

Senior High Students' Level of Satisfaction and Performance toward Work Immersion

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Abstract. The incorporation of Work Immersion as one of the salient subjects in the senior high curriculum aims to develop the full potential of students and prepare them for college education and the world of work. The study sought to determine and evaluate the satisfaction level of Work Immersion students and gauge their performance as perceived by supervisors of the company and industry partners. Utilizing a descriptive survey design, this research was conducted among 94 senior high students who were part of the Off-Campus Work Immersion at Saint Louis School of Don Bosco. The study employed a questionnaire devised by Necio et al. (2022) that measured the level of satisfaction of students toward Work Immersion. Meanwhile, another questionnaire was devised to gauge the performance of students as perceived by the Work Immersion partners. The results showed that the level of satisfaction of students toward Work Immersion is very high. The students manifested a very satisfied experience with their working relationship with supervisors as they assisted them in gaining the knowledge and skills needed for their immersion. Furthermore, the level of performance of Work Immersion students is very high as rated and evaluated by their supervisors. The students gained the abilities and competencies needed to behave professionally in a real-world workplace. The results of the study can be utilized as baseline data for the improvement of the Work Immersion program.

Keywords: Level of satisfaction; Level of performance; Work immersion; Senior high.

1.0 Introduction

Since the implementation of Republic Act No. 10533 (RA 10533), known as the Enhanced Basic Education Act of 2013, the development of the full potential of the students has been one of the major thrusts of the senior high school curriculum. Offering a variety of subjects to prepare the learners for college education and the world of work, the curriculum champions a multitude of competencies that will enable them to achieve their maximum capacity and contribute profoundly for nation-building.

As reflected in the DepEd Order No. 30 S. of 2017, the K-12 Basic Education Program aims to help students acquire the skills, work ethics, and values necessary as they navigate the world of work. The incorporation of Work Immersion as one of the salient courses in the curriculum seeks to fulfill these opportunities. Based on the curriculum guide for Work Immersion, this subject provides learners with opportunities "to gain relevant and practical skills, appreciate the importance and application of the principles and theories taught in school, enhance their knowledge and skills, enrich their skills in communications and human relations, and develop good work habits, attitudes, appreciation and respect for work" (Department of Education, 2017).

Additionally, in this subject, immersionists are exposed to the actual workplace for them to become familiar with the workplace and apply their competencies in various areas of specialization in authentic work environments. This aspires to further enhance the quality of education and prepare the K-12 curriculum learners “for employment through exposure to the actual field” as they “handle the demands and difficulties of employment in their future careers”. Learners will be proficient in their areas of interest if this program is implemented. They will possess the necessary knowledge and abilities to support the Philippines' economic demands, especially in the area of human resources (Magno, 2018).

According to Lozada (2017), work immersion is a crucial component of giving students a space to grow through simulation and imparting knowledge and experiences that would aid in their professional development. Lozada (2017) further emphasized the value of experience as the finest teacher, suggesting that inspiration can be obtained when students become proficient in their chosen fields.

Work immersion gives students a chance to put their skills to the test and use what they have learned outside of the classroom. During work immersion, students can use what they have learned in the past and get a firsthand look at real-world interactions in the workplace. Their job immersion experiences will help them acquire a wide range of values and abilities.

However, Davis (2021) highlighted certain drawbacks of work immersion, pointing out that students undergoing this type of program often struggled to adjust to the demands of their jobs. They experienced cultural shock during the first week of the immersion as they got to know the adults and other new people. Furthermore, these difficulties may impact negatively on students' performance and attitudes throughout their work immersion.

According to Macalintal (2020), students enrolled in immersion programs typically encounter difficulties when interacting with their supervisors. They were confused about how to communicate with their superiors after becoming new teachers. The abrupt changes in their schedules are another reason they are finding it difficult to manage their time. Additionally, dealing with distant coworkers proved to be difficult for Immersion students. Regarding the work immersion partners, Figueras and Mendoza (2020) revealed that the primary concern they faced was immersion students' attendance. The immersion schedule is affected by the absences that some immersion students have a propensity to take.

Despite the studies conducted about the implementation of work immersion, there is a research gap that exists about the efficiency and effectiveness of this program in the Philippine setting. In Saint Louis School of Don Bosco, Inc., the students were immersed in an Off-Campus Work Immersion in various companies and industry partners within Dumaguete City. They rendered the required number of 80 hours. As an output, the students wrote journal entries and accomplished daily time records to be submitted to the work immersion advisers.

This research endeavor was pursued to determine and evaluate the level of satisfaction among Work Immersion students and provide profound insights and impressions of the work immersion program initiated by the school. Furthermore, this sought to gauge their performance as perceived by the supervisors of the different industry partners. The findings hoped to be the basis of a Work Immersion intervention plan. The realization of this study is crucial to the continued progress of the students and the challenges that they have encountered which functioned as the foundational framework for recommendations aimed at enhancing the implementation of work immersion. This would allow the administrators and curriculum developers to improve the teaching and learning guide in this particular subject.

2.0 Methodology

2.1 Research Design

This study employed descriptive survey as a research design to evaluate the level of satisfaction of Work Immersion students and gauge their immersion performance as perceived by company and industry partners.

2.2 Research Participants

The population of the study was 94 senior high students composed of ABM (Accountancy, Business and Management), STEM (Science, Technology, Engineering, and Mathematics), and HUMSS (Humanities and Social Sciences) who underwent their Work Immersion in ten (10) companies and industry partners.

2.3 Research Instrument

The study employed two sets of survey questionnaires. The first questionnaire was developed by Necio et al. (2022) in their study entitled “Challenges Encountered and Level of Satisfaction of Work Immersion Students and Partners: Basis for School Policy Work Immersion Plan” which consisted of fifteen (15) items measuring their level of satisfaction. On the other hand, the second questionnaire which measured the Work Immersion performance of the students was the evaluation sheet also consisted of fifteen (15) items.

2.4 Data Gathering Procedures

The researchers submitted a letter to the Principal for approval. The data were collected through the questionnaire method. After having permission and a schedule to conduct the study, the researcher proceeded by administering the questionnaires to the respondents. Before that, the intent and purpose of the study were explained. The researchers also provided a comprehensive explanation of the objectives and goals of the research.

2.5 Data Analysis

The study utilized a quantitative approach. The collected data were analyzed utilizing two statistical tools namely frequency and weighted mean.

2.6 Ethical Consideration

The researchers followed the ethical protocols and showed all the necessary ethical consideration during the entire duration of the study. To ensure that the research topic was evidently sound, significant and correct consultation was pursued. The researcher also displayed non-judgmental attitude during the conduct of the study. Ensuring the dignity and privacy of participants was also a must. Further, minimizing potential risk to the participants was always observed. Moreover, the participants signed consent forms along with the full understanding of the risks and benefits of the study being conducted.

3.0 Results and Discussion

Table 1. Profile of respondents in terms of strand

STRAND	FREQUENCY	PERCENT
ABM	13	13.83
STEM	72	76.60
HUMSS	9	9.57
Total	94	100

Table 1 presents the profile of respondents in terms of strand. Out of 94 respondents, there are 72 (76.60%) taking the STEM strand, 13 (13.83) of them are enrolled in the ABM strand and 9 (9.57%) are taking the HUMSS strand. Overall, the majority of the students are enrolled in the STEM strand. The findings corroborate those of Rafanan and De Guzman (2020), who found that nearly all of the students intended to work in STEM fields once they graduated from college or university. The primary reason for enrolling in STEM is that it aligns with their desired college path. Furthermore, Rogayan et al. (2021) asserted that there is an extremely high critical demand in today's society for scientific, technology, engineering, and mathematics (STEM) workers. This is the main justification given by many educational establishments for encouraging students to pursue the STEM strand to further develop the skills and competencies required by today's companies.

Table 2 presents the profile of respondents in terms of the company or industry partner they were part of. As illustrated in the table, 22 (23.40%) of the respondents were assigned to the Department of Agriculture's Provincial Agricultural Technology Coordinating Office. There were 20 (21.28%) students assigned to both the Provincial Engineer's Office and Holy Child Hospital, respectively. Eight (8.51%) worked in the Bureau of Animal Industry.

All of the immersionists were enrolled in the STEM strand and had decided to take courses in the fields of medical science, agricultural technology, and engineering.

Table 2. Profile of respondents in terms of their company or industry partners

COMPANY/INDUSTRY PARTNER	FREQUENCY	PERCENT
Bureau of Animal Industry (BAI)	8	8.51
Civil Service Commission (CSC)	3	3.19
Department of Agriculture, Provincial Agricultural Technology Coordinating Office	22	23.40
Department of Education Negros Oriental Division	4	4.26
Du Ek Sam, Inc.	3	3.19
Government Service Employment System (GSIS)	2	2.13
Holy Child Hospital (HCH)	20	21.28
Provincial Environment and Natural Resources Offices (PENRO)	7	7.44
Philippine Mental Health Association, Inc. (PMHA)	5	5.32
Provincial Engineer's Office	20	21.28
Total	94	100

Meanwhile, 7 students (7.44%) had their work immersion in the Provincial Environment and Natural Resources Offices (PENRO), 2 of them are STEM takers working in the office while 5 are in the ABM strand assigned to the accounting department. Three interns (3.19%) were assigned in Civil Service Commission and Du Ek Sam, Inc. while 2 (2.14%) worked in the Government Service Employment System. These three companies provided the ABM students with first-hand exposure and profound knowledge in the fields of accountancy, business, and management. On the other hand, 5 (5.32%) HUMSS students were exposed to the Philippine Mental Health Association, Inc., and 4 of them (4.26%) were in the Department of Education Negros Oriental Division. These students planned to take courses related to education, psychology, and social work.

The selection of different businesses and connection partners is essential to achieving the aims and goals of the Work Immersion program. The Department of Education is relying on solid cooperation (Ronda, 2018). Furthermore, as mentioned in Section 4 of the Deped Order, through forming partnerships, Deped hopes that the partner institutions will offer students workplace or hands-on experience, work immersion opportunities, and more learning materials that will enhance their technical knowledge and skills, polish their interpersonal and communication skills, help them develop positive work habits and attitudes, and help them comprehend the significance and real-world applications of the theories and concepts they have learned in the classroom.

On the other hand, giving students greater options for employers and partners would enable them to gain deeper insights into the kinds of jobs they might want to pursue. For a more fulfilling experience, Ador et al. (2023) propose that schools look for additional partner institutions that are in line with students' interests and intended vocations. Budomo (2020) suggests doing work immersion orientations or seminars at the companies, looking for more possible business partners, collaborating with state universities and colleges, and implementing simulation exercises inside the classroom.

The significant findings revealed the need for the institution to benchmark with more companies and industry partners especially in the medical field such as clinics, pharmacies, and hospitals to provide more options for the STEM students. The work immersion program must be refined to incorporate notable and effective strategies in strengthening partnerships with various organizations and institutions.

Table 3 presents the level of satisfaction of the respondents toward Work Immersion. As reflected in the table, the respondents are *"happy having experienced the work immersion"* with the highest mean of 3.67 and a verbal description of Very Satisfied which can be interpreted as Very High. Pestijo (2023) asserted in her study that the work immersion program has been effective in improving the student's understanding and proficiency in various aspects. Thus, there is a positive impact on the experiences of their learning and development. Moreover, the respondents are *"content with my working relationship with the supervisor and the people in my work immersion venue"* with a mean of 3.52 and a verbal description of Very Satisfied which can be interpreted as Very High.

Table 3. Level of satisfaction among senior high students toward work immersion

INDICATORS	MEAN	VERBAL DESCRIPTION
1. The work immersion venue helped me acquire skills/competencies.	3.23	Satisfied
2. There were no major distractions that interfered with my training.	3.15	Satisfied
3. I was well-engaged with what was going on during the Work Immersion.	3.30	Very Satisfied
4. I was given allowed to perform hands-on activities that related to my specialization.	3.09	Satisfied
5. The work immersion met my expectations.	3.05	Satisfied
6. The people and the supervisor in my work immersion venue provided and assisted me to gain the knowledge and skills that I need for my immersion.	3.49	Very Satisfied
7. I was content with my working relationship with the supervisor and the people in my work immersion venue.	3.52	Very Satisfied
8. I was able to exercise my skills during work immersion.	2.99	Satisfied
9. I was able to improve my basic level of ability for advancement.	3.13	Satisfied
10. I was satisfied with the nature of the work in the immersion.	3.31	Very Satisfied
11. I was satisfied with the experience gained in the work immersion.	3.34	Very Satisfied
12. I was content with the knowledge and skills gained from work immersion.	3.27	Satisfied
13. I am confident enough to face the real world because of my experience in work immersion.	2.83	Satisfied
14. I am happy to have experienced the work immersion.	3.67	Very Satisfied
15. I will recommend the work immersion venue to other learners who will soon be taking work immersion.	3.40	Very Satisfied
Composite	3.25	Very Satisfied

The results corroborate Peach's (2014) claims that shared goals and desired outcomes can only be established and pleasure can only arise from a positive interaction between supervisors and immersion students. Work supervisors who dedicate time to offering support and constructive criticism identify specific areas of learning that require further development of skills.

Additionally, according to the respondents, *“the people and the supervisor in their work immersion venue provided and assisted them in gaining knowledge and skills that they needed for their immersion”* with a mean of 3.49 and a verbal description of Very Satisfied which can be interpreted as Very High. Based on the immersion guidelines set by DepEd, *“the institution partner should lead its expertise by making available its resident resource person to provide training to the immersion students. Similarly, they should ensure that proper training must be provided to the students according to their needs. Students’ safety in the workplace was also reiterated to be given importance”* (DepEd Order 30, s.2017).

The lowest indicator among the items with a mean of 2.83 and a verbal description of Satisfied which can be interpreted as High states that they *“are confident enough to face the real world because of their experience in work immersion”*. Cruz and Permejo (2020) in their study affirmed that students have a high sense of their own work potential, which gives them confidence to carry out plans of action for handling projects. Similarly, students demonstrated competency in the work assignment and gained the most knowledge in the areas of interpersonal interaction and communication.

In general, their level of satisfaction is very high with a composite mean of 3.25. The results showed favorable implications for the school's work immersion program. Positive effects on the school's work immersion program were indicated by the results. This is consistent with the results of Necio et al. (2022), who found that students enrolled in work immersion reported a Very Satisfied degree of satisfaction. Students' personal development was aided by the knowledge they acquired through work immersion (Ador et al., 2023).

Garcia (2020) also noted that the program's alignment with the track, waiting time, wage, employment status, degree of skill utilization, and work preparedness are all highly beneficial aspects of the Work Immersion experience. Additionally, pupils who possess higher levels of technical proficiency, work applicability, and personal skills are generally more employable. It is proposed that educational establishments should be encouraged to consistently seek out sectors that complement and improve students' abilities, enabling them to engage in constructive experiences and be ready for careers in the future.

The findings showed that these positive and profound experiences of the students toward Work Immersion could be employed as framework for the continuous development of the curriculum. With the results, the program should necessitate the enhancement of the students' confidence by actively engaging them in pre-activities of the Work Immersion.

Table 4. Level of work immersion performance as perceived by their supervisors

INDICATORS	MEAN	VERBAL DESCRIPTION
1. He/she comes to the assigned office on time.	3.81	Highly Evident
2. He/she finishes the tasks given to him/her with enthusiasm.	3.67	Highly Evident
3. He/she shows courtesy in dealing with his/her superior and other people.	3.78	Highly Evident
4. He/she speaks with modesty and tact.	3.77	Highly Evident
5. He/she is knowledgeable of the tasks given.	3.52	Highly Evident
6. He/she has impressive time management skills.	3.54	Highly Evident
7. He/she is patient and persistent.	3.56	Highly Evident
8. He/she is well-groomed and well-presented.	3.83	Highly Evident
9. He/she has initiative and resourcefulness.	3.69	Highly Evident
10. He/she is particular or attentive to details.	3.62	Highly Evident
11. He/she exhibits appropriate conduct and manners.	3.78	Highly Evident
12. He/she is trustworthy and reliable.	3.82	Highly Evident
13. He/she asks questions and is eager to learn.	3.59	Highly Evident
14. He/she has a sense of responsibility.	3.70	Highly Evident
15. He/she exhibits an impressive work ethic.	3.77	Highly Evident
Composite	3.70	Highly Evident

Table 4 presents the level of performance of the respondents as perceived by the industry partners. The supervisors described them as *well-groomed and well-presented* with a mean of 3.83 and a verbal description of Highly Evident which can be interpreted as Very High. Moreover, the supervisors considered them as *trustworthy and reliable* with a mean of 3.82 and a verbal description of Highly Evident which can be interpreted as Very High. According to Tung (2017), work immersion programs seek out characteristics in students that adhere to work ethics, teamwork, and initiative. According to Smith et al. (2020), work immersion programs offer students significant chances to acquire information, skills, and career-related competencies. Additionally, the supervisors observed that *they came to the assigned office on time* with a mean of 3.81 and a verbal description of Highly Evident which can be interpreted as Very High. Smith et al. (2020) reveal that the Work Immersion programs highlight the value of teamwork, reflective practices, and on-time submissions.

This is in contrast to the findings of the study conducted by Figueras and Mendoza (2020), which showed that the work immersion partners' top worry was the attendance of immersion students, particularly their tardiness. Overall, the level of performance of Work Immersion as perceived by the supervisors of the company linkages and partners is 3.70 which translates to Highly Evident and interpreted as Very High. This also mirrors the findings of Necio et al. (2022) where the level of satisfaction of company partners was described as Very Satisfied. These results manifested positive impact and implications for the school's work immersion program.

According to a study by Pestijo (2023), this favorable opinion can point to a readiness and excitement for participating in the program, which might improve their entire experience and results. Furthermore, according to Cruz and Permejo (2020), students gained the abilities and competencies needed to behave professionally in a real-world workplace, as judged by industry partners, and they became holistically prepared. Along with attitudes and values toward work, the learners have acquired lifelong skills and competencies that are the best tools for pursuing a better life.

4.0 Conclusion

Based on the analyses and the findings of the study, the following conclusions were drawn:

- a. The majority of the students were enrolled in the STEM strand implying that almost all the students wanted to pursue STEM-related careers after they graduate from a university or college. This also asserts that there is a high demand for courses related to medical and engineering courses.
- b. The number of Work Immersion interns is spread across the ten (10) companies and linkage partners depending on their respective strands. These companies provided students with first-hand exposure, profound knowledge, and work-related skills and competencies in the fields of accountancy, business and management, engineering, medicine, and social science. However, the results indicated that in order to give STEM students additional possibilities, the school needs to benchmark with more businesses and industry partners, particularly in the medical sector, such as clinics, pharmacies, and hospitals.
- c. The study showed that the level of satisfaction of the students toward Work Immersion was very high. They expressed that they "were happy having experienced the work immersion", that they "were content with my working relationship with the supervisor and the people in my work immersion", and that "the people and the supervisor in their work immersion venue provided and assisted them in gaining knowledge and skills that they needed for their immersion". The results implied that the students' profound and positive experiences with work immersion might serve as a basis for the curriculum's continuous development.
- d. The study showed that the level of performance of Work Immersion was very high as perceived by the supervisors of the company linkages and partners. Their level of performance was highly evident on the following indicators: they are well-groomed and well-presented; they are trustworthy and reliable; and they come to the assigned office on time.
- e. School administrators can look for more relevant partner institutions anchored on the student's interests, skills, competencies, and future careers for them to be provided with more meaningful and profound experiences. Additionally, the work immersion program has to be improved to include noteworthy and practical tactics for fortifying relationships with different institutions and companies.
- f. School administrators can utilize the results as baseline data for the improvement of the Work Immersion program and as a basis for the intervention and development plan.
- g. The findings demonstrated that the Work Immersion program should require raising the students' self-esteem by active participation in the Work Immersion's preparatory activities.

5.0 Contributions of Authors

The authors confirm their equal contribution to every part of this research. All authors reviewed and approved the final version of this paper.

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7.0 Conflict Of Interests

The authors declare no conflicts of interest.

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