The Role of the Virtual Facilitator's Supervisory Style on Virtual Internship Learning: A Phenomenological Inquiry

Canet, Lena[1], Cajanding, Louisito[2], Benter, Jocelyn[3]

[1]Lyceum of the Philippines University, Manila, Philippines
[2]Bulacan State University Hagonoy Campus, Bulacan, Philippines
[3]Bulacan State University Main Campus, Bulacan, Philippines

ABSTRACT: The aim of this study is to assess the influence of virtual facilitators' supervisory styles in the virtual intern contingencies, environmental contingencies, and the intern's motivation, satisfaction and learning, particularly in the hospitality management program. In this phenomenological study, twenty students who completed their internship remotely and met with their supervisor once a week for synchronous sessions, as well as five virtual internship facilitators who all had a lot of experience with interns but none had ever had to supervise interns remotely, were interviewed one-on-one via the digital platform Zoom. The recordings were then transcribed and analyzed. The key findings of the study agreed well with literature as to how virtual internships benefit student interns (Aarons, 2019; Seyitolu & Yirik, 2015). The experience allowed learners to achieve work experience while developing basic and specific skills. Even though study's findings are restricted in their comprehensiveness given the small sample size, they did reveal some insights into virtual internships and their significance to stakeholders.

KEYWORDS: *virtual internship, supervisory style, leadership style, hospitality management, phenomenological inquiry, qualitative research*

I. INTRODUCTION

A virtual internship is a type of differentiated instruction that uses technology to integrate the application of knowledge concepts gained in educational settings into practical experience. In agreement with Cornelius,S. et al. (2008), this rise of virtual internships implies that in some specialties and businesses where remote working is common, a virtual internship might be a suitable option to an actual internship. As stated by Koopman, K. et al. (2021), the pandemic has a substantial influence on internship implementation due to a drop in the number of internship placements provided by industries. Companies might even convert their offices to a virtual business environment. According to Briant, S. & Crowther, P. (2020) and Teng, C. et al. (2021), success necessitates higher learning institutions adopting required reforms and giving virtual internships greater attention. Notwithstanding this acknowledgement, several higher education institutions are still hesitant to implement virtual internships leading to uncertainty about the supervision processes that take place.Congruent with the findings of Stirling, C. et al. (2017), among the most significant issues for internship programs is to ensure that they are beneficial for students. While Moore, D. (2017), stated that many individuals believe that almost all experiences are useful, however it is not necessarily true. The media has documented multiple incidents wherein the students were victimized either unpaid job experiences or participation in irrelevant duties. Internship programs must provide high-quality learning programs for participants to take advantage of the benefits of enrolling in internships. Meanwhile, the findings from the study of Shariff, N. & Abidin, A. (2022), confirmed that the most pressing challenges in tourism and hospitality education during the pandemic, aside from pedagogical practices delivery, is the effects on internships.

Internship programs in the hospitality and tourism industries are vital in developing students' working skills, which are required for employability. Bayerlein, L. & Jeske, D. (2018), reported that this skill-based student learning enables the trainee in combining theory with real-world experience in the industry. Additionally, through monitoring, engagement, and delivery of hospitality role-related duties, students can acquire the characteristics and values of industry experts as interns. Thus, according to Baltescu, C. (2016), students don't really recognize the kinds of job or work realities within hospitality industry. While McKnight, K. (2013) discovered gaps among students' experiential learning with academic learning, and Singh, A. and Dutta, K. (2010) confirm the gap,

indicating that both training and supervisory engagement are crucial to achieving a favorable experience for the student. Baltescu, C. (2016) discovered a number of particular flaws mentioned by dissatisfied students, including unpredictable experiences, the monotony of acquired knowledge, assignments that are excessively demanding and stressful, and interns who are regarded as workers although without compensation or privileges. Studies of Singh, A. and Dutta, K. (2010), Lee,C. et al. (2015), McKnight, K. (2013), and Malik, M. (2015) that examine at interns' unfavorable evaluations of their internship training confirmed these findings. While there could still be several difficulties for trainees in a remote workplace, Jena, A. et al. (2020) concluded that this experiences contribute in the development of competence, assertiveness, expertise, and communication skills.

In the study of Jena, A. et al. (2020), being asked what the most difficult aspect of a virtual internship is, it suggested the majority of students felt that there is a lack of socializing and networking possibilities, as well as a lack of guidance from supervisors. Indeed, the literature has a plethora of data concerning the use and progression of internship programs; unfortunately, according to Sawyer, K. (2017), it falls short of demonstrating what the critical elements of an effective virtual internship experience consist as well as how supervisors play a huge part in this experience. In essence, the aim of this study is to assess the influence of virtual facilitators' supervisory styles in the virtual intern contingencies, environmental contingencies, and the intern's motivation, satisfaction and learning, particularly in the hospitality management program.

Research Questions:
1. What supervisory style is prevalent during virtual internship?
2. How does the supervisory style affect the interns' skill and experience?
3. How does the supervisory style affect the task structure and teamwork?
4. How does the supervisory style affect the interns' motivation, satisfaction and learning?
5. How would you describe an effective virtual internship facilitator in terms of supervisory style?

II. LITERATURE REVIEW

The focus of this study is to find out how the supervisory style of the virtual facilitators affects virtual internship learning in the Hospitality Management Program. In this section, similar research focusing on student virtual internship program, importance of virtual internship in work-readiness of students, internship facilitator's supervisory styles, and leadership practices that might help with supervisory procedures are discussed. The framework used was adopted from the study of Adadi, E. (2018). The survey questions were created using the adopted framework as a reference. The hypotheses were presented following the framework to illustrate how supervisory styles influence the learning that occurs as a result of participating in a virtual internship particularly in the hospitality management program. These aspects are fully examined throughout the chapter with the aid of associated literature, since they will be the foundation for achieving the study's objectives.

Student Virtual Internship Program

Internships are seen as a means for students to get experience in the hospitality industry. It gives several possibilities for a student to develop under the supervision of qualified experts. Such assistance tried to clear gaps within academic and industry requirements, that most beginners lack. This even allows the interns to become accustomed with the company's workplace culture, and that it qualifies him as a possible new worker. Besides that, this offers an interactive environment for socializing, that may be quite beneficial for interns who can benefit much from the guidance of their supervisors.

Internships are usually dependent on placement. In order to participate, students must be situated near an approved internship location or connect with the internship coordinator to identify a suitable internship venue close to their home. Students in remote areas are left with a slew of insufficient options: move transiently close to an endorsed internship venue, commute long distances to and from the internship venue, spend significant time and effort finding an appropriate internship closer to their homes, or voluntarily give up their desire to participate in an internship program entirely (Franks & Oliver, 2011). Students gain from traditional internship programs by strengthening their classroom knowledge, developing overall self-confidence (Callanan & Benzing, 2004), and establishing professional relationships (Mayernik et al., 2015). Traditional internship experiences, on the other hand, come with their own set of problems, such as the points outlined previously. Virtual internships provide similar benefits like traditional internships, but they also alleviate necessity relocation or needless traveling thus allowing the student to acquire experience working in a virtual setting. Virtual internships, in fact, bring significant value to both traditional and distant education (Jeske & Axtell, 2014).

The virtual workplace became a possibility, thanks to technological advancements such as increased internet connections as well as economical portable gadgets. Virtual internships according to Jeske, D. & Axtell, C. (2014), are one-of-a-kind transitory and brief training opportunities that include technology. In order to foster meaningful learning experience, supervisory participation and dedication to the interns are essential. Similarly, the program's efficacy is determined by the specialized usage technology to

The Role of the Virtual Facilitator's Supervisory Style on Virtual Internship Learning: A Phenomenological Inquiry

communicate, evaluate, and motivate interns. Virtual internships necessitate the use of specific leadership theories to assist supervisors in adhering with their interns. The theoretical lenses of path-goal leadership theory are used to study on the effectiveness of supervisors including their monitoring system in training interns (Adadi, 2018).

Internship Learning Outcome and Assessment

According to Nyanjo, J. m et al. (2020), while granting academic credit to internships, higher education institutions have been interested in assessing the learning outcomes received from the internship experience. It has also posed a significant issue to academics and industry in creating and developing competency-based delivery and evaluation methodologies which are relevant to the industry. This concentrate on learning objectives and their objective evaluation is necessary for creating meaningful linkages between academics and industry, as this relationship relies on precise recognition and alignment of skills to the demand of the hospitality industry. Experiential education, according to Eyler, J. (2009), could also help students to develop academic skills and scholarly objectives frequently associated to liberal educational performance including rational thought and utilization of ideas, participating in life - long learning, as well as a deep insight of specific topic, in addition to enhancing interpersonal skills, work ethic, and also practical experience. Pittenger, K. (2018) also said that employer evaluations have been used to measure students' interpersonal, leadership, and collaboration abilities, as well as their application of industry knowledge, integrity, logical, and technical skills. Internship program performance has already been evaluated in a number of ways. The most prevalent approaches are evaluation surveys by internship trainees and internship supervisors (Kurthakoti & Good, 2019). While according to Pittenger,J. (2018), verbal communication skills, daily journals and otherwise progress report, students' intern portfolios, and internship supervisor's evaluation of students' area subject knowledge, abilities, and behaviors are some additional particular instruments being used evaluate internship learning outcomes. Many researchers has addressed the need of evaluation in making internships academically valuable (Zopiatis & Constanti, 2012). The purposeful design of the process of evaluation, according to Ash, S.& Clayton, P. (2009), is essential in creating overall targeted learning goals and incorporating evaluation further into process of evaluation. The internship program for an industry is not just developed and produced by academic institutions. The academic institution and partner industries must collaborate to create an internship plan to make sure student learning outcomes are academically inclined and fitted to the industry demands (Anderson & Sanga, 2019).

Supervisory Style in the Hospitality Industry

Leadership is described as the skill of persuading, leading, and encouraging subordinates to perform their tasks cheerfully and competently in order to achieve the organization's goals. As stated by Karunathilake, L. (2016), leadership is defined as a person's capacity to persuade others to help a team meet its goals. Leaders inspire and motivate subordinates to put forth more effort in order to achieve desired outputs as part of a process. Leadership is viewed as persuading others to behave in line with one's aim or a common objective, either explicitly or implicitly, through authority or individual factors (Hillier, 2005). As cited by Kouzes & Posner (2002), both supervisor as well as the subordinate both have an amount of control under leadership theories. It is a commanding leadership approach where the manager is in charge. The technique grows more empowering as the intern grows increasingly compelling, providing the intern greater control (Clark, Hartline & Jones, 2009). Leadership is pivotal to the survival of the hospitality industry. One of most significant problem that supervisors encounter is motivating individuals to achieve organizational goal. Supervisors must have the skills and attributes of leadership and management in needed to motivate and engage their subordinates (Karunathilake 2016). The functions of leaders and managers were well defined by Woods, R. & King, J. (2010). Managers place a greater emphasis on managing personnel, establishing rules, and maintaining stability, whereas leaders place a greater emphasis on establishing visions and driving individuals toward realizing them. Leaders assist followers to connect their own needs with the organization's goals by providing guidance and support. Leaders must guarantee that both subordinates' motivations and the company's goals are met.

Autocratic, democratic, and laissez-faire leadership styles can be defined based on the authority and behavior of the leaders. More particularly, according to Kavanaugh, R.R., & Ninemeier J.D. (2001), autocratic (dictatorial or directive) style of leadership entails leaders holding high level of organizational power and decision-making authority in their hands without delegating it to their subordinates, whereas democratic (participative) style of leadership entails leaders having to share their employees' decision-making responsibility, and lastly laissez-faire or free-rein style of leadership entails leaders giving their employees a great deal of decision-making authority.Different style of leadership may well be implemented by leaders based on the expectations of their subordinates' style liking, and thus the impact of style of leadership may differ depending on what type of authority that a leader exercises control over his or her subordinates, making the leader's authority pivotal role for attaining organizational objectives.

According to Northouse,P.G.(2010) and Bass, B. (2008), transactional leadership is a classic leadership style that focuses on the leader-follower interaction in order to achieve company goals and maintain employee dynamic stability. The interaction

The Role of the Virtual Facilitator's Supervisory Style on Virtual Internship Learning: A Phenomenological Inquiry

suggests that leaders would compensate subordinates for great results or penalize them for poor performance. This leadership style, as affirmed by Thompson, G. et al. (2021), highlights the need of leaders supervising subordinates, discovering inefficiencies, and taking proper action to resolve issues. While according to (Sadeghi & Pihie, 2012), these interactions enable leaders to meet their performance targets, accomplish necessary duties, keep the existing communication plan, inspire subordinates through legal arrangements, clear subordinates' behavior toward the accomplishment of set targets, exemplify reward schemes, eliminate unwanted threats, and concentrate on developing competitiveness. As a result, transactional leadership empowers subordinates to pursue their own goals, eliminate workplace stress, and focus on distinct organizational goals including better productivity, customer care, reduction in costs, and enhanced output. Today, scholars are investigating into transactional leadership as part of a larger spectrum of leadership models (Bass & Riggio, 2006) and transactional leadership has been criticized by certain scholars. It has been criticized for taking a universal, one-size-fits-all framework for effective theory development that ignores contextual and situational aspects that affect organizational difficulties (Yukl & Mahsud, 2010). Transactional and transformative characteristics are frequently included in evident proof for transactional leadership (Gundersen et al., 2012). The connection between transactional leadership and team innovativeness was investigated by Liu, J. et al. (2011). The researchers looked at the mediating variables influence of occupational stress as well as the impact of performance as measured as a moderating mechanism. With the provision of occupational stress and team productivity as necessary elements in the established relationship between transactional leadership and organizational uniqueness, the researchers hoped to add towards the area of leadership by filling a gap in the literature. Transactional leadership and teamwork, according to some researchers, have a considerable negative association. Transactional leadership, according to other researchers, might improve team collaboration in various circumstances (Betz, 2021).

Intellectual stimulation, inspiring motivation, mental stimulation, and idealized influence are the four major components of transformational leadership (Bass, 2008). As expressed by Bigharaz, B. et al. (2010), leaders with idealized influence can serve as powerful role models for their subordinates. The subordinates admire, respect, and trust their leaders. It promotes ethical, moral, and spiritual behavior at a high degree. Inspirational motivation suggests that leaders must be able to contribute positively above their ideals. It entails encouraging subordinates to complete tasks and instilling passions in them. It also demonstrates a leader's capacity to promote subordinates' reason, intellect, and problem-solving abilities (Bass, 2008). Leaders create opportunities for learning and foster a positive environment (Bass & Riggio, 2006). The four factors mentioned previously work together to produce leaders' transformative personalities. Despite strong scientific evidence, transformational leadership theory is subject to a variety of challenges. The style of transformational leaders is focused on involving subordinates in organizational goals and encouraging them to succeed above and beyond expectations. Transformational leaders reward workers that go above and beyond to get greater job results.

Walls, E. (2019), explained that the interplay between task behavior, such that, offering guidance, instruction, and supervision, and interpersonal behavior like listening, encouragement, and respect may be defined as situational leadership. As claimed by Bass, B. 2008, situational leadership prioritized leadership practices that spanned a spectrum from task-oriented to relationship - based. Situational leadership likewise highlights the followers' level of maturity or preparedness as a factor or situation that leaders must consider in order to develop the perfect match between the leader and subordinate. This approach provides the advantages of a combination of techniques that take into account both social and environmental requirements. Within practical situations, this can promote students' experiential learning and fulfillment. Leaders that are able to adapt to issues in the workplace while also considering their subordinates learning requirements are attributed with enhancing skill, competitiveness, and engagement. Situational leadership embraces a flexible mentality, acknowledging that trends and emerging demands arise. As a result, it employs a variety of techniques and methods which are appropriate for various scenarios that emerge.

When theoretical knowledge is complemented with competence in experience, expertise, and self-development, internships enhance the students' prospects of obtaining career (Busby, 2003). Jenkin (2001) claimed, however, that poor internship experiences drive many graduates away out from industry. Poor internship experiences can harm students' reputations inside the organization and deter them from working in the field after graduation (Busby, 2003).

Impact of Supervisory Styles in Student Learning

Internships are important for increasing students' learning performance by allowing them to actively participate in a variety of ways, such as seeing and doing. Internships help students improve analytical reasoning, problem-solving, and leadership abilities, all of which are regarded key elements of a successful learning, by giving them real-world experience (Seyitolu & Yirik, 2015). Collins,A. (2002), stated that due to an unpleasant workplace environment and unfavorable mindsets from supervisors, a student intern's desire and willingness to continue in the hospitality industry may be affected.

The Role of the Virtual Facilitator's Supervisory Style on Virtual Internship Learning: A Phenomenological Inquiry

Leadership style, according to Luthans, F. (2011), may have a beneficial or detrimental impact. Setting a clear goal, finding your workers' intrinsic skills, and encouraging them to maximize those gifts are all elements of excellent leadership, according to Jamal, A. (2012). Supervisors are encouraging the interns to work to their full capacity by doing so. When an intern is happy with his or her work, he or she is most likely to enable other interns by their self efficacy. While interns who are dissatisfied with their work are less inclined to take on more responsibilities, promote, encourage, or promote the organization 's objectives (Pablos & Tennyson, 2014).

Synthesis

Virtual internships are hands-on learning experiences that may enable a wide spectrum of students get more involved with the people and environment they work with, resulting in a more meaningful learning experience. Unfortunately, an analysis of the literature reveals that there is very limited research on Internship supervisory interactions with virtual interns and how certain interactions educate the readers more about the Internship supervisor's contributions towards student interns' learning. In a virtual internship, recognizing and employing specific leadership characteristics might help determine what types of learning will take place. As a result, the virtual facilitator's supervisory approach may have a positive or negative influence on the student intern's learning.

III. CONCEPTUAL FRAMEWORK

In order to create a conceptual framework for the research, this study gathered concepts and theories. This study seeks to assess the influence of virtual facilitators' supervisory styles in the virtual intern contingencies, environmental contingencies, and the intern's motivation, satisfaction and learning, particularly in the hospitality management program. The following is the study's hypothesis:

H1: Virtual facilitator supervisory style has a direct impact with the virtual facilitator effectiveness.
H2: Virtual intern contingencies is positively affected by the virtual facilitator supervisory style.
H3: Virtual environmental contingencies is positively affected by the virtual facilitator supervisory style.

Based on past research and empirical findings, a conceptual framework was established to guide this investigation. The focus of this research is to assess the learning that occurs as a result of participating in a virtual internship and how virtual facilitators' supervisory styles influence that learning, particularly in the hospitality management program (see figure 1).
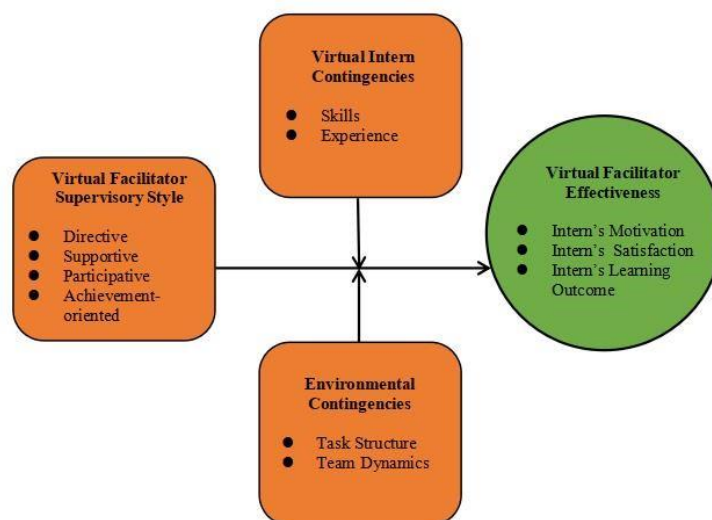

Figure 1. Path-Goal Theory

In terms of the virtual facilitator supervisory style, the directive style demonstrates that the virtual internship facilitator establishes rules, informs virtual interns of what is expected of them, establishes performance criteria for them, and reins in conduct when those standards are not reached. virtual internship facilitator uses incentives and disciplinary measures sparingly. In the supportive style, the virtual internship facilitator is friendly with the virtual interns and shows genuine care for their concerns, well-being, and safety. In the participative style, the virtual internship facilitator believes in making decisions as a group and communicates with the virtual interns regarding crucial work decisions, task goals, and approaches to target completion. Lastly, in the achievement-oriented style, the virtual internship facilitator sets tough goals for virtual interns and motivates them to achieve their best. The virtual internship facilitator feels that the virtual interns are capable of achieving performance targets.

The Role of the Virtual Facilitator's Supervisory Style on Virtual Internship Learning: A Phenomenological Inquiry

According to the concept, these supervisory styles are not always restrictive, and virtual internship facilitators can choose from a variety of styles depending on the circumstances. In the contingencies illustrated, virtual intern contingencies regard their needs, proactive personality, experiences, performance expectancy, engagement, motivation to quit, and anxiety. While environmental contingencies consider elements outside the virtual internship facilitators control, such as task structure and teamwork.

The concept has been tested and validated in a number of studies and has gained a lot of scientific support. This concept enforces virtual internship facilitators that their primary responsibility as a supervisor is to help virtual interns in identifying their targets and then assisting them in meeting its objectives in perhaps the most efficient and productive way possible. This concept provides virtual internship facilitators with a road map for increasing virtual interns' motivation, satisfaction and learning outcomes.

IV. METHODS

Data Gathering

By questioning and interviewing a small sample of hospitality management virtual interns and virtual internship facilitators from chosen hotels, the study aimed to investigate the role of the virtual facilitator's supervisory style on virtual internship learning in hospitality management program. In-depth interviews with the respondents was done one-on-one by the researchers. Semi-structured interviews have included series of important questions that help outlined the topics that was investigated, it also enabled the researchers and respondents to deviate in attempt to delve deeper into a response. The interview was done through the digital platform, Zoom. After which, recordings were transcribed and analyzed. Criterion sampling was used in this study, wherein participants were able to conform to the requirements. The participant's experience with the topic under investigation had been the most important factor of the data collection. The researchers have looked for participants who have had a similar encounter but differ in their traits and experiences. According to McCullough II, P. (2022), identification of important criterion, formulation of those same criterion, and systematic evaluation and research of examples that match the criterion are all part of criterion sampling. The goal of criterion sampling is to discover serious system vulnerabilities that may be addressed.

The data obtained were analyzed by looking into the personal views of every group of virtual interns and virtual internship facilitators, and then compared and contrasted the two groups' viewpoints to see if there were any commonalities or discrepancies.

Profile of Participants

The internship program is a final year subject which only seniors can take during the final semester in their college, so all of the students who took part in the study are graduating students. The majority of student respondents completed their internship remotely and met with their supervisor once a week for synchronous sessions. Neither of the students that took part had ever done a virtual internship previously nor personal internships. The internship supervisors that participated in the in-depth interviews ranged in ages from 30 to 50. They all had a lot of experience with interns, but none of them had ever had to supervise interns remotely. While the internship locations of the research participants varied, practically all internship responsibilities were activities. A total of 25 respondents, 20 student interns and 5 virtual internship facilitator took part in the survey. The hospitality-related virtual internships are already accessible at the time of the study. The participants were contacted through email and messenger and only 20 student interns, and 5 virtual internship facilitator responded and agreed to be a part of the study.

V. RESULTS

In this phenomenological study, twenty students who completed their internship remotely and met with their supervisor once a week for synchronous sessions, as well as five virtual internship facilitators who all had a lot of experience with interns but none had ever had to supervise interns remotely, were interviewed one-on-one via the digital platform Zoom. The recordings were then transcribed and analyzed.

Demographics

Participants were identified by the researchers through the Hospitality Management interns completing online internships and hotel internship supervisors. The combined range of the different channels was greater than 200 prospective respondents. The researchers initially got a response from 32 prospective respondents, who were numbered SI 1 to S1 25 (student interns), and VIF 1 to VIF7 (virtual internship facilitator). With these participants, the researchers conducted requests for consent letter and experience questions. Following receipt of consent, participants completed one-on-one interviews via Zoom to answer experience questions. These questions were:

1. What supervisory style is prevalent during virtual internship?
2. How does the supervisory style affect the interns' skill and experience?
3. How does the supervisory style affect the task structure and teamwork?

The Role of the Virtual Facilitator's Supervisory Style on Virtual Internship Learning: A Phenomenological Inquiry

4. How does the supervisory style affect the interns' motivation, satisfaction and learning?
5. How would you describe an effective virtual internship facilitator in terms of supervisory style?

In February, the researchers had find out that five of the 32 candidates (SI 3, SI 6, S1 19, S1 23, S1 24) and two virtual internship facilitators (VIF 2, VIF 5) were unqualified or non-responsive after numerous attempts, having left with 25 potential participants.

The table below summarizes the respondent's participation and the reason for non-participation.

Table 1. Respondent's Participation and Reason for Non-Participation

Respondents Designation	Consent (Y - yes / N - no)	Interview (Y - yes / N - no)	Participation (Y - yes / N - no)	Reason for Nonparticipation
SI 1	Y	Y	Y	Non-responsive
SI 2	Y	Y	Y	Non-responsive
SI 3	N	N	N	Non-responsive
SI 4	Y	Y	Y	Non-responsive
SI 5	Y	Y	Y	Non-responsive
SI 6	N	N	N	Non-responsive
SI 7	Y	Y	Y	Non-responsive
SI 8	Y	Y	Y	
SI 9	Y	Y	Y	
SI 10	Y	Y	Y	
SI 11	Y	Y	Y	
SI 12	Y	Y	Y	
SI 13	Y	Y	Y	
SI 14	Y	Y	Y	
SI 15	Y	Y	Y	
SI 16	Y	Y	Y	
SI 17	Y	Y	Y	
SI 18	Y	Y	Y	
SI 19	N	N	N	
SI 20	Y	Y	Y	
SI 21	Y	Y	Y	
SI 22	Y	Y	Y	
SI 23	N	N	N	
SI 24	N	N	N	
SI 25	Y	Y	Y	
VIF 1	Y	Y	Y	
VIF 2	N	N	N	
VIF 3	Y	Y	Y	
VIF4	Y	Y	Y	
VIF5	N	N	N	
VIF6	Y	Y	Y	
VIF7	Y	Y	Y	

Data Gathering

From February to April 2022, the researchers conducted Zoom interviews with 25 respondents. Respondents were interviewed over through the duration of 11 weeks, relying on the respondent's availability and schedule. Every interview was held between 20 and 30 minutes, with a 25-minute average. The interviews were recorded and transcribed later. The data collection procedure was carried out exactly as planned and described in the research methods. All respondents appeared to be remarkably willing and eager to discuss their experiences with the virtual facilitator's supervisory style on virtual internship learning in the Hospitality Management program.

The Role of the Virtual Facilitator's Supervisory Style on Virtual Internship Learning: A Phenomenological Inquiry

Narrative of experiences

The researchers utilized open-ended questions to obtain experiential responses from respondents about their experiences with the virtual facilitator's supervisory style on virtual internship learning. To continue investigating the participants' experiences, the researchers ask similar open-ended questions.

For the first research question, "What supervisory style is prevalent during virtual internship?", the following theme emerged in the responses of both the student intern and virtual internship supervisor:

1. Democratic: The experience where everyone is welcome to contribute, opinions are openly shared, and conversation is promoted.
2. Coaching: The experience of acknowledging the skills, limitations, and motivations of student interns in order to help them grow.
3. Visionary: The experience of encouraging student interns to develop a long-term vision through encouraging participation, interaction, and goal setting.
4. Consultative: The experience where the supervisors seek student interns' feedback and opinions.

The supervisory style of the virtual facilitator during the virtual internship was described as democratic or participative, coaching or supportive, visionary or achievement-oriented, and consultative or participative. Since a directive supervisory style did not evolve, it was not widely employed during virtual internship training. The most common supervisory style among virtual facilitator was participative.

For the second research question, "How does the supervisory style affect the interns' skill and experience?", the following were the most common responses:

SI 1; SI 14; SI 20: " Open discussion makes us desire to learn more".

SI 2; SI 4; SI 7; SI 8; SI 15; SI 21: "Encouraging participation and interaction helps us discover more of our skills."

SI 5; SI 9; SI 10; SI 17: "Welcoming everyone to contribute and share opinions aided in maintaining good relationships and boosting each other's confidence."

SI 11; SI 12; SI 13; SI 18: "Increases our motivation and we feel engaged and motivated to contribute."

SI 16; SI 22; SI 25: "Allowed us to demonstrate our capabilities even in difficult times."

VIF 1; VI 3: "Giving the student interns the freedom to complete a task in their own creative way resulted in a successful outcome."

VIF 4; VIF 6; VIF 7: Letting all student interns participate in the discussion and role-playing had developed their self-confidence.

Most common responses revealed that a participative supervisory style affect the intern's skill and experience during a virtual internship training.

For the third research question, "How does the supervisory style affect the task structure and teamwork?", most common responses are the following:

SI 1; SI 11; SI 20; SI 25: "We were able to complete assigned tasks successfully and meet deadlines since supervisors are open to questions, inquiries, and suggestions."

SI 2; SI 4; SI 7; SI 11; SI 12; SI 15; SI 16; SI 18: "Because our supervisor is always encouraging, the supervisor does not let anyone fall behind and ensures that everyone participates in the activity."

SI 5; SI 8; SI 9; SI 10; SI 13: "Allowing us to choose our group mates during virtual activities made our tasks easier."

SI 14; SI 17; SI 21; SI 22:"The supervisor's coaching style assists the student interns' strengths and limitations in a specific task, giving them the opportunity to improve their areas of weakness."

VIF 1, VIF 4,VIF 7: "The democratic style of allowing interns to proceed with some activities at their own pace enabled them to successfully complete required tasks, and allowing them to choose their own group boosted their confidence, resulting in a better teamwork."

VIF 3; VIF 6: "Allowing a student intern to complete tasks on their own without every now and then assisting them is the key to developing their efficiency in a specific task, and designating them to work with different interns, and giving rewards for best group also improved their teamwork."

From the student intern responses, the most common supervisory style that affected the task structure and teamwork of student interns is participative. For the virtual facilitator/supervisor's responses, all of them agreed that a democratic supervisory style helped the student interns with successfully completing their tasks. However, there have been a disagreement between the two groups wherein the first group of virtual facilitator/supervisor responded that democratic style of allowing student interns to choose their own group boosted their confidence resulting to better teamwork. While the second group of virtual facilitator/supervisor responded that directive supervisory style of directing student interns

to work with different interns and giving them rewards in return for being the best team improved their teamwork. This is in agreement with Betz, M. (2021) that transactional leadership, might improve team collaboration in various circumstances.

For the fourth research question, "How does the supervisory style affect the interns' motivation, satisfaction and learning?", the most common response from the student interns were summarized and were transcribed as: "Being able to freely express our thoughts and opinions aided us in gaining more knowledge and improving our ability to deal with tasks. It boosted our confidence and motivated us to become better versions of ourselves. And helping us in various aspects so that we could learn more, as well as providing the best learning experience, is what made us satisfied with the virtual training." While for the virtual internship facilitator/supervisor, they all agreed that providing task checklists to student interns, such as having to meet with their team, establishing specific goals for the internship, and scheduling a one-on-one with the virtual internship supervisor for consultation or progress evaluation, influenced the interns' motivation, satisfaction, and learning.

For the fifth research question, "How would you describe an effective virtual internship facilitator in terms of supervisory style?", the most common responses are the following:

SI 1; SI 4 ; SI 5; SI 12; SI 15:"An effective virtual internship facilitator is someone who is not strict and make sure that everyone is motivated before starting the lesson. All of the activities they will give have less complexity and focus on the learning that they will provide. Learners today do not want a very dull lesson, much more in a virtual internship training. However, we do not wish for an autocratic supervisor who intentionally intimidates their trainees."

SI 2: "Maybe I can describe an effective virtual facilitator through the style on how he/she help the students as well influence them to become better intern and serve as motivation in achieving the goals in life,good decisions making, proper handling of task,also learning for the experience of the interns."

SI 4; SI 14; SI 18; SI 20; SI 21; SI 25: "First and foremost, he understands our desire to achieve our goals and dreams, which is why he pushes us to be the best versions of ourselves. The way he gives us hope, the way he tells us his experiences, motivated us even more."

SI 5; SI 8, SI 9; SI 11; SI 13: "The virtual internship facilitator should be goal-focused and inspirational because it helps the trainees a lot to make their internship relevant and fun at the same time."

SI 7: SI 17; SI 22: "The most effective supervisory style is a democratic approach style especially in this virtual internship that it could help everyone to be engage in the discussion and help them to be actively participate. In this kind of supervisory style they share the ideas that they have because of that we can learn more but it's not just their idea they want to follow. They considered our own suggestions and opinions in every task that they give us."

VIF1: "If your supervisory style satisfies the virtual student intern's learning, then you could be considered an effective virtual internship facilitator."

VIF 3: "I think an effective supervisor is someone who can inspire interns to push their limits, and you can see that through their output." VIF 4: "I believe that the effectiveness of a virtual internship facilitator is determined by the supervisory style, which can be democratic, autocratic, or laissez-faire, and must be tailored to the learners' abilities. To be effective, we may combine different supervisory styles so that all learners can be motivated and learn even if they have different characteristics and learning capacities."

VIF 6: "For me, to become effective, student interns need to be motivated even if they are not in the actual work scenario, you can still motivate them to perform the given task enthusiastically."

VIF 7: "An effective virtual internship facilitator know how to handle the training without compromising learning outcome of the virtual student interns. What I mean is that, even if the training is just virtually, the same degree of involvement, same level of training should be provided."

VI. DISCUSSION

The key findings of the study agreed well with literature as to how virtual internships benefit student interns (Aarons, 2019; Seyitolu & Yirik, 2015). The experience allowed learners to achieve work experience while developing basic and specific skills. Even though study's findings are restricted in their comprehensiveness given the small sample size, they did reveal some insights into virtual internships and their significance to stakeholders.

First, the most common supervisory style among virtual facilitator was participative. Second, it was discovered that the intern's skill and experience during a virtual internship training were most impacted by a participative supervising style. Third, according to student interns, the most usual supervisory style that affects task structure and teamwork is participative. In terms of teamwork, however, there was considerable disagreement among virtual internship facilitators, with both participative and authoritarian supervising styles revealing to be beneficial. Fourth, the virtual internship facilitators' participative supervising style

influenced virtual student interns' motivation, satisfaction, and learning. The capacity of the virtual student interns to openly share their views and opinions assisted them in learning more knowledge and enhancing their task-handling abilities. It also improved their confidence and inspired them to be better versions of themselves, aiding them in a number of ways to help them learn more and giving them with the optimal learning experience possible, all of which satisfied them. Lastly, the supervising style of an effective virtual internship facilitator was discovered to be participative. As a result, all hypotheses can be regarded valid.

The data obtained, which were analyzed by looking into the personal views of every group of virtual student interns and virtual internship facilitators, and then compared and contrasted the two groups' viewpoints revealed that there were large commonalities in the responses and only one discrepancy, which is in terms of teamwork.

VII. CONCLUSIONS AND RECOMMENDATIONS

By questioning and interviewing a small sample of hospitality management student virtual interns and site supervisors from chosen hotels, the study aimed to investigate the role of the virtual facilitator's supervisory style on virtual internship learning in hospitality management program. The study added to the current body of knowledge on experiential learning in a variety of ways.

Although virtual internships have existed for some time, in the Philippines, they were only widely used during the pandemic. As a result, participative leadership or supervisory style emerged as a prominent type of supervisory style, because virtual internship facilitators are also new to the type of experience and wanted to make it a success through involving everyone by accepting suggestions and engaging in decision-making, especially when it came to activity execution. Participative supervisory style of the virtual internship facilitator had also greatly affected the virtual student intern's contingencies, environmental contingencies, and virtual internship facilitator's effectiveness. Because they are both fresh to the experience, virtual internship facilitators have a tendency to listen to their virtual student interns in order to do all tasks effectively and efficiently. To make this first time experience a success, majority of the virtual internship facilitators displayed trust, respect, inclusivity, and open discussions. In this way, they were also able to become a successful virtual internship facilitator.

Although participants may confront several difficulties in a remote environment, this experience contributes in the development
of competence, technological expertise, critical - thinking, and improvement of self-confidence.

This study may pave the way for future investigations. One recommendation would be to conduct additional study into other industries that may offer virtual internship programs in order to help other virtual internship facilitators understand the best practices of virtual internship facilitators in terms of supervision. Another recommendation is that educational institutions should prioritize offering a quality internship program with clear criteria for students. It is necessary to do proper planning and preparation of the internship program, which is aligned with the industry's virtual internship program. Although the effectiveness of the virtual internship facilitator was demonstrated in this study, educational institutions should also play a role in making the experience more relevant and successful.

VIII. LIMITATIONS

The size and scope of this research were limited by a number of factors. When evaluating the study, keep the following considerations in mind.

1. Since the sampling size only included hospitality sectors that offer virtual internships, other industries that offer virtual internships may encounter different issues, and internship facilitators may require distinct sets of abilities for effective supervisory style.
2. Since the majority of student respondents who completed their internship remotely and participated in this study, met their supervisor only once a week for synchronous sessions, bias may exist because virtual student interns rarely meet their virtual facilitator.
3. The study's other limitation is that it did not involve all stakeholders. Only virtual student interns and virtual internship facilitators were included in the study. Although virtual student interns and virtual internship facilitators are the most important stakeholders, understanding virtual internship practices from the standpoint of the student internship coordinators is also important.

REFERENCES

1) Aarons, J. (2019). *Evaluation of hospitality curricula, industry skillset expectations and student preparedness.* Nova Southeastern University
2) Adadi, Elizabeth, "Supervisory Practices in a Virtual Internship Program: A Multi-Case Study" (2018). *FIU Electronic Theses and Dissertations*. 3748. https://digitalcommons.fiu.edu/etd/3748

3) Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. J*ournal of Applied Learning in Higher Education*, 1(Fall), 25–48. https://scholarworks.iupui.edu/handle/1805/4579

4) Baltescu, C. (2016). The assessment of internship programs: A viewpoint of the undergraduate tourism students from the Transilvania University of Brasov. *Bulletin of the Transilvania University of Brasov. Series V: Economic Sciences*, 9(58), 65-72.

5) Bass, B. M. (2008). *The Bass handbook of leadership: Theory, research, & managerial applications* (4th ed.). New York, NY: Free Press.

6) Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). New York, NY: Psychology Press.

7) Bayerlein, L., & Jeske, D. (2018). The potential of computer-mediated internships for higher education. *International Journal of Educational Management*, 32(4), 526–537. https://doi.org/10.1108/IJEM-11-2016-0254.

8) Betz, M. (2021). *The transactional leadership style still has a place*. Better Up. https://www.betterup.com/blog/transactional-leadership

9) Bigharaz,B., Kamalian A. and Roshan, A. (2010). "*Relationship between transformational leadership and employee creativity*," First Annual Conference of Management, Innovation and Entrepreneurship, Shiraz, 2010.

10) Briant, S. & Crowther, P. 2020. Re imagining internships through online experiences: Multidisciplinary engagement for creative industries students. *International Journal of Work-Integrated Learning*. 21(5): 617-628.

11) Callanan, G., & Benzing, C. (2004). Assessing the role of internships in the career-oriented employment of graduating college students. *Education+ Trainin*g, 46(2), 82-89.

12) Clark, R., Hartline, M. & Jones, K. (2009). The effects of leadership style on hotel employees' commitment to service quality. *Cornell Hospitality Quarterly*, 50, (2): p. 209-231.

13) Collins, A. (2002). Gateway to the real world, industrial training: Dilemmas and problems. *Tourism Management, 23*, 93-96. doi:10.1016/S0261-5177(01)00058-9

14) Cornelius, S., Medyckyj-Scott, D., Forrest, D., Williams, A., & Mackaness, W. 2008. The virtual placement: An alternative to the traditional work placement in the geographical sciences? *Journal of Geography in Higher Education*, 32(2), 287-302 Retrieved from http://search.proquest.com.ezproxylocal.library.nova.edu/docview/61959353?accountid=6579.

15) Eyler, J. (2009, Fall). The power of experiential education. *Liberal Education*, 95(4), 24–31.

16) Franks, P. & Oliver, G. 2011. Virtual Internships: Opportunities for Experiential Learning and International Collaboration in Digital Curation Curricula.*217 — Education for digital curation — Education and Training Section with Preservation and Conservation, Information Technology*;August 13-18; Puerto Rico.

17) Gundersen, G., Hellesoy, B. T., & Raeder, S. (2012). Leading international project teams: The effectiveness of transformational leadership in dynamic work environments. *Journal of Leadership & Organizational Studies*, 19(1), 46-57. doi:10.1177/1548051811429573

18) Hillier, R. (2005). *Leadership in the Canadian forces*. Canadian Forces Leadership Institute found at http://www.cda-acd.forces.gc.ca/cfli-ilfc/index-eng.asp Jamal, A. (2012). *Business Balance & Beyond.* Mahatma Gandhi, MB: Jaico Publishing House.

19) Jena, A., Kansara, P., & Shah, M. 2020. A Statistical Approach Towards Improving Virtual Internship Experience. International Journal of Management. 11(11):

20) 468-476. doi: 10.34218/IJM.11.11.2020.045

21) Jeske, D., & Axtell, C. (2014). e-Internships: Prevalence, characteristics and role of student perspectives. Internet Research, 24(4), 457-473.

22) Karunathilake,L. (2016). The impact of leaders' characteristics and their behavior to the employee performance in the hotel industry in Sri Lanka. Wayamba Journal of Management. 4(2): 9-19, 2016.

23) Kavanaugh, R.R., Ninemeier J.D.,"*Supervision in the Hospitality Industry*", (3rd ed.), The Educational Institute of the American Hotel & Lodging Association, Michigan, 2001.

24) Koopman, K., Emmett, R.S. & Nicole P. Sanderlin. 2021. Work in Progress: Examining the Literature on Virtual Internships for Insights Applicable to Engineers. *American Society for Engineering Education Conference*.

25) Kouzes, J. & Posner, B. (2002). *The leadership challenge*. San Francisco: Jossey-Bass.

26) Kurthakoti, R., & Good, D. C. (2019). Evaluating outcomes of experiential learning: An overview of available approaches. In M. Gonzalez-Perez, K. Lynden, & V. Taras (Eds.), *The palgrave handbook of learning and teaching international business and management* (pp. 33–61). Palgrave Macmillan, Cham.

27) Lee, C., Chao, C., & Chen, H. (2015). The relationship between HRM practices and the service performance of student interns: Industry perspective. South African Journal of Business Management, 46(3), 1. Available from http://search.ebscohost.com.lib.kaplan.edu/login.aspx?direct=true&db=bth&AN=

28) 111596659&site=eds-live

29) Liu, J., Liu, X., & Zeng, X. (2011). Does transactional leadership count for team innovativeness? *Journal of Organizational Change Management*, 24(3), 282-298. doi:10.1108/09534811111132695

30) Luthans, F. (2011). *Organizational Behavior, An Evidence-Based Approach.* 12th ed. New York, NY: Mc-Graw-Hill/Irwin.

31) McCullough II, P. 2022. Is criterion sampling the same as purposive sampling?https://moviecultists.com/is-criterion-sampling-the-same-as-purposive-sampling

32) Malik, M. M. (2015). The legal void of unpaid internships: Navigating the legality of internships in the face of conflicting tests interpreting the FLSA. *Connecticut Law Review*, *47*(4):1183-1214.

33) Mayernik, M.S., Thompson, C.A., Williams, V., Allard, S., Palmer, C.L., & Tenopir, C. (2015). Enriching education with exemplars in practice: Iterative development of data curation internships. *International Journal of Digital Curation*, 10(1), 123-134.

34) McKnight, Z. 2013. Unpaid interns: Toronto college students clean tubs for nothing. *The Toronto Star*. Retrieved from https://www.thestar.com/news/gta/2013/10/14/unpaid_interns_toronto_college_studentsclean_ubs_for_nothing.html

35) Nyanjom, J., Goh, E., & Yang, E. C. L. (2020). Integrating authentic assessment tasks in work integrated learning hospitality internships. *Journal of Vocational Education & Training*, 1–23. https://doi.org/10.1080/13636820.2020.1841821

36) Northouse,P.G. *Leadership: Theory and Practice*, 5th Edition, Thousand Oaks, CA: SAGE, 2010.

37) Pablos, P.O. & Tennyson, R. D. (2014). *Strategic Approaches for Human Capital Management and Development in a Turbulent Economy.* Hershey, PA: Business Science Reference.

38) Pittenger, K S. (2018). Guide to developing a required business internship program RBIP. In Developments in business simulation and experiential learning: *Proceedings of the annual ABSEL conference* 45: 6–13. Seattle, WA.

39) Sadeghi, A., & Pihie, Z. A. L. (2012). Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science*, 3(7), 186-197.

40) Sawyer, K. 2017. Keeping it real: The impact of HRD internships on the development of HRD professionals. *Advances In Developing Human Resources*, 19(2), 176189. doi:10.1177/1523422317695228

41) Seyitoğlu, F., & Yirik, S. (2015). Internship satisfaction of students of hospitality and impact of internship on the professional development and industrial perception. *Asia Pacific Journal of Tourism Research, 20*(1), 1414-1429. doi:10.1080/10941665.2014.983532

42) Shariff, M.N. & Abidin, A.Z. 2022. Issues and Challenges of Covid-19 Pandemic on Tourism and Hospitality Education in Malaysia: A Preliminary Study of the Event. *Journal of Tourism, Hospitality and Environment Management*. 7(27): 01-18.doi: 10/35631/JTHEM.727001

43) Singh, A., & Dutta, K. (2010). Hospitality internship placements analysis for United Kingdom and India. *Journal of Services Research, 10*(1), 85-99. Available from http://search.ebscohost.com.lib.kaplan.edu/login.aspx?direct=true&db=bth&AN=50746191&site=eds-live

44) Stirling, A. A., Kerr, G., MacPherson, E., Banwell, J., Bandealy, A., & Battaglia, A. 2017. Do postsecondary internships address the four learning modes of experiential learning theory? An exploration through document analysis. *Canadian Journal of Higher Education.* 47(1): 27-48.

45) Teng, C. W.C., Lim, R.B.T., Chow, D.W.S., Narayanasamy, S., Liow, C. H. & Lee, J.J.M. 2021. Internship before and during Covid-19: experiences and perceptions of undergraduate interns and supervisors. *Higher Education, Skills and Work-based Learning*: doi: 10.1108/HESWBL-05-2021-0104

46) Thompson, G., Buch, R.,Thompson, P., & Glaso, L. (2021). The impact of transformational leadership and interactional justice on follower performance and organizational commitment in a business context. *Journal of General Management*. 46(4): 274-283.doi.10.1177/0306307020984579

47) Walls, Elaine (2019) The Value of Situational Leadership. *Community practitioner : the journal of the Community Practitioners' & Health Visitors' Association*, 92 (2). pp. 31- 33. ISSN 1462-2815

48) Woods, R.H. and King, J.Z. (2010).*Leadership and Management in The Hospitality Industry*, Lansing, Michigan: Educational Institute, American Hotel and Lodging Association.

49) Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Researc*h, 62(2), 81-93. doi:10.1037/a0019835

50) Zopiatis, A., & Constanti, P. (2012). Managing hospitality internship practices: A conceptual framework. *Journal of Hospitality & Tourism Education.* 24(1): 44–51. https://doi. org/10.1080/10963758.2012.10696661