

SOCIAL AND STRUCTURAL INFLUENCES ON TOURISM STUDENTS' CAREER PATHWAYS: IMPLICATIONS FOR REGIONAL TOURISM DEVELOPMENT IN THAILAND

Thannicha SINGKALA ¹, Paithoon MONPANTHONG ^{1*}

¹ National Institute of Development Administration, Graduate School of Tourism Management, Bangkok, Thailand; thanni.sing@gmail.com (T.S.); paithoon.mon@nida.ac.th (P.M)

Citation: Singkala, T., & Monpanthong, P. (2025). Social and structural influences on tourism students' career pathways: Implications for regional tourism development in Thailand. *Geojournal of Tourism and Geosites*, 62(4), 2306–2315. <https://doi.org/10.30892/gtg.62427-1593>

Abstract: This study aims to investigate how structural forces and social support influence the career pathways of tourism students majoring in hotel business program in Thailand, focusing on their transition from academic training to professional employment within the tourism industry. The research intends to clarify the individual and combined influence of key variables on students' satisfaction during internships, perceived readiness for industry demands, and long term commitment to tourism-related careers, and further explores contextual socio-cultural and institutional relations that mediates students' adaptation and integration into the workforce. A quantitative approach was used via structured surveys distributed to 300 tourism bachelor's students in the hotel business program in Phuket who had completed their internships. Structural Equation Modeling (SEM) was employed to analyze causal relationships. The results reveal that both social (parental support) and structural factors (person-organization fit, internship quality, and abusive supervision) significantly affect internship satisfaction and industry commitment. The findings point out the importance of regional industry practices and social expectations in creating tourism workforce development. The discussion emphasizes how disparities in industry standards, societal perceptions of tourism careers, and familial attitudes toward service work collectively influence students' career decisions. The findings suggest that building a sustainable tourism workforce, policy interventions should not only address organizational practices which are internship regulations and supervisory training, but also engage families and communities in more favorable directions around careers in tourism. Moreover, academic institutions should strengthen partnerships with the industry to encourage meaningful internships that enhance both skill development and affective commitment.

Keywords: tourism internships, parental support, person-organization fit, internship quality, abusive supervision

* * * * *

INTRODUCTION

Internships have long been positioned as significant process for filling the gap between education and employment, especially in tourism and hospitality industry. However, the prevailing emphasis on developing skills and meeting employer expectations frequently obscures the broader socio-cultural and structural conditions that influence internship experiences and their long-term implications for youth labor directions (Bairwa & Kumari, 2021). In Thailand, where family expectations, hierarchical organizational norms, and uneven access to quality internships continue, a narrow interpretation of internship risks masking critical disparities in student outcomes. This study questions the conventional view of internships as impartial, skills-based training by highlighting how structural conditions and social support systems jointly influence students' professional paths. Specifically, it examines how parental support acts as a form of social capital that enables students to navigate organizational cultures, and how perceived internship quality and person-organization fit contribute to satisfaction and commitment to the tourism industry. Finally, the study explores the potential disruptive role of abusive supervision, a workplace phenomenon that may undercut professional identity formation. While prior research has addressed components such as internship satisfaction, training/mentorship quality or parental and supervisor support individually (Thapa, 2022; Zhong et al., 2022; Liu et al., 2024) fewer studies have integrated these variables into a single cohesive framework combining mentorship, institutional support, organisational fit and personal context. Likewise, although abusive supervision is known to negatively affect workplace outcomes, its interaction with protective factors such as support systems and organizational alignment remains underexplored in tourism education literature (Yu et al., 2020; Chan et al., 2024).

Therefore, this study points out these gaps and investigates the structural and social factors influencing internship satisfaction and industry commitment among Thai undergraduate tourism students majoring in hotel business in Phuket, Thailand. From the theories of social capital, organizational behavior, and structural inequality, the study examines the causal effects of parental support, person-organization fit, and internship quality, alongside the moderating role of abusive supervision. By analyzing these relationships through structural equation modeling (SEM), the research aims to contribute to both theoretical discourse and practical strategies for more inclusive, responsive, and equitable internship frameworks.

* Corresponding author

LITERATURE REVIEWS

Parental Support in Tourism Internships

The influence of parental support extends beyond academic achievement for being as a foundation for students' personal efficacy, emotional well-being, and professional engagement during internships. Parental support influences students' academic and career paths and encompasses emotional, financial, and motivational resources leading to students' confidence, motivation, and overall satisfaction in study and internships. Drawing on Social Cognitive Theory, parental support can be understood as an environmental determinant that cultivates students' beliefs, behaviors, and coping strategies throughout their internship experiences. Social Cognitive Theory (SCT) proposed by Bandura (1986) provides a useful framework to understand the role of parental support in students' internship experiences. According to SCT, human behavior is formed by the interaction of personal factors, environmental influences, and behavioral patterns through the process of reciprocal determinism. Within this framework, parental support constitutes a key environmental factor that influences students' self-efficacy, motivation, and coping strategies during challenging transitions such as internships.

Emotional and instrumental parental support has been found to enhance motivation, improve academic achievement, and increase satisfaction with both education and early career experiences (Utami, 2022). Moreover, perceived parental support strengthens adolescents' self-efficacy and emotional adjustment, which are essential for managing transitions such as entering the workforce (Chentsova-Dutton et al., 2020). This support extends to work-related circumstances, where emotional and practical support from parents improves career adaptability and preparedness (Song et al., 2022).

Recent research indicates that family support contributes to students' psychological readiness and ability to cope with internship challenges (Febry et al., 2023). Yet, how such support mechanisms assist in regulating stress and guiding professional decisions during intensive internship periods remains underexplored in tourism education contexts.

In Thailand where familial bonds are culturally emphasized, parental engagement is likely to exert an even greater influence on students' internship experiences and long-term career commitment.

In tourism and hospitality education, empirical research confirms that family involvement enhances students' satisfaction with internships and strengthens their long-term commitment to tourism careers.

For example, Cheung (2024) discovered that students who received more parental encouragement were more likely to report favorable internship experiences and demonstrated stronger long-term career commitment in the tourist business. These findings underline the importance of parental participation in developing kids' resilience and adaptation, especially in high-demand industries like tourism and hospitality. While most existing studies have demonstrated the positive impact of parental support on general academic and career outcomes, few have explored how this support functions during internships in emotionally demanding service sectors including tourism and hospitality. Moreover, a number of the literature has focused on Western contexts hence there is a gap in understanding how family involvement operates in Asian societies. Therefore, the current study addresses this gap by examining the effects of parental support on students' internship experiences and industry commitment in Thailand. Based on the above discussion, the following hypothesis is proposed:

H1: Parental support perceived by tourism program students has a positive effect on person-organization fit.

The Role of Person-Organization Fit

Building on the role of parental support in creating students' motivation and career orientation, it is also important to consider how individual compatibility with organizations influences the internship experience. This brings into focus the concept of person-organization fit as it is a critical psychological and contextual factor in determining students' adjustment and satisfaction. Person-Organization Fit refers to the alignment between an individual's values, goals, and culture and those of the organization. It is an important component in developing internship experiences and influencing future career decisions. Furthermore, the mediating role of person-organization fit aligns with Career Construction Theory (Savickas, 2005) which asserts that individuals actively construct their career paths through meaningful interactions within their social and organizational environments. Prasetyaningrum & Hendarsjah (2022) discovered that POF has a considerable impact on job satisfaction, organizational commitment. For internships, POF influences how successfully students adapt to organizational culture and how much they value the internship as a learning opportunity.

In hospitality and tourism education, POF is especially important due to the industry's emphasis on interpersonal relationships, emotional labor, and cultural alignment. Interns with congruent values and personalities to their host organizations are more likely to embrace service-oriented norms leading to more positive internship experiences and a stronger commitment to the industry. Moreover, organizational fit not only affects individual satisfaction but also contributes to the overall effectiveness of internship programs by reducing turnover intention and promoting professional growth (Nugroho & Wibowo, 2024). In addition, Rose et al. (2021) stressed the importance of POF in aiding the successful transition from intern to employee which suggests that greater alignment between interns and organizations increases the possibility of long-term employment. However, most prior research focuses on Western organizational contexts where individualism and autonomy are emphasized. Less attention has been paid to how POF operates in collectivist cultures including Thailand, where harmony, hierarchy, and shared identity may redefine what constitutes a good fit.

In addition, studies often treat POF as a stable construct, overlooking how students' perceptions of fit may evolve during dynamic internship experiences. Jing et al. (2021), for example, mentioned the connecting employment choices with personal values enhances organizational embeddedness, leading to greater professional fulfillment and commitment. Park & Hai (2024) further argues that a strong POF contributes to higher levels of job satisfaction, ultimately influencing students' career trajectories within the tourism and hospitality sector. The present study extends the literature by examining POF among tourism students in Phuket, Thailand where cultural fit may be deeply implicated with familial values, social

expectations, and regional industry norms. This approach offers new understanding into how organizational alignment can be a mediator between social support and career outcomes in the service sector.

Synthesizing the findings from prior studies, the hypothesis below is proposed.

H2: Person-organization fit perceived by tourism program students has a positive effect on internship quality.

Concept of Internship Quality

While person-organization fit underlines the internal alignment between students and their host organizations, the actual experience during internships is further outlined by the dimensions of the internship itself. Therefore, the concept of internship quality becomes significant in understanding how these experiences contribute to professional growth.

The quality of the internship experience is a potential determinant of students' career intentions in the hospitality and tourism sectors. Although high-quality internships with meaningful tasks, mentoring and supportive work environments appear to boost students' professional commitment and satisfaction, empirical meta-analytic evidence remains scarce in tourism and hospitality education. Internships that provide meaningful, skill-building opportunities are more likely to generate good attitudes and encourage long-term career commitment. In contrast, low-quality internships that fail to meet educational and professional expectations might lead to unhappiness and decreased commitment (Ferdian et al., 2025). In the tourism industry, where responsibilities frequently require extensive client engagement, internship quality is very important.

Ferreras-García et al. (2020) stated that high-quality internships allow students to acquire both technical and interpersonal abilities, increasing their competitiveness in the tourist job market. Furthermore, internship quality is highly related to mentorship and organizational support, emphasizing the role of supervisors and organizations in generating a pleasant and helpful learning environment (Tews et al., 2025). According to Qu et al. (2021), characteristics such as mentorship quality, organizational support, and task variety are critical drivers of hotel intern satisfaction, with pleasant internship experiences having a significant impact on career ambitions in the hospitality industry. Similarly, Smith & Tanaka (2024) stressed the significance of aligning internship programs with students' expectations and program abilities in order to maximize value.

Their findings imply that internships that match both academic and professional criteria improve student satisfaction while also strengthening the link between theoretical knowledge and practical application. High-quality internships are especially important in tourism education because they build industry commitment and provide students with the skills and confidence they need to compete in a competitive field. Despite the sophistication of these findings, a number of studies focus on the other contexts apart from Asia regions including Thailand. By examining internship quality among Thai students, this study contributes to understanding how educational and cultural alignment affects tourism career pathways in Southeast Asia. Drawing from this reviewed literature, it is hypothesized that:

H3: Internship quality perceived by tourism program students has a positive effect on internship satisfaction.

H4: Internship quality perceived by tourism program students has a positive effect on industry commitment.

Internship Satisfaction and Commitment to the Tourism Industry

As a key outcome of internship experiences, satisfaction functions as an emotional and evaluative response that remarkably predicts students' long-term commitment to the tourism industry. Internship satisfaction is a significant indicator of the effectiveness of experiential learning in academic programs, particularly in the tourism industry.

It reflects how well internship experiences meet students' expectations in terms of role clarity, mentorship, learning opportunity, and work environment (Alharethi et al., 2025). Positive internship satisfaction not only improves short-term learning outcomes but also fosters motivation and engagement with the profession. However, challenges such as insufficient mentorship, heavy workloads, and mismatches between students' expectations and organizational realities can negatively affect their satisfaction (ELsaied et al., 2024). Ampofo & Karatepe (2022) emphasize that both interpersonal factors including supervisor support and the quality of task assignments significantly create satisfaction levels.

Beyond immediate general outcomes, internships indicate industry commitment as a student's long-term psychological attachment to the tourism profession. Positive internship experiences characterized by effective mentorship, significant responsibilities, and congruence with personal and organizational values can cultivate a robust feeling of commitment to the business (Wen, 2023; Liu et al., 2024). On the other hand, negative internship experiences, such as inadequate supervision or exploitative tactics, may dissuade students from entering the sector, leading to a loss of potential (Lu, 2022).

Importantly, prior studies tend to examine internship satisfaction and commitment as separate outcomes, without fully exploring the underlying mechanisms linking them to earlier formative factors such as parental support, person-organization fit, and internship quality. This study seeks to address this gap by proposing a mediated relationship, whereby POF and IQ mediate the influence of parental support on the internship satisfaction and industry commitment. This perspective adds variation to existing research by highlighting the multilevel nature of influences on students' career development.

Drawing from these relationships, the following hypotheses are proposed:

H5: Person-organization fit and internship quality mediate the relationship between parental support and internship satisfaction.

H6: Parental support perceived by tourism program students has a positive influence on industry commitment via person-organization fit and internship quality.

Abusive Supervision

Abusive supervision refers to the sustained display of hostile verbal and non-verbal behavior by supervisors which has significant implications for workplace dynamics and employee outcomes (Tepper, 2000). Abusive supervision can negatively impact internship experiences, leading to reduced job satisfaction and diminished motivation among interns

when supervisors exhibit such behavior (Xu et al., 2023). Abusive supervision during internships can increase stress, lower job satisfaction, and negatively impact career intentions, ultimately hindering the developmental objectives of internship programs (Singh et al., 2024). For students in hospitality and tourism industries often characterized by hierarchical structures and intense pressure from facing the customers, so the risk of encountering abusive supervision may be particularly high (Xu et al., 2022).

A number of research has shown that abusive supervision during internships correlates with increased stress, reduced self-efficacy, and decreased organizational commitment, hence undermining the developmental objectives of internship programs (Gazi et al., 2025; Stempel & Rigotti, 2022; Rasheed et al., 2021). Similarly, Jasim et al. (2024) found that abusive supervision fosters knowledge hiding and work disengagement in the hospitality industry, emphasizing its detrimental impact on supportive organizational climates. It also lessens effect on person-organization fit, as students under hostile supervision are less likely to identify with the organization's values and culture. Furthermore, it lowers perceived internship quality, as abusive behaviors often restrict learning opportunity and diminish feelings of safety and respect within the workplace (Pradhan et al., 2020). Importantly, the interaction between personal support systems (parental support) and supervisory environments are crucial. Xu et al. (2022) found that students with strong parental support may be more resilient in supervisory hostility, suggesting a potential moderating effect of abusive supervision in the relationship between parental support and person-organization fit. Therefore, even when parental support is high, the benefits it provides in supportive organizational fit and career development may be weakened under abusive supervisory conditions. Despite increasing scholarly attention, few studies have explicitly tested the moderating effects of abusive supervision within structured internship programs, especially in tourism education. The current study explores how abusive supervision alters the strength of key predictive relationships between (1) parental support and person-organization fit, and (2) person-organization fit and internship quality.

Hence, the following hypotheses are proposed:

H7: The relationship between parental support and person-organization fit is moderated by abusive supervision.

H8: The relationship between person-organization fit and internship quality is moderated by abusive supervision.

MATERIALS AND METHODS

Research Design

This study adopts a quantitative research design to examine the relationships between parental support, person-organization fit, internship quality, internship satisfaction, industry commitment, and the moderating effect of abusive supervision on hotel business program students' internship experiences. A survey-based approach was used to collect data from a large number of participants, allowing for hypothesis testing and generalizability. Structural Equation Modeling (SEM) was employed to analyze the interrelationships among the variables and assess the fit of the conceptual model. SEM was selected due to its strength in analyzing complex relationships between observed and latent variables, and its capacity to evaluate both direct and indirect effects, as well as moderating influences.

Population and Sample

The target population comprised Thai undergraduate students enrolled in hotel business program at academic institutions in Phuket Province, Thailand, who had completed an internship as part of their academic curriculum. The sample was selected using a convenience sampling method, focusing on students who were readily available and willing to participate. The required sample size was determined based on the recommendation of Hair et al. (2021) that a minimum sample size of 300 participants for studies with seven or fewer constructs. For 6 variables of this study, a minimum of 300 observations is sufficient for the required sample size. As a result, a total of 300 bachelor's degree students in hotel business program from Phuket, who have completed internships in the hotel business, were included in the sample.

Data Collection and Analysis

Data for this study has been collected through a questionnaire designed to measure six core constructs: parental support, person-organization fit, internship quality, internship satisfaction, industry commitment, and abusive supervision. The questionnaire consisted of a series of closed-ended items using a Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree) to assess participants' perceptions of these constructs. The questionnaire was distributed to Thai students in the tourism bachelor program who have completed an internship in the hotel business in Phuket. Prior to data collection, a pilot test was conducted with a small sample of students to ensure the clarity and comprehension of the survey items. Feedback from the pilot test was used to refine item wording and formatting. Additionally, Item-Objective Congruence (IOC) and reliability tests were performed to evaluate the quality of the survey items. The IOC value was 0.96, exceeding the threshold of 0.5 set by Turner & Carlson (2003). Also, Cronbach's alpha was 0.799, which is above the acceptable threshold of 0.70 as suggested by Kline (2016), indicating sufficient reliability. For data analysis, descriptive statistics were used to analyze demographic data, then Confirmatory Factor Analysis (CFA) was conducted to assess the quality of the measurement model and the individual question items before proceeding to SEM for hypothesis testing.

RESULTS

Descriptive Statistics and Relationships Between Variables

A comprehensive demographic and internship-related breakdown of the 300 students who participated in the study is presented in Table 1 below. The data highlights the distribution of respondents across these categories, providing an understanding of the student sample and their internship experiences. The means, standard deviations of the sample's scores, and the correlation matrix for the path analysis are presented in Table 2.

Table 1. Demographic and Internship Characteristics of Respondents

Category	Subcategory	Frequency	Percentage
Gender	Female	190	63.3%
	Male	74	24.7%
	LGBTQ+	36	12%
Parental Marital Status	Married	217	72.3%
	Unspecified	39	13.1%
	Separated/Divorced/Widowed	37	12.3%
	Single	7	2.3%
Academic Year	2nd Year	147	49%
	1st Year	75	25%
	3rd Year	57	19%
	4th Year	21	7%
Academic Institution	Phuket Rajabhat University	121	40.3%
	Prince of Songkla University, Phuket Campus	117	39%
	Phuket Vocational College	62	20.7%
Internship Department	Food and Beverage	72	24%
	Front Office	51	17%
	Finance and Accounting	42	14%
	Recreation	29	9.7%
	Administration	24	8%
	Housekeeping	23	7.7%
	Human Resources	19	6.3%
	Kitchen	17	5.7%
	Sales and Marketing	12	4%
	Spa and Wellness	6	2%
	Information Technology	5	1.6%
Internship Duration	Less than 3 months	77	25.7%
	3–5 months	145	48.3%
	6–8 months	59	19.7%
	9 months	19	6.3%

From Table 2, the analysis of the relationships between all pairs of latent variables demonstrated that each pair exhibited a statistically significant positive correlation at the 0.001 level. The pairs with the highest correlations were IS and IQ ($r = 0.946^{***}$) while the pair with the lowest correlation was PS and IQ ($r = 0.429^{***}$). Additionally, when addressing high collinearity among independent variables within the same regression equation, it was important to examine the regression equation based on the research framework, as outlined below: Regression equation 1: $PO = \beta_1 PS$;

Regression equation 2: $IQ = \beta_2 PO$; Regression equation 3: $IS = \beta_3 IQ$; Regression equation 4: $IC = \beta_4 IQ$

Table 2. Correlation matrix used in path analysis ($^{***}p\text{-value} < 0.001$)

Variables	Mean	S.D.	AVE	PS	PO	IQ	IS	IC
PS	4.010	0.454	0.368	0.606				
PO	4.059	0.465	0.544	0.454 ***	0.738			
IQ	4.122	0.398	0.539	0.429 ***	0.906 ***	0.734		
IS	4.185	0.385	0.579	0.463 ***	0.874 ***	0.946 ***	0.761	
IC	4.185	0.385	0.555	0.436 ***	0.773 ***	0.820 ***	0.908 ***	0.748

Therefore, based on the structure of the regression equations, high collinearity among the independent variables would not occur as no regression equation included more than one independent variable. Consequently, the results of parameter estimation in the subsequent section would not encounter any issues with parameter estimation.

The Confirmatory Factor Analysis (CFA) was conducted to examine the dimensions of each variable, with each component analyzed individually. The results indicated that the measurement model for all latent variables fit the empirical data well, as demonstrated by the fit indices meeting the specified criteria (Chi-square/df = 0, CFI = 1.000, TLI = 1.027, RMSEA = 0.000, and RMR = 0.000) (Kline, 2016; Hu & Bentler, 1999; Schumacker & Lomax, 2004; Schreiber et al., 2006). However, according to the criteria set by Henseler et al. (2015), some indicators had standardized factor loadings below 0.70, as shown in Table 2, although these were statistically significant at the 0.001 level. Furthermore, the Cronbach's alpha coefficients, Composite Reliability (CR), and Average Variance Extracted (AVE) for the components of Parental Support and Abusive Supervision did not meet the required thresholds. As a result, it was concluded that the latent constructs of these two variables lack sufficient structural validity and require further refinement in future research.

The Measurement Model

Six latent constructs have been identified in this study: Parental Support, Person-Organization Fit, Internship Quality, Internship Satisfaction, Industry Commitment, and Abusive Supervision as the moderator. The estimated parameter values of the observed variables are presented in Table 3.

Table 3. Estimated parameter values and statistic values of the measurement model

Variables	Standardized factor loading (β)	Indicator Reliability	t-test	Alpha (≥ 0.70)	CR. (≥ 0.70)	AVE (≥ 0.50)
1. Parental Support				.610	.636	.377
PS1	.636	.405	-			
PS2	.727	.529	9.114			
PS3	.443	.196	6.432			
2. PO Fit				.774	.780	.544
PO1	.643	.414	-			-
PO2	.809	.655	13.890			13.890
PO3	.752	.565	13.119			13.119
3. Internship Quality				.776	.778	.540
IQ1	.772	.596	-			-
IQ2	.744	.554	12.768			12.768
IQ3	.685	.470	11.868			11.868
4. Internship Satisfaction				.843	.845	.578
IS1	.780	.609	-			-
IS2	.783	.614	13.060			13.060
IS3	.805	.649	13.343			13.343
IS4	.664	.441	11.060			11.060
5. Industry Commitment				.787	.789	.556
IC1	.675	.455	-			-
IC2	.784	.614	13.852			13.852
IC3	.773	.597	13.697			13.697
6. Abusive Supervision				.643	.685	.392
AS1	.648	.420	-			-
AS2	.567	.322	8.173			8.173
AS3	.658	.433	9.085			9.085

Table 4. Results of testing direct and indirect hypotheses**p-value < 0.01, *** p-value < 0.001

Hypothesis: Direct effect	β	b	S.E.	t-test	p-value	Result
H1: PS $\rightarrow$ PO	.479***	.676	.132	5.119	.000	Supported
H2: PO $\rightarrow$ IQ	.906***	.988	.098	10.075	.000	Supported
H3: IQ $\rightarrow$ IS	.983***	.988	.075	13.128	.000	Supported
H4: IQ $\rightarrow$ IC	.883***	.676	.064	10.610	.000	Supported
Hypothesis: Indirect effect	β	p-value	95% CI		Result	
			LB	UB		
H5: PS $\rightarrow$ PO $\rightarrow$ IQ $\rightarrow$ IS	.434**	.001	.282	.619	Supported	
H6: PS $\rightarrow$ PO $\rightarrow$ IQ $\rightarrow$ IC	.373***	.000	.242	.552	Supported	

The Structural Model

Testing of direct effect (H1-H4) and indirect effects (H5-H6). To conduct the hypothesis testing, the Bootstrap method with 5,000 resamples was employed and the parameter confidence intervals were computed at the 95% level.

The results of this analysis are presented in Figure 2 and Table 4. The results shown in Figure 1 indicated that the structural model, or the research model, fit the empirical data effectively.

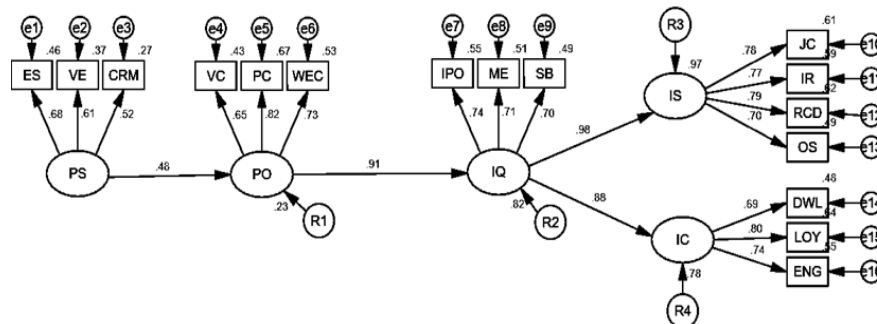


Figure 1. Results of the structural model analysis

The results of hypothesis testing for Hypotheses 1-6, as shown in Table 4, indicated that all hypotheses were confirmed to be statistically significant. The most significant positive direct effect is the relationship between Internship Quality and Internship Satisfaction ($\beta = .983$) and the most significant positive indirect effect is the effect from parental support to internship satisfaction through person-organization fit and internship quality ($\beta = .434$). Testing the Moderating Effects of Abusive Supervision (H7 – H8). To examine the moderating effects of Abusive Supervision (AS) on the relationships between Parental Support (PS) and Person-Organization Fit (PO), as well as between PO and Internship Quality (IQ), an interaction model approach was employed. This involved creating interaction terms by multiplying each dimension of AS with dimensions of PS and PO respectively, allowing us to test whether the strength of these relationships varies

according to levels of abusive supervision. Since the variable of Abusive Supervision during Internship (AS) consisted of three dimensions, the data preparation for AS as a moderating variable influencing the relationship from PS and PO involved interacting the dimensions of AS with PS. This resulted in nine indicators for the moderating variable (ASXPS), namely MIXES, MIXVE, MIXCRM, HOXES, HOXVE, HOXCRM, OFXES, OFXVE, and OFXCRM. These indicators were used to estimate the parameters between ASXPS and PO and to test Hypothesis 7.

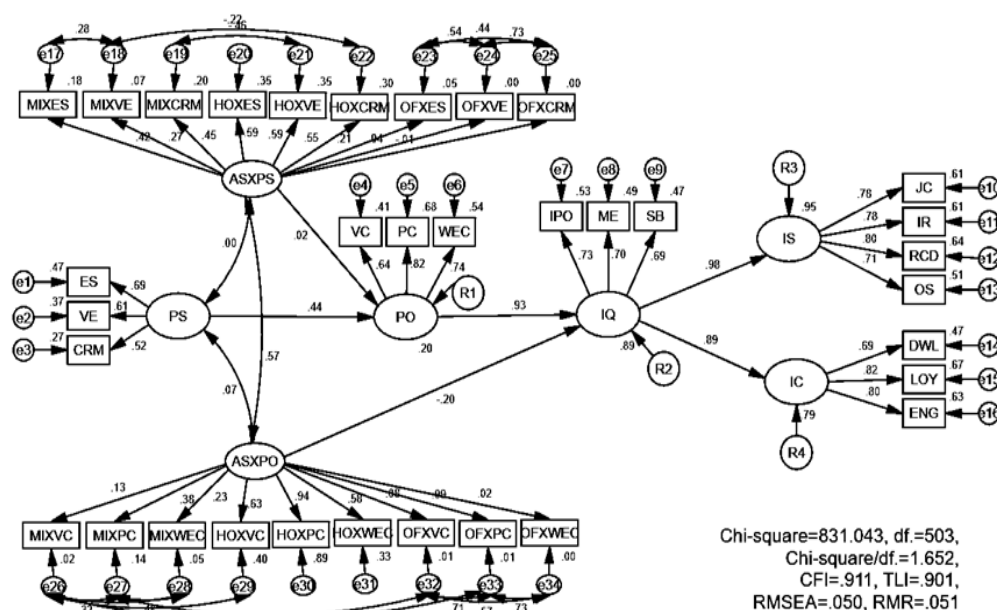


Figure 2. Moderating Variable Effect Model Analysis

For the preparation of data for the moderating variable AS, which moderated the influence from PO to IQ, the dimensions of each variable were interacted together to obtain nine indicators for this moderating variable (ASXPO): MIXVC, MIXPC, MIXWEC, HOXVC, HOXPC, HOXWEC, OFXVC, OFXPC, and OFXWEC. These indicators were used to estimate the parameters between ASXPO and IQ and to test Hypothesis 8. The results presented in Figure 2 demonstrated that the moderating variable effect model was well-aligned with the empirical data. The results of testing Hypotheses 7 and 8, as shown in Table 5, indicated that the moderating variable, Abusive Supervision (AS), was not a statistically significant factor in moderating the influence between the variables PS → PO, nor did it moderate the influence between the variables PO → IQ. However, although both hypotheses were not supported, there was an inclination regarding the influence of Abusive Supervision (AS) as a moderating variable on the two relationship pathways, as follows: Focusing on the direction of the moderating effect on the relationship of PS → PO, it was observed that students who received high parental support continued to show a high level of person-organization fit during their internship even in the presence of inappropriate supervision during the internship (AS). Regarding the direction of the moderation effect on the relationship of PO → IQ, it was observed that although students would have experienced a high level of person-organization fit during their internship, high levels of abusive supervision (AS) led to a decrease in the quality of the internship experience.

Table 5. Results of the Moderating Variable Effect

Hypothesis: Moderating effect	β	b	S.E.	t-test	p-value	Result
H7: ASXPS → PO	.016	.014	.064	0.216	.829	Not supported
H8: ASXPO → IQ	-.199	-.636	.347	-1.837	.066	Not supported

DISCUSSION

The results reveal that parental support significantly and positively influences both internship satisfaction and industry commitment, with person-organization fit and internship quality as mediators. These findings validate the proposed structural model and align with existing literature that emphasizes the role of family support in reflecting student outcomes during internships (Song et al., 2022; Febry et al., 2023). From the perspective of Social Cognitive Theory (Bandura, 1986), parental support represents an important environmental influence that enhances students' self-efficacy and adaptability, facilitating their alignment with organizational values which reflected in the positive relationship between parental support and person-organization fit. This alignment subsequently contributes to higher internship quality, consistent with Rose et al. (2021), who noted that interns experiencing strong cultural fit tend to report more meaningful and satisfying internship experiences.

Furthermore, the study confirms that internship quality has a strong positive effect on internship satisfaction, echoing the findings of Sassnett & Ross (2016); Qu et al. (2021) who emphasized the importance of structured internship programs and effective mentorship. These findings reinforce the critical role of experiential learning environments in promoting both satisfaction and professional development. The positive interrelation between internship quality and industry commitment also supports previous research (Wang et al., 2014; Ferreras-García et al., 2020), indicating that exposure to high quality internships with real-world applications and mentorship enhances students' desire to pursue careers in the tourism industry.

As for Career Construction Theory (Savickas, 2005), these mediating effects display how students actively construct their career individuality by integrating social supports and organizational experiences. The findings bring out that parental support indirectly enhances both satisfaction and commitment by promoting a sense of fit and facilitating high-quality internship experiences, thus directing students' career pathways in a holistic manner. The current study extends this by confirming that internship quality is a mechanism through which early support and organizational alignment convey into long-term career dedication. Importantly, the mediation analysis underscores that parental support indirectly contributes to both satisfaction and commitment through its influence on person-organization fit and internship quality. This finding advances an integrated understanding of how social and structural support create students' internship outcomes. Contrary to expectations, abusive supervision did not significantly moderate the relationships between parental support and person-organization fit, nor between person-organization fit and internship quality. While literature suggests that toxic leadership undermines workplace learning (Pradhan et al., 2020; Rasheed et al., 2021), the present findings suggest that its negative impact may be buffered by external support systems such as parental encouragement or by students' internal resilience developed through person-organization fit. This nuance aligns with Xu et al. (2022) who observed that family support can protect students from adverse work conditions. Nevertheless, the findings highlight the need for organizational policies to prevent mistreatment and to foster healthy supervisory relationships, particularly in internship settings where students are vulnerable.

Contributions to the Academic Field

This study significantly contributes to the literature in organizational behavior, human resource management, and tourism internship research. By empirically examining the effects of parental support, person-organization fit, and internship quality, it extends current understanding of how support systems and organizational alignment influence interns' satisfaction and long-term industry commitment. In addition, although abusive supervision was hypothesized as a moderator, its lack of statistical significance suggests that external social capital especially parental support may mitigate the negative effects of toxic workplace behavior. Methodologically, the study provides a strong, replicable framework for future research as it employs both descriptive and inferential statistics alongside structural equation modeling (SEM). This research also contributes by addressing the gap in literature regarding the role of parental support in internship experiences, which has been an underexplored area.

Contributions to Stakeholders

The findings provide actionable insights for educational institutions and industry practitioners to align internship programs with students' support needs. Since parental support has impacts on students' internship satisfaction and commitment to the tourism industry, institutions should consider integrating family engagement strategies into internship programs. Moreover, the study identifies internship quality as a significant mediator, highlighting the importance of well-structured, student-centered training environments. Although abusive supervision did not significantly moderate the relationships, its conceptual presence points to the need for preventive strategies against harmful supervisory behaviors. This study encourages multi-stakeholder collaboration including families, educational institutions, and government agencies to enhance students' long-term employability and reduce attrition from the tourism sector.

Theoretical Contributions

Theoretically, the study extends the understanding of how external social capital (parental support) interacts with internal organizational factors (person-organization fit and internship quality) to shape students' career directions. The research also highlights that even under conditions of mistreatment, hostility, and occupational fatigue which are the dimensions of abusive supervision, the buffering effects of familial support remain salient. By integrating these constructs into a comprehensive model, the study exposes the mediating processes that link external support systems to positive workplace outcomes. Importantly, the lack of a moderating effect from abusive supervision challenges existing assumptions and suggests that familial support might serve as a protective buffer against organizational adversity.

Recommendations for Future Study

The findings of this study significantly enhance the existing knowledge and present potential for further exploration to deepen and widen the understanding of these dynamics. This study specifically examined Thai students enrolled in tourism bachelor programs majoring in hotel business program in Phuket. Future research could expand its scope to include other academic disciplines, regions, or countries, consequently investigating whether similar dynamics are observed across diverse cultural and organizational contexts. Moreover, this study identified certain limitations that future research should address. Notably, the Cronbach's alpha coefficients, Composite Reliability (CR), and Average Variance Extracted (AVE) for the constructs of Parental Support and Abusive Supervision fell below the required thresholds, indicating insufficient structural validity for these latent variables. To improve reliability and validity, future studies could refine the measurement scales by revising or replacing low-performing indicators. Employing larger and more diverse samples could also enhance the generalizability and strength of the findings. Additionally, future research could explore other mediators in addition to person-organization fit and internship quality, as well as investigate other moderators apart from abusive supervision. By addressing these aspects, subsequent studies could build the findings of this research, contributing to a more comprehensive theoretical framework for understanding the influence of parental support and abusive supervision in tourism internships. Ultimately, these initiatives would support the formulation of more effective strategies for cultivating a committed and skilled workforce in the tourism industry.

Policy Recommendations for Higher Education Institutions

Higher education institutions should develop and implement internship placement systems that prioritize partnerships

with organizations to demonstrate supportive leadership. This includes conducting pre-internship assessments of host organizations' supervisory practices and encouraging collaboration with companies known for promoting mentorship, positive work environments, and ethical treatment of interns. These can help ensure that students are placed in environments conducive to personal and professional growth. Besides, institutions should establish clear protocols and support structures to prevent and address instances of abusive supervision during internships. This may include creating report channels, reporting channels, providing interns with pre-internship training on workplace rights and red flags and engaging in regular check-ins during the internship period. In addition, partnerships with host organizations should include agreements outlining expected standards of supervision and consequences for non-compliance.

Furthermore, universities should initiate programs that actively engage parents in their children's internship and career development. This can include organizing career information sessions, workshops on how to provide emotional and motivational support, and communication tools that connect parents with internship advisors. Such initiatives can empower parents to become more effective allies in their children's professional journeys.

CONCLUSION

This study extends the understanding of internship experiences by emphasizing the significant role of both structural factors (organizational culture, internship structure, and supervisory behaviors) and social support (parental encouragement) in directing the career paths of tourism students in Thailand. The result demonstrates that parental support essentially enhances person-organization fit and internship quality which subsequently lead to higher internship satisfaction and stronger commitment to the tourism industry. While abusive supervision negatively impacts these relationships, its effects appear to be buffered by external support systems such as parental encouragement. These findings highlight that the success of internship programs depends not only on well-designed training but also on fostering psychologically safe, supportive, and value-congruent environments. Consequently, collaboration between higher education institutions and industry stakeholders is important to develop internship frameworks that are skill-focused yet socially responsive, recognizing the influential roles of family support, organizational culture, and leadership in guiding students toward sustainable careers in tourism.

Author Contributions: Conceptualization, T.S. and P.M.; methodology, T.S. and P.M.; investigation, T.S.; data curation, T.S.; formal analysis, T.S.; writing – original draft preparation, T.S. and P.M.; writing – review and editing, T.S. and P.M.; supervision, P.M.; project administration, T.S. and P.M. All authors have read and agreed to the published version of the manuscript.

Funding: Not applicable.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Not applicable.

Data Availability Statement: The data presented in this study may be obtained on request from the corresponding author.

Acknowledgements: The research undertaken was made possible by the equal scientific involvement of all the authors concerned.

Conflicts of Interest: The authors declare no conflict of interest.

REFERENCES

- Alharethi, T., Awan, M. I., & Saleem, M. S. (2025). Investigating the impact of internship experience on work readiness among hospitality program students: the moderating role of student mindfulness. *In Frontiers in Education* 10, 1497721. Frontiers Media SA. <https://doi.org/10.3389/feduc.2025.1497721>
- Ampofo, E. T., & Karatepe, O. M. (2022). The effects of on-the-job embeddedness and its sub-dimensions on small-sized hotel employees' organizational commitment, work engagement and turnover intentions. *International Journal of Contemporary Hospitality Management*, 34(2), 509-533.
- Bairwa, M. K., & Kumari, R. (2021). Perception and expectations of interns: A study on internship in hospitality education. *Hospitality and Tourism Emerging Practices in Human Resource Management*, 162-177.
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ, 1986(23-28), 2.
- Chentsova Dutton, Y. E., Choi, I. J., & Choi, E. (2020). Perceived parental support and adolescents' positive self-beliefs and levels of distress across four countries. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00353>
- Chan, E. K., Li, S., Way, S. A., & Donahue, R. (2024). The intuitive and counterintuitive effects of supportive and abusive supervision on hotel employees. *Cornell Hospitality Quarterly*, 65(3), 304-320. <https://doi.org/10.1177/1938965523120991>
- Cheung, F. (2024). Career self-efficacy as a mediator between career-specific parental behaviors and school career support on career doubt. *BMC psychology*, 12(1), 39. <https://doi.org/10.1186/s40359-024-01536-9>
- ELsaied, T. M. A. M. A., & Aladaweiy, A. A. (2024). The impact of internship programs' effectiveness on students' satisfaction and career choice. *Journal of the Faculty of Tourism and Hotels-University of Sadat City*, 8(2/3). <https://doi.org/10.21608/mfth.2024.410726>
- Febry, O., Suryanto, S., & Santi, D. E. (2023). The relationship between family social support and adversity quotient with psychological readiness of internship students in the era of the independent curriculum at public high schools in Surabaya. *Darussalam: Journal of Psychology and Educational*, 2(1), 12-29.
- Ferdian, F., Yulastri, A., Zahari, M. S. M., Suyuthie, H., & Pasaribu, P. (2025). Undergraduate students future career intention in the hotel industry: The impact of implementing the certified internship program. *Jurnal Pendidikan Teknologi Kejuruan*, 8(1), 1-14. <https://doi.org/10.24036/jptk.v8i1.41223>
- Ferreras-Garcia, R., Sales-Zaguirre, J., & Serradell-López, E. (2020). Competences in higher education tourism internships. *Education+ Training*, 62(1), 64-80. <https://doi.org/10.1108/ET-04-2019-0074>

- Gazi, M. A. I., Masud, A. A., Kaium, M. A., Amin, M. B., Mahmud, P., Senathirajah, A. R. B. S., & Abdullah, M. (2025). Unraveling employee life satisfaction: exploring the impact of psychological contract breach, self-efficacy, mental health, and abusive supervision, with work engagement and job satisfaction as mediators. *Cogent Psychology*, 12(1), 2455783. <https://doi.org/10.1080/23311908.2025.2455783>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Dua, S., & Semenik, R. (2021). *Multivariate Data Analysis* (8th ed.). Boston: Cengage.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2016). Testing measurement invariance of composites using partial least squares. *International marketing review*, 33(3), 405-431.
- Jasim, T. A., Moneim, A. A., El-Sayed, S. F., Khairy, H. A., & Fayyad, S. (2024). Understanding the nexus between abusive supervision, knowledge hiding behavior, work disengagement, and perceived organizational support in tourism and hospitality industry. *GeoJournal of Tourism and Geosites*, 55(3), 1039-1054. <https://doi.org/10.30892/gtg.55306-1278>
- Jing, E. L., Lupton, N. C., & Ansari, M. A. (2021). A cultural value congruence approach to organizational embeddedness. *Journal of Personnel Psychology*. <https://doi.org/10.1027/1866-5888/a000280>
- Kline, R. B. (2016). *Principles and practice of structural equation modeling* (Fourth edition). New York: The Guilford Press.
- Liu, C. W., Zhuang, W. L., Leong, A. M. W., & Huan, T. C. (2024). The impact of mentorship on internship satisfaction among hospitality interns: The moderating role of thriving at work. *International Hospitality Review*. <https://doi.org/10.1016/j.ijme.2024.101061>
- Liu, C. W., Zhuang, W. L., Leong, A. M. W., Wu, S. C., & Huan, T. C. (2024). The impact of mentorship on internship satisfaction among hospitality interns: The moderating role of thriving at work. *The International Journal of Management Education*, 22(3), 101061.
- Liu, F., He, Q., & Wu, N. (2022). Factors influencing students' career intentions in the hospitality and tourism industries: A meta-analysis. *Behavioral Sciences*, 12(12), 517. <https://doi.org/10.3390/bs12120517>
- Lu, L. (2022). Impact of students' satisfaction with their internship experience on their career decision intention to stay in the Chinese hospitality industry: Moderating role of organizational climate and organizational culture (Doctoral dissertation, Florida International University). *FIU Electronic Theses and Dissertations*. <https://digitalcommons.fiu.edu/etd/4945>
- Nugroho, R. A., & Wibowo, L. A. (2024). The influence of person-organization fit, organizational commitment, and work environment on turnover intention of Gen Z employees at PT Asahi Sukses Industri. *Journal of International Conference Proceedings (JICP)*, 7(1), 422-432. <https://doi.org/10.32535/jicp.v7i1.2995>
- Park, I. J., & Hai, S. (2024). Person-organization fit, person-job fit and organizational commitment among hotel employees: the roles of positive affect and calling. *International Journal of Contemporary Hospitality Management*, 36(3), 852-872. <https://doi.org/10.1108/IJCHM-07-2022-0827>
- Pradhan, S., Srivastava, A., & Jena, L. K. (2020). Abusive supervision and intention to quit: exploring multi-mediational approaches. *Personnel Review*, 49(6), 1269-1286.
- Prasetyaningrum, T., & Hendarsjah, H. (2022). The mediation role of job satisfaction and organizational commitment in the relationship between person-organization fit (PO fit) and employee performance. *Business Review and Case Studies*, 3(1), 74-74. <https://doi.org/10.17358/brcs.3.1.74>
- Qu, H., Leung, X. Y., Huang, S. S., & He, J. (2021). Factors affecting hotel interns' satisfaction with internship experience and career intention in China. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100311.
- Rasheed, M. I., Weng, Q., Umrani, W. A., & Moin, M. F. (2021). Abusive supervision and career adaptability: The role of self-efficacy and coworker support. *Human Performance*, 34(4), 239-256. <https://doi.org/10.1080/08959285.2021.1928134>
- Rose, P. S., Teo, S. T. T., Nguyen, D., & Nguyen, N. P. (2021). Intern to employee conversion via person-organization fit. *Education & Training*, 63(5), 793-807.
- Sasnett, B., & Ross, T. (2016). Maximizing internship value by comparing student satisfaction and program competencies. *Journal of Community Medicine & Health Education*, 6(390).
- Savickas, M. L. (2005). The theory and practice of career construction. *Career development and counseling: Putting theory and research to work*, 1(1), 42-70.
- Schreiber, J. B., Nora, A., Stage, F. K., Barlow, E. A., & King, J. (2006). Reporting structural equation modeling and confirmatory factor analysis results: A review. *The Journal of educational research*, 99(6), 323-338.
- Schumacker, R. E., & Lomax, R. G. (2004). *A beginner's guide to structural equation modeling*. psychology press.
- Smith, J., & Tanaka, R. (2024). Examining the impact of fun in the workplace in hospitality internships. *International Journal of Applied Industrial Research*, 6(2), 45-58. <https://doi.org/10.53378/ijair.353077>
- Singh, R., Deonarine, V., Balwant, P., & Ramdeo, S. (2024). The relationship between abusive supervision and job satisfaction and turnover intentions: the moderating role of employee depression. *Evidence-based HRM*, 12(4), 1020-1039. <https://doi.org/10.1108/EBHRM-08-2022-0213>
- Song, Y., Mu, F., Zhang, J., & Fu, M. (2022). The relationships between career-related emotional support from parents and teachers and career adaptability. *Frontiers in Psychology*, 13, 823333.
- Stempel, C. R., & Rigotti, T. (2022). Threatening the self: The conditional indirect effect of abusive supervision on well-being. *Scandinavian Journal of Work and Organizational Psychology*, 7(1). <https://doi.org/10.16993/sjwop.124>
- Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of Management Journal*, 43(2), 178-190.
- Tews, M. J., Hoefnagels, A., Pons, S., & Beaumont-Perez, F. (2025). Examining the impact of fun in the workplace in hospitality internships. *International Hospitality Review*. <https://doi.org/10.1108/IHR-06-2024-0030>
- Thapa, A. B. (2022). An exploratory study on hospitality internship students' satisfaction. *KIC International Journal of Social Science and Management*, 1(1), 87-102. <https://doi.org/10.3126/kicijssm.v1i1.51106>
- Turner, R. C., & Carlson, L. (2003). Indexes of items-objective congruence for multidimensional items. *International journal of testing*, 3(2), 163-171.
- Utami, A. Y. (2022). The role of parental involvement in student academic outcomes. *Journal of Education Review Provision*, 2(1), 37-43. <https://doi.org/10.55885/jerp.v2i1.156>
- Wang, Y. F., Chiang, M. H., & Lee, Y. J. (2014). The relationships amongst the intern anxiety, internship outcomes, and career commitment of hospitality college students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 86- 93.
- Wen, J. (2023). Quality internships in the hospitality industry: A way to help address talent shortages. *Journal of Hospitality & Tourism Education*, 35(3), 270-283. <https://doi.org/10.1080/15332845.2023.2207990>
- Xu, S., (CJ) Lin, Z., He, M., & Wong, I. A. (2023). The perils of hospitality internship: a growth curve approach to job motivation change. *International Journal of Contemporary Hospitality Management*, 35 No. 2, 492-511. <https://doi.org/10.1108/IJCHM-12-2021-1525>
- Xu, S., Wong, I. A., He, M., Lin, Z., & Xie, X. (2022). The intersection of parental support and abusive supervision: A multi-wave design. *Journal of Hospitality and Tourism Management*, 51(377-386).
- Yu, Y., Xu, S., Li, G., & Kong, H. (2020). A systematic review of research on abusive supervision in hospitality and tourism. *International Journal of Contemporary Hospitality Management*, 32(7), 2473-2496.
- Zhong, Y. (Susan), Murphy, K., Khalilzadeh, J., Smith, R. M., & Weinland, J. (2022). A European student perspective of international internship value. *Journal of Teaching in Travel & Tourism*, 23(2), 159-183. <https://doi.org/10.1080/15313220.2022.2109552>