future, in tasks that require more responsibility and initiatives (Chitiris, 2001). In management terms, the term human capital or human resources refers to the characteristics that people bring to their workplace (Papagiannis, 2008).

The HRM sector, previously perceived as a cost to be reduced, is now considered a key factor in effective business management (Jackson & Schuler 1995; Youndt et al., 1996). Investing in the education and skills development of the workforce ultimately leads to the economic growth of the country by increasing the return per unit of investment (Papakonstantinou, 2013). The required attention to staff operation helps to be improved and increased the workforce and business efficiency (Mullins, 1995:171; Avramidou, 2011). The change that has affected most the organizations over the past few years has been the growing awareness that human resources are a primary source of competitive advantage (Ruona & Gibson, 2004). In a context of continuous and complex changes, modern organizations are required to be flexible. A prerequisite for flexibility is argued to be the existence of high-level trained executives (Xirotiri-Koufidou, 2001).

The training of human resources is a necessary condition for the competitiveness of businesses. Even the smartest strategy can fail if the business is not supported by the right staff (in terms of quantity and quality), in the right placement (Fayos-Sola, 1997). Personnel training is the human equivalent of equipment maintenance and upgrading (James, 1998; Schina, 2016). Training can be considered as “an investment in human capital that provide employees with unique knowledge, skills and abilities that add value to the firm and enable the performance of activities required to achieve organizational goals, thus resulting in positive organizational-level outcomes” (Tharenou, Saks & Moore, 2007; Ostroff & Bowen, 2000; Mavridou, 2017).

Training & Development (T&D) programs can improve a company's competitiveness as they are directly increasing the value of the company's intangible assets (human capital, customer capital, social capital and intellectual capital) (Noe, 2010; Mavridou, 2017).

Training is a means of human resource development (Terzidis & Tzortzakis, 2004) that leads to increased productivity, skill development, while also improving the individual performance of individuals and contributing to the overall development of the organization (Papalexandri & Bourantas, 2003).

Training must be considered by the company as a productive investment and not as an additional expense (Schina, 2016), and the employees not as a factor that causes costs, but as an asset in which every company or organization must invest (Terzidis & Tzortzakis, 2004). In order for companies to ensure that management supports training activities, many companies are aiming at becoming “learning organizations” and trainees are motivated to learn and to be able to successfully transfer the acquired knowledge to their work-related tasks (Noe, 2010). A “learning organization” can gain competitive advantage through the transformation of the available resources into competences that are unique for the organization (De Villiers, 2008).

Therefore, companies must train human resources, focusing on the development of their abilities and skills, because this investment enhances their productivity and leads to a reduction in the cost of the work produced. Companies with a positive philosophy on human resource training see this effort as an investment that will add value to them on a future basis. (Laloumis, 2015).

Internship programs

Internship is an important part of the recruitment process for many companies in collaboration with educational institutions. Through the students' recruitment the company's future staff will be trained and developed since there will be long-term cooperation. (Rothman, 2007). The internship is an opportunity for students to be employed for a short period of time in a real work environment. They have the ability to transfer their scientific knowledge and apply it in real conditions (Bouranta, 2017).

Internship, as a form of workplace training, is an important part of study programs in educational institutions (Levesque, Lauen, Teitelbaum, Alt, & Librera, 2000). It can assist students to bridge the gap between the academic learning process and the practice in market (Lam & Ching 2006) by being exposing to real-life experience (Lam and Ching 2007; Akomaning, Voogt & Pieters, 2011). In general, internship programmes are valuable to acquire broad competencies where practical knowledge obtained supports and complements the theoretical studies learned in the educational institutions (Mihail, 2006; Akomaning et al., 2011). Consequently, both human resource managers and line managers should focus on providing appropriate training programs to raise the self-efficacy of interns and employees. For example, a good learning system can provide employees with more chances to enhance their capabilities, knowledge, and skills for work (Wang, 2021)

The internship should be the starting point of the process that prepares the changes at a curriculum development (Divine, Miller, Wilson & Linrud, 2008). It is considered that internship is mutually beneficial for all involved. For students, it is the passport for easier access to the labor market as it provides the opportunity to gain experience which is a foundation for starting a professional career. For the educational institution, it strengthens links with industry and enables students understanding better business and industry expectations. For industry it can be the basis for producing candidates as it enables the skills, knowledge and ideas of young people to be utilized at minimal financial cost, while additionally creating the infrastructure to meet their future human resource needs. (Bouranta, 2017).

Internship is a beneficial activity overall. Employability seems to be enhanced, and interns generally experience both work-related and academic learning (Knouse & Fontenot, 2008). Because the interns are employees of tomorrow, organizations can reap the benefits of these interns' suggestions for improvement and integrate the suggestions into their current human resource processes. This may be particularly beneficial when organizations use the internship as an opportunity to recruit new employees (Rothman, 2007). The university receives simple and clear data for the transparent accounting and reporting of training activities and their outcomes; the work organization wants to obtain interns who make up a well-adapted and efficient workforce, thus ensuring that the system of knowledge and practices in place is reproduced (Ripamonti, Galuppo, Bruno, Ivald & Scaratti, 2018).

The purpose of this research is to determine the factors of Human Resources Training through the application of the Internship program to the students of DUTH.

Methodology

2.1. Sample

The sample of the research consists of 250 students at the Democritus University of Thrace in Greece at the first pilot study and 529 students of the Democritus University of Thrace in Greece at the second pilot study. They participated as beneficiaries in the framework of the Programme "Internship of students of DUTH", for the acad. Years 2015-2016 to 2021-2022, implemented with the funding of the National Strategic Reference Framework (NSRF) 2014-2020.

2.2. Measurement scale

For the purposes of the research, a new questionnaire was developed taking into account the questionnaires from the surveys of Odio (2013), Mavridou (2017) and Akomaning, Voogt, & Pieters (2011) as well as additional questions concerning the training of human resources and consequently in the development of future business executives by literature review research.

2.3. Process

A questionnaire as an electronic form was sent by e-mail to those students whom their internship was completed by August 2021. The completion of the questionnaire has been done by the students who participated in the internship under the framework of the Program "Internship of Students of DUTH" for the academic years 2015-2016 to 2020-2021 implemented by the Business Program Competitiveness-Entrepreneurship-Innovation, NSRF 2014-2020.

2. Results

Pilot A'

In order to check the validity of the new questionnaire created the method of principal components analysis "PCA" and varimax rotation was used, for the 63 variables in pilot A' and for the 60 variables in pilot B'. The number of factors was determined by the criterion that the eigenvalues had to be greater than 1.00. The smallest charge used to distribute the questions to the agents was 0.40. The sample of A' pilot validity survey was 250 students. The PCA revealed 10 factors of the role of internships in human resource training that explained 75.782% of the total variance (tables 1-10). 3 questions were removed from the questionnaire to increase its coherence.

Table 1. Pilot A' – PCA, first factor's loadings, eigenvalue, variance.

FACTOR 1	Loadings
My internship taught me a lot of things that I would have never been able to learn in the classroom	.763
The Internship gave me the opportunity to apply my theoretical knowledge in the field of implementation of my Internship	.730
My internship provided me with a chance to learn a lot about the field, profession, or business	.808
After the completion of the training programme I have the ability to apply the gained knowledge and skills in my work place	.723

The knowledge and skills I have acquired from training programs will be useful for my job	.770
I learned a lot of new things when participating in training programs	.746
I easily recall several things (knowledge, skills, abilities) learned in a training	.654
The internship was related to to my course areas of study	.671
The evaluation of my internship experience is provided as feedback through reports to the host	.520
The feedback is through reports and was part of my evaluation	.526
The training I have received and my professional development during the Internship is enough for me to be able to solve issues in my work for which I am responsible.	.462
The training I have received is individually tailored to my personal needs	.428
In general, the work I did during the Internship was interesting and demanding	.674
Overall, this experience tested my potential	.667
Overall, the Internship was a challenge for me	.594
Due to my participation in the Internship programme I gained more confidence regarding my job object	.624
The Internship program is implemented precisely for the students	.424
Eigenvalue	11.962
Variance %	19.610

Table 2. Pilot A' – PCA, second factor's loadings, eigenvalue, variance.

FACTOR 2	Loadings
Due to my participation in the Internship program, accidents at work have been reduced	.652
Due to my participation in the Internship programme I now set higher goals in my work	.669
Due to my participation in the Internship program and the content of the training I received, my work performance has greatly improved	.694
My participation in the training program has added value to my professional development, by providing opportunities to develop skills and knowledge	.626
Due to my participation in the Internship program my work efficiency and effectiveness has increased	.706
The Internship program has helped me improve my overall work performance	.656
Hosts are generally satisfied with my job performance	.540
Eigenvalue	6.025
Variance %	9.877

Table 3. Pilot A' – PCA, third factor's loadings, eigenvalue, variance.

FACTOR 3	Loadings
I would love to be in this profession	.753
I would be very happy to pursue this career	.786
Now I feel that I belong completely to this space	.757
After graduation, I will follow / followed this profession	.866
I plan to make a career in this profession	.884
It is possible that I will be able to have a position in this profession in the near future	.815
Eigenvalue	5.405
Variance %	8.861

Table 4. Pilot A' – PCA, fourth factor's loadings, eigenvalue, variance.

FACTOR 4	Loadings
Generally speaking, I am very satisfied with the Internship	.479
I never thought of giving up the Internship	.519
I was generally satisfied with the subject of the work I was doing during the Internship	.553
Most days I was excited about the work I was doing in the Internship	.626
Every day during the implementation of the Internship, time flowed faster	.634
I found real pleasure from my work during the Internship	.602
I found the Internship enjoyable	.593
I am satisfied with the Internship program I participated in	.477
Eigenvalue	4.276
Variance %	7.010

Table 5. Pilot A' – PCA, fifth factor's loadings, eigenvalue, variance.

FACTOR 5	Loadings
Due to my participation in the Internship program, I rarely sought help from my colleagues or classmates.	.542
Due to my participation in the Internship programme I am able to help my colleagues or classmates, when they face similar problems at work	.478
Due to my participation in the Internship program the stress for work issues was significantly reduced	.701
Due to my participation in the Internship programme I feel that I can now more easily discuss my work activities with my current boss	.636
Because of my participation in the Internship programme I now make the right decision in my job faster	.676
Because of my participation in the Internship programme I do not feel afraid to discuss my performance with my supervisor	.493
Eigenvalue	3.945
Variance %	6.467

Table 6. Pilot A' – PCA, sixth factor's loadings, eigenvalue, variance.

FACTOR 6	Loadings
Host Businesses should strengthen their support for Internships Students	.771
Supervisor teachers should be more actively involved in student internship programs	.765
There should be closer cooperation between stakeholders (University, Hosts, Students)	.838
It would be useful to create a curriculum that takes into account a commonly accepted skills framework for the effectiveness of the knowledge required for human resources depending on the known object.	.835
It is important to recognize a common skills framework per subject for the benefit of all stakeholders (University, host institutions, students).	.806
Eigenvalue	3.651
Variance %	5.984

Table 7. Pilot A' – PCA, seventh factor's loadings, eigenvalue, variance.

FACTOR 7	Loadings
I knew exactly what tasks I had to follow	.774
I knew exactly what results I needed to achieve during the Internship program at the host	.769
I received a clear description of what I had to do	.668
Eigenvalue	2.999
Variance %	4.914

Table 8. Pilot A' – PCA, eighth factor's loadings, eigenvalue, variance.

FACTOR 8	Loadings
I received conflicting requests from two or more people	-.865
I did actions that were probably acceptable to one person but not to the others	-.879
I was forced to do actions that I thought should have been done otherwise	-.813
Eigenvalue	2.674
Variance %	4.384

Table 9. Pilot A' – PCA, ninth factor's loadings, eigenvalue, variance.

FACTOR 9	Loadings
The Internship Supervisor contributed to make the Internship a pleasant experience	.703
My supervisor acted as a mentor to me while I was interning	.721
The Internship Supervisor provided me with a lot of support during the Internship	.753
Eigenvalue	2.669
Variance %	4.375

Table 10. Pilot A' – PCA, tenth factor's loadings, eigenvalue, variance.

FACTOR 10	Loadings
The host companies collaborated with the teachers of my Department for my Internship	.745
The host-companies collaborated with my Department for the internship that I implemented	.772
Eigenvalue	2.621
Variance %	4.296

For the reliability test, it was calculated the Cronbach's coefficient α of each factor and in total. Cronbach's coefficient α for the 60 questions of the scale was found to be high ($\alpha = .975$)

In more detail:

- For factor 1 (Learning Outcomes) ($n = 17$) Cronbach's coefficient α was found to be high ($\alpha = .964$)
- For the Efficiency factor ($n = 7$) the Cronbach coefficient α was found to be high ($\alpha = .947$)
- For the Emotional Commitment factor ($n = 6$) Cronbach's coefficient α was found to be high ($\alpha = .936$)

- For the Satisfaction factor (n = 8) Cronbach's coefficient a was found to be high (a = .967)
- For the Participation factor (n = 6) Cronbach's coefficient a was found to be high (a = .895)
- For the Empowerment factor (n = 5) Cronbach's coefficient a was found to be high (a = .860)
- For the Role Ambiguity factor (n = 3) Cronbach's coefficient a was found to be high (a = .930)
- For the Role Conflict factor (n = 3) Cronbach's coefficient a was found to be high (a = .862)
- For the Supervisor factor (n = 3) Cronbach's coefficient a was found to be high (a = .954)
- For the Cooperation factor (n = 2) the Cronbach coefficient a was found to be high (a = .935)

Pilot B'

Then, the distribution of the questionnaires continued. When a sufficient number of questionnaires was gathered (about double number of the first pilot), the principal components analysis method and the varimax rotation were again applied for the 60 variables in order to investigate the identification of the results with the first pilot survey. The second pilot sample consisted of 529 people. Principal component analysis confirmed the first results and revealed the 10 factors as well that explained 75.853% of the total variance (tables 11-20). The names of the factors were given based on the human resources training literature and the researchers' construction design.

Table 11. Pilot B' – PCA, first factor's loadings, eigenvalue, variance.

FACTOR 1/ Learning outcomes	Loadings
My internship taught me a lot of things that I would never have been able to learn in the classroom	.761
The Internship gave me the opportunity to apply my theoretical knowledge in the field of implementation of my Internship	.740
My internship provided me with a chance to learn a lot about the field, profession, or business	.816
After the completion of the training programme I have the ability to apply the gained knowledge and skills in my work place	.730
The knowledge and skills I have acquired from training programs will be useful for my job	.778
I learned a lot of new things when participating in training programs	.759
I easily recall several things (knowledge, skills, abilities) learned in a training	.664
The internship was related to to my course areas of study	.651
The evaluation of my internship experience is provided as feedback through reports to the host	.532
The feedback is through reports and was part of my evaluation	.538
The training I have received and my professional development during the Internship is enough for me to be able to solve issues in my work for which I am responsible.	.465
The training I have received is individually tailored to my personal needs	.437
In general, the work I did during the Internship was interesting and demanding	.685
Overall, this experience tested my potential	.671
Overall, the Internship was a challenge for me	.610

Due to my participation in the Internship programme I gained more confidence regarding my job object	.633
The Internship program is implemented precisely for the students	.422
Eigenvalue	11.997
Variance %	19.996

Table 12. Pilot B' – PCA, second factor's loadings, eigenvalue, variance.

FACTOR 2/ Efficiency	Loadings
Due to my participation in the Internship program, accidents at work have been reduced	.655
Due to my participation in the Internship programme I now set higher goals in my work	.665
Due to my participation in the Internship program and the content of the training I received, my work performance has greatly improved	.683
My participation in the training program has added value to my professional development, by providing opportunities to develop skills and knowledge	.619
Due to my participation in the Internship program my work efficiency and effectiveness has increased	.694
The Internship program has helped me improve my overall work performance	.641
Hosts are generally satisfied with my job performance	.542
Eigenvalue	5.467
Variance %	9.112

Table 13. Pilot B' – PCA, third factor's loadings, eigenvalue, variance.

FACTOR 3/ Emotional commitment	Loadings
I would love to be in this profession	.759
I would be very happy to pursue this career	.788
Now I feel that I belong completely to this space	.763
After graduation, I will follow / followed this profession	.867
I plan to make a career in this profession	.885
It is possible that I will be able to have a position in this profession in the near future	.815
Eigenvalue	5.361
Variance %	8.835

Table 14. Pilot B' – PCA, fourth factor's loadings, eigenvalue, variance.

FACTOR 4/ Satisfaction	Loadings
Generally speaking, I am very satisfied with the Internship	.472
I never thought of giving up the Internship	.536
I was generally satisfied with the subject of the work I was doing during the Internship	.557
Most days I was excited about the work I was doing in the Internship	.628
Every day during the implementation of the Internship, time flowed faster	.637
I found real pleasure from my work during the Internship	.608
I found the Internship enjoyable	.597
I am satisfied with the Internship program I participated in	.480
Eigenvalue	4.152
Variance %	6.920

Table 15. Pilot B' – PCA, fifth factor's loadings, eigenvalue, variance.

FACTOR 5/ Participation	Loadings
Due to my participation in the Internship program, I rarely sought help from my colleagues or classmates.	.557
Due to my participation in the Internship programme I am able to help my colleagues or classmates, when they face similar problems at work	.485
Due to my participation in the Internship program the stress for work issues was significantly reduced	.711
Due to my participation in the Internship programme I feel that I can now more easily discuss my work activities with my current boss	.640
Because of my participation in the Internship programme I now make the right decision in my job faster	.688
Because of my participation in the Internship programme I do not feel afraid to discuss my performance with my supervisor	.502
Eigenvalue	4.050
Variance %	6.750

Table 16. Pilot B' – PCA, sixth factor's loadings, eigenvalue, variance.

FACTOR 6/ Empowerment	Loadings
Host Businesses should strengthen their support for Internships Students	.764
Supervisor teachers should be more actively involved in student internship programs	.764
There should be closer cooperation between stakeholders (University, Hosts, Students)	.838
It would be useful to create a curriculum that takes into account a commonly accepted skills framework for the effectiveness of the knowledge required for human resources depending on the known object.	.839
It is important to recognize a common skills framework per subject for the benefit of all stakeholders (University, host institutions, students).	.810
Eigenvalue	3.665
Variance %	6.109

Table 17. Pilot B' – PCA, seventh factor's loadings, eigenvalue, variance.

FACTOR 7/ Ambiguity	Loadings
I knew exactly what tasks I had to follow	.767
I knew exactly what results I needed to achieve during the Internship program at the host	.764
I received a clear description of what I had to do	.665
Eigenvalue	2.972
Variance %	4.953

Table 18. Pilot B' – PCA, eighth factor's loadings, eigenvalue, variance.

FACTOR 8/ Conflict	Loadings
I received conflicting requests from two or more people	-.869
I did actions that were probably acceptable to one person but not to the others	-.877
I was forced to do actions that I thought should have been done otherwise	-.812
Eigenvalue	2.660
Variance %	4.434

Table 19. Pilot B' – PCA, ninth factor's loadings, eigenvalue, variance.

FACTOR 9/ Supervisor	Loadings
The Internship Supervisor contributed to make the Internship a pleasant experience	.707
My supervisor acted as a mentor to me while I was interning	.724
The Internship Supervisor provided me with a lot of support during the Internship	.756
Eigenvalue	2.627
Variance %	4.379

Table 20. Pilot B' – PCA, tenth factor's loadings, eigenvalue, variance.

FACTOR 10/ Cooperation	Loadings
The host companies collaborated with the teachers of my Department for my Internship	.769
The host-companies collaborated with my Department for the internship that I implemented	.795
Eigenvalue	2.560
Variance %	4.266

For the reliability test, it was calculated the Cronbach's coefficient α of each factor and in total. Cronbach's coefficient α for the 60 questions of the scale was found to be high ($\alpha = .975$). In more detail:

- For the Learning Outcomes factor ($n = 17$) Cronbach's coefficient α was found to be high ($\alpha = .965$)
- For the Efficiency factor ($n = 7$) the Cronbach coefficient α was found to be high ($\alpha = .941$)
- For the Emotional Commitment factor ($n = 6$) Cronbach's coefficient α was found to be high ($\alpha = .940$)
- For the Satisfaction factor ($n = 8$) Cronbach's coefficient α was found to be high ($\alpha = .964$)
- For the Participation factor ($n = 6$) Cronbach's coefficient α was found to be high ($\alpha = .898$)
- For the Empowerment factor ($n = 5$) Cronbach's coefficient α was found to be high ($\alpha = .875$)
- For the Role Ambiguity factor ($n = 3$) Cronbach's coefficient α was found to be high ($\alpha = .926$)
- For the Role Conflict factor ($n = 3$) Cronbach's coefficient α was found to be high ($\alpha = .854$)
- For the Supervisor factor ($n = 3$) Cronbach's coefficient α was found to be high ($\alpha = .944$)
- For the Cooperation factor ($n = 2$) the Cronbach coefficient α was found to be high ($\alpha = .927$)

Total demographics

Gender

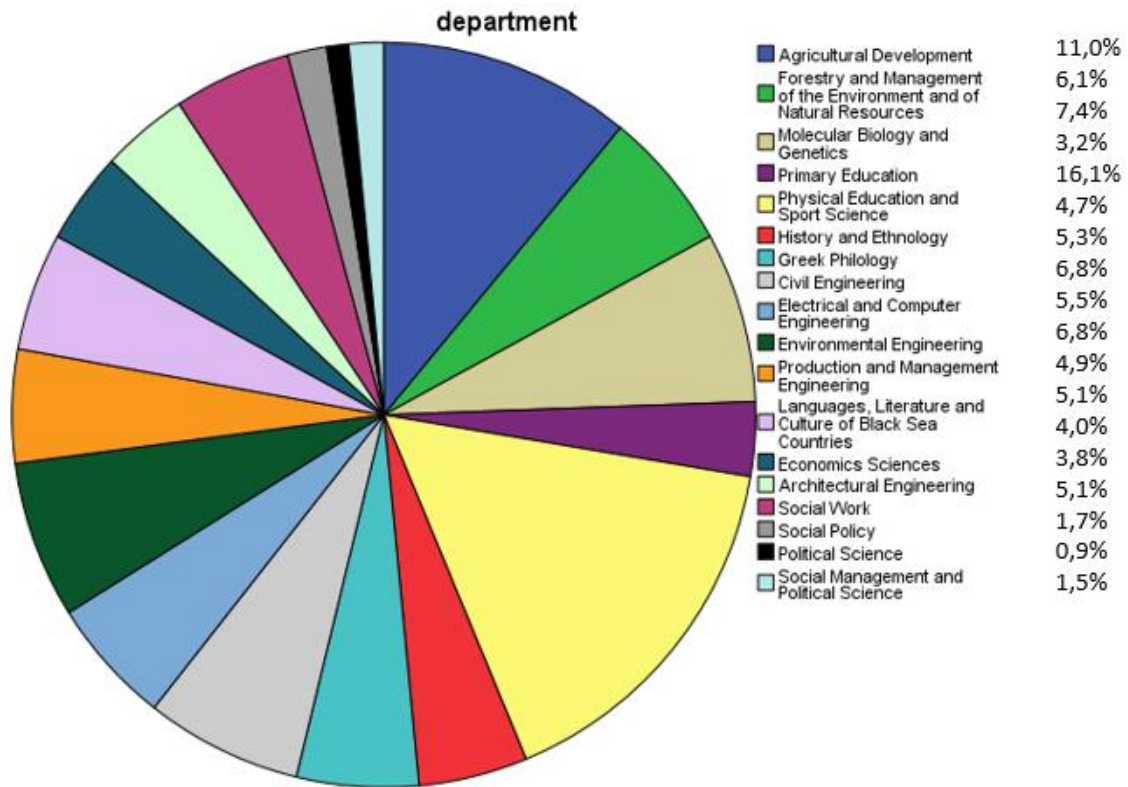
- Men 36.4%
- Women 63.4%
- Other 0.2%

Duration of internship

- 1 month 16.9%
- 2 months 69.4%
- 3 months 13.7%

Departments of DUTH participated in the research

Figure 1. The percentages of students' departments representation in sample.



Mean scores of factors

Through descriptive analysis the factors were classified based on the students' opinions and mean scores (5 point likert scale) are presented below in descending order (table 21).

Table 21. Factors T&D, Mean and standard deviations.

Factors	Mean	std
Empowerment	3.92	0.87
Satisfaction	3.82	1.12
Emotional Commitment	3.76	1.09
Supervisor	3.75	1.24
Role Ambiguity	3.65	1.13
Learning Outcomes	3.62	0.98
Efficiency	3.62	1.02
Cooperation	3.30	1.33
Participation	3.22	0.99
Role Conflict	1.94	1.05

3. Conclusions

The results of the research showed that staff development - training is a multidimensional concept and is a necessary condition for business competitiveness. Based on the results, institutions should give importance to the enhancement of the effect of T&D programs. The research revealed ten factors that are important to take into account in order for internships to be part of the human resources training of companies and organizations.

In particular, learning outcomes have a key influence on the overall satisfaction from the internship and students can expect to have better learning outcomes and also be better trained for their intended careers, thus providing valuable human resources to the industry, this is with accordance with the research of Wang (2021). Furthermore, internship programmes can affect overall job performance and efficiency. The labor market wants to acquire trainees who are an effective human resource, thus ensuring the reproduction of the system of knowledge and practical application. Also, the emotional bonds in the work environment have an effect on maintaining stable human resources. This can be especially beneficial when companies/organizations use internships as an opportunity to hire new employees.

Satisfaction is a factor that is influenced by trainees' sense that they have received career information as part of their studies and internships and affects their performance. Intrinsically motivated and satisfied they will have more confidence regarding the industry and greater willingness to pursue this as a career (Wang, 2021).

Moreover, participation in human resources training programs affects the career development of trainees and their employability, which ensures rapid integration into the labor market. It has been established that there is a difference in knowledge and skills, between those provided by the educational system and those required by the company (Papagiannis, 2008). Thus, the educational institutions and the supervisors in charge should aim to improve the curricula they offer by reviewing related studies and consulting with companies.

Through empowerment the trainees can expect to have better learning outcomes and be better trained for their intended career, thus providing valuable human resources in the industry. Also, the role ambiguity helps to measure the clarity of the work assigned to the trainee. Clear expectations help trainees who had well-defined programs with clear tasks to perform better than those who participated in open-ended programs with less-defined objectives (Rothman, 2007; Knouse & Fontenot, 2008).

An effective training can be lost due to negative experiences (Papagiannis, 2008) possibly coming from conflicts in the work environment. Thus, the role conflict can help measure the conflicting directives regarding the tasks assigned to the trainee and to avoid similar situations that hinder the regular training of the trainees. Additionally, supervisors influence the development and maintenance of commitment to the organization, which increases employee performance. Finally, stakeholders' cooperation is an important factor that is revealed from the research. Both industry and academia should work together to create a comprehensive internship program for students which will be beneficial for students, university and organizations/companies (Karunaratne & Perera, 2019).

The results of the research can help institutions to design an effective internship programme that will benefit all parts that are integrated. Because trainees are tomorrow's employees, organizations can benefit of these trainees' suggestions for improvement and incorporate the suggestions into their current HR processes.

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