Domination Practices on Tourism Trainees in the Working Space

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ARTICLE INFO	ABSTRACT
	Purpose – This study aims to examine the domination practices to which tourism undergraduate students are exposed during their internships. **Design/methodology/approach –** In this study, a case study approach was adopted. The participants were selected from Anadolu University Faculty of Tourism students who completed an internship and encountered problems during it. Face-to-face interviews were conducted with 15 tourism undergraduate students in 2023. The data were analyzed using descriptive analysis techniques, and the codes were classified under four main themes. **Findings –** The data reveal that interns were exposed to several domination practices, including physical, material, and status-based forms. Furthermore, trainees were subjected to domination through control mechanisms. **Discussion –** Internship increases students' practical gains and prepares them for transition to the sector. However, the fact that some students give up working in the industry after their internship points to a significant problem. If the working conditions in the sector are improved, the qualified personnel needed by the tourism sector will participate in the tourism employment market.

1. Introduction

Internship programs in higher education help students prepare for business life by filling the gap between education and practice (Mekawy & Abu Bakr, 2014). Internships play a crucial role in bridging the gap between academic learning and real-world work environments (Ross et al., 2006). These programs are an integral part of many academic curricula and serve as a vital mediator in transitioning students from educational life to the working space. They not only prepare students for the workforce but also serve as a nurturing ground for grooming future managers and leaders in various industries.

Vocational and technical education is a part of the lifelong learning and education process that aims to enable the workforce to pursue careers in different fields (Owais et al., 2020). Tourism education, in particular, relies heavily on internship programs to meet the demands of the sector by training qualified personnel (Sezerel & Cankül, 2019, p. 473). The objective of tourism education in undergraduate, associate degree, and secondary education institutions is to cater to the needs and expectations of the industry. To achieve this goal, students are required to undergo internships within the tourism sector to supplement their theoretical education with practical experience. Internship experiences are essential for tourism students to acquire practical knowledge and skills relevant to the industry, allowing them to apply their theoretical learning in a real-world setting and gain a deeper understanding of the sector. Research by Nghia and My Duyen (2018) suggests that internship programs help students consolidate knowledge and skills, further develop relevant professional skills, shape their career paths, and influence their learning attitudes and behaviors. However, it is worth noting that unfavorable working conditions within the tourism industry may deter aspiring professionals from pursuing careers in the field (Köşker & Unur, 2017).

Working conditions in the tourism sector often fall below established standards. Examples of such conditions include low wages, labor-intensive work with extended hours, failure to compensate for overtime, seasonal or flexible employment arrangements, informality, inadequate housing, and high employee turnover rates (see Baum, 1999; Çıvak, 2023; Çıvak & Besler, 2022; International Labour Organization, 2010). Furthermore, there are harsh working conditions such as heavy workloads, prolonged standing, and exposure to heat and noise.

Besides, domination, harassment, and discrimination cause a work-life imbalance, increased stress levels, and various health problems within the industry. Despite enduring these challenges, workers in the tourism sector often receive disproportionately low wages in return (Çıvak, 2023; Çıvak & Besler, 2022).

The employment of interns often provides cost advantages for hotel businesses, as they typically do not prefer to pay higher wages to intern students in Turkey. Consequently, working conditions for interns can be challenging. Another crucial aspect is the impact of these conditions on the career aspirations of tourism undergraduate students, who are at the outset of their professional journey. This study aims to examine the domination practices that tourism undergraduate students may encounter during their internships. Research on internships within the tourism industry is steadily growing, offering valuable insights into internship-related issues. Studies have explored the benefits and effects of internships in tourism education, student perceptions, expectations, experiences, career intentions, and satisfaction (Mekawy & Abu Bakr, 2014; Mohammed & Rashid, 2016; Nghia & My Duyen, 2018; Richardson, 2010; Ruhanen et al., 2013; Wan et al., 2014). One of the extensively researched areas is the challenges faced during internships in the tourism sector and their impact on students' perceptions of the profession and their willingness to pursue careers in tourism (Daskin, 2016; Kaşlı & İlban, 2013; Turanligil & Altıntaş, 2018). Buyuk and Akkuş (2021) claim that the perception of students who have completed the compulsory internship is more negative than before the internship. In the study, the negative statements expressing the problems, complaints, and fears of the students are working conditions, mobbing, social life, accommodation, and nutrition problems. The positive perception of the students is about experience, development, and socialization.

While research on domination practices experienced by tourism students remains limited, this study aims to bridge this gap in the tourism literature. By delving into the experiences of this young demographic, who represent the future human resources of the tourism industry, this study seeks to shed light on the challenges they face and provide valuable insights for industry stakeholders. Ensuring the availability and retention of qualified personnel is crucial in the hospitality industry. However, studies indicate a significant challenge in this regard, with finding qualified personnel being identified as one of the most pressing issues (Compete Hospitality Management, 2024; Richardson, 2010). The persistence of exploitation and domination among interns and other employees not only threatens workforce retention but also exacerbates turnover rates within the sector. As employees continue to face adverse working conditions and power imbalances, there is a risk of a detrimental cycle of attrition. Thus, this study has the potential to make a significant contribution to safeguarding the labor force and advocating for their rights.

2. Literature Review

2.1. Domination Notion and Practices

Domination refers to the imposition of one's will on another through either physical or psychological pressure (Gelirli, 2009). According to McCammon (2015), a person who dominates others exercises power over them, with domination occurring to the extent that this power, termed 'impositional power', is arbitrarily wielded. In the context of the workplace, the term "mobbing" is often used interchangeably with domination. Mobbing studies are extensively discussed in the tourism literature (Pelit & Kilic, 2012; Kara et al., 2018; Sandybayev, 2014). However, in this study, the concept of domination was deliberately chosen. Domination encompasses not only systematic oppression practices like mobbing but also symbolic violence practices as described by Bourdieu (2003) and the actions of oppressive regimes with control mechanisms. Thus, the concept of domination encompasses a broader range of actions.

Domination manifests itself in various forms. In his analysis of feudal society, Scott (2018) delineates three types of domination: material, status, and ideological. Material domination involves threatening individuals by depriving them of financial means and opportunities, limiting their rights, or seizing these opportunities. Scott (2018, p. 295) provides examples of material domination such as grain confiscation and heavy taxation. Status domination pertains to the statements and actions of those in positions of power that degrade the social honor and reputation of those in subordinate positions. This may involve humiliation, insults, attacks on dignity, and similar behaviors. Ideological domination, on the other hand, entails justifying dominant social classifications and privileged statuses through discourses such as racism and other forms of discrimination.

In this study, Çıvak's (2021) classification of domination was utilized. Beyond Scott's (2018) classification, it is argued that control mechanisms outlined by labor process theory contribute to an environment of domination. Hotel managers employ various control tactics, including simple, technical, and ideological tools, to monitor and exert pressure on employees (Çıvak & Besler, 2022; Erköse, 2020; Kiril, 2020). Furthermore, instances of violence and harassment that compromise the physical integrity of individuals also signify physical domination. Building upon this perspective, it is posited that control mechanisms and various forms of domination, including physical, material, status, and ideological practices, collectively characterize domination in the realm of business.

Physical domination encompasses acts of violence that compromise the physical integrity of individuals. Çıvak (2021) documented instances of physical violence in hotel businesses, including sexual harassment, threats, physical altercations, and fights. Material domination involves threatening individuals by depriving them of certain material means and opportunities, limiting their rights, or obstructing their career advancement (Scott, 2018). Practices such as threats of termination and creating career obstacles fall under the umbrella of material domination (Çıvak, 2021). Status domination pertains to individuals in positions of authority taking actions that tarnish the honor of subordinates (Scott, 2018). Çıvak (2021) highlights the presence of status domination within hotel management, with practices including the use of derogatory language, insults, yelling, arbitrary decision-making, and displays of superiority. Ideological domination fosters hostility among individuals from different social groups by glorifying one's social group while perpetuating stereotypes about other groups (Şen, 2014, p. 11). It encompasses practices such as ethnic and religious discrimination and attacks on differing ideologies.

Studies indicate that managerial control mechanisms implemented in hotel management often lead to practices of exploitation and domination (Çıvak, 2021; Çıvak & Besler, 2022; Erköse, 2020). Simple, technical, and bureaucratic control mechanisms contribute to creating an oppressive environment within the workplace (Braverman, 1998; Edwards, 1979; Friedman, 1977). Simple control involves hierarchical directives and instructions given to workers regarding their tasks and behavior. Technical control aims to increase work pace and productivity while preventing undesirable behavior. Surveillance tools in the workplace, creating a panopticon effect, enable constant monitoring of individuals (Foucault, 1980). Acting as disciplinary mechanisms, these surveillance tools constrain individuals to conform to specific patterns of behavior. In hotel businesses, employees may find themselves under constant surveillance through one-on-one monitoring and the presence of cameras and audio-listening devices (Çıvak, 2021). Bureaucratic control includes business regulations, performance criteria, and reward-punishment practices (Edwards, 1979). Examples of bureaucratic control in hotel businesses include bonus systems, staff evaluations, performance assessments, and workplace regulations.

Tourism workers are not only subjected to domination by their managers, but customers are also among the productive actors of domination. Uncivil behavior can originate from managers, coworkers, and customers alike. Despite being a common occurrence, customer incivility has received insufficient attention in academic literature (Schilpzand et al., 2016). Tourism research predominantly focuses on enhancing employee behavior to ensure customer satisfaction from a pragmatic standpoint (Çıvak & Sezerel, 2018). However, studies addressing tactics or strategies to safeguard employees against customer behavior are limited and often overlooked. Existing literature on customer domination indicates that customers frequently engage in discourteous behaviors such as shouting, swearing, sexual harassment, physical violence, aggression, and lodging unfair complaints against employees (Aslan & Kozak, 2012; Çıvak, 2021; Frost et al., 2022; Hadjisolomou et al., 2023; Im et al., 2023; Omelan & Raczkowski, 2020). Customer incivility not only adversely affects employee morale but also engenders negative feelings toward work (Im et al., 2023). For instance, studies have highlighted instances where massage therapists in hotels have been subjected to sexual harassment by customers, leading to emotional distress (Frost et al., 2022).

Tourists engage in tourism to break away from their daily routines and work, yet the provision of services relies heavily on the labor provided by employees. Contrasts exist between the lifestyles of tourists and workers, encompassing leisure, work, income, and welfare (Sinclair, 2005). These disparities give rise to asymmetric relationships within the industry, delineating two distinct classes: the dominant and the

subordinate (Scott, 2018). Consequently, the dominant class holds legal and easily wielded power over the subordinate class. As a result, customers may exert arbitrary pressure on employees.

2.2. Internship in the Tourism Industry

Tourism education plays a pivotal role in fostering the growth of the tourism sector by ensuring a steady supply of skilled human resources to meet industry demands (Gad et al., 2020). It serves as a cornerstone in cultivating individuals who are both qualified and experienced (Lam & Ching, 2007). Generally tailored to meet sectoral needs, tourism education programs are designed with a focus on practical relevance. The curriculum, along with mandatory internship practices, is geared toward this objective. Lam and Ching (2007) advocate for the establishment of a tripartite partnership among students, educational institutions, and industry players, citing numerous benefits for all stakeholders involved. Internship programs offer students valuable experience and job opportunities while providing businesses with cost advantages, access to qualified personnel, and the opportunity to identify talented individuals.

Internships have become a common practice in tourism education due to the rise of applied education systems. With universities increasingly prioritizing work-integrated learning to attract students and foster stronger connections with industries (Alpert et al., 2009), internships have emerged as a vital component. Through internships, students have the opportunity to acquire valuable practical experience, bridge theoretical knowledge with real-world application, and develop industry-relevant skills. Internship experiences are essential in preparing tourism students for the dynamic demands of the industry, allowing them to gain insights into sectoral dynamics and immerse themselves in the business environment. Consequently, internships are an integral facet of vocational education (Akay et al., 2018). Ensuring that internships meet the demands and needs of students and that students are satisfied with their internship experiences is paramount. Internships offer several advantages, including the opportunity to gain real-life experience, assess suitability for the field, and generate new ideas through practical engagement (Aymankuy et al., 2013). Furthermore, interns can expand their cultural and social capital by interacting with individuals from diverse backgrounds. However, it is worth noting that students' perceptions of internships may sometimes turn negative upon completion (Emir et al., 2010). For example, it is stated that small and medium-sized hotels cannot meet the job expectations of young employees, there are communication and planning difficulties, low motivation and insufficient career options (Peters, 2005). In addition, adverse working conditions are one of the most important factors that can push interns away from the field.

In their study at the beginning of the century, Kusluvan and Kusluvan (2000) highlighted the adverse working conditions in Turkey. Unfortunately, instead of improving over the years, adverse working conditions persist (Çıvak, 2023), resulting in a decline in the number of qualified personnel. For tourism students embarking on their careers, this situation can translate into a negative experience, potentially impacting their perception of the profession. Farmaki (2018), in a study examining the relationship between career intentions and internship experiences, found that internship experiences significantly influence career decisions. Similarly, Köşker and Unur (2017) noted a decline in students' inclination to work in the tourism sector following internship or professional experiences. The primary reason for this trend is the detrimental effect of negative working conditions on students' willingness to pursue careers in the sector. Razak (2021) states that the programs during the COVID-19 pandemic impact the intern either physically or psychologically. The study explains the difficulties faced by the intern included early termination, working from home, and working outside their job scope.

While students perceive internships as an integral component of their vocational education, they often encounter challenges that shape their perceptions negatively. Akay et al. (2018) concluded that interns frequently face unfair treatment, with their opinions and suggestions disregarded. Moreover, businesses often view interns as cheap labor, lacking sensitivity toward their adaptation and rotation. Interns are often subjected to degrading treatment, and issues such as nutrition and housing are inadequately addressed. Concerns persist regarding intern salaries, with insufficient provision for in-service training and limited access to leave rights. Abdelaty and Ibrahim (2017) state that hotels and those who design internship programs do not measure the knowledge, skills, and attitudes of interns and overlook them. Additionally, overtime wages are frequently withheld (Gürdoğan & Atabey, 2012, p. 239). Sırıklı and Pekerşen (2023) highlighted heavy workloads and the fear of disapproval from superiors among interns in the field of Gastronomy and Culinary

Arts. These challenges underscore the prevalence of labor exploitation and domination practices within the sector (Çıvak, 2023).

As can be seen, there are domination practices on employees within the tourism industry. It is essential to reveal the domination practices that the interns are exposed to and how they change their perspective on the sector.

3. Methodology

3.1. Sampling

The participants were selected from Anadolu University Faculty of Tourism students who did an internship and encountered problems during the internship. More than one sampling method was used in the research. Maximum diversity sampling was used. Students were selected from the departments of tourism management, tour guiding, and gastronomy and culinary arts. Attention was paid to gender distribution. Attention was paid to the areas in which students studied. It was taken to ensure that participants from different departments of hotels, restaurants, and travel agencies were included. In addition, snowball sampling was used in the study. The first participants were asked about the other students who had problems in their internships. New interviewees joined the research. Thus, the sampling turned into a network structure.

Table 1. Study Participants (n=15)

Interviewee	Gender	Type of Business	Department	Job Position	Internship Duration
TM1	Female	5* Resort	F&B	Assistant Waiter	60 days
TM2	Male	5* Resort	Front Office	Bellboy	60 days
TM3	Female	5* Resort	Front Office	Office Attendant	60 days
TM4	Male	4* City Hotel	Front Office	Bellboy	60 days
TM5	Female	4* City Hotel	Front Office	Receptionist	60 days
TM6	Female	5* Resort	Housekeeping	Room Attendant	60 days
TM7	Male	5* Resort	Front Office	Bellboy	60 days
TM8	Male	4* City Hotel	F&B	Waiter	60 days
GCA1	Female	5* Resort	Kitchen	Assistant Cook	150 days
GCA2	Female	4* Resort	Kitchen	Kitchen Maid	150 days
GCA3	Male	4* Resort	Kitchen	Kitchen Maid	150 days
TG1	Male	Travel Agency	Travel	Apprentice	3 days
TG2	Female	Travel Agency	Marketing and Sale	Sales Consultant	3 days
TG3	Female	Travel Agency	Marketing and Sale	Agency Representative	90 days
TG4	Female	Travel Agency	Marketing and Sale	Agency Representative	90 days

*TM: Tourism Management Trainee, ** GCA: Gastronomy and Culinary Art Trainee, *** TG: Tour Guiding Trainee

Participants were anonymized by giving a code. TM refers to tourism management students; GCA refers to gastronomy and culinary art students and TG refers to tour guiding students. While TM students (n=8) worked in different departments of hotel businesses, TG students (n=4) worked in different units of travel agencies. GCA students worked in hotel kitchens.

3.2. Data Collection

A semi-structured questionnaire was used in the research. While preparing the questions, the classifications of previous studies (Edward, 1979; Scott, 2018; Çıvak, 2021; Çıvak & Besler, 2022) were taken into consideration. The expressions and classifications regarding the phenomenon of domination in the previous studies guided this research when creating interview questions and analyzing the data. In addition, questions

about how the participants changed their opinions about the sector after the domination were included in the questionnaire. At this point, care was taken to prepare questions that would highlight the participants' opinions and not contain guidance (see Bogdan & Biklen, 1992; Patton, 1987). The interview questions were presented to two academics who work in the field of tourism and are experts on critical issues. Following the feedback from experts, the interview form was prepared.

The researcher conducted a pilot interview with two people to gain field experience and test the interview questions (Polit et al., 2001). The pilot interview was held in the researcher's office. Questions that might be unnecessary were removed from the interview form, and follow-up questions were added below some questions. These two interviews were not included in the research due to changes in the interview form.

The fieldwork of the study was carried out between 30.11.2023 and 13.03.2024. First, face-to-face interviews were held with 8 participants in November 2023, and data analysis was conducted. Fieldwork continued as there was a belief that different data might emerge from the field. Analysis was conducted after each additional interview, and data collection was terminated after 13 participants. The main reason for this is reaching data saturation. The point to be noted is to obtain sufficient information according to the objectives of the research (Fusch & Ness, 2015). The rules for sample size in qualitative inquiry are not fixed, and even a single case could serve as the sample if purposefully selected" (Patton, 2002, p. 244). Average interviews lasted 45 minutes.

3.3. Data Analyses

In this research, interview texts were analyzed with the descriptive analysis technique (Yıldırım & Şimşek, 2013). The interviews were audio recorded with the consent of the participants. Voice recordings were uploaded to the NVivo 12 program. Voice recordings were coded through repeated listening. In the first stage of data analysis, important expressions were coded within the scope of the research. Similar codes were combined in this process. Sub-themes and main themes were created within Çıvak's (Atıf) classification. After this stage, each additional interview was analyzed one by one and the codes obtained were processed into the code list. The codes created sub-themes. The resulting codes were classified under four main themes. For example, the following statement by a participant, "There was a high school intern (16 years old) who roomed with me. A customer (60 years old) kisses the girl on her neck," indicated sexual harassment. This statement was evaluated within the category of sexual harassment. Sexual harassment was included under the main theme of physical domination, such as physical violence. The data was coded by two tourism academics independent of the researcher. The codes were compared and non-common codes were discussed. Ultimately, a common code list was agreed upon. The data analysis process is given in Figure 1.
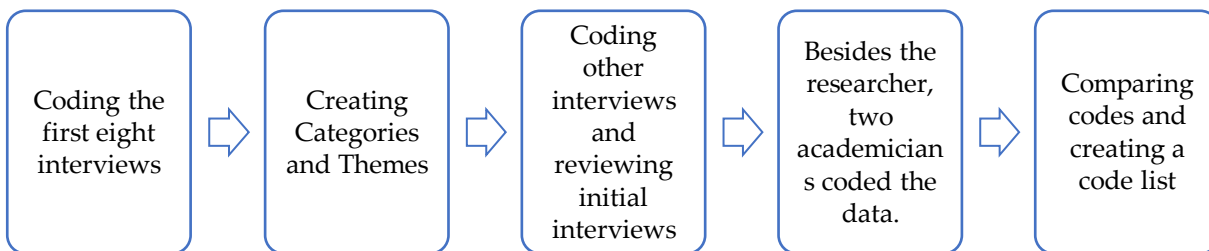

Fig 1. Data Analysis Process

3.4. Trustworthiness

In qualitative research, validity and reliability are achieved through trustworthiness (Graneheim & Lundman, 2004). For this purpose, researchers can increase the trustworthiness of the research by adopting various strategies (Lincoln & Guba, 1985). (1) A safe interview environment was created between the researcher and the participants. The researcher knows the participants from the class. Conversations were held beforehand to prepare the participants for the interview. (2) "Ethics Board Approval" was obtained from the Anadolu University Ethics Committee (10th October 2023, Number: 610755) for the field study. (3) The interview questions were reviewed by two academics independent of the researcher, and necessary corrections were made. (4) Before the fieldwork, pilot research was conducted, and the interview tool was tested. (5) In data

analysis, two academicians independent of the researcher coded the data. (6) The data were compared with other studies in the literature and discussed.

4. Findings

4.1. Opinions on Internship

The participants were asked about doing an internship. All participants stated that internship was a significant process in gaining practical skills. They pointed out that it provided the opportunity to apply theoretical knowledge in the field but that the 60-day period was insufficient. The participants' statements are as follows:

> TM1: I think the internship will give us experience. It is very important to develop practice as well as theoretical knowledge.

> TM3: Putting into practice the theoretical knowledge we learned at school. The gaining field experience. Even though it has negative aspects in many aspects, it gives experience. When we combine it with theoretical knowledge, we can achieve good results.

> TM4: What we learn in school is academic-oriented because most of the things in school are rarely applied in the field. The school contributes to foreign languages, but foreign language education is almost the same as in high school. In your internship, you now use professional English and use phrases.

The participants emphasized that the internship period should be 120 days and that it should be divided into two periods for their careers. Thirty days can be added to the semester internship. In addition, they stated that department rotation in a short time harms learning. They emphasized that seeing different departments during the internship would be beneficial in determining the department to work in the future, but the internship period was not suitable for this.

> TM5: An internship should happen. The internship period, of 60 days is insufficient. However, this period varies from person to person. It is important in deciding whether to continue in the industry or not. I can't see every department.

> TM6: An internship is necessary in our industry, but a 60-day internship is insufficient. The internship should start from the first grade because the internship is over until you decide which department you will work in.

4.2. Working Conditions for Internships

The common opinion of the participants is that working in the sector has many difficulties. There are several problems arising from businesses such as high workload, long working hours, low wages, non-payment of overtime wages, injustice in the distribution of tips, inadequate housing conditions, lodgings far from the workplace or the city center, and poor food served to the staff.

> GCA2: They oppress the interns in the kitchen. You work at an intense pace for more than 10 hours.

Participants stated that intern wages are low and a person can't make a living with this wage. The wage paid to interns in Turkey is two-thirds of the minimum wage. The intern fee is 7600 lira in 2023, which equals 260 dollars. Some of the interns work 45 hours or more in a week. They stated that they worked too much overtime and were not paid overtime. In addition, it was stated that there was injustice in the tip distribution, and the interns did not receive a share of the tips. This situation points to the material domination stated by Scott (2018). The fact that businesses deprive trainees of certain financial opportunities, restrict their rights, and threaten them with this concretizes the existence of financial forms of domination. The opinions of the participants are as follows:

> TM1: The intern fee we receive is low. There is no way to survive with this salary. The minimum wage is already very low, and intern salaries make it difficult to make ends meet.

TM3: The wages were low. There was a strange overtime payment system. It was not given as a wage but as leave. Overtime wages were not given. There were injustices in tip distribution.

TM4: The distribution of tips to interns is quite low.

3S tourism is generally carried out seasonally. Therefore, destinations located on the country's coastline develop employment types depending on the summer season. Intern employment is one of them. High school, associate, and undergraduate students studying tourism generally prefer hotel businesses. Because coastal hotels build or rent staff lodgings to provide accommodation opportunities. However, some hotel lodgings remain below living standards in terms of hygiene and physical facilities. Participants stated that the lodgings had problems such as hygiene, physical facilities, transportation, and sociability.

TM1: I think, lodgings should have certain standards. Our lodging had poor accommodation conditions and was far from the hotel. We were having our breakfast with the cows. It was somewhere at the top of the mountain. Other than that, there is nothing inside. A refrigerator did not have. There was only one laundry. All the staff were waiting in line for laundry. The nearest grocery store to the lodging was 1 hour walking distance.

TM2: The lodging was far away. A place rented by the hotel. Small rooms, bunk beds. No air conditioning. Far from the center. After working hours, you need a taxi to go to the center. Taxi is also expensive. The intern can't afford that.

Some participants stated that the food served to the staff was unwholesome. GCA3 explains this situation with the following statements: "The food was really bad. "I think there should be a standard for these." Participants often emphasized that there are no specific standards regarding employee rights. It is noteworthy that the standards of hotels differ in matters such as wages, overtime wages, leave rights, housing conditions, and transportation. Some interns state that there is no time to eat and they just snack.

TM6: When you see the hotel, you say what a wonderful hotel it is, but when you see the back side, the situation is different. Just as there are differences between lodgings, there are also differences between rooms. The quality of the food varies depending on the hotel.

GCA2: You don't have a chance to rest. I snack before going to the buffet.

According to Anadolu University internship regulations, the tourism management department has 60 days; the tour guiding department has 90 days and the gastronomy and culinary art department has 150 days of compulsory internship. If interns leave during a part of their internship, they do not have the right to do another internship during that period. Participants state that this is a significant pressure. Interns who are under pressure in the businesses they work for have two options. Either be patient or give up. While some students are patient to avoid losing their internships, some quit. They have to wait for the next summer semester. This can delay graduation for third and fourth-grade students. The participants' statements are as follows:

TM5: I did an internship in Bodrum this year. I worked for 3-4 days and burned through my internship. This situation forces us to either consent to domination or abandon it. You cannot find a place to work again during that period. Therefore, I would like the school management to approach it moderately. The right to work is not granted again that summer. It's on until next year.

TM7: A similar situation occurred in the hotel where I worked. A friend at F&B burned the internship on the 2nd day.

4.3. Domination Practices Encountered by Interns

Domination practices were divided into four groups. In Çıvak's (2021) domination classification, there are physical, material, status, and ideological domination practices. Besides employees were dominated by control mechanisms. However, no findings regarding ideological domination were found. It was stated which domination practices were carried out by managers, employees, and customers. Fig. 1 shows the intensity of

domination practices that the interns encountered. For example, two of the participants stated that managers exercised physical domination.
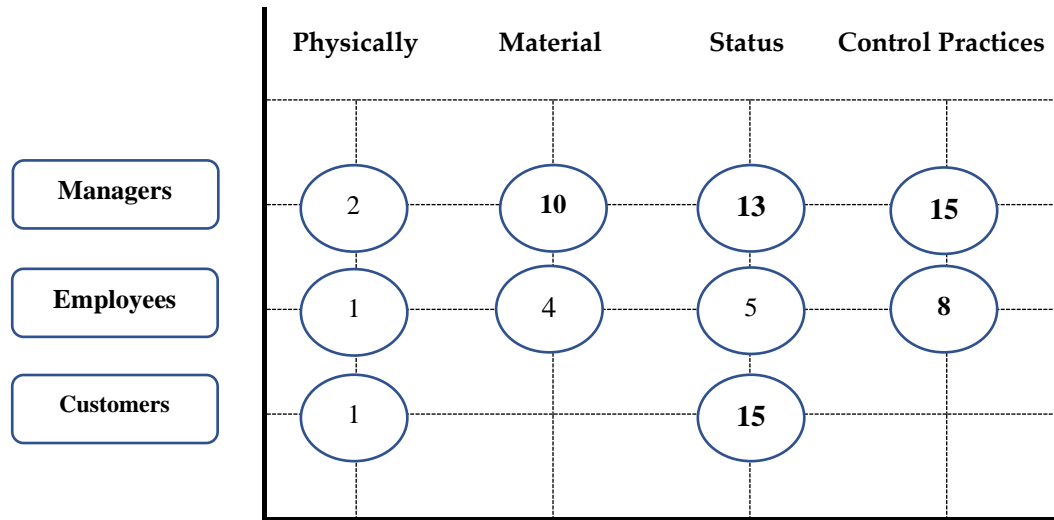

Fig 1. *Domination on Trainees*

It can be seen that the most common domination is status domination (Fig. 1). It is observed that managers and employees exert dominance over interns, look down on them, do not take them seriously, and frequently blame them for mistakes. Additionally, it has been found that customers also look down on interns. Interns are monitored with one-on-one supervision and technical methods. They are warned, given orders, and complained about to managers by employees and customers. The most common financial domination is the threat of dismissal. In addition, the cliques and gossip among employees are reflected in interns as financial domination. It is stated that female interns encounter sexual harassment situations. Table 2 presents the code table for domination practices.

Table 2. Code List and Exemplary Quotes

Domination Practices	Description	Exemplary quote
Physical Domination	- Sexual Harassment	"There was a high school intern (16 years old) who roomed with me. A customer (60 years old) kisses the girl on her neck" (GC2).
	- Physical Violence	"I was slapped by the chef during my high school internship. Warnings are sometimes harsh in the kitchen" (GCA3).
Material Domination	- Threat of Dismissal	If you complain about something, they show you the door. You shouldn't make mistakes and complain. Chief says that he may fire me. I count the days (GCA3).

	- Gossip	A gossip about you reaches the managers directly. As an intern, nobody believes you. They wear you out, both materially and spiritually (GCA1).
Status domination	- Establishing Dominance	You do not have the right to speak in meetings. They say that you are a trainee, don't get involved. This demoralizes us and weakens our self-confidence. They ignore you (TM6).
	- Ignoring	... the customer insulted me by saying, "You are not my interlocutor." Besides, it shouldn't be that hard to say, "Could you look?" They call "shh" (TM3).
	- Patronizing	The chef of the front office insulted me in front of a customer. He humiliated and scolded me. Because we are interns, they look down on us and we can't speak up (TG4).
	- Blaming	… departments blame each other. This problem is generally left to the interns. They blame us (TM2).
Control Practices	- Direct Supervision	Managers are standing near us (TM6).
	- Arbitrary Action	In the first days of my internship, the Purchasing manager saw me. He said who are you? He said go and bring me coffee (TM7).
	- Tecnical Supervision	I did an internship in a city hotel. There were cameras in many places... It is monitored with a focus on employees. So, in addition to focusing on work (TM2).
	-Warning	Both chefs and employees constantly warn. Because you're an intern, everyone thinks they have the right to warn you (GCA3)
	- Complain	Customers immediately complain when there is a problem. When employees see a mistake, they report it to managers. This is the wolf's table (TM4).

4.3.1. Physical Domination

The findings indicate that female interns in the tourism industry are subjected to sexual harassment. GCA1, who was interning in the kitchen, stated that she experienced sexual harassment from the chef and decided to quit the internship. She filed a lawsuit, but due to insufficient evidence, she lost the case. She mentioned that there was no camera recording in the kitchen and no witnesses to the incident. TG2, while working for a travel agency in Eskişehir, experienced verbal sexual harassment from a colleague when nobody else was present. TG1 and TG2 explained this situation to the agency owner. However, it was stated that the agency owner did not take any action against the employee. Instead, the owner suggested to the interns that they could leave their internships and still pretend as if they had completed them. TG1 and TG2 reported this issue to the school and terminated their internships. Due to the pandemic, students were assigned project assignments instead of internships. GC2 reported that a high school intern was sexually harassed by a customer in his 60s. The participants' statements regarding the issue are as follows:

> GCA1: In the kitchen, my section chief and I work together. While chatting, the section chief approached me slowly and steered the conversation toward sexual matters, showing me a photo of his genitalia on his phone. I pushed him away and screamed. After that, I reported the situation to the managers. I informed the school and filed a lawsuit against the chef. However, due to insufficient evidence, I lost the case. Now, I have graduated from school and I am not working. I entered this job with enthusiasm, but now I have grown disenchanted with it.

> TG2: From my third day at the agency, the agency employee X would constantly bring up sexual topics. When he openly used some sexual expressions, I told my friend TG1 about the situation. Together, we informed the agency owner about it. Although the owner mentioned having received similar complaints before, he did not take action to terminate the employee. Instead, he suggested that we could leave the internship and still pretend as if we had completed it. We were shocked once again. At that moment, my friend and I decided to quit the internship together.

4.3.2. Material Domination

It was found that interns were subjected to various pressures, but remained silent due to fear of dismissal. Participants state that managers threatened to burn down the internship. There are participant statements that this situation will negatively affect the education and career of the participants. Moreover, participants stated that they informed their managers about the domination of customers. All participants stated that they did not develop any discourse or behavior against the bad attitudes and behaviors of customers and that they were patient otherwise, they believed that they would be fired. The participants' statements regarding the situation are as follows:

> GCA3: If you complain about something, they show you the door. You shouldn't make mistakes and complain. Chief says that he may fire me. I count the days.

> TM5: I immediately inform the department head or manager. I'll go and let you know to avoid a bigger problem.

> TM1: If you react to the customer, you cannot do it in the service sector. If you are in the service industry, you should have a lot of patience. I resist until the end. I control myself as long as it doesn't reach the level of insults and swearing. Otherwise, the hotel will let you check out directly. This is the case in every aspect of the service industry.

Participants stated that there was a lot of gossip among hotel employees. It was stated that when gossip broke out about the interns, it was reported to the managers and they were threatened with dismissal.

> (GCA3): If an intern causes trouble in the lodge, they are treated as if all interns were like that. They immediately snitch to the managers. For example, Two interns moved their beds to the roof because of the hot weather. 1 day only. All hell broke loose. They rounded us up and threatened to dismiss us all.

4.3.3 Status Domination

According to the participants' statements, managers or employees with status and reputations underestimate interns, thus creating unequal relations. Interns at the bottom of the hierarchical position encounter discourses and behaviors that undermine human dignity. At this juncture, status domination manifests in arbitrary practices, superiority, ignoring, mocking, and disregard. Some participants noted that interns were directly blamed for errors that occurred. Employees and managers assigning blame to interns for any mistakes, regardless of their involvement, create pressure. Consequently, interns may lose self-confidence and refrain from taking responsibility to avoid making mistakes. This contradicts the educational nature of internships. The participants' statements are outlined below:

> TM6: You do not have the right to speak in meetings. They say you are a trainee, don't get involved. This demoralizes us and weakens our self-confidence. They ignore you.

> TM2: When there is a problem in a 5-star holiday village where I work, departments blame each other. This problem is generally left to the interns. They blame us.

As a result of the factionalism of the employees, it has been observed that the interns are stuck in the middle, ignored, or rebuffed by the employees when they ask any questions.

> TM5: Our managers were good, but my problem was the other employees. The behavior of colleagues who could not move to higher positions changed. Since I was the last one to arrive at the department, I was caught up in the factionalism among the staff. They said, "Don't ask me if something happens." They were snapping. I experienced this sadly at that moment because I didn't know anything. I was prone to making mistakes.

It is seen that managers, employees, and even customers also put pressure on interns. Participant statements show that there are unequal and oppressive relationships between interns and customers, similar to the slave-master relationship. The participants' statements are as follows:

> TM6: Customers are polite when making reservations. Their manner changes completely after they come to the hotel and pay the money. They are shouting. Some customers are very understanding because we are interns. Some people approach such as slaves. This depends on the manager/chief's approach to the intern. When the manager behaves in a way that offends the intern in front of the guest, the customers also approach him in the same manner.

> TM3: While I was explaining a problem we had during the service, the customer insulted me by saying, "You are not my interlocutor." Besides, it shouldn't be that hard to say, "Could you look?" They call "shh". I came across these.

> TM5: Customers through their ID cards in front of you. We can never do anything against them.

4.3.4. Control Practices

Some participants stated that all employees, including interns, face some sanctions if they make mistakes. One of these practices is making employees work overtime due to broken plates and glasses. It has been stated that these additional overtime wages are not paid. At this point, the business imposes financial domination on employees to compensate for the loss. This is also one of the bureaucratic control practices mentioned by Edward (1979). Such reward-punishment practices clearly show that bureaucratic control is being implemented. These arbitrary practices, which have no legal basis, cause employees to become tired and lose attention. TM1 expresses this situation as follows:

> TM1: Normally we didn't work overtime, but we all had to work overtime because the plates were broken. These overtime wages were never given. When we asked, they said you break too many glasses and plates. An employee who works so much overtime is bound to get tired and distracted. I don't know how you will prevent plates, glasses from breaking, or sets from getting lost.

It has been demonstrated in previous studies that managerial control mechanisms in the hotel industry have turned into a tool of exploitation and domination (Çıvak & Besler, 2022; Çıvak, 2021). Similarly, in this study, it is seen that the interns are trapped and oppressed by simple supervision practices. It is noteworthy that simple supervision is used to keep the interns under control. Simple control includes hierarchical control, directives, and controls given to workers about what they will or will not do (Edwards, 1979). It is seen that the managers keep the interns under one-to-one supervision and act arbitrarily. TM6 expresses this situation with the following words:

> TM6: Managers are standing near us. Just having them standing there made us nervous. Apart from that, the boss was coming. We were trying to pay attention to his table while serving. Our service to customers was disrupted. There is a lot of gossip among employees. It was a bad experience for me. I cannot explain it.

> TM7: In the first days of my internship, the Purchasing manager saw me. He said who are you? He said go and bring me coffee. I went and brought it and looked, there was no man there. He came after 1 hour and asked where is my coffee. I went and brought it and he gave it to one of the employees.

Participants stated that employees were monitored by camera systems. This situation falls within the scope of technical control stated by Edward (1979). Participants stated that they felt afraid because they were being watched. The participants' statements are as follows:

> TM2: I did an internship in a city hotel. There were cameras in many places... It is monitored with a focus on employees. So, in addition to focusing on work.

> TM3: It is watched in 360 degrees.

> TM4: It's a complete Truman Show.

4.4. Effects of Internship

Internship in tourism education is a significant process for students. The participants stated that doing an internship has its positive aspects. It seems to be especially useful in terms of gaining experience. However, the participants' statements stated that doing an internship has many negative aspects and causes them to move away from the sector. Five of the 15 participants stated that they would continue working in the industry. Two participants stated that they wanted to become academics, and eight participants stated that they would change sectors. Daskin's (2016) study surprisingly found that more than 40% of tourism students were undecided or did not want to work in the sector This study revealed that the majority of participants wanted to leave the sector. The participants' statements are as follows:

> TM3: I didn't come to the tourism department willingly, but I loved the school and the university and got used to it. I thought I would go into the industry, but after entering the industry, I gave up this idea. I don't want to do this job. After I got into the field, I moved away from the industry.

> TM8: After seeing the sector, I do not plan to work in any way. I have worked in the sector for five years. There is personnel discrimination. This is due to the manager. Managers' behavior prevents you from doing your job with pleasure.

> GC1: I entered this sector with enthusiasm, but I don't want to work in this field.

> GC2: I don't want to study in this department. I want to study fashion design. This field is not suitable for me.

In the labor-intensive hotel industry, long working hours, low wages, and the distance of lodgings from the city center restrict the socialization of interns. In addition, assigning them drudgery work, not providing orientation, and employing interns in jobs that require strength show that interns are not valued. Participants stated that they were not valued and were seen only as cheap labor. In this case, it is seen that the interns, who are qualified personnel candidates, reduce their desire to return to the sector. Buyuk and Akkuş (2021) claim that the perception of students who have completed the compulsory internship is more negative than before

the internship. The negative perceptions of the students about training are working conditions, mobbing, social life, accommodation, and nutrition problems. The positive ones are development and socialization. In this respect, according to the findings, students' perceptions of the sector are similar to the results of Buyuk and Akkuş (2021).

5. Conclusion

The purpose of internship practices in tourism education is to train qualified personnel. The internship has an important role in tourism students developing their practical knowledge and skills and adapting to the sector (Ross et al., 2006). However, field findings show that students are moving away from the sector. This study has three results. Firstly, it has been concluded that negative working conditions in the sector reduce the desire to work in the sector. Reasons such as high workload on interns, long working hours, low wages, non-payment of overtime wages, injustice in the distribution of tips, and inadequate housing conditions have been identified as the negative working conditions faced by interns. Secondly, the fact that the staff housing provided by resort hotels is far from the workplace and the city center appears as an obstacle to the socialization of interns. This situation may negatively reflect on the psychology of employees and reduce their work performance.

Studies on internship conditions in the literature reveal that it negatively affects interns' perceptions of the profession (Buyuk & Akkuş, 2021; Köşker & Unur, 2017; Daskin, 2016; Kaşlı & İlban, 2013; Turanligil & Altıntaş, 2018). This study also shows that working conditions negatively affect the intention to work in the sector. These results of the study are similar to other studies in the literature. This situation is an important element that will affect the tourism sector, which has a lack of qualified personnel, more in the future.

It has been determined that there are some domination practices that the interns encounter. In light of the data obtained, it was concluded that material and status domination came to the fore, while simple, technical, and bureaucratic control mechanisms had the nature of domination. It has been determined that interns are exposed to pressure and violence, which can be described as status domination, by managers and other employees due to their positions. These are superiority, ignoring, ridicule, and disregard. In addition, it has been observed that the interns are directly blamed for any mistakes, and this causes a lack of self-confidence in the interns. Therefore, he pointed out that interns who are afraid of making mistakes may tend to avoid responsibility to avoid making mistakes. Remarkably, some businesses punish all employees, whether they are responsible for the errors. Such reward-punishment methods, which fall under bureaucratic control (Edward, 1979), are an important means of pressure on employees.

Interns are kept under direct supervision. This is to ensure that they do not make mistakes. It has been determined that interns are constantly given directives about what they should and not do. They are made arbitrary. In addition, it can be stated that technical control with camera systems has turned into a tool of fear.

There are studies on mobbing in the literature (Pelit & Kilic, 2012; Kara et al., 2018; Sandybayev, 2014). There are also studies on perceptions, work intentions, expectations, experiences, and satisfaction related to internships (see Ruhanen et al., 2013; Mohammed & Rashid, 2016; Mekawy & Abu Bakr, 2014; Nghia & My Duyen; Buyuk & Akkus, 2021). However, the lack of an evaluation based on the phenomenon of domination has been noted. In this respect, it is seen that the study differs greatly from the studies in the literature. This reveals the contribution and importance of the study to the literature.

This study reveals the problems encountered by interns. However, the study has limitations. The most important limitation is that it covers students at Anadolu University, Faculty of Tourism. In addition, the data obtained from focus group interviews provide more superficial data than one-on-one interviews. Therefore, the following two suggestions are offered for future research. (1) Interns who receive tourism education at different levels and in different institutions can be included in the study and allow comparison. (2) Data can be collected through one-by-one interviews or quantitative methods. Thus, the problems in the field can be revealed more clearly.

5.1. Academic Implications

It seems that studies on internships in the field of tourism are mostly focused on issues such as students' perceptions of the sector, work intentions, expectations, experiences, and satisfaction (see Ruhanen et al., 2013; Mohammed & Rashid, 2016; Mekawy & Abu Bakr, 2014; Nghia & My Duyen; Buyuk & Akkus, 2021). It has

been determined that limited studies are on the difficulties faced by tourism students (Daskin, 2016; Turanligil & Altıntaş, 2018). With the limited studies on exploitation and domination in the field of tourism (Erköse, 2020; Çıvak, 2021; Çıvak & Besler, 2023) However, it is seen that the issue of exploitation and oppression of interns is an overlooked issue. Giving more emphasis to the issue of domination by the tourism academy will be a stepping stone in gaining the rights of individuals who are/will be employed in tourism. Students' perceptions of the internship experience associating it with labor and slavery (Sezerel & Cankül, 2021), education processes need to be reviewed. In addition, tourism schools can make protocols with businesses that meet the necessary conditions for internships. Internship commissions in tourism schools can control the business and eliminate significant problems.

5.2. Managerial Implications

Studies in the tourism literature indicate that doing an internship increases students' practical gains and prepares them for transition to the sector. However, the fact that some students give up working in the industry after their internship points to a significant problem. It is emphasized that the most important factor causing this is problems such as adverse working conditions in the industry, inadequate housing opportunities, high workload, and work-family balance (Daskin, 2016). It can be said that if the working conditions in the sector are improved, the qualified personnel needed by the tourism sector will participate in the tourism employment market. Employing unskilled employees instead of qualified personnel is a factor that will reduce the service quality in the industry.

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