



Determination of Internship Place Selection Criteria of Students in Tourism Field With Pre-Bachelor's Degree Education By SWARA Method

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Abstract

The study aims to determine the criteria that university students consider when choosing an internship site. The criteria taken into consideration in the study were determined with the opinions of tourism department students within the scope of literature review and expert opinion. After the criteria were determined, a SWARA (Step-by-Step Weight Rating Ratio Analysis) swara form was created and this form was applied separately to a group of 10 students doing internship in the tourism program and a group of 10 students not doing internship. The SWARA method was applied to the data obtained from two separate student groups with the criteria form and the priorities of the criteria were determined for each student. Then, the final priorities were determined by averaging the values found for each criterion in terms of students and the ranking of the criteria was made. Accordingly, as a result of the research, it was revealed that the most important criterion for students who did not do internship was self-development opportunities in enterprises, while the most important criterion for students who did internship was accommodation facilities. At the end of the study, the findings obtained in terms of the two groups were evaluated and suggestions for future studies were presented.

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INTRODUCTION

In a dynamic sector such as tourism, where change is experienced rapidly and continuously, internship is an important process (Boyras, 2020). Tourism, which is a service-intensive sector, is one of the important sectors in terms of providing foreign currency input, providing employment opportunities and contributing to the balance of payments, especially for developing countries (Akay & Şittak, 2019).

The tourism sector is basically an experience activity (Başçı, 2022) and there is a role and influence on the employees serving tourists as well as tourists in shaping this experience. Internships have an important place in the quality and equipment of tourism employees as well as the theoretical and practical trainings they receive in schools (Ünlüönen & Boylu, 2005).

Internship is an on-the-job training method that enables students to gain knowledge, skills and experience that allows students to experience the theoretical knowledge acquired at school in business environments (Tunç & Dal, 2018). This method focuses on relevant work experience (Gardner & Bartkus, 2014), allowing students to see real work life on the spot (Ruhanen, Robinson, & Breakey, 2013). Internship provides students with the opportunity to apply their classroom knowledge in practice, reinforces learning and has an important place in educational life by ensuring that learning becomes permanent (Boyras, 2020).

In the literature, it is accepted that internship makes positive contributions to learning, reflects positively on students' professional and personal development and foreign language development (Emir, Arslan & Kılıçkaya, 2008) and increases students' employment opportunities after graduation (Jackson, 2016; Nogueira et al., 2021). It has been found that the job interviews of the graduates who complete the internship are 14 percent more successful than those who do not complete it (Nunley et al., 2016). In another study, it was revealed that graduates who completed internship found jobs faster (Inceoglu et al., 2019). These results become even more important when we look at the unemployment figures in the world and in Turkey.

Worldwide, in 2021, it was determined that 408 million young people between the ages of 15-29 were included in the labor force. For different reasons, 732 million young people were excluded from the labor market. On the other hand, 75 million young people were also unemployed in 2021 due to the impact of global crises (ILO, 2022, p. 28). It is estimated that youth unemployment will continue to increase day by day. The ILO states that in order to prevent unemployment, countries should create 344 million new jobs by 2030 (Chacaltana, Elder, & Lee, 2019, p. 20). Statistics are taking shape in Turkey in a similar way to the rest of the world. According to TURKSTAT data, the unemployment rate in the young population is 22.6% (TÜİK, 2021). In other words, one out of every five young people in Turkey is unemployed. The time it takes for the young population to find their first job after graduation is also considered another important problem. In TURKSTAT's Transition of Young People to the Labor Market Survey, when the placement periods of young people in their first job are examined, it is determined that those who have a job in 3 years have the highest rate (Alp et al., 2022; İslamoğlu & Alp, 2019, p. 111). The fact that new graduates are inexperienced may have been a factor in the emergence of this situation. Because the experience and skills that young people have in finding a job earlier after graduation are important (Chacaltana et al., 2019, p. 27).

Perhaps the most important of the difficulties faced by young people in their transition to the labour market is the lack of experience (Bratberg & Nilsen, 2000). It has been determined that internship has a positive effect on the first

job entry, graduates who do internship enter their first job in a shorter time than those who do not, and the interns have a high rate of continuing their working life in the workplace where they do internship (Dost & Bilgin, 2020).

Dolmacı and Duran (2017) examined the opinions of students before and after the internship, the problems they experienced and their solution suggestions for compulsory internship. In this context, they applied a questionnaire to 350 associate degree students studying in seven programs. As a result of the study, they stated that the thought that the internship would provide experience was higher in students before the internship, but this rate decreased after the internship. They also concluded that the rate of those who think that internship is useful in determining career goals, that internship practice is necessary and that the duration of the internship is sufficient is higher.

Yavaş et al. (2021) evaluated the internship experiences of university students. They analyzed these experiences under the headings of personal evaluation, internship experience, working environment and relationship with the university. According to the results they obtained after applying a questionnaire to a total of 229 students, they found that students' internship satisfaction levels were generally high.

Studies on the internship experiences of students studying tourism have revealed that students exhibit different attitudes towards the tourism sector after their internship. In this context, Emir et al. (2010), conducted a study to compare the opinions of students studying in the field of tourism before and after their internship. In this direction, they applied a pre- and post-internship questionnaire to 177 students who received associate degree education in the field of tourism. As a result of the study, they found that there were significant differences in the pre- and post-internship opinions of the students. Roney and Öztin (2007), in their study on tourism students, found that most of the students see their future in the tourism sector, believe that they can earn money from the tourism sector and believe that the benefits of the tourism sector outweigh the harms. Lu & Adler (2009), in their study on tourism students in China, found that most of the students want to pursue their careers in the tourism sector. Baltacı et al. (2012), in their study conducted on students studying tourism at different levels, revealed that those who willingly chose the department they were trained in had low future anxiety and high satisfaction. In addition, it was determined that most of the research participants wanted to make a career in tourism. Çeşmeci et al. (2020), as a result of the research they conducted on students studying tourist guiding, revealed that the majority of students aim to make a career in the tourism sector and are willing to practice the tourist guiding profession. Yozukmaz et al. (2018), in their research on students doing internship in halal concept hotel businesses, found that students are satisfied with working in a halal hotel due to some positive factors such as better salary and accommodation opportunity.

However, different studies have revealed that tourism students have negative attitudes towards working in the tourism sector after their internship. In these studies, it was stated that working in the tourism sector is generally not considered respectable and internships are carried out under very harsh conditions. It has been determined that students move away from the tourism sector after the internship and turn to different sectors. In this context, internship experience causes students to have a negative attitude towards the tourism sector (Akay et al., 2018; Kamil & Köşker, 2015; King et al., 2003; Köşker & Unur, 2017; Olcay et al., 2015; Tengilimoğlu, 2019; Walmsley, 2004).

With the related literature, different perspectives of students doing internship in the tourism sector are presented. It is thought that one of the most effective ways to prevent students from moving away from the tourism sector after a negative internship experience is to choose the right internship site. In this framework, this study aims to determine the internship site selection criteria of tourism students with and without internships. This study is important as it is

the first study to investigate the internship site selection criteria of students in the tourism sector using multi-criteria decision-making methods (SWARA) and to reveal them before and after the internship. The study is expected to guide educators and students in choosing an internship site.

Theoretical background

When the literature is examined, there is no study that deals with SWARA management and internship site selection criteria. However, some studies provide indirect support for this relationship. It is possible to say that SWARA management is used in the selection of machinery, personnel and information systems in different sectors. These studies are given below. Aghdaie et al. (2013) used the SWARA method to select a CNC machine for a manufacturing enterprise in their study. In the study, they determined the weight of 8 criteria by applying the SWARA method to the data obtained from 5 experts. Karabasevic et al. (2016) used the SWARA method to determine the criterion weights for the selection of a sales manager for a business in their study. In the study, 7 criteria were determined and 4 candidates were evaluated by 3 experts. They applied the SWARA method to the criteria they determined with the data obtained from 3 experts and determined the weights. Karabiyik and Gündoğmuş (2018) used the SWARA method to determine the importance levels of the criteria to be evaluated for the selection of the best of the information systems alternatives to be taken in universities. Özbek and Demirkol (2018) used the SWARA method to determine the weights of the criteria they took into account in the economic analysis of enterprises operating in the field of logistics. In this context, they evaluated the economic performance of 8 companies in the Fortune 500 list in 2016 according to 8 criteria and determined the weights of these criteria by using the SWARA method. Bakır (2019) used the SWARA method to evaluate the criterion weights in the study conducted to measure the satisfaction levels of airline operators. In the study, data on the criteria were obtained from 5 decision makers and the SWARA method was applied to these data and the weights of the criteria were determined for each decision maker. He then averaged the weights he had determined for each decision maker and determined the final weights of the criteria. Maruf and Özdemir (2021) evaluated the performance of the websites of commercial banks in Turkey using SWARA and ARAS method. In the study, they determined the importance levels of the criteria to be used in evaluating the alternatives with the SWARA method. Türkmen and Demirel (2022) used SWARA and Fuzzy COPRAS methods for supplier selection in their studies. Within the scope of supplier selection for an enterprise operating in the field of Biogas Energy Production, they have determined 7 criteria as price, quality, delivery time, maturity, tonnage, dry matter rate and gasification rate. These criteria were first ranked by 2 experts from the most important to the most insignificant, and then, according to their own ranking, they indicated how important each criterion was from the next criterion. Then, the process steps of the SWARA method were applied and the importance levels of the criteria were listed and it was determined that the most important criterion was the gasification rate.

In the literature review, it was found that the SWARA method is generally used to determine the importance levels of the criteria in financial performance evaluation, valuation of the performance of websites, supplier selection, equipment selection, personnel selection, quality valuation, etc.

In the studies in the literature, sectoral features are ignored and considered as another deficiency of the studies that are handled within the scope of universities or vocational schools. For this reason, the application of this study to tourism students who will do internship in the tourism sector, the use of SWARA management, one of the multi-criteria decision-making methods, both in terms of contributing to the literature and guiding students, educators,

tourism business owners and managers reveal the importance of the study.

Methodologies

The research group consists of associate degree students of tourism and hotel management program studying in Çorum. Multi-criteria decision making methods were used in the research. Multi-criteria decision-making methods are methods in which both qualitative and quantitative criteria can be used and can be applied to many fields. With these methods, it is aimed to evaluate alternatives by considering multiple criteria with various criteria. In this context firstly the criteria were determined by literature review, the group of students who did and did not do internship. Accordingly, the criteria used in the study are listed below (Çemberci & Cömert, 2022; Oğuz & Ustasüleyman, 2019; Wang et al., 2021; Yücekaya et al., 2016):

- Ease of transportation to the internship site
- Working hours
- Housing opportunities
- Nutritional opportunities
- Providing training during internship
- To be a well-known and sector-leading enterprise in the field of tourism company which is done internship.
- To be a company which is serving in the international area.
- To be a company which is serving in the national area
- The company's employment of the intern student upon graduation.
- Gaining professional experience in the workplace.

The codes of the criteria used in the study are included in Table 1.

Table 1. Criterion codes

Criterion Codes	Criterion
C1	Ease of transportation to the internship place
C2	Working hours
C3	Housing opportunities
C4	Nutritional opportunities
C5	Providing training during internship
C6	To be a well-known and sector-leading enterprise in the field of tourism company which is done internship
C7	To be a company which is serving in the international area
C8	To be a company which is serving in the national area
C9	The company's employment of the intern student upon graduation
C10	Gaining professional experience in the workplace

In order to collect data for the study, 10 criteria were determined in line with the information obtained from the literature review and decision makers and a SWARA form was created. Data were collected by face-to-face interviews with a total of 20 students, 10 with internship and 10 without internship, in February-March 2023.

SWARA method was used to evaluate the criteria. SWARA method, which is one of the multi-criteria decision-making methods, was used in the study. Multi-criteria decision-making methods give effective results in the evaluation of alternatives by taking into account the criteria that have multiple and different characteristics. In the study, the SWARA method was preferred because it was aimed to determine the importance of different criteria and because it was expert-oriented. Below is information about the method and the studies conducted in the literature

using the SWARA method.

SWARA method

The method, which was translated into Turkish as a step-by-step weight assessment rate analysis and developed by Kersuliene, Zavadskas and Turskis, was introduced in 2010. The method was developed to resolve disputes. In the method, the criteria weights are determined by taking into account the expert opinions (Keršuliene, Zavadskas, & Turskis, 2010).

The SWARA method reveals effective results in weighting and determining the importance of criteria by incorporating expert opinions into the problem. In this respect, the method is considered as an expert-oriented method in the literature (Türkmen & Demirel, 2022). In addition, the SWARA method is used to weighting the criteria in many studies in the literature due to the fact that the mathematical operation steps are easier to understand and the processing steps are less. The SWARA method can be used in studies where expert opinions are important because it effectively evaluates expert opinions and ideas (Maruf & Özdemir, 2021).

Processing steps of the Swara method

The process steps followed in the SWARA method are described below (Keršuliene et al., 2010; Popović, Popović, & Karabašević, 2021).

Step 1

The criteria on which the evaluation will be based are defined and the decision makers who will evaluate these criteria are determined.

Step 2

Based on their knowledge and experience, decision makers rank the criteria in descending order according to their level of importance.

Step 3

After determining the order of importance of the criteria, the decision makers take this order into account and compare each criterion with the next criterion and determine the relative importance level (s_j). this is done for each criterion and the specified severity levels are between 0 and 1

Step 4

The decision coefficients (k_j) of the criteria are found with the help of the following equation.

$$k_j = \begin{cases} 1, & \text{if } j = 1 \\ s_j + 1, & \text{if } j > 1 \end{cases} \quad (1.)$$

The criteria for equality are indicated by the expression j . The decision coefficient of the criterion in the first place is determined as 1. The criteria in the next rows are given the value of s_j+1 . The expression s_j refers to the level of comparative importance determined by decision makers.

Step 5

The calculation of the weight (q_j) of the criteria is made with the following equation.

$$q_j = \begin{cases} 1, & \text{if } j = 1 \\ \frac{q_{j-1}}{k_j}, & \text{if } j > 1 \end{cases} \quad (2)$$

The most important criterion is given a value of 1. The weight values of the other criteria are found by dividing the weight value of the previous criterion by the decision coefficient of the current criterion.

Step 6

The final weights (w_j) of the criteria are calculated with the help of the following equation.

$$w_j = \frac{q_j}{\sum q} \quad (4.3)$$

The final weights (w_j) are obtained by dividing the weight (q_j) of each criterion calculated in the previous step by the sum of the weights of all the criteria.

Findings

In the study, it was applied to determination the criteria that the students who will do and have done internship in the tourism sector take into account in the selection of the internship place with the SWARA method, which is one of the multi-criteria decision-making methods. In this context, first of all, the criteria to be discussed in the study were determined. These criteria were determined by the literature review and the decision-making group consisting of students. After the criteria were determined, a SWARA questionnaire form was applied to two groups of students, who did internship and those who did not, as decision makers. Using the data obtained from the questionnaires, the processing steps of the SWARA method were applied for each student in terms of each group and the priority values of the criteria were obtained. After determining the priority values of the criteria for each student, the final priority values of the criteria were determined by taking the average of the values found for the students on the basis of each criterion in terms of the two groups. The ethics committee permission required for the collection of the data used in this study was obtained from Hitit University Ethics Committee on 03/01/2023 with the decision/number number 2022-28.

Application of SWARA Method for Non-Internship Students

In the study, first of all, SWARA questionnaire form was applied to students who did internship and those who did not. Students were asked to rank the criteria they consider when choosing an internship place from the most important to the most important. Then, according to the ranking they determined, they were asked to compare each criterion with the next criterion and determine how important it was as a percentage. According to the ranking and importance (s_j) obtained from the students, the procedure steps of the SWARA method were applied.

The criteria rankings and relative significance (s_j) obtained from the decision makers (DM) are shown in Table 2.

Table 2. Criteria rankings and importance level (sj) according to non-internship students

Order of Importance	DM 1		DM 2		DM 3		DM 4		DM 5	
	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj
1	C3	-	C10	-	C2	-	C10	-	C2	-
2	C1	0,50	C1	0,50	C4	0,50	C9	0,30	C1	0,30
3	C7	0,40	C3	0,50	C3	0,10	C3	0,40	C3	0,50
4	C9	0,10	C2	0,30	C1	0,40	C4	0,40	C4	0,20
5	C5	0,20	C4	0,40	C10	0,20	C5	0,50	C5	0,50
6	C2	0,20	C5	0,50	C5	0,30	C6	0,50	C9	0,40
7	C6	0,30	C6	0,20	C6	0,50	C8	0,30	C10	0,30
8	C8	0,10	C9	0,40	C9	0,20	C7	0,20	C7	0,20
9	C4	0,10	C8	0,40	C8	0,40	C2	0,50	C8	0,20
10	C10	0,40	C7	0,10	C7	0,10	C1	0,20	C6	0,40

Order of Importance	DM 6		DM 7		DM 8		DM 9		DM 10	
	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj
1	C10	-	C2	-	C9	-	C10	-	C3	-
2	C9	0,30	C1	0,40	C6	0,20	C5	0,40	C4	0,20
3	C1	0,30	C4	0,10	C4	0,40	C8	0,50	C1	0,40
4	C3	0,40	C3	0,40	C2	0,40	C9	0,20	C2	0,40
5	C5	0,20	C5	0,20	C1	0,50	C7	0,40	C9	0,30
6	C7	0,40	C9	0,30	C10	0,40	C4	0,20	C10	0,10
7	C8	0,50	C8	0,50	C8	0,20	C3	0,30	C7	0,40
8	C4	0,50	C10	0,20	C7	0,40	C2	0,30	C8	0,30
9	C2	0,10	C6	0,40	C3	0,30	C1	0,20	C6	0,20
10	C6	0,40	C7	0,10	C5	0,20	C6	0,20	C5	0,10

In line with the data obtained from the students, the SWARA method was applied and the weights of the criteria were obtained for each student. Then, the final weights of the criteria were determined by taking the average of the weights for each student.

Table 3. Final weights of criteria for non-internship students

Criteria	DM 1	DM 2	DM 3	DM 4	DM 5	DM 6	DM 7	DM 8	DM 9	DM 10	Final Weight
	wj	wj	wj	wj	wj	wj	wj	wj	wj	wj	
C1	0,166	0,207	0,111	0,018	0,209	0,154	0,174	0,075	0,032	0,145	0,129
C2	0,075	0,106	0,257	0,021	0,272	0,027	0,244	0,112	0,038	0,103	0,126
C3	0,249	0,138	0,156	0,156	0,140	0,110	0,113	0,024	0,050	0,243	0,138
C4	0,048	0,076	0,171	0,111	0,116	0,029	0,158	0,157	0,065	0,203	0,113
C5	0,090	0,051	0,071	0,074	0,078	0,092	0,094	0,020	0,196	0,030	0,080
C6	0,058	0,042	0,048	0,049	0,021	0,019	0,029	0,219	0,027	0,033	0,055
C7	0,119	0,020	0,026	0,032	0,036	0,066	0,026	0,032	0,078	0,052	0,049
C8	0,053	0,021	0,028	0,038	0,030	0,044	0,048	0,044	0,131	0,040	0,048
C9	0,108	0,030	0,040	0,218	0,056	0,200	0,073	0,264	0,109	0,080	0,118
C10	0,034	0,310	0,093	0,283	0,043	0,260	0,040	0,053	0,274	0,072	0,146

In Table 3 the final weights of the criteria are shown. Accordingly, the most important criterion with a value of 0.146 was the opportunity to improve oneself (gaining professional experience) at the internship site. This criterion was followed by the criteria of accommodation opportunities (0,138), ease of access to the internship place (0,129), working hours (0,126), the status of the enterprise hiring the intern student when he graduates (0,118), nutrition opportunities (0,113), the provision of training during the internship (0,080), the fact that the internship place is a well-known and sector-leading enterprise in the field of tourism (0,055), the internship place serves internationally

(0,049) and the internship place serves in the national field (0,048).

Application of SWARA Method for Internship Students

The practices that were carried out in terms of students who did not do internship in the previous title were carried out again in this section for students who did internship. The ranking of the criteria according to the data obtained from the students doing internship and the importance of the criteria are included in Table 4.

Table 4. Criteria rankings and importance grades (sj) according to internship students

Order of Importance	DM 1		DM 2		DM 3		DM 4		DM 5	
	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj
1	C3	-	C3	-	C3	-	C2	-	C3	-
2	C4	0,45	C2	0,45	C1	0,35	C3	0,50	C4	0,40
3	C1	0,40	C4	0,40	C4	0,50	C4	0,30	C2	0,40
4	C2	0,35	C9	0,40	C9	0,20	C1	0,10	C9	0,30
5	C10	0,50	C1	0,20	C10	0,20	C8	0,05	C5	0,20
6	C8	0,40	C5	0,30	C5	0,30	C6	0,15	C1	0,10
7	C6	0,20	C10	0,35	C2	0,50	C5	0,20	C6	0,15
8	C5	0,35	C7	0,40	C6	0,40	C7	0,05	C8	0,20
9	C7	0,40	C6	0,35	C7	0,30	C9	0,10	C7	0,10
10	C9	0,25	C8	0,30	C8	0,30	C10	0,05	C10	0,05
Order of Importance	DM 6		DM 7		DM 8		DM 9		DM 10	
	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj	Criteria	sj
1	C3	-	C3	-	C2	-	C3	-	C4	-
2	C2	0,50	C4	0,50	C3	0,45	C4	0,45	C3	0,50
3	C1	0,30	C1	0,45	C4	0,35	C1	0,40	C1	0,20
4	C4	0,40	C2	0,40	C9	0,30	C9	0,50	C6	0,10
5	C6	0,30	C10	0,50	C1	0,30	C2	0,40	C5	0,15
6	C10	0,40	C9	0,50	C6	0,40	C7	0,50	C10	0,05
7	C5	0,35	C7	0,30	C8	0,20	C8	0,30	C2	0,40
8	C9	0,45	C8	0,20	C7	0,15	C5	0,20	C9	0,30
9	C7	0,25	C6	0,10	C10	0,20	C6	0,35	C7	0,35
10	C8	0,15	C5	0,40	C5	0,20	C10	0,15	C8	0,25

In line with the data obtained from the students who did internship, the SWARA method was applied and the weights of the criteria were obtained for each student. Then, the final weights of the criteria were determined by taking the average of the weights for each student.

Table 5. Final weights of criteria for internship students

Criteria	DM 1	DM 2	DM 3	DM 4	DM 5	DM 6	DM 7	DM 8	DM 9	DM 10	Final Weights
	wj	wj	wj	wj	wj	wj	wj	wj	wj	wj	
C1	0,147	0,084	0,199	0,100	0,073	0,149	0,145	0,082	0,151	0,126	0,126
C2	0,109	0,197	0,047	0,215	0,125	0,194	0,104	0,271	0,072	0,068	0,140
C3	0,298	0,286	0,268	0,143	0,244	0,291	0,315	0,187	0,306	0,151	0,249
C4	0,206	0,141	0,133	0,110	0,174	0,107	0,210	0,139	0,211	0,226	0,166
C5	0,032	0,064	0,071	0,069	0,080	0,043	0,019	0,030	0,031	0,099	0,054
C6	0,043	0,025	0,034	0,083	0,063	0,082	0,027	0,059	0,023	0,114	0,055
C7	0,023	0,034	0,026	0,066	0,048	0,024	0,035	0,043	0,048	0,038	0,039
C8	0,052	0,019	0,020	0,095	0,053	0,021	0,029	0,049	0,037	0,031	0,041
C9	0,018	0,101	0,111	0,060	0,096	0,030	0,046	0,107	0,101	0,052	0,072
C10	0,072	0,048	0,092	0,057	0,045	0,059	0,069	0,036	0,020	0,095	0,059

Table 5 shows the final weights of the criteria. Accordingly, the most important criterion with a value of 0.249 was housing opportunities. This criterion is determined by nutrition opportunities (0,166), working hours (0,140), ease of access to the internship place (0,126), the status of the enterprise hiring the intern student when he graduates (0,072), the opportunity to improve himself at the internship place (gaining professional experience) (0,059), the internship place is a well-known enterprise in the field of tourism and is a leader of the sector (0,055), providing training during the internship (0,054), the internship place serving in the national field (0,041), The criteria of the internship place serving internationally (0.039) followed. The comparison of the criterion rankings according to the groups of students who do and do not do internship is shown in Table 6.

Table 6. Comparison of criteria rankings

Criteria Code	Criteria	Ranking by Non-Internship Student Group	Ranking by Internship Student Group
C1	Ease of transportation to the internship place	3	4
C2	Working hours	4	3
C3	Housing opportunities	2	1
C4	Nutritional opportunities	6	2
C5	Providing training during internship	7	8
C6	To be a well-known and sector-leading enterprise in the field of tourism company which is done internship	8	7
C7	To be a company which is serving in the international area	9	10
C8	To be a company which is serving in the national area	10	9
C9	The company's employment of the intern student upon graduation	5	5
C10	Gaining professional experience in the workplace	1	6

Conclusions and Limitations

In this study, it is aimed to determine the internship place selection criteria of associate degree students. As a result of the analyzes, the most important criterion for the interns was determined as housing opportunities (C3) and for those who did not do internship, gaining professional experience in the workplace (C10)". The fact that housing is the most important criterion for internship students is in line with the literature (Yozukmaz et al., 2018). In addition, it can be said that the result of the opportunity to improve oneself at the internship place is also an important criterion and is similar to the literature (Duran & Dolmacı, 2017; Emir et al., 2008). On the other hand, these results can be stated that they prefer the internship place with the idea of supporting the professional and personal development of the interns, but they experience that the factors such as the cleanliness, comfort and number of people to stay in the accommodation are most important while doing the internship. In addition, it was determined that the accommodation opportunities criterion was a high importance criterion for those who did not do internship. It is thought that this situation is due to the interaction of the students with their internship friends.

It was determined that the nutritional opportunities criterion was a more important criterion in the students who did internship. The emergence of this situation must have been caused by the fact that the students who do internship have various problems while doing internship. It is known that the students who do internship do their internship in coastal enterprises outside the city and stay in housing. This may have been due to the limited nutritional opportunities of the students' accommodation and the inadequacy of the staff dining hall of the internship enterprise.

It has been seen that the criteria of the place of internship to serve in the national or international area (C9 and C10) are the least important criteria for both those who do internship and those who do not. These results reveal that

while students prefer enterprises in terms of doing internship and non-internship, they do not consider the service of the enterprise in the national or international arena as an important criterion.

The criteria of providing training during the internship and the internship place being a known and sector-leading enterprise in the field of tourism were among the other least important criteria given by the participants. It can be said that the reason why the criterion of providing education is a low priority criterion is that the students think that the theoretical and practical training they receive is sufficient. On the other hand, it can be stated that the criterion that the internship place is a known and sector-leading enterprise stems from the fact that students see internship as a necessity and want to fulfill this obligation.

The employment status of the business administration when the internship student graduates has been determined as a criterion of medium importance for both pre-internship and post-internship students. In a similar way with the literature of students who saw or heard the difficulty of working conditions in the emergence of this situation (Akay et al., 2018; Emir et al., 2010; Tengilimoğlu, 2019) may have been influenced by their indecision in whether to continue working in the sector or not.

Ease of transportation to the internship place has been identified as criteria of high importance for students. This result may have been due to the fact that students wanted to do internships in enterprises operating in the coastal region rather than businesses operating in city centers. However, it can be said that the reasons for the emergence of this situation such as the remoteness of the lodging, the provision of transportation to the lodging by service, the lack of always transportation to the lodging, the possibility of food in the lodging or the fact that it is limited, and the difficulty of the employees in accessing the enterprise on their days off.

In different studies in the literature, it has been determined that internship fee is also an important criterion in the preference of internship place (Çemberci & Cömert, 2022; Güzel, 2010; Wang et al., 2021). However, it can be said that the reason why this criterion is not taken into consideration by the students in the study is that the minimum wage is paid to the students compulsorily during the internship within the scope of the practices of the Presidential Career Office of the Republic of Turkey and that the students do not expect more than the minimum wage during the internship.

As with other studies, this study has several limitations. The first of these is that the study was carried out in the sample of associate degree tourism program students. In future studies, tourism programs of different universities or different units of the same university may be included in the research. Another limitation of the study is that a single method (SWARA) was used. Future studies can be carried out using different multi-criteria decision-making methods (such as AHP, ANP, G¹A) or different criteria can be determined and re-studied using the same method. On the other hand, the studies to be carried out can be applied on the students of different departments and the results can be compared.

Finally, in the interviews with the students, the students stated that they had difficulty in finding an internship place due to the short internship period and in adapting to the job when they found it. In order to prevent such problems, it is recommended that tourism programs be handled separately in the academic calendars of universities, taking into account the seasonality of the tourism sector, and that the academic calendar should be arranged accordingly.

Declaration

All authors of the article contribute equally to the article process. The authors have no conflict of interest to declare. The ethics committee permission required for the collection of the data used in this study was obtained from Hitit University Ethics Committee on 03/01/2023 with the decision/number number 2022-28.

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Appendix 1. Ethics Committee Permission

**T.C.
HİTİT ÜNİVERSİTESİ
GİRİŞİMSSEL OLMAYAN ARAŞTIRMALAR ETİK KURULU**

Sayı : 2022-318

09/01/2023

Konu: Başvuru Değerlendirme Sonucu

Sayın Öğr. Gör. Dr. Ayhan BAŞCI

Etik Kurulumuza yapmış olduğunuz başvurunuzla ilgili kurul kararımız ve ilgili bilgiler aşağıda yer almaktadır.

Bilgilerinize rica ederim.


Prof. Dr. Mehmet KUTLU
Başkan

Başvuru Numarası	2022-223
Sorumlu Araştırmacı	Öğr. Gör. Dr. Ayhan BAŞCI
Araştırma Başlığı	Üniversite Öğrencilerinin Staj Yeri Seçim Stratejinde Dikkate Aldıkları Kriterlerin Önceliklendirilmesinde Swara Yönteminin Kullanılması
Toplantı Tarihi	03.01.2023
Karar Numarası	2022-28

- Araştırma başvurunuz etik açıdan uygun bulunmuştur.
- Araştırmaya Kurum İzni/İzinleri alındıktan sonra başlanması uygun bulunmuştur.
- Başvurunun, ekte belirtilen düzeltmelerin yapılması halinde tekrar değerlendirilmesine karar verilmiştir.*
- Araştırma projesi etik açıdan uygun olmadığından başvurunun reddine karar verilmiştir.