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Visitors' Connection with Ex-Situ Conservation in Zoos: Catalyst for Visitation Intention to In-Situ Ecotourism Destinations

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ABSTRACT

Biodiversity conservation needs systematic conservation effort which includes both in-situ and ex-situ conservation and promotion of sustainable resource use for translation into conservation planning. The degree to which Zoo visits encourage people to visit specific in-situ conservation sites to participate in ecotourism activities was investigated. The study was carried out in nine (9) zoos across 5 States in Southwest Nigeria. Four hundred and fifty (450) questionnaires were administered to visitors in the zoos to acquire information about their socio-demographic attributes, awareness of in-situ ecotourism sites, perception, motivation and visit intention to in-situ conservation ecotourism destinations. Descriptive statistics, Analysis of variance and Chi-square test were used for data analysis. Findings revealed that 39.8% of the respondents were aware of in-situ ecotourism sites in Nigeria. Moreover, 76.2% of the visitors are highly interested in wildlife tourism and willing to visit in-situ conservation destinations. Positive perceptions of in-situ ecotourism destinations were high amongst the respondents. Intentions to visit the wild

were propelled by their visit to the zoo. Craving to acquire knowledge about natural environment, verify what they have seen and told in the zoo about animals and natural habitat, emotionally and physically get refreshed and close to nature and adventure instigated respondents' willingness and curiosity in seeing animals in the wild. Gender, age, marital status, education and income were significantly related to awareness, perception and intention to visit in-situ ecotourism destinations ($p<0.05$). There was significant difference in the respondents' awareness of in-situ ecotourism destinations, perception of ecotourism destinations and visit intention to in-situ ecotourism destinations. The great impetus that appearance at the zoos has on visitation to in-situ conservation areas has been documented to inform policy makers and stakeholders in ecotourism management.

Key words: Zoo, Wild, Conservation, Ecotourism, Visitor,

INTRODUCTION

Nature conservation spans a broad field of practices, ranging from biodiversity conservation in natural habitat (in-situ) to outside natural environment (ex-situ) which include zoos and botanical gardens. Zoos are considered by universal thinkers and environmentalists as important means of conserving biodiversity (Melfi, 2012; Ratledge, 2001). Around half the world's population lives in cities (Miller *et al*., 2004), so zoos offer an important connection to an element of the natural world. The potential, and indeed the responsibility of zoos to educate and influence millions of people are therefore huge (Delapa, 1994). Nygren & Ojalammi (2018) report concludes that both biodiversity understanding and knowledge of actions to help protect biodiversity had increased as a result of zoo and aquaria visits.

Recreation opportunities such as wildlife viewing in protected area is seen by conservationists as an important tool and justification for conservation. Ecotourism entails a combination of conservation and tourism to benefit local communities, especially focusing on sustainability (Myburgh & Saayman, 2002), it is no doubt a tool for conservation of natural and cultural resources and an instrument for sustainable development, especially in rural areas. However, considering the rate of habitat loss worldwide, ex-situ conservation is increasingly important but

not enough to ensure biodiversity conservation, therefore, there is need for more campaign to promote in-situ conservation and all conservation strategies which include ecotourism.

Most often studies that involve zoos' responsibilities in conservation have tried to measure it role in fund raising for conservation projects, capacity building, training, Research, captive breeding, education and recreation. However, there were dearth of studies especially on the degree to which visitation to zoos achieve expanding enthusiasm to patronize in-situ ecotourism destinations. On this basis, this study investigates the extent to which zoo experience in Nigeria influence and increase visitor's connectedness with nature and the objective were to elucidate information on visitors' awareness, perception and willingness to visit in-situ ecotourism destinations, determine factors that influence visitation intension to the wild. In this respect, the following hypothesis were developed for the study

i. There is no significant relationship between tourists' socio demographic characteristics and visitors' awareness, perception and visitation intention to in-situ ecotourism destination.

ii. There is no significant difference in the awareness, perception and visitation intention of visitors to in-situ ecotourism destination in the selected sites.

METHODOLOGY

Description of the Study Areas

The Southwestern part of Nigeria is the abode of Yoruba people with a population of approximately 50 million according to National Population Commission (Awoyemi *et al*., 2012). This figure constitutes about 35 per cent of the total population of the country. The major settlements are found in Lagos, Osun, Ogun, Oyo, Ondo and Ekiti states (Figure 1). South west region is bounded by the Atlantic Ocean, which according to Balogun, (2000) serves as one of the major gate ways to the hinterlands. The climate in south–west Nigeria is characterized by both wet and dry seasons and relatively high humidity. The mean annual rainfall is about 1200mm (Olaniran, 2002).

The study was carried out in nine (9) of the 11 zoos across 5 States in Southwest Nigeria where ex-situ conservation facilities are found. University of Ibadan (UI) Zoological Garden and Agodi Garden Ibadan, Oyo State, T.A Afolayan Wildlife Park, Federal University of Technology, Akure and Wesley University Zoological Garden, Ondo State, Federal University of Agriculture Abeokuta Zoo Park and Olusegun Obasanjo presidential library Wildlife Park, Abeokuta, Ogun State, Obafemi Awolowo University (OAU) Zoo, Ile-Ife, Osun State, Q- brat Zoo and Garden Badagry and Origin Gardens Ikorodu, Lagos State Nigeria (Figure 2). The zoological gardens boast of many fauna species like lions (*Panther leo)*, giraffe (*Giraffa camelopardalis*), Chimpanzee (*Pan troglodytes*), Common jackal (*Canis auceus*), Spotted Hyena (*Crocuta crocuta*), Ostrich (*Struthio camelus*), Peacock (*Pavo cristatus*), Baboon (*Papio anubis),*Drill Monkey (*Mandrillus leucophaeus)* Crocodile (*Crocodylus niloticus)* amongst others.
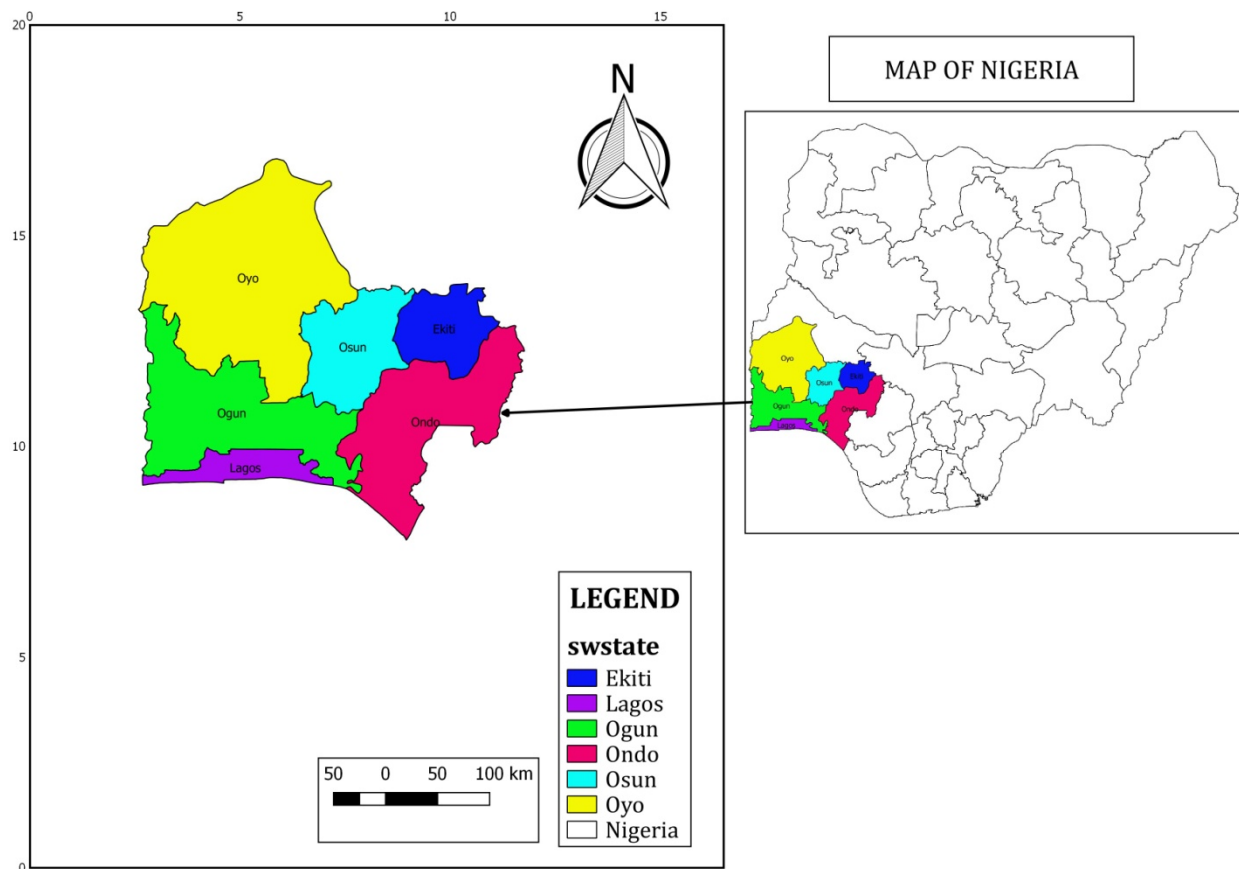
Figure 1: Map of Nigeria showing Southwest States
(Source: Field survey, 2019)

Data collection

The statistical population was the visitors to the selected Zoological Gardens. Respondents were selected based on their willingness to participate in the study. A total of four hundred and fifty (450) respondents were sampled. Proportional Stratified Sampling Technique was used for questionnaire administration across the selected zoos using the total annual visitors' influx to the zoos in the year 2018. Well-structured questionnaire was self-administered by visitors in the selected zoos to acquire information on the socio-demographic attributes of respondents, awareness, perception and visit intention to in-situ ecotourism destinations. Visitors' level of awareness was measured as Slightly Aware=1, Moderately Aware=2, and Highly Aware=3. Perception about ecotourism destinations and factors influencing visit intention to in-situ ecotourism destination were measured using 5 -Likert Scale of Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, and Strongly Disagree=1. The responses were scored as 5,4,3,2 and1for SA, A, U, D and SD, respectively. The mean from each statement was obtained and used to classify the responses on each statement into SA (>4.5), A (3.5-4.4), U (2.5-3.4), D (1.5-2.4) and SD (<1.5). The weighted means for all the statements were calculated to be able to place all the responses on a continuum that enabled a conclusion to be drawn on the perception of in- situ ecotourism destinations and factors that influenced visit intentions of visitors as described by Thompson & Oparinde (2015).

Data Analysis

Both descriptive (frequency, percentages, tables, pie charts and bar charts, mean) and inferential (Chi-square and Analysis of Variance-ANOVA) statistical tools were used for data analyses with Statistical Package for Social Sciences (SPSS) Version 22.
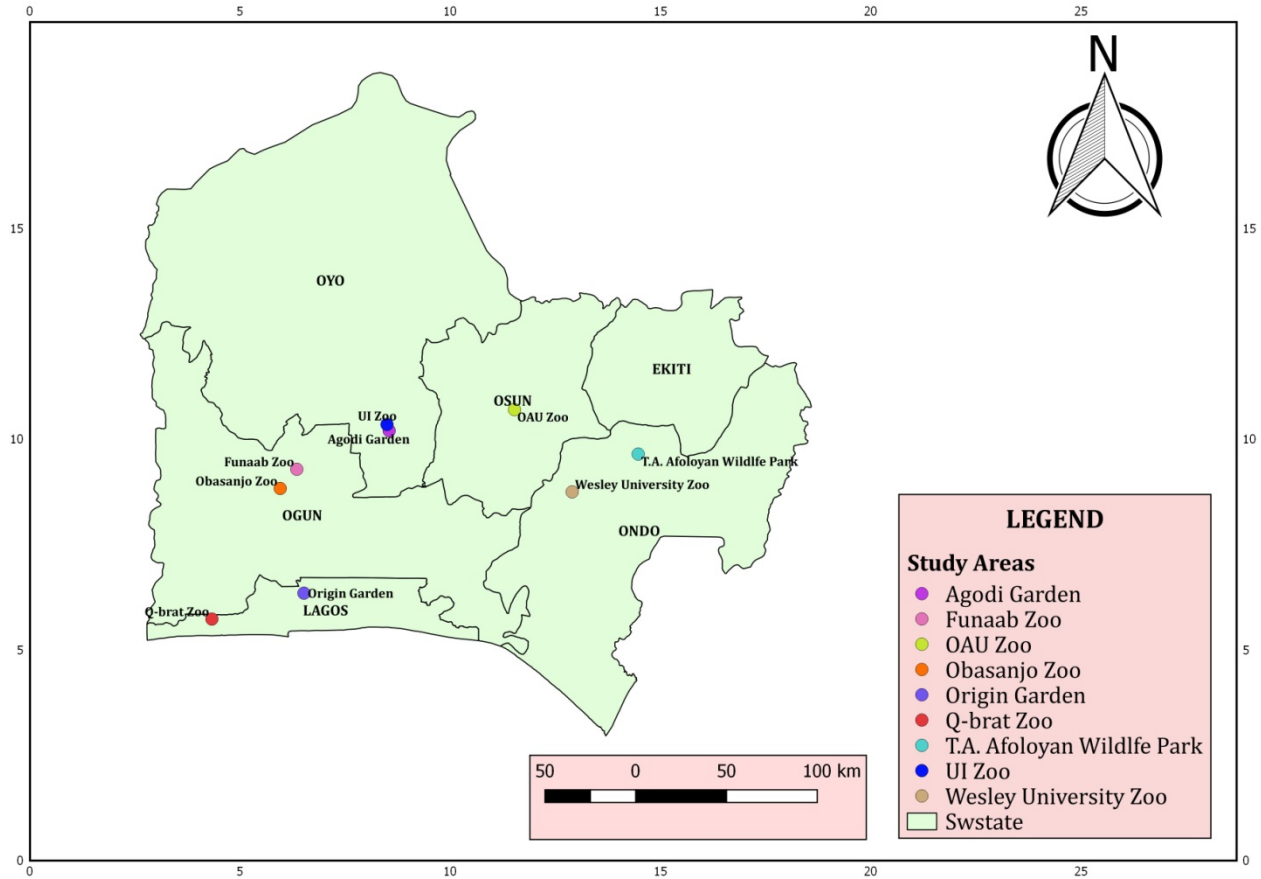
**Figure 2: Map of Southwest Nigeria showing the Selected Ex-situ Facilities
(Source: Field survey, 2019)**

RESULTS

Socio-Demographic Attributes of Respondents

Findings from this study as represented in table 1 shows that higher percentage of visitors were male (72.9%) while 27.1 % were female. The major age group range from 15- 54 years, 76.9% were single and 22.2% were married. Most of the visitors were highly educated attaining to tertiary level of education (90.6%), among the 79.2% of the visitors that were employed, 49.6% were self-employed, 16.9% work in the private sector and 12.7% are with the public sectors, while 20.0% of the visitors were students. In addition, 19.6% of the visitors earned well above ₦100, 000 (>280 USD) as their monthly income. Although all the respondents are Nigerian, majority resides within Southwest, Nigeria,

Table 1: Socio- Demographic Attributes of Respondents

Variables	Frequency(N=450)	Percentage (%)
Gender		
Male	328	72.9
Female	122	27.1
Age		
≤14	3	0.7
15-24	141	31.3
25-44	278	61.8
45-54	28	6.2
55 and above	0	0
Marital Status		
Single	346	76.9
Married	100	22.2
Divorced/Separated	1	0.2
Widower/Widow	3	0.7
Educational qualification		
Non-formal Education	1	0.2
Primary Education	4	0.9
Secondary Education	37	8.2
NCE/ND	37	8.2
HND/B.Sc	321	71.3
M.Sc/PhD	35	7.8
Professional Qualification	15	3.3
Nationality		
Nigerian	450	100
State of Residence		
Enugu	1	0.2
Abuja	7	1.6
Niger	1	0.2
Imo	1	0.2
Edo	1	0.2

Ekiti	2	0.4
Kwara	1	0.2
Lagos	60	13.3
Ogun	34	7.6
Osun	17	3.8
Oyo	294	65.3
Ondo	31	6.9
Religion		
Christianity	366	81.3
Islam	84	18.7
Estimated monthly Income		
₦0 - ₦20,000 ($0-$55)	107	23.8
₦21,000 - ₦40,000 ($58-$111)	150	33.3
₦41,000 - ₦60,000 ($113-$166)	48	10.7
₦61,000 - ₦80,000 ($169-$220)	21	4.7
₦81,000 - ₦100,000 ($225-$277)	36	8.0
Above ₦100,000 ($280)	88	19.6
Occupation		
Public sector	57	12.7
Self-employed	223	49.6
Student	90	20.0
Private Sector	76	16.9
Unemployed	4	0.9

Visitation Characteristics of Visitors in the Zoo

Higher percentage (69.5%) of the respondents were repeat visitors whose patronage has been twice, thrice and more than four times to the Zoo (Figure 3) while majority (55.3%) have visited with friends and relatives as shown in Figure 4.
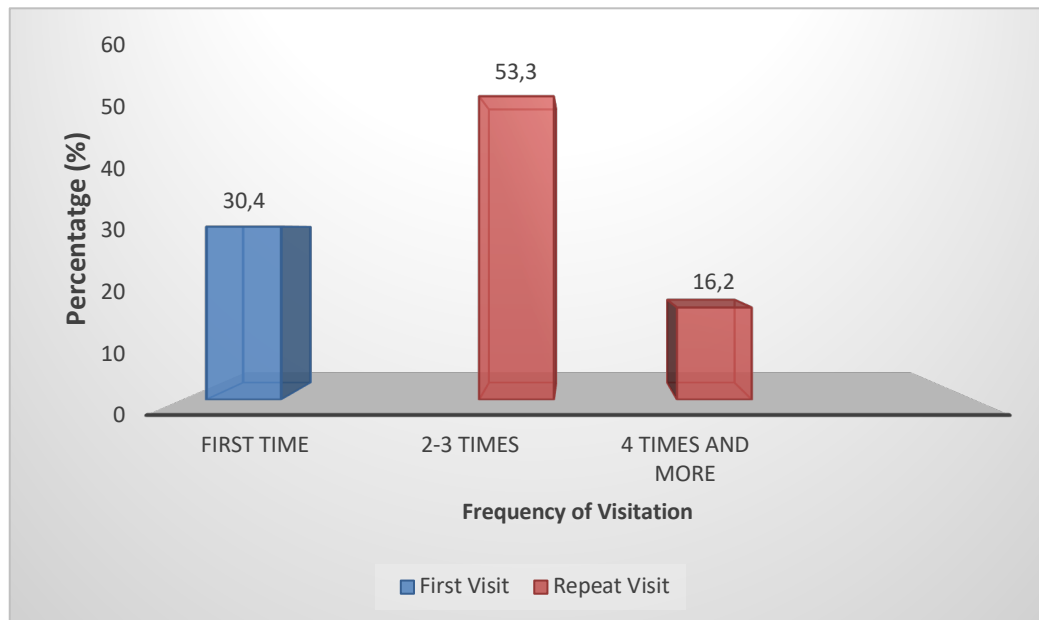
Figure 3: Visitors' Pattern of Visitation to the Zoo
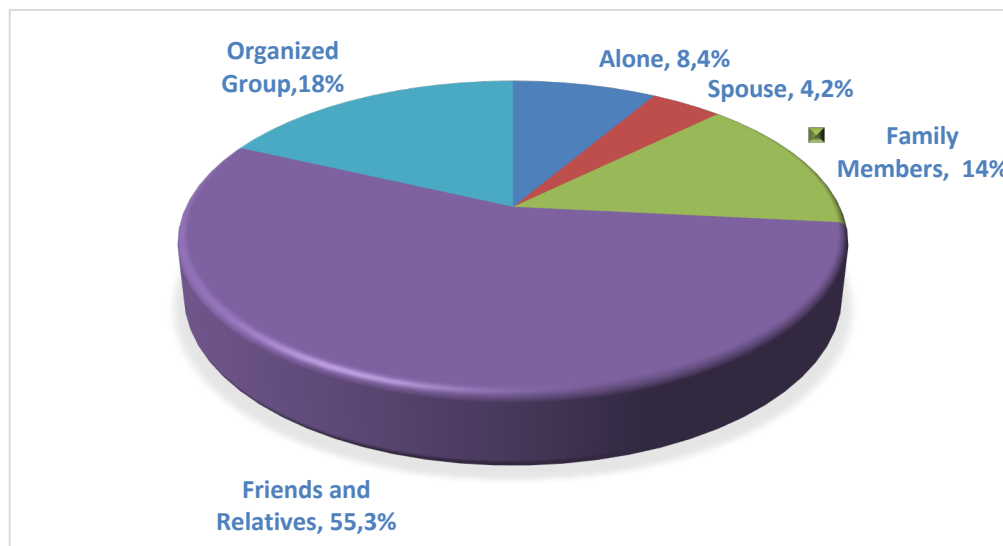
Figure 4: Visit Company to the Zoo

Visitors' Awareness of In-situ Ecotourism Destinations

As revealed in figure 5, only 39.8% of the respondents were aware of in-situ ecotourism destination while 60.2% were not aware and their level of awareness differs significantly (Figure 6). Table 2 shows family and friends (22.9%) and school (21.3%) as the main medium of awareness of in-situ ecotourism destination. Whereas, the current study heightened visitor's awareness of in-situ ecotourism destination as reported by 64.4% visitors.
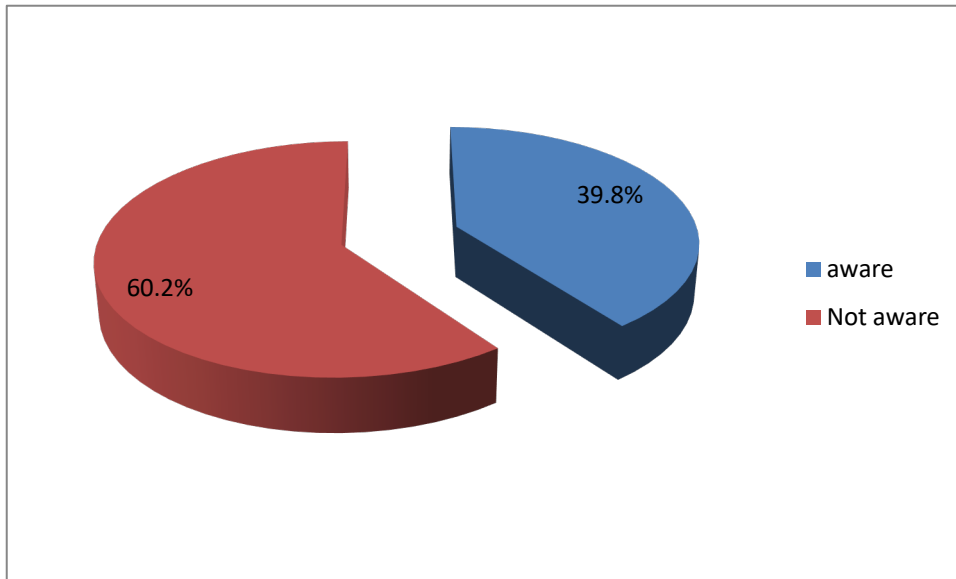
Figure 5: Awareness of In-situ ecotourism destinations
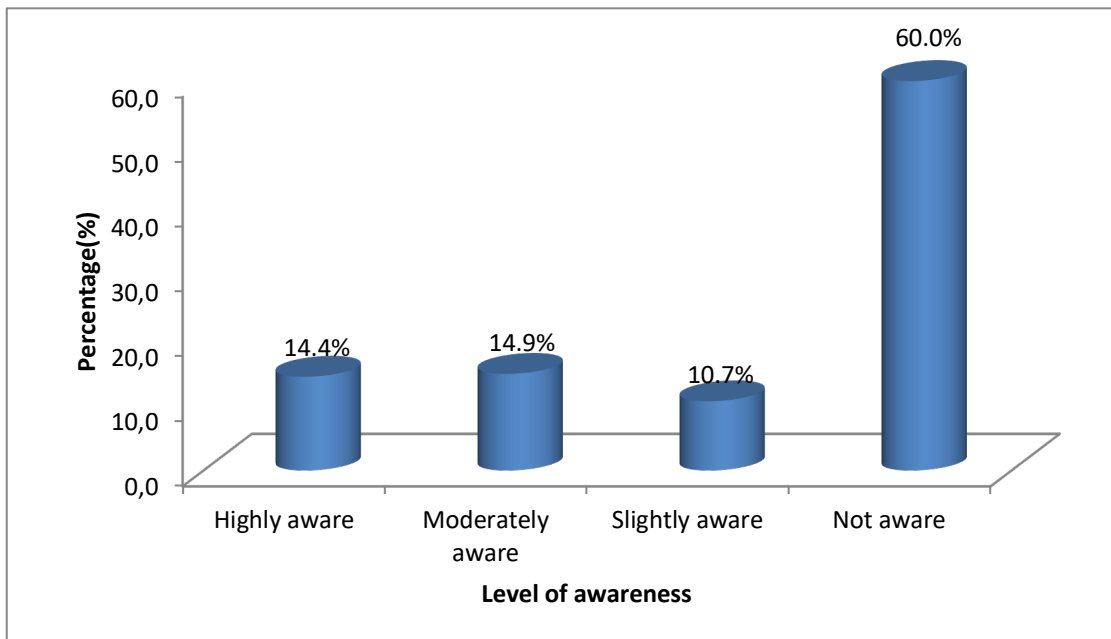
Figure 6: Level of awareness of In-situ ecotourism destinations

Table 2: Sources of Awareness of In-situ Ecotourism destination

Sources of Awareness of Ecotourism (In-situ) destination	Yes		No	
	F	%	F	%
Through Family and friends.	103	22.9	347	77.1
Through Advertisement.	19	4.2	431	95.8
Through Travel agent.	14	3.1	436	96.9
Through Internet.	32	7.1	418	92.9
Through social media.	39	8.7	411	91.3
Through electronic media.	56	12.4	394	87.6
Through Brochures, Magazines and Newspapers.	39	8.7	411	91.3
Through school	96	21.3	354	78.7
Through billboards, signposts and flyers.	28	6.2	422	93.8
I was informed during my visitation to the zoo.	28	6.2	422	93.8
This research exposed it to me.	290	64.4	160	35.6

Visitors' Perception of In-situ Ecotourism Destinations

In Table 3 visitors also responded to their perception of in-situ ecotourism destination consisting of 13 items with their mean response ranging from 4.45 to 3.73. The mean from each statement was obtained and used to classify the responses on each statement into SA (>4.5), A (3.5-4.4), U (2.5-3.4), D (1.5-2.4) and SD (<1.5). Perception that animals in their natural habitat are not under the direct control of man (Mean =4.45, SD= 0.68) and visitors can enrich their knowledge about wildlife as animals exhibit their natural Behaviour in the wild (Mean =4.45, SD= 0.71) had the highest mean respectively while adequate security will be provided for tourist in the wild (Mean =3.73, SD=1.25) had the least mean. The table shows that visitors had positive perception towards in-situ ecotourism destinations as indicated their agreement with all the perception statements.

Table 3: Visitors' Perception of In-situ ecotourism destinations

Perception of ecotourism destinations	Mean	Std Dev.	Decision

Animals in their natural habitat (in-situ) are not under the direct control of man and use their natural instinct for their activities.	4.45	0.68	A
Visitors can enrich their knowledge about wildlife as animals exhibit their natural behaviour in the wild.	4.45	0.71	A
In-situ destination provides adequate diversity and welfare of wild animals.	4.26	0.86	A
Rare and unique wild animals that will be encountered in their natural habitat will boost tourist experience and conservation awareness.	4.37	0.73	A
Ecotourism in in-situ destination will provide opportunities to interact with local people and their culture.	4.27	0.83	A
Animals in natural habitat have no restriction in movement and are free from barriers like cages and fences.	4.33	0.79	A
Sighting of wild animals in their natural habitat may be difficult.	3.93	1.32	A
Wildlife tourism experience in natural habitat (in-situ) will satisfy visitors' expectation than the zoo (ex-situ).	3.90	2.68	A
Animals in the parks have large areas to carry out their activities and have opportunities to escape from visitors.	4.43	0.73	A
Being able to touch animals in their natural habitat will be difficult.	4.45	2.00	A
Wild animals in their natural habitat may attack and injure tourist.	3.78	1.17	A
Adequate security for tourist will be provided in the wild.	3.73	1.25	A
Tour guide and interpretation services are available for	3.93	1.22	A

tourist in the natural habitat of wild animals.

Visitation Intention of In-situ Ecotourism Destinations

Interest for wildlife-based tourism to in-situ ecotourism destinations were highest amongst the visitors as posited by 76.2% (figure 7) and 83.1% of the respondents expressed their willingness to visit such destinations (figure 8). In addition, visit to the zoo increased the curiosity and motivated 80.2% of the respondent's visit intention to in-situ ecotourism destination (figure 9).
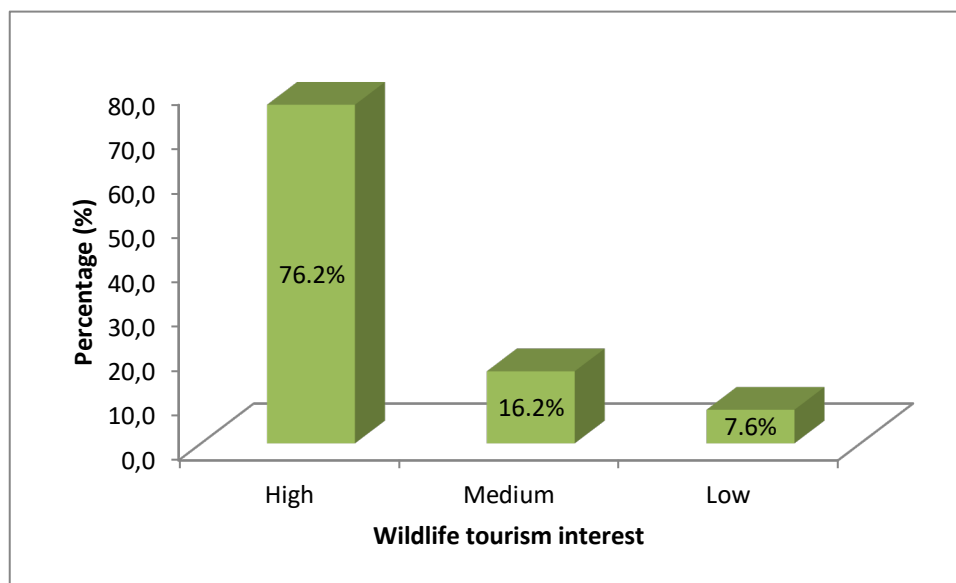
Figure 7: Visitors' interest about wildlife tourism to in-situ ecotourism destinations
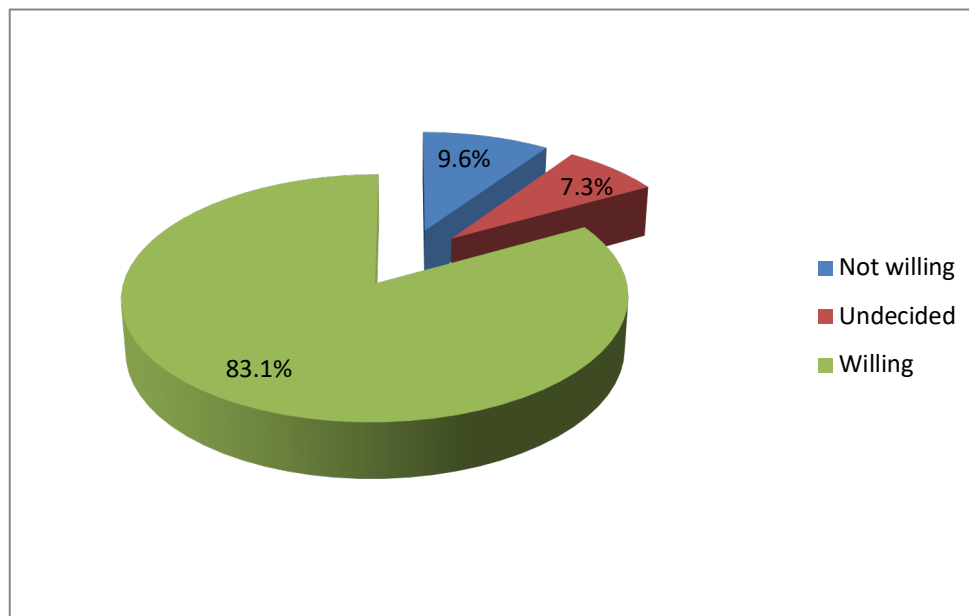
Figure 8: Willingness to visit in-situ ecotourism destination
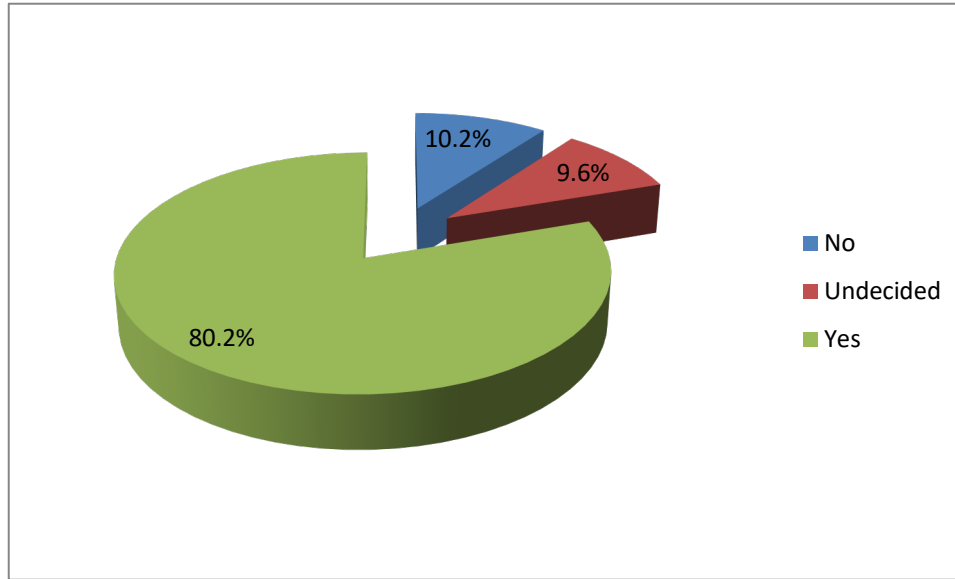
Figure 9: Zoo visitation as motivation for visit intention to in-situ ecotourism destination

Factors that Influence Visitation Intention to In-situ Ecotourism Destinations

Table 4 revealed the factors that influence intention to visit in-situ ecotourism destinations as opined by respondents. The mean values of responses on each factor statement varied from 4.55 to 3.59 and was classified into SA (>4.5), A (3.5-4.4). To increase knowledge of new places (mean =4.55, SD = 1.00), seek adventure (mean =4.55, SD = 1.03) and verify what they have seen and told in the zoo about wild animals (mean =4.55, SD = 1.04) had the highest means among the visit intention influencing factors that respondents indicated their strong agreement with. Also, as top priority, education and research (mean= 4.44, SD= 1.10), to learn how to behave around wild Animals (mean= 4.38, SD= 1.07) and financially support wildlife conservation in their natural environment (mean= 4.34, SD= 1.2) were top among the visit intension factors that respondents agreed to.

Table 4: Factors that influence visit intention to In-situ Ecotourism destination

Factors that influence visit intentions to the wild	Mean	Std. Dev.	Decision
Cost/affordability of viewing wild animals in their natural habitats.	4.30	1.23	A
To learn more about wildlife conservation in their natural environment.	4.50	1.00	SA
Proximity to residence	3.59	1.31	A
To learn how to behave around wild Animals	4.38	1.07	A

To see different types of animals in the wild.	4.54	1.00	SA
Due to recommendations by family/ friends	4.23	1.24	A
To see wild animals in their natural habitats.	4.51	1.03	SA
To get close to nature	4.52	1.03	SA
To financially support wildlife conservation in their natural environment	4.34	1.12	A
To take photos of wild animals in their natural setting.	4.51	1.04	SA
To enjoy serene environment provided by nature.	4.54	1.04	SA
For education and research	4.44	1.10	A
To increase knowledge of new places.	4.55	1.00	SA
To relief myself of boredom and have fun.	4.53	0.99	SA
To seek adventure.	4.55	1.03	SA
To get away from home.	4.18	1.31	A
To be emotionally and physically refreshed.	4.50	1.01	SA
To spend time with my loved ones.	4.52	1.04	SA
To get away from the noise in the cities.	4.46	1.08	A
To verify what I have seen and told in the zoo about animals and ecotourism destinations.	4.55	1.04	SA

Relationship between Awareness of In-situ Ecotourism Destinations and Socio-Demographic Characteristics

Table 5 indicates that gender (χ^2=12.736, p<0.05), age (χ^2=7.961, p<0.05), marital status (χ^2=12.593, p<0.05), education (χ^2=74.096, p<0.05), religion (χ^2=21.109, p<0.05), income (χ^2=77.302, p<0.05), residence (χ^2=49.215, p<0.05) are significantly related to awareness of ecotourism in-situ destinations while occupation (χ^2=9.347, p>0.05) is not significant.

Relationship between Perception of In-situ Ecotourism Destinations and Socio-Demographic Characteristics

There is significant relationship between gender (χ^2=60.481, p<0.05), age (χ^2=274.813, p<0.05), marital status (χ^2=131.430, p<0.05), education (χ^2=630.516, p<0.05), religion (χ^2=77.208, p<0.05), occupation (χ^2=323.369, p<0.05), income (χ^2=449.580, p<0.05), residence (χ^2=554.249, p>0.05) and perception of in-situ ecotourism destinations (Table 6).

Relationship between Visit Intention to In-situ Ecotourism Destinations and Socio-Demographic Characteristics

Table 7 indicates significant relationship between gender (χ^2=24.803, p<0.05), age (χ^2=29.077, p<0.05), marital status (χ^2=31.576, p<0.05), education (χ^2=52.112, p<0.05), income (χ^2=20.352, p<0.05) and visit intention to (in-situ) destinations, while religion (χ^2=1.628, p>0.05), occupation (χ^2=13.479, p>0.05), residence (χ^2=32.680, p>0.05) shows no significant relationship with intention to visit in-situ ecotourism destinations.

Difference in the Awareness, Perception and Visit Intention of to In-situ Ecotourism Destinations

Result of One-way Analysis of Variance (ANOVA) in the awareness, perception and visit intention of visitors to in-situ ecotourism destinations in figure 8 show significant difference in the respondents' awareness of in-situ ecotourism destinations (F= 5.585, p<0.05). Also, there is significant difference in visitors' perception of ecotourism destinations (F= 3.901, p<0.05) and visit intention to in-situ ecotourism destinations (F= 2.828, p<0.05).

Table 5: Relationship between Awareness of In-situ Ecotourism Destinations and Socio-Demographic Characteristics

Variables	χ^2	Df	Sig	Decision
Gender	12.736	1	0.000	Significant
Age	7.961	3	0.047	Significant
Marital status	12.593	3	0.006	Significant
Education	74.096	6	0.000	Significant
Religion	21.109	1	0.000	Significant
Occupation	9.347	4	0.053	Not Significant
Income	77.302	5	0.000	Significant
Residence	49.215	11	0.000	Significant

Table 6: Relationship between Perception of In-situ Ecotourism Destinations and Socio-Demographic Characteristics

Variables	χ^2	Df	Sig	Decision

Gender	60.481	27	0.000	Significant
Age	274.813	81	0.000	Significant
Marital status	131.430	81	0.000	Significant
Education	630.516	162	0.000	Significant
Religion	77.208	27	0.000	Significant
Occupation	323.369	108	0.000	Significant
Income	449.580	135	0.000	Significant
Residence	554.249	297	0.000	Significant

Table 7: Relationship between visit intention to In-situ Ecotourism destinations and Socio-Demographic Characteristics

Variables	χ^2	Df	Sig	Decision
Gender	24.803	2	0.000	Significant
Age	29.077	6	0.001	Significant
Marital status	31.576	6	0.000	Significant
Education	52.112	12	0.000	Significant
Religion	1.628	2	0.443	Not Significant
Occupation	13.479	8	0.096	Not Significant
Income	20.352	10	0.026	Significant
Residence	32.680	22	0.067	Not Significant

Table 8: Difference in the Awareness, Perception and Visit Intention of Visitors to In-situ Ecotourism Destinations

Variable	F	Sig	Decision
Awareness of ecotourism destinations	5.585	0.000	Significant
Perception of ecotourism destinations	3.901	0.000	Significant
Visit intention to ecotourism destination	2.828	0.005	Significant

DISCUSSION

Socio- Demographic Attributes of Visitors

It could be deduced from this study that the larger population were male and this is inconsistent with the findings of Yolanda & Giselle (2014) in South Africa National Zoological gardens which reported 35.5% of visitors to the zoos as male. Most of the visitors were between the age group of 15- 54 years old and have attained tertiary level of education, this suggests that highest percentage of the visitors were youths and are lettered. This is in corroborate the findings of Adetola & Adedire (2018) which also reported that most of the visitors in selected zoos in Southwest, Nigeria were between the age group of 15-54 years old and were highly educated. The respondents were Nigerians and most of them reside in Southwest States and this supports Ramukumba (2018) and Ridgway *et al*. (2005) studies that majority of tourists, lived within same state and metropolis as the site they were visiting. The study further shows that 79.2% of the visitors were employed as either self-employed, public and private sector employee while 20.0% were students. This is consistent with Karanikola *et al.* (2014) whose report revealed that 60% of visitors to Thessaloniki Zoo in Greek were employed. The employed visitors have disposable income and money to spend on recreation and those who are self-employed have full control over their time as considerable number earned well above ₦100,000 (>280 USD) as monthly income. This is consistent with Adetola *et al.* (2016) that 13.9% of the visitors to University of Ibadan Zoological garden earned more than ₦100, 000 as their monthly income.

Trip Characteristics

Visit company of respondents were more of friends and relatives and patronage to the zoos was more than once, invariably they were repeat visitors. This in tandem with the findings of Knežević *et al.,* (2016) on visitors' characteristics and motivation in Zagreb zoo where 88% of visitors were repeated visitors. Adetola & Adedire (2018) also reported that 78.3% of visitors to the University of Ibadan and Obafemi Awolowo University Zoo have patronized the zoos more than four time.

Visitors awareness, Perception and visit intention to in-situ ecotourism destinations

Awareness of in-situ ecotourism destination in Nigeria was low among the respondents and the level of awareness of visitors differs significantly. This affirm the low level of awareness and

participation in ecotourism reported by Ogunjinmi & Braimoh (2018) in Old Oyo National Park, Nigeria. The major sources of awareness in this study were through family and friends. This does not agree with Bormann *et al*. (2016) in their findings on the sources of information about tourism in Ghana where highest percentage of information was through travel agency. This result could be attributed to inadequate information about ecotourism and conservation as majority of the respondents get to know about in -situ conservation ecotourism sites through this study.

Visitors' perception as a whole represents perception to the tourist site, as the image of destination (Lee, 2009). Respondents have positive feelings and opinions of the in-situ ecotourism sites as their responses agreed with the perception statements. The image of destination is a key factor and stimulus for the tourists when they choose destination (Prayag & Hosany, 2014; Lee, 2009). They include tangible resources and travelers' perceptions and expectations, such as benefit expectation and image of the destination (Baloglu & Uysal, 1996). Nature characteristics is the dimension related to physical characteristic of national park including flora and fauna, is also one of the pull factors of satisfaction criteria that make up visitors perception (Jumrin & Maryono, 2018), this has been evident from this study as visitors agreed that in-situ destinations have diverse wild animals of rare and unique species, they also feel ecotourism destinations will enrich their knowledge about wildlife as animals are able to exhibit their natural behaviour in the wild. Study by Murphy *et al.,* (2000) also asserts that features such as the natural environment and other primary features (attractions and amenities, etc.) may be primary determinants in defining the value of a destination for tourists.

Most of the zoo visitors were highly interested in wildlife tourism and willing to visit in-situ conservation destinations. This could be attributed to positive perceptions about in-situ ecotourism sites and this suggests that positive image perception of a destination become the most favorite choice among the other at the same alternative. This corroborates findings that have also established that tourists have wide interest in wildlife-based tourism activities attaching value on uniqueness, abundance and variety (Curtin & Wilkes, 2005; Newsome *et al*., 2005). Moreover, visit intentions to the wild were propelled by their visit to the zoo. This supports Coral *et al*. (2008) assertion that zoo experience affects and increase visitor's connectedness with nature.

Visitors agreement with the factors that influenced visitation intension to the wild can be related to their positive perception of in-situ destinations and this supports Prayag &Hosany (2014) that negative image perception will reduce the number of visiting factors that influence tourists to visit a destination.   Craving to acquire knowledge and learn more about wildlife conservation in their natural environment, see different types of animals, take their photos, increase knowledge of new places, seek adventure, get close to nature and enjoy serene environment, to be emotionally and physically refreshed, relief from boredom and have fun, spend time with loved ones and verify what they have seen and told in the zoo about animals were the major factors that strongly influenced visitors' intention to visit in-situ ecotourism destinations. This observation was expected, as evidence suggests that there is a current shift in the way tourists associate with the environment (Galley & Clifton, 2004). Instead of directly interacting with the environment through activities like hiking and camping alone, tourists now see nature as something to appreciate and learn from.

As established by Eagles & McCool (2002), national parks are distinct areas that promotes and restores the physical and emotional health of visitors. This implies that parks assist individuals to renew their health and relieve pressure connected with urban living. Respondents show high concern for ecotourism in the natural environment for physical and emotional refreshment, relaxation and getting away from noise in the cities. Yoon & Uysal (2005) report similarly that the desire for rest, relaxation, health, social and family relationship are factors that force individuals to travel in order to escape their stressful routine and gain a new experience. Response from this study can be linked with the saying that cost implication of choice, affordability of such cost and proximity to residence are key factors man considers in satisfying their want, as respondents agreed that cost and proximity to residents are other factors that influenced their visit intention. This is consistent with Nicolau & Mas (2005) that higher prices lead to less destination utility for all individuals and that people looking for tranquility and relaxation are not pre-disposed towards long distances, especially when tranquility can be found closer to home.

Age, gender, education, income, religion, place of residence and marital status have significant relationship with visitor's awareness of in-situ ecotourism destinations. This indicate that variation in those factors play significant role in influencing their level of awareness. This is similar to the findings of Cristiana *et al.,* (2016) which reported that age, occupation, education

and locality type had significant association with knowledge of protected areas in the study assessing public perception on protected areas in Iron Gates Natural Park. High level of education was obtained from this study this also confirms that high level of education often brings a greater awareness of wildlife and the environment (Williams *et al*., 2002).

Also, significant relationship exists between the visitors' gender, age, marital status, education, religion, occupation, income, place of residence and perception of in-situ ecotourism destinations this may be attributed to the fact that those factors are key determinants of visitors' perception of in-situ ecotourism destinations. Ajani *et al.* (2018) corroborated this in their study on assessment of demand for ecotourism holiday travel in Nigeria that significant relationship exists between demand for travelling to ecotourism site and respondent's perception about the site. Research shows that perception on destination attractiveness is higher among travellers with tertiary education than the less educated (Mohsin, 2008). This implies that the high percentage of educated visitors in this study will more likely favourably perceive in-situ ecotourism destination.

In addition, intention of respondents to visit in-situ ecotourism destinations had significant relationship with their gender, age, marital status, education, and income. This showed that visitors' demographic characteristics are predictor of their visit intention. With regards to variation in respondents age and marital status, this can be related with Adetola & Adedire (2018) opinion that the youth and single had a lot of free time and lesser responsibility than the married visitors and may decide to visit ecotourism sites. Researches had also emphasized the role of family in decision making as Thornton *et al*., (1997) stated that holiday and vacation planning is a group activity and it is based on the family decision making including the consent of the children also, Kirti & Dharminder, (2018) stated that young teenagers are more cohesive in family decision making, and LaMondia *et al*., (2009) highlighted trip distance, environment of the place and activities for children as one of the factors that influence tourists' decision making. Although findings from this study is inconsistent with Sirakaya *et al.* (2002) which had no relationship between demographic such as gender, age, occupation and demand for travelling. The result is in tandem with Ledwaba *et al*. (2011) that participating in recreation is mainly about how the recreationist plans on his time and income.

The significant difference in visitors' awareness of in-situ ecotourism destination can be attributed to inadequate education and information about protected areas whish agrees with the finding of Ogunjinmi *et al.,* (2013) that the Nigerian broadcast media had no specific programmes on nature conservation. Differences in visitor's perception and visit intention to in-situ ecotourism destination is in line with Echtner & Brent (2003) that value perception has effect on tourist's intention to visit tourist destinations.

CONCLUSION

It is evident from this study that respondents foresee a good image and favourable impression of in-situ destinations, despite low level of awareness about these sites, they feel that in-situ ecotourism destinations are rich in biodiversity and have the tendency to appease them more than zoo. In addition, the intention, motivation and willingness of visitors to satisfy their curiosity to see these animals in the wild was driven by their visit to the zoo. This established the role of zoos in promoting conservation awareness and changing people's attitude towards conservation cannot be over emphasized. Visitors have various factors that influenced visit intention to in-situ ecotourism destinations, top priority is the desire to get close to nature and enjoy a serene environment, learn more about wildlife conservation in their natural environment, see different types of animals, increase knowledge of new places, be emotionally and physically refreshed, get relieved from boredom and authenticate what they saw, heard and learned about zoo animals. The results of this study will inform policy makers and stakeholders on wildlife conservation in the planning and growth of ecotourism. Synergy between Nigeria National Parks Service, Zoos and Wildlife Parks are also essential to increase public awareness, understanding, park resource appreciation and support for biodiversity conservation efforts.

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EMOTIONAL INTELLIGENCE IN THE WORKPLACE AND THE ROLE OF EMPATHY

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ABSTRACT:

In this day and age, emotional intelligence plays an important role in the workplace. Research has shown that high levels of emotional intelligence among the human resources of a company enable it to gain a competitive advantage. Emotionally intelligent people promote the organizational success of a business. A very important social skill is empathy and it has been found that it has a special weight in the workplace as it helps a person in his professional life. This article is a bibliographic review regarding the emotional intelligence of the individual and specifically about the special importance it has in the workplace. In addition, reference is made to the distinct social ability of empathy and how it is related to people and their workplace.

Key words: emotional intelligence, empathy, workplace, business

INTRODUCTION

The issue of the human brain and the structure of the mental capabilities, constitutes over time a subject for science and research work. Until recently, the concept of intelligence was considered as an innate human ability that could be measured following an established certification process for expected school performance, unrelated to an individual's experiences or age (Vaiou, 2010).

In Aristotle's work "Nicomachean Ethics" appears a first connection between intelligence and emotional life, which indicates that the important ancient philosopher had shown interest in this aspect of human existence. Darwin, many centuries later and specifically in 1872, in his work "The expression of emotions in humans and animals" highlighted the important role that emotions play in the survival and adaptation of humans and animals. The well-known Intelligence Index (IQ) was established as IQ (Intelligence Quotient) for many years and was the reference point for the development of the individual at professional, personal and interpersonal level. In 1880 the first attempts to measure the IQ began and in 1905 the first attempt was made which was successful by Binet and Simon. Binet and Simon correlated intelligence with the ability of learning in school by creating an intelligence measurement tests. Then other researchers invented scales to measure intelligence and the perception prevailed that high levels of intelligence are associated with human success (Vaxevanidou and Rekleitis , 2019).

1.1 EMOTIONAL INTELLIGENCE

E.L.Thorndike who is a Professor of University at Columbia USA, in 1920, was the first to try to introduce the dimension of another intelligence displayed by people with social skills and named "social intelligence". Thorndike appointed social intelligence as a human ability that can have understanding of the internal situation, what is the behavior and what incentives have. He also defined that social intelligence is the human ability to manage other people and social interactions as well as to be able to exercise proper social judgment in any case (Landy, 2005).

The American psychologist Howard Gardner in 1983 in his book which is entitled *«Frames of Mind : The Theory of Multiple Intelligences»* formulated the theory of Multiple Intelligence as an effort to expand this narrow sense of intelligence examining it under a different aspect (Vaiou, 2010). Gardner's theory examines the possibilities of the human mind, identifying intelligence as *"a predisposition, possibly neurological in nature, which, depending on the values of a particular society, the opportunities provided and the individual choices, the individual's social or family environment may activate or not "* (Gardner, 1999: 34) . In this book, Gardner did not accept the IQ theory and the one-dimensional

intelligence model. He developed the theory of multiple intelligences and his model included nine types of intelligence (Vaxevanidou and Rekleitis, 2019):

- Nature-loving (understanding of nature and living organisms)

- Musician (distinction of sounds, pitch, rhythm and sound color)

- Logic - Mathematician (quantification of things, formulation and proof of hypotheses)

- Existential (dealing with questions about life and death)

- Interpersonal (senses the feelings and motivations of others)

- Physical - Kinesthetic (body-mind coordination)

- Linguistic (finds the right words to express himself)

- Self- aware (understands himself, his feelings and desires)

- Spatial (envisions the world in all its dimensions)

In 1973, McClelland 's work "Measuring Ability Instead of Intelligence" sparked a great deal of interest in emotional intelligence. The main hypothesis of the study of McClelland, was the link between school performance with a successful daily life and the response of people to work. McClelland with surveys showed that some people are more successful than those, who had a sufficient performance to keep working them. The most successful people possessed a group of special skills, one or more, such as empathy, initiative and self-discipline. In 1988, Reuven Bar-On mentioned the condition "Sentimentality Index » (Emotional Quotient , EQ) and made a first attempt to measure emotional intelligence . Reuven Bar-On in the final model identified five dimensions of emotional intelligence: a) interpersonal skills , b) intrapersonal skills c) general mood d) adaptability and stress management (Vaxevanidou and Rekleitis,2019) . In 1990 Peter Salovey and John Mayer, psychologists of University of Yale, created the first comprehensive theory of emotional intelligence and also introduced the concept of "emotional intelligence". The term typically determines the ability of the individual to process information resulting from the emotions and the advantage so as to guide thought and action (Salovey and Mayer , 1990) .

Daniel Goleman a student of McClelland at Harvard University was inspired by his professor, continued his research and proved that success in human life is not one-dimensional and identical to a high IQ, but basically to another human ability, the "Emotional Intelligence ". The "Emotional Intelligence» (Emotional Intelligence) is a new form of intelligence which was the subject of study for researchers and appears in the field of psychology and Management. Daniel Goleman was the one who in his book "Emotional Intelligence - Why EQ is more important than IQ » (1998) introduced this new concept widely. Goleman supports that emotional intelligence is a person's ability to recognize and understand their own feelings and the other, the ability to manage emotions in an efficient manner and interpersonal relationships (Vaxevanidou and Rekliti, 2019).

1.2 EMOTIONAL INTELLIGENCE IN THE WORKPLACE

Nowadays, emotional intelligence plays an important role in the workplace. It has been found out in researches that the high level of emotional intelligence of human resources of a company can be the leader in gaining competitive advantage and officials of being more receptive to change (Papoutsi et al., 2019) . Researchers recognize that emotionally intelligent people are an important factor in the organizational success of a business. The magazine « Business Perspective and Research » recognizing the importance of emotional intelligence in a workplace published an issue dedicated to this special ability (Caruso et al., 2016).

In the case of the leaders, emotional intelligence is a positive feature that helps them strengthen the teamwork and more effectively understand the emotional climate that exists in business (Vaxevanidou and Rekleitis, 2019). When the person has emotional intelligence actually affects those who are around him without exerting power or manipulating them (Ryback, 1998). But the fact that someone holds a high level of emotional intelligence does not imply that it has these emotional skills which have a significant role in the working environment. An employee may have a high level of empathy but have not learned those skills which are based on empathy and lead in providing for example a higher level of service to a customer. Emotional abilities form groups that are each based on *"a common basic dimension of emotional intelligence* " (Goleman, 2011: 52). Goleman (1998) identified a system of emotional skills in which there are two main dimensions of emotional intelligence:

1) It is the internal processes of the individual on a personal level which determine how he manages issues of himself. Specifically, the personal level consists of two emotional abilities:

    a)   Self - Management which includes initiatives, success motivation, self-control, the reliability, the conscientiousness.

    b) Self-awareness which includes emotional awareness (acceptance of emotions and effects) and accurate self-assessment (acceptance of possibilities and limits)

2) It is the social processes that determine whether a person can successfully manage their relationships with other people and includes two emotional abilities:

    a) Social Awareness

➢ social awareness which includes: the empathy, a person's ability to be "tucked in place of another")

➢ customer's satisfaction, orientation in service delivery

➢ the organizational awareness which includes the perception of the individual feelings of a group and its positions of strength that exist in this

   β) Relationship Management where in this case includes communication, influence and conflict management (Polychroniou , 2005).

The main dimensions of emotional intelligence play a crucial role in the person to be able to learn those skills that are important to have a successful career in the workplace. If, for example, someone has a lack of self-awareness then they will not be able to realize what their strengths are and until they reach their limits. The following Table shows the relationship between the five dimensions of emotional intelligence and the twenty-five emotional abilities. No human being is the ultimate role model, all human beings have their strengths and weaknesses. However, as shown in the Table, in order to achieve a good performance, the individual needs to excel in some of these abilities, in about six, while on the other hand, the individual's strengths should be distributed in all five dimensions of emotional intelligence. So what we can conclude is that there are many ways in which the individual can be led to success and excellence (Goleman, 2011).

TABLE: The Model of Emotional Abilities

Personal Ability		
The following skills determine how well a person handles himself.		
Self-awareness	The ability of the individual to know the internal state, preferences, the personal stocks and have contact with intuition.	1. Awareness of emotions 2.Accurate self-assessment 3. Confidence
Self-regulation	The ability of the individual to be able to manage his inner state, his impulses and his personal reserves	1. Self-control 2. Reliability 3. Conscientiousness 4. Adaptability 5. Innovation
Behavioral motivations	The emotional tendencies of the individual that lead to the achievement of goals or facilitate it	1.Trend to be achieved 2. Commitment 3. Initiative 4. Optimism

Social Ability		
The following skills determine how well we handle relationships		
Empathy	The ability of the individual to have awareness of emotions, needs and concerns of the other	1.Understanding others 2.Orientation in the provision of services 3.Enhancing the development of others 4. Correct handling of diversity 5. Political perception
Social skills	The ability of the individual to provoke in others the reactions he wants	1. Influence 2.Communication 3. Leadership 4.Catalytic action regarding change 5.Handling disagreements 6. Cultivation of bonds

7.   Partnership   of
cooperation

8. Team skills

Source: Goleman, 2011:53-54

Below we can see the dimensions of emotional intelligence:

Independent: Each offers a different way of doing work:

Interdependent: Each of them affects some others to some extent, as there are many powerful interactions.

Hierarchical: The   categories   of   emotional   intelligence   are   "structured" hierarchically.

Necessary, but not capable: The fact that a person has a basic ability of emotional intelligence, it is not necessary that he will be able to develop or demonstrate the corresponding skills, such as cooperation and cultivation of bonds. One factor that can contribute to develop an emotional intelligence capacity is the climate in a business or the personal interest in the job assigned to the employee.

General Type: The general list covers all tasks, to some extent. However, specific skills are required in various positions (Goleman, 2011).

Can the people who have the same abilities distinguish in different professional fields? Also, as an employee who rises in the hierarchy, he should have different skills (Goleman, 2011). According to Buranda (2005), the skills that a person who wants to lead should have can be divided into two main categories. The first category is called "role skills" and this includes the individual's ability to follow specific leadership roles that make up leadership behavior. The second category of leadership skills is called "post- skills ". When Bourandas is referring to "post -skill " determines the ability of that which is main the feature more skill or ability that which forms the basis to develop other skills. For a person to be able to gain a leading role in an organization should have a set of necessary post-skills where according to the bibliography are considered fundamental 1) systematic thinking 2) the ability of creative decision-making   and   solving   problems 3)   ability   of   communication 4) emotional

intelligence 5) self-aware 6) self -regulation 7) the empathy . He supports that emotional intelligence is a fundamental skill for a leader who inspires and leads substantially in order to convince people to follow him willingly. (Bourandas, 2005).

Empathy is an important skill for emotional intelligence and for the workplace and much more for the person who has a leading role within an organization. The empathy is the ability when "someone comes to the position of the other" in order to better understand the feelings, the concerns, the needs and the values so as to react or behave in the right way (Bourandas, 2005: 262). Below is a further analysis of this particular ability in order to highlight its important role in the workplace.

2.1 THE ABILITY OF EMPATHY

The roots of the term "empathy" are found in the Greek word "empathy" which consists of the synthetic "em" and " passion" which mean respectively "em" and "feeling". In the late 20 th century took the term empathy from evolutionary and social disciplines of psychology that study have been scientifically described in English «empathy» emotional coordination among individuals. Note that you should not confuse the concepts that are related to empathy such as sympathy (compassion) and the support (Roussinou and Kouvaraki, 2017). Thwaites and Bennett-Levy (2007) note that empathy and the support have a distinct difference. While in empathy the key issue is the understanding of experience of the other person while in the support the key issue is the approach of the individual in such a way as to relieve his pain (Roussinou and Kouvaraki, 2017).

Goleman identifies empathy as "social radar" (2011: 200). In fact, people do not communicate verbally what they feel and experience, but they reveal their thoughts and feelings with their gestures, the tone of their voice, their facial expressions and their posture. A person's ability to perceive this kind of non-verbal communication presupposes that the person possesses some basic skills of self-awareness and self-control. A person should be able to manage his own emotions and not allow himself to be overwhelmed so that he can perceive the moods of other people. Self-awareness is important for empathy, to be able to "decode" the instinctive messages that evoke feelings in one's body. The person with empathy has the ability to "read" other people's emotional world and at a higher level is able to feel and react to other people's non-

verbal communication of feelings and concerns. When a person has empathy at very high levels it means that he realizes any problems or worries that may lurk behind the other person's feelings (Goleman , 2011).

Man receives the initial lessons of empathy from infancy, when he develops his relationship with his mother and father. It is these fundamental relationships that determine a person's subsequent course and social behavior such as whether he or she works easily with other people and how desirable he or she is in a group. However, not all people possess the ability of social awareness to the same degree and this happens and appears in the workplace (Goleman, 2011). Goleman (2011:203) expresses the view that "empathy represents the fundamental skill for all social skills that are important for work" (Goleman, 2011).

Some social skills that promote individual in a work space are: a) *understanding of others.* The person with this ability gives attention, feel the feelings of others and showing interest in their concerns. Helping others by understanding their needs and feelings *b) development of others*. The ability of the individual to perceive the need for development of others and to encourage the development of their abilities c) The *correct management of diversity*. The creation of opportunities through different personalities of people d) *the political perception.* The ability of an individual to perceive the social and political trends that exist in a company e) *the orientation to provide services*. The ability of the individual to anticipate, recognize the needs of customers and respond to them (Goleman , 2011) . Azar (1997) supported that empathy is composed of two parts: a) the reasoning part with which the person understands what someone else feels b) the emotional part that refers to the sensation given to the person about what someone feels.

2.2 THE ROLE OF EMPATHY IN THE WORKPLACE

Today empathy is considered one of the key elements of emotional intelligence (Goleman, 1999). The empathy is particularly important in the workplace as emotional guides the person and help to cope with the difficulties. But empathy has important role in the work of the individual not only for the survival of and for the good performance of, when the workpiece being undertaken related to people (Goleman, 2011). Employees seek applause in their workplace and an environment of empathy (Edginton et al., 1994).

Important element of empathy is the right hearing which is of particular importance for the workplace. People who do not have the ability to listen to others or just seem indifferent do not inspire others to communicate with them. While, unlike workers seemed interested to listen to others and especially managers who implement regular communication of the "open door" with the attitude that they show are better listeners. An indication that one person "really" listened to the other is the way he reacts which is the most ideal (Goleman, 2011).

However, it is not enough to have empathy, but one should also show interest. There are some individuals who seem not to have to empathy nevertheless in reality these individuals wish to keep a distance and not to be involved emotionally and not to enter the procedure to help (Laura Shaw et al., 1994). It should be noted that in the field of business, managers do not have a successful course when they emphasize the fact of maintaining good relations with others and make sure that employees are emotionally satisfied by burdening the company (Boyatzis, 1982). So, the control of empathy may become a tactic that followed when the purpose is the sharing of not enough resources of an organization (Daniel et. al., 1995)

Goleman (2011) states that there is a scientific basis for the view that the female sex dominates inherently more attuned to the feelings of other people in relation to men, emphasizing that this is not always the case. But as he states that there are two important exceptions where there is no difference between the two sexes and play an important role in the workplace. In the first exception there are cases where people try to hide their true feelings and the second exception belongs to the case when the person is trying to understand the thoughts that do not express another person in an interaction.

In a test conducted on 7,000 people in the USA and even 18 other countries investigated empathetic behaviors and proposed by the researchers that the person has the capacity to understand the feelings of other people better adjusted emotionally comfortable expresses his own feelings and are more populars. They also support the fact that many times the existence of empathy in the work environment makes it less stressful and more human (Barlow & Maul, 2000; Edginton et al., 1994).

3. CONCLUSIONS

The emotional intelligence is an important dimension of the human condition as when the person has it and even at a high level then it is an important advantage for personal and by extension in his professional life. However, having a high level of intelligence does not mean that one has the emotional skills that play an important role in the work environment. A special social and communication skills which can lead a person to success and the excellence through the working area is empathy. However, in order to be able to understand non-verbal communication, a person must have the skills of self-control and self-knowledge. The empathy is the basis for all social skills and is an important parameter for the human resources of an enterprise. In particular, for people who hold a leading position in an organization, empathy is a necessary skill. However, if an organization has limited resources then a rational allocation of them should be done by controlling empathy.

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Hotel internships and student satisfaction as key determinant to career intention

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ABSTRACT

The hotel internship experience can be viewed as the pivotal point where hospitality students decide whether to stay or leave the industry. This paper aims at presenting hospitality students' satisfaction from internships and its impact on career intention. A survey of 172 students, both EU and Greeks, was conducted to investigate their internship satisfaction at 4 and 5 star hotels as a key determinant to career intention. The findings suggest that, the most important factors contributing to students' satisfaction were the real working conditions and the learning experience. All participants acknowledged long working hours, poor pay, and lack of coordination as key challenges, however they all identified their internships as a valuable way to link their studies with real life practice. This study proposes that student satisfaction in hospitality internship programs can have a direct positive effect to the graduates' career intention. It also suggests that educational institutions should maintain the practical/applied

elements of hospitality management programs in order to develop qualified, knowledgeable graduates.

Key words – Hospitality management education; Internships; Student satisfaction; Employability; Career intention

Introduction

Nowadays, there is pressure on universities to prepare students for employment by embedding skills-related elements in curricula (Wilton, 2012). Courses in hospitality and tourism management emphasize the importance of practical training and offer internship programs for students (Hsu, 2012; Zopiatis & Theocharous, 2013) either as a mandatory part of the programme or as an elective (Zopiatis & Constanti, 2012), making it an inseparable aspect of the educational experience (Zopiatis, 2007). Hospitality-related internships help students understand the industry, obtain practical experience, make connections at the workplace (Self, Adler & Sydnor, 2016) and impacts on career intention (Silva et al., 2016). Farmaki (2018) suggests that student satisfaction emanates from the trade-off between their expectations and perceptions of internship experiences. Depending on their experiences, students may have a positive or negative perception of their internships. This perception may influence their future relationship with the industry, including their ultimate decision about whether to pursue a career in hospitality. Many studies present concerns over the efficacy of tourism and hospitality internships and their impact on career development (Farmaki, 2018). At the same time universities in the UK are getting away from the vocational practical element of hospitality management studies, reduce funding and focus on mainstream academic fields (Lugosi & Jameson, 2017).

Internships provide multiple benefits to students, employers, and institutions. Tse (2010) argues that on-the-job training is an excellent opportunity for students to acquire and exercise managerial competencies through observation and practice. This experiential training has been found by Marinakou & Giousmpasoglou (2013) to increase student satisfaction and enhance their learning experience. Despite the importance of internships for the industry, a number of studies suggest there is a paucity of research on this topic and highlight the need for further investigation on the efficacy of hospitality internship programs (i.e., Airey & Tribe, 2005; Zopiatis, 2007; Zopiatis & Constanti, 2012). Most studies present the current state of hospitality education rather

than a thorough analysis of the challenges regarding teaching and learning in such programs (Lugosi & Jameson, 2017). There is a gap in knowledge regarding students' viewpoints on the challenges in the provision of hospitality management education including internships. The purpose of this study is to investigate students' attitudes towards their internship experience by identifying the factors that contribute to their overall satisfaction and the elements of the internship they value most. In addition, this study explores the use of luxury hotel internships as determinants for career intention. The research objectives of this study are to:

a) Identify the factors such as motivators and demotivators that contribute to internship satisfaction.

b) Explore the potential differences between EU and Greek students on their expectations and internship satisfaction.

c) Investigate whether internship satisfaction is influenced by internship expectations.

d) Identify the relationship (if any) between internship experience and career intention.

Literature Review

Hospitality Internships

Hospitality students, regardless of their backgrounds, have been found to face common challenges during their placements at hotels. In general, hospitality students are concerned with the capitalisation of their internship in an effort to find jobs (Collins, 2002), working conditions (Richardson, 2009), their relationships with their co-workers and supervisors (Kim & Park, 2013), and preparing themselves for the reality of work in the industry (Zopiatis, 2007). Many studies on hospitality internships have been conducted in different countries, including Australia (Richardson, 2009), Cyprus (Farmaki, 2018; Zopiatis, 2007), Greece (Christou, 1999; Christou & Chatzigeorgiou, 2019), Hong Kong (Lam & Ching, 2007), Malaysia (Austin, 2002), Taiwan (Chen & Shen, 2012), South Korea (Kim & Park, 2013), the Netherlands (Akomaning et al., 2011), Turkey (Collins, 2002) and USA (Hussien & Lopa, 2018).

The majority of hospitality and tourism courses offer internship programs to students, which are considerably promoted during student recruitment. This experiential form of learning is viewed as an excellent opportunity for students to integrate their thinking and action (Davies, 1990;

Petrillose & Montgomery, 1997), apply theory taught in the classroom to real world situations (Stansbie et al., 2016), develop skills such as decision making and critical thinking (Zopiatis & Constanti, 2007) or improve students' self-confidence (Ko, 2008) and become familiar with the industry, improve adaptability and familiarize students with the profession (Robinson et al., 2008). Various definitions are provided on the concept of an internship. Agheorghiesei & Prodan (2011) propose that an internship is a systematic way for students to learn at work by interacting with others and learning by observation, reflection, analysis and communication. Zopiatis & Constanti (2013, p.34) view internships as "*a short-term period of practical work experience wherein students receive training as well as gaining valuable job experiences in a specific field*". Students learn in a professional context where they understand the theoretical concepts and how they apply in practice (Beggs et al., 2008; Busby, 2005). There are three key stakeholders in the internship process: students, employers, and higher education institutions (Busby, 2005; Zopiatis, 2007), and all contribute to the internship program and experience (Marinakou & Giousmpasoglou, 2013). This paper focuses only on the students' experience and attitudes towards the industry based on their internship satisfaction in order to investigate their intention to stay in the industry and pursue a career. Farmaki (2018, p.51) proposes that "*examining interns' expectations and perceptions of the internship can shed light on the efficacy of internships in enhancing the career development of students*".

Positive Aspects of Internship Satisfaction

Incorporating practical experiences in the hospitality curriculum provides numerous advantages (Hussien & Lopa, 2018; Lam & Ching, 2007). Internships are found to prepare students for successful and fulfilling careers (Chen et al., 2011, 2018). Internships contribute to students' learning in a real environment in which they are given the opportunity to reflect on the knowledge acquired during their studies (Busby, 2005; Chen & Shen, 2012; Kim & Park, 2013; Self et al., 2016). Interestingly, internships provide students with the opportunity to develop a clear understanding of the context of work in the hospitality industry and to be aware of all the realities. Mihail (2006) in his study proposes that internships help students develop critical skills required for a career in hospitality such as communication, time management, and self-motivation.

For many students, an internship is the first step in their careers (Kauffman, 2010; Ko, 2007) and a way to test their strengths and weaknesses in the workplace (Busby, 2005; Daugherty, 2001). It is also a process that requires students to be flexible and adaptable. Hussien and Lopa (2018) found that the following factors contributing towards internship satisfaction: feedback, autonomy, university supervisor support, academic preparedness, flexible working hours, student self-initiatives, location, and skills variety. Yoonjoung et al. (2018) investigated the hospitality student internship satisfaction in relation to generational differences. They found that fostering good relationships among colleagues, can increase millennials' internship satisfaction and eventually reduce their intentions to leave the industry. Gender, personality and nationality are found to regulate student satisfaction (Chen & Shen, 2012) and career intention (Lugosi & Jameson, 2017).

Aspects of Internship Disatisfaction

The effectiveness of internships as an experiential approach to learning is heavily criticised by a number of studies. Various factors have been found to create dissatisfaction and decreased motivation. Agheorghiesei & Prodan (2011) found that an internship may be ambiguous as the students are not clear on how much they may be involved in practical work and/or other jobs. They claim (*ibid.,* p.61) that "*Romanian organizations do not have trained personnel to coordinate the internship*". In addition, there is no provision for any kind of compensation for students. Host organizations do not pay well, and there is no proper planning and coordination. Most of the placements are conducted based on the tutors' acquaintances, and, in most cases, they do not impose any rules or contracts. Hence, students are employed in difficult situations, without receiving proper training, and this results in dissatisfaction with their internships. Discrepancies are found between students' and industry expectations of an internship. Hospitality organizations expect students to demonstrate an understanding of the industry, interpersonal skills, a work ethic, teamwork, problem-handling, and good communication (Daugherty, 2001; Farmaki, 2018). A number of scholars suggest that students are not appropriately prepared to meet the industry requirements and have unrealistic expectations regarding work and employment in the sector (Dickerson, 2009; Farmaki, 2018). Zopiatis & Constanti (2007) propose that often students find discrepancies between what they are taught in

the classroom and what is practiced in hotels. Nevertheless, they suggest that some educational institutions still adequately prepare students to adapt to actual work environments by confronting them with operational issues and practices during their studies. Dickerson (2009) stated that students have high expectations of working in hotels, with a gap between their expectations and satisfaction. Agheorghiesei and Prodan (2011) and Zopiatis and Constanti (2007) propose that universities should prepare students with the required knowledge. The level of training prior to the internship is important in forming expectations (Marinakou & Giousmpasoglou, 2013; Singh & Dutta, 2010), while host organizations should help develop skills and competences and motivate the students to learn and engage. They add that a perceived fit should exist between students' and organizations' expectations and provision of an internship program.

Moreover, Kim & Park (2013) suggest that unfair promotions, unsatisfactory pay and benefits, and inappropriate behavior of co-workers can contribute to unfavorable conditions that negatively shape students' perceptions of the industry. Jaszay & Dunk (2003) claim that if the mentor-managers or supervisors lack experience and efficiency, then students' experience will be limited. Similarly, Zopiatis & Constanti (2012) propose that supervisors play a direct role in overall student satisfaction with their internships. Furthermore, Taylor (2004) proposes that students assign a share of responsibility for problems at their internships to the employers and the receiving company. Their main concern is that they are used as cheap labour. Others claim that companies are not prepared to enhance and contribute to the overall student experience (Roney & Oztin, 2007). Thus, employers are faced with the challenge of offering projects to keep students challenged and interested. Other studies suggest that factors such as the ineffective design of an internship program, wage discrepancies, and poor treatment of students may cause them to leave the industry after their internships (Ko, 2007; Richardson, 2008; Roney & Oztin, 2007; Stansbie & Nash, 2016, Wu & Wu, 2006). Internship programs that fail to meet students' expectations discourage them from entering the industry after graduation (Chen & Shen, 2012). This experience should provide students with suitable career factors, such as job satisfaction, job security, and reasonable salaries and workloads (Kim & Park, 2013). In addition, the literature suggests that a successful internship program should be structured, planned, and organised to provide students with a challenging experience (Farmaki, 2018). It should also provide students with the opportunity to feel they play a significant role in the organization and, thus, have a sense of fulfilment (Edwards, 2010). Zopiatis (2007) argues that the interns' hosting organizations

should be aware of adult learning styles and share their knowledge and skills while encouraging them to learn about and solve problems.

Career Intention

Career intention is found to correlate with career success. Career success refers to the psychological outcomes of the work experience (Chang & Busser, 2020). Studies split career success in two dimensions, objective (extrinsic) and subjective (intrinsic). Objective career success is tangible and includes salary, promotion and job level (Ng et al., 2005), occupational status, respect and recognition by the organization (Hirschi, 2010), whereas subjective refer to the individual's inner feelings and satisfaction with their career achievements (Judge et al., 1995). Career satisfaction contributes positively to career intention. Individuals may be dissatisfied with the specific job but still have positive feelings about work in the profession (Zopiatis et al., 2016, 2018). "*Employees' experience at their current job serves as critical signals to their future career*" (Chang & Busser, 2020, p.198). A study of frontline employees in Seoul showed that organizational support increases job satisfaction (Kim et al., 2018). Zhao and Zhu (2014) proposed that strong leadership style, autonomy and interesting work can improve career intention. The learning experience shapes one's career choice, as individuals learn how to shape their career expectations, which they align with career goals, actions and choices (Chang & Busser, 2020). The individual's intrinsic psychological content intervene in making the right career decision (Hirschi, 2010).

The steady growth of the hospitality sector dramatically increases the demand for talent which can be provided by new graduates entering the profession. Thus, it is suggested that a successful internship completion can enhance career intention and reduce high employee turnover in hospitality (Chen & Shen, 2012), improve diversity with trained workforce that demonstrates required skills and competences. The hypotheses proposed for this study are:

Hypothesis 1: Internship expectations impact on internship satisfaction.

Hypothesis 2: There are differences among EU and Greek students in relation to their internship satisfaction.

Hypothesis 3: Internship experience impacts on career intention.

Methodology

Sample and Data Collection

This study employed a quantitative approach with data gathered through self-administered questionnaires among hospitality students who conducted their internships in Greek luxury (4* & 5*) hotels. Singh and Dutta (2010) proposed that the context in which the internship takes place influences student satisfaction, therefore both students studying at Greek institutions as well as students from other institutions abroad that were doing their placement in Greece were included in the study. A typical internship program in seasonal hotels takes place during the summer months, starting in May or June and concluding at the end of September or October. In Greece, summer is the peak season for hospitality and tourism businesses, many organizations take advantage of the internship programs to make up a sufficient labor force (Zopiatis, 2007). The sampling frame of this study consists of students at hospitality colleges and higher education institutions in Greece and abroad (EU). The sample included EU (n=63) and Greek (n=109) students that did their internship in Greece. All students were employed in four- and five-star hotels in major tourism destinations such as Rhodes, Athens, Thessaloniki, Kos, Cyclades, and Crete. In total, 172 valid responses were collected during a period of three months (August - October). Convenience sampling (Bell, Bryman, & Harley, 2018) was used as the questionnaire was distributed to students after they had completed their internships and at the beginning of the academic year at private (two) and public (two) higher educational institutions in Greece. The students received a hard copy of the survey questionnaire during one of their lectures and the questionnaires were collected by one of the researchers. The EU students received a hard copy of the questionnaire from their line manager towards the end of their internships at their placement hotels. The completed questionnaires have been returned by post or collected in person by the researchers.

Measures

The questionnaire was based on an extensive review of the literature on student satisfaction and expectations from internships. Zopiatis' (2007) survey questionnaire was used, after being

adapted to the purpose of this study. The questionnaire was piloted with 10 students who had just completed their internships. Minor changes were applied in the order of the questions, and one open-ended question was added to explore other views on the topic. Content validity (Zikmund, 2002) was employed to examine items and provide feedback for greater clarity and alignment with construct dimensions in the study. Five sections were included in the questionnaire. The first included four questions on demographic information. In section two, students were asked to rate eight different aspects of their experience during the internship on a 5-point Likert scale that ranged from "*Always (1)*" to "*Never (5)*". Section three examined the student's employability options, and section four measured the overall internship experience with a single-item instrument developed by Van de Ven and Ferry (1980) on a 10-point scale ranging from *"Terrible (1)"* to *"Excellent (10)"*. Section four measured students' favourable and less favourable aspects of the internship (nine items for each category) as well as their overall expectations of the internship programme (ten items). In this section, students were required to choose their most preferred aspect among a list of factors that emerged from the literature review. In order to identify any other factors that were not included in the previous sections, section five asked the students to comment on their internship experience.

Data Analysis

Statistical analysis was performed to test the hypotheses. In order to identify the factors that contribute to student satisfaction from internships and their expectations as well as their intention to remain in the industry. In order to identify any differences between the two groups of students (Greek and EU), independent sample t tests were performed. Regression analysis was used to test the correlation of internship satisfaction with expectations of the internship. A one-way analysis of variance (ANOVA) was then used to investigate if there were any differences between the two groups in terms of their internship expectations and satisfaction. Finally, multiple response analysis was performed between the groups to explore the motivators, demotivators, and any other expectations to identify and relate to career intentions. The findings were triangulated with evidence from the qualitative responses provided at the end of the questionnaires.

Findings and Discussion

The sample consisted of 109 (63.4%) Greek and 63 (36.6%) EU students. In terms of gender, the sample was balanced in the Greek students' population, whereas the EU population was dominated by female students. Since the participants were all undergraduate students between 18 and 24 years old, it was decided not to include age in the demographics. Participation from private and public institutions was almost equal, with the latter providing slightly more participants (46.8%) among Greek students; on the other hand, all EU students came from public universities. Most students were in their first or second year of study during their internship. Table 1 summarises the demographic data of the participants in the study.

Table 1: Sample Demographics

Variable	Frequency (%)	
	Greek (n=109)	**EU (n=63)**
Gender		
Male	59 (54.1)	26 (41.3)
Female	50 (45.9)	37 (58.7)
Institution		
University	51 (46.8)	63 (100)
TEI	20 (18.3)	0
Hotel School	30 (34.9)	0
Year of Study		
1	34 (31.2)	17 (27)
2	41 (37.6)	25 (39.7)
3	14 (12.8)	13 (20.6)
4	20 (18.3)	8 (12.7)

To test Hypothesis 1 the authors conducted multiple response frequencies to identify the students' motivation and demotivation factors and the qualities they valued most in their internships; this was analysed for Greek and EU students separately as well as for the group as a whole. The results are demonstrated in Table 2.

Table 2: Multiple Responses: Motivators, Demotivators and Expectations Comparisons

Motivators	Freq. (%)			Demotivators	Freq. (%)			Expectations	Freq. (%)		
	GR (n= 109)	EU (n= 63)	ALL (n= 172)		GR (n= 109)	EU (n= 63)	ALL (n= 172)		GR (n= 109)	EU (n= 63)	ALL (n= 172)
Made good money	22.0	12.7	18.6	Too much work	19.3	39.7	26.7	Like co workers	20.2	22.2	20.9
Professional environment	**46.8**	27	39.5	Didn't learn anything	8.3	7.9	8.1	Professional environment	49.5	54	51.2
Made valuable contacts	25.7	34.9	29.1	Disconnected from co-workers	6.4	4.8	5.8	Make good money	10.1	30.2	17.4
Felt like part of the team	25.7	**44.4**	32.6	Not enough supervision	11	3.2	8.1	Receive school credit	12.8	6.3	10.5
Flexible schedule	8.3	17.5	11.6	Not paid well	**24.8**	**55.6**	**36**	Feel like part of the team	34.9	52.4	41.3
Interesting work	38.5	25.4	33.7	Disorganised work environment	18.3	22.2	19.8	Receive a job offer	18.3	15.9	17.4
Learned a lot	45	41.3	**43.6**	Work was boring or menial	11	3.2	8.1	Interesting work	31.2	36.5	33.1
Liked co-workers	20.2	15.9	18.6	Work was not well defined	8.3	14.3	10.5	Make valuable contacts	35.8	31.7	34.3
Good supervisor	30.3	41.3	34.3	Not enough to do	12.8	6.3	10.5	Good supervisor	25.7	**57.1**	37.2
								Learn a lot	**56**	54	**55.2**

It is evident in Table 2 that Greek students mostly valued the professional environment and the opportunity to work in real hospitality organizations (46.8%), whereas the EU students put priority on the fact that they felt part of a team (44.4%). When looking at the whole sample the learning was mostly valued (43.6%). This study affirms Roney and Öztin (2007) who claim that students value their internship experience in forming perceptions about their future in the industry. One of the participants in the open-ended question said: "*It was really good, helpful supervisors, learned so many new things. I recommend this company to all new employees in the hospitality industry. A very good 'first school'*". Similarly, Abdullah et al. (2015) propose that

students value a learning experience for which they can earn financial compensation as well as receive academic credit and a grade.

The least-valued motivator for Greek students was the flexible schedule (8.3%), due to the fact that work in the hospitality industry requires long hours and there is a lack of flexibility to work, especially during the high season when these students conducted their internships. Roney & Öztin (2007, p.13) affirm this and state that "*irregular working hours is a well-known negative characteristic of tourism employment*". For EU students, the least important factor was "*making good money*" (12.7%). Dickerson (2009) & Girard (1999) similarly found that low pay and long working hours are less valued by interns. Lee and Chao (2013) indicate that student interns are not satisfied with their salary (or, in some cases, complete lack of payment, which is not the case in the Greek hospitality context as internships are paid). Although Riley et al. (2002) propose that there are occupations in tourism that are well paid, this study proposes that internships are not among these as students were unhappy with their pay.

In terms of demotivators, the most important factor for all students was '*pay*' (36%). This view is in agreement with Zopiatis & Constanti (2007) as students are not highly paid during their internships, and they do not approve of the existing working conditions. Students suggest that the pay during their internship does not reflect the amount of work they are required to do. The least important issue for Greek students was the '*disconnection with colleagues*' (6.4%), whereas for EU students it was '*inadequate supervision*' (3.2%) and '*work that was boring*' (3.2%). During their internships, students perform routinized tasks and are not always provided with the opportunity to make decisions. According to Lam & Ching (2007, p.348), "*managers are reluctant to empower decision-making authority to students as they are afraid of taking the risk of complaints from customers*". Liu (2006) suggests that organizations lack quality and diversified jobs for student interns. The host organization should provide quality to students' training as well as regular feedback and evaluation in order to help students develop further (Zopiatis & Constanti, 2012). Other studies propose that host organizations should include student in-put into the content of their internship programme. Many studies similarly relate problems at internships with supervision and the behavior of internship supervisors (Lee & Chao, 2013; Wu & Wu, 2006). Moreover, the coordinators from the collaborating institutions should oversee such practices and ensure they comply with the internship program and guidelines provided (Zopiatis and Constanti, 2012). They suggest that coordinators should also clarify to

students the scope and goals of their internship in order to foster the required mentality and to nurture realistic work expectations. Finally, '*to learn a lot from their internships*' was the most important expectation for both Greek (56%) and EU students (54%). The findings affirm Collins (2002) who suggests that internship programs provide students with knowledge and skills necessary to pursue a career in the industry. The least important quality of an internship was '*to make money*' (10.1%) for Greek students and '*to receive good credit*' (6.3%) for EU students.

In order to test Hypothesis 2 and investigate whether there were differences between Greek and EU students in terms of their internship experience, independent sample t-tests were performed (Table 3).

Table 3: Independent Sample t-tests – Internship Experience

	Lavene's test of Equality of variances		T test for Equality of Means		
Internship experience	**F**	**Sig.**	**t**	**df**	**Sig.(2-Tailed)**
5a Meaningful tasks	1.096	.297	-.421	170	.674
5b Relevant to academic course	1.247	.266	-1.841	170	.067
5c Relevant to interests	1.962	.163	-2.232*	170	.027
5d Regular supervision and guidance from supervisor	.455	.501	2.850*	169	.005
5e Supervisor and staff are available	1.052	.307	-2.013*	170	.046
5f New knowledge	5.653*	.019	-1.123	169	.263
5g New skills	2.038	.155	-.722	170	.471
5h Something new about myself	1.402	.238	-2.783*	170	.006

*indicates significance level .05

Lavene's test demonstrated that the variability in the two samples was about the same for all elements of the internship experience except for item 5f '*new knowledge*' (p=.019). No significant differences were observed in the scores for Greek and EU students for items 5a '*meaningful tasks*' (M=1.8, SD=.911) and (M=1.86, SD=.840), 5b '*relevant to the academic*

course' (M=1.96, SD=1.009) and (M=2.24, SD=.817), for 5f '*new knowledge*' (M=1.82, SD=1.090) and (M=2.00, SD=.905), and 5g '*new skills*' (M=1.97, SD=1.126) and (M=2.10, SD=.979). On the other hand, there were significant differences in the scores for Greek and EU students on items 5c '*relevant to interests*' (M=1.86, SD=.967) and (M=2.19, SD=.859), for 5d '*regular supervision and guidance from supervisor*' (M=1.95, SD=1.036) and (M=1.51, SD=.896), for 5e '*supervisor and staff were available*' (M=1.53, SD=.877) and (M=1.81, SD=.859), and for 5h '*something new about myself*' (M=1.97, SD=1.126) and (M=2.10, SD=.979). In their study, Singh & Dutta (2010) found that supervisor support and coordination between the educational institution and the hospitality organization were important factors in internship success. Others have also highlighted the need for better communication and coordination among the stakeholders (Rodriguez & Prior-Miller, 2009). Zopiatis & Constanti (2012) propose that internships should address individual students' interests and their desire to learn and experience new things. It is evident that the findings partially confirm H2.

In order to test Hypothesis 3 and assess any correlation of internship satisfaction with expectation in general and whether it impacts on career intention, the dependent variable overall satisfaction was regressed on all seven items measuring students' internship satisfaction. There was no significant relation to any of the items when the tests were performed separately for each group. When the same test was conducted for the entire sample, the data showed that only item 5g ('*learned new things at my internship*') significantly (p= .002>.005) related to the overall satisfaction. The R^2 of .128 indicated that 12.8 per cent of the observed variability in the dependent variable satisfaction was explained by this dimension of internship experience. This test confirmed the findings from the multiple responses' analysis. This study proposes that students were satisfied when they believed they learned from this experience. This result is in agreement with Bohlander & Snell (2010, p. 225) who claim that students during their internships become 'employees' and are given the opportunity to learn at the workplace and acquire hands-on experience (See, also, Kim & Park, 2013). Interestingly, 136 (79.1%) of the respondents would recommend the place of internship to others compared to 32 (18.6%) who would not. Similar results were identified when the samples were separately tested.

Finally, overall satisfaction was grouped into four main categories: bad (1-3), fair (4-6), very good (7-8), and excellent (9-10). The majority of Greek students evaluated their overall experience with 8 (very good, 56.9%) and 9 (excellent, 36.7%); only one of the participants in

this group evaluated the experience with 1 (bad, 0.9%). Similar results were evident among the EU students as 19 (30.2%) evaluated the internship experience as excellent and only 6 (9.5%) as bad. When the internship experience and satisfaction were measured against the entire sample, 59 (34.3%) rated the experience as excellent, 86 (50%) as very good, 20 (11.6%) as fair, and only 7 (4.1%) as bad; of the final group 6 were EU students (Hypothesis 3). A one-way analysis of variance (ANOVA) was used to determine whether there were any statistically significant differences in internship satisfaction between the means of the two independent groups. The analysis showed that there was a statistically significant difference between groups as determined by one-way ANOVA $F(11,19)$, $p = .001$. The mean of Greek students' satisfaction was M=8.05 and the mean of EU students was M=7.13. Evidently, the overall experience was very good. The qualitative question also affirmed this finding, as, for example, one of the students stated, "*That was such a brilliant work experience actually we had the opportunity to learn enough and the team spirit was so open mind and helped me improve my abilities*". Another reply was "*My experience of the hotel gave me the footsteps to achieve my expectations to fulfil my career! The hotel environment is the root to accomplish my professional dreams*".

All the above analysis and hypotheses testing are shown in table 4.

Table 4: Hypotheses

Hypothesis	Analysis	Result
Hypothesis 1: Internship expectations impact on internship satisfaction.	Multiple response Regression	Supported
Hypothesis 2: There are differences among EU and Greek students in relation to their internship satisfaction.	Independent sample t-tests	Partially supported
Hypothesis 3: Internship experience impacts on career intention.	Regression analysis, ANOVA	Supported

Discussion and Conclusions

A limited number of research studies have investigated the relationship between the hospitality internship student satisfaction and career intention. This paper provides empirical evidence about internship programs with a focus on factors that contribute to students' internship satisfaction and career intention.

This study investigated the motivators and demotivators that contribute to internship satisfaction. In general, hospitality students value their internship experience, as they believe they have the opportunity to learn and develop themselves, their knowledge, and their networks. Work at well-known and well-organized hotels may improve students' employability, increase contacts with the industry and enhance their resume (Farmaki, 2018). This study affirms previous studies that identify low pay as a demotivator and cause of internship dissatisfaction (Chen et al., 2009; Farmaki, 2018). Pay during the internship, although found to be a significant demotivator, is not considered the most significant factor to leave the industry confirming Brown et al.'s (2015) view that hospitality students place more value on the experience of work in a real professional environment, regardless of the challenges of the working environment, including long hours and low wages. Nevertheless, students want to be compensated for the work they do; they should be reasonably paid in order to be able to subsidize their education (Singh & Dutta, 2010).

Further this paper explored the potential differences between EU and Greek students on their expectations and internship satisfaction. This paper also proposes that there are no significant differences between students from different countries in terms of their internship satisfaction, experience and willingness to pursue a carrier in this industry. Some differences in terms of nationality were found on guidance and supervision provided during the internship confirming Aitchison's (2003) study who suggested that nationality is an influencing factor on students' internship experience. Evidently, the context, background, or place of origin do not seem to demonstrate significant differences in students' views. The difference could easily be justified by the fact that international students are not supervised or monitored by their institutions in comparison to students studying at Greek institution. This study contradicts the findings of other studies (Crawford & Wang, 2016; Farmaki, 2018) that propose the existence of intercultural dimensions on internship experience.

Although some discrepancies were found between students' expectations and actual perceptions of their internships, this paper suggests that the experiential learning approach enables students to comprehend the industry, put their academic knowledge into practice, and decide whether they will pursue a career in hospitality or leave the industry. Education is about equipping people for work, hence knowledge for the sake of knowledge is not relevant to this purpose and employers' needs (Wang et al., 2009, p. 69). Internships allow students to form a realistic expectation about their careers, and develop the required skills to be successful in a competitive market. Nevertheless, due to various reasons, such as the economic crisis, most universities in the UK are getting away from the core principle of hospitality education, which is employability (Whitelaw & Wrathall, 2015), and they propose courses should help develop rounded reflective practitioners which does not cover the expectations for graduates of various stakeholders (Lugosi & Jameson, 2017). All this has contributed to the decline of funding for hospitality management programs in the UK especially for those offering practical training (Alexander et al., 2009) as universities "*seek to concentrate on higher-prestige, mainstream academic fields*" not so vocational in their focus (Lugosi & Jameson, 2017, p.164).

This view is closely linked to career intention. Positive internship experience results in positive career intention. Although studies propose that career intention is not clearly correlated with contextual factors (Chang & Busser, 2020), the findings suggest that internship conducted in luxury hotels in Greece provide students with satisfaction and positively impact on career intention. Finally, this study confirms other studies (Kim & Park, 2013; Zhao & Zhu, 2014) and proposes that when students are satisfied with their internship experience they tend to stay in the industry and pursue a career. The authors propose that a learning environment is important to instil a sense of belonginess and relatedness, which create positive perception of working in hospitality. The higher the internship satisfaction the more likely students will remain in the industry.

Practical Implications

A well-planned internship can maximize the potential to prepare high-quality hospitality management graduates. The authors propose that managers and host organizations in the industry should add value to the internship programs offered at their hotels by considering students'

expectations. They should not treat students as a solution to a labor-shortage problem (Yiu & Law, 2012). HR managers should investigate the factors influencing employees' intention to stay at the organization rather than what makes them leave. The main purpose of these hospitality organizations is to retain talented employees, hence retaining interns provides them with a good pool of potential employees and/or managers. Onboarding (Bhuyan et al., 2018) should be part of the process, during which organizations should provide students with clear descriptions of organizational structure, vision, and mission and identify the objectives of their job and the requirements to perform their tasks, as well as their obligations and rights (i.e., in terms of payment, working hours etc), and the methods of evaluating their performance. Adequate time should be allocated to introduce students to the requirements of the job and smoothly start their internship. Some pre-employment tests may also be found valuable in identifying students' potential.

The authors propose that employers should be more involved in curriculum design in order to strengthen the internship programs offered by educational institutions (Chang & Hsu, 2010; Lee & Chao, 2013; Liam & Ching, 2007). In this way they will not only provide their own expectations of students' skills and knowledge required to work in the industry, but they will also develop an understanding of the learning process and the importance of the learning experience to students' satisfaction. By providing employment, they help students to obtain the skills required for a career in the industry (Pizam et al., 2013). Companies should provide students with challenging tasks to make the internship interesting and challenging. They could also provide career acceleration courses on management abilities for example the 'Future leaders' course' offered by the Toga East Hotel Group (Goh & Okumus, 2020). Retention is also important thus hotels should provide clear career pathways (Reilly, 2018), with customised graduate management programs.

One-to-one supervision could also be provided in order to monitor closely the whole process and the students' experience and provide constructive feedback. Host organizations should assign a qualified experienced supervisor-mentor to demonstrate the appropriate skills in training and monitor the intern's performance. Managers should be trained and/or encouraged to use motivating language to inspire interns. Incentives, participation at the decision-making and fairness on rewards are other key HR practices that should be implemented by hospitality organizations. Students may be motivated, and it might increase their sense of belongingness and

commitment to the organization. Negative student experiences affect the interns' image of the organization and may deter them from pursuing a career in the industry after graduation. If students return to the host organization after graduation, then the cost and time spent to train them will be reduced.

Moreover, students should also prepare for their internship by developing the necessary skills, competencies, and attitudes required for the sector. They should understand that this is a process for learning to overcome problems and be more employable. Although, universities are changing the curriculum to be more business oriented, students should understand the value of an internship and request such elements in their programs of study. They could also be more engaging with the curriculum and other extra curricula activities such as field visits, projects in order to be involved with the industry and have a better perception of work in the hospitality industry.

Finally, educational institutions should consider students' expectations and opinions on their internship experience (Tse, 2010). Although students may have limited views on the context of an internship, there are ways to help them develop an understanding of the expectations. Alumni, students who have completed their internship or even employers may offer presentations and discussions with students on the importance of an internship and the requirements of the job. Designated internship coordinators whose main responsibility is to monitor the internship, should liaise with employers, identify potential problems, offer consultation to both students and employers, and provide other support as needed. The internship programs should include training prior to the internship, on-going consultation and support during the internship, and a post-internship review where students may be required to reflect by producing a report on their experience and learning. Training prior to the internship may include practical/applied courses with demonstrations, or for example students may be required to organize an event from the beginning of planning the event to its completion, budgeting, operations. This may provide them with some experience on the operations area. Educational institutions may collaborate with the industry and use their facilities to provide students with hands on experience during their studies. Finally, students may be encouraged to undertake some part-time work during their studies to complement their knowledge. Assignments in the curriculum can also be prepared with real life examples for which students will have to visit hotels, observe, research and write reflective reports with evidence of critical thinking in problem-solving. Post-internship reviews are practice

that is used by many academic institutions; however the authors suggest that interns could focus on a challenge or problem during the internship and provide solutions to this instead of describing the experience. The authors propose that a learning contract between the student and the institution, as well as a psychological contract between the student and the employer be signed to ensure that all are aware of the requirements and the expectations of the internship. Conway and Briner (2009 in Chang & Busser, 2020, p. 195) state that individual beliefs are employees' subjective interpretation of employers' implicit and explicit promises. This would demonstrate student awareness of, motivation and commitment to the expectations of the program. At the same time, educators may use internships as a good way to networking and strengthen links with the industry. This way they establish close links with the industry and more opportunities for graduate employment. The authors propose that they could be given time away from teaching to work at hospitality organizations in order to be in touch with trends and current issues in the industry. This could also enhance collaborative research with employers and the institutions' reputation. Such practices may contribute to the poor employee-organizational fit in terms of expectations and students' preparedness.

Another challenge that has emerged due to Covid-19 pandemic refers to the need of educational institutions to prepare students for the requirements and the new hygiene protocols and standards implemented in the hospitality and tourism industry. Students should be trained on risk management and hygiene and safety issues in order to be ready to deal with similar crises when they join the industry.

Although some dissatisfaction factors were identified, internships play a vital role in students' learning, experience with the industry, and decisions to pursue a career in the sector. The learning provides students with knowledge and skills to build work capability and confidence, hence thrive in the industry. The sense of thriving creates a sense of feeling energized, a sense of continually improving at work (Porath et al., 2012) and finally a sense of autonomy, and meet their need for relatedness.

Educational institutions should develop financial and management models to ensure facilities built for hospitality management programs, such as training restaurants, can generate income and be further used for other purposes. The facilities may be externally facing, open to the public,

and use students as staff. Revenue may be used to support and fund the high cost of practicals offered at hospitality management programs.

Organizations and associations related to hospitality education and employment should push harder to support hospitality management programs to include practical elements, and propose an advertising campaign to place hospitality education as a main career-choice field in the minds of parents and potential students.

Limitations and Future Research

Although the sample included students from different cultural backgrounds, only four Greek higher education institutions were used in the study; hence, future research could include a larger number of institutions offering hospitality management programs to examine the generalizability of these findings. Future research may also focus on the employers' views on the internship provision and compare them to the findings of this study to ensure the best content and organisation of internships in the hospitality industry. As the context of the study has been Greece, a similar study among students and organzations in other countries may provide different results. Other studies may explore the perceived supervisor support, the perceived organizational support and organizational commitment of interns. Finally, this study was conducted prior to the Covid19 outbreak. It is expected that there will be disruption in terms of planning and facilitating hospitality student internships. More studies are needed to explore the Covid19 effects on student experience and hospitality internships.

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Gastronomy and opera. An approach from an "unconventional" source

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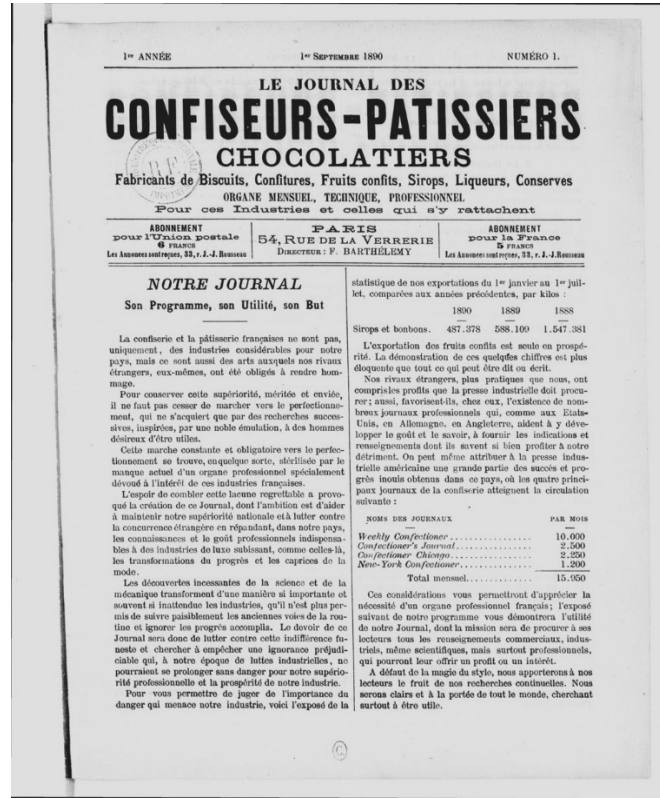Holder of a Master's degree in Theatre Studies

Abstract

The purpose of this paper is to explore less obvious aspects of the relationship between gastronomy and opera. It is a fact that our age promotes the image and concept of the master chef or confectioner and this is facilitated even more thanks to social media. During the 19th century, the role of promoting the chef's image was mainly taken on by the press and literature. The chef and confectioner, in their effort to establish themselves in a changing society after the French Revolution, were trying to prove that their art is not inferior to other arts.

The indexing of the corpus of a French newspaper published in the late 19th century, which is mainly aimed at confectioners, is an attempt to prove how lyrical theatre and some of its brilliant contributors were treated - as a factor conducive to the consolidation of the "dignity" of the confectioners' profession.

Also, in this said corpus, names of dishes, bearing the titles of opera, operetta, and / or their contributors, will be identified, as a small contribution to the nomenclature of gastronomy.

Keywords: gastronomy, opera, operetta, 19th century, gastronomic press, confectionery nomenclature.

Figure 1: Le Journal des Confiseurs-Patissiers.

1. Introduction

There are many ways in which one could approach the subject of "gastronomy and opera": lyric plays with scenes related to the preparation, consumption or even the effect of food and drink, composers directly related to gastronomy (e.g. Gioacchino Rossini, Giuseppe Verdi), chef Jason Bond's project "food-opéra" in collaboration with artist Ben Houge and many similar proposals, as part of the Food Opera, the gastronomic opera presented in Barcelona in 2013 and later in cinemas entitled *El somni* (una opera en dotze plats, un banquet en dotze actes, with the cooking contribution of the Roca brothers of the restaurant El Celler de Can Roca), the ever-increasing presentation of spectacles that combine opera listening with the consumption of food

and / or drink, the composition of lyric plays on gastronomy[1], the retrospect in the precursory form of the above (Piotrowska, 2015) in the music that accompanied the symposiums of ancient Greece and in Tafelmusik (Culinary music) of the 16th and 17th century.

The approach that will be the subject of this paper falls more under the field of lexicography and the history of music. It concerns the presence of the lyric theatre in a French confectionery newspaper. This will be done through the recording of sweets that have titles related to opera (or operetta), a fairly common practice mainly in the 19th century and early 20th, as well as through the promotion of articles related to this topic.

2. French gastronomic press and 19th century

Undoubtedly, the French Revolution was a key event in the field of gastronomy. Until then, "high cuisine" was mainly a matter for the French Court, and "culinary art" was a means of political influence. After the Revolution, many chefs of aristocratic houses are forced to lose their jobs, as their bosses are expatriated or beheaded. The abolition of the powerful trade unions facilitated their decision to open their own restaurants, and thus make haute cuisine more accessible (Spang, 2005).

Allart and Visse (2016) report that the gastronomic press appears in the early 19th century and is based on three changes:

On the creation of the restaurant, through which the culinary critique is formed, in the promotion of the profession of the cook, which leads to the coding of the recipes, and finally, to the development of a gastronomic literature. Bertrand, Cantau and Wibault (2019), after a statistical study in 379 titles of periodicals on gastronomy, which were published between the 17th and the beginning of the 20th century and which are in the National Library of France (Bibliothèque Nationale de France), concluded that these publications were aimed at three categories of readers: housewives, professionals in the relevant fields and, finally, gourmets - a kind of audience that expresses the gastronomic, literary and artistic current affairs of Paris. The International Expositions (Expositions universelles) as well as the local cooking exhibitions

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1 E.g. *Bon appétit* by Lee Hoiby, at the Athens Concert Hall, 17/3/2016, from the opera team The Medium Project and with the participation of the pastry chef Stelios Parliaros. Music curation: Andeas Tselikas.

"tend to redefine the status of the chef in the eyes of society by raising him to the level of the artist" (Bertrand, Cantau and Wibault, 2019). And let's not forget the relevant saying of the great French chef Antonin Carême (1784-1833): "The arts are five: And a branch of architecture is confectionery." (Antypa, 2018, p.34).

3. Nomenclature of dishes and 19th century

The advent of restaurants in the late 18th and early 19th centuries made it imperative to write dish names on their catalogues. Due to the ever-increasing competition, even infamous cooks and confectioners created their own dishes in order to stand out and it is obvious that they had to name them. The first menu form appeared in French restaurants in 1770. (Manola, M. & Koufadakis, S., 2020). Faivre (2012) informs us about the recommendation by the famous French gastronome Grimod de la Reynière of a tasting committee ("jury de dégustateurs"), which, with great formality, tastes dishes and food items and then gives them imaginative names. The author adds that the emergence of gastronomic literature in the early 19th century also prompted the great chefs to give a name to their dishes, thus consolidating their status as creators / artists in the field of gastronomy. Often the names they choose either emphasize the exotic element, or are toponyms or names of famous people, or are also associated with military victories. Indicative is the case of Antonin Carême: through his creations (e.g. potage Lamartine, potage Victor Hugo) he chooses to pay tribute to great personalities, sages, artists (Bonnet, 1977). Faivre (2012) also notes that when a dish is baptised its status changes, making it pass from the kitchen area to the gastronomy area.

4. The indexing

The indexing focuses on two axes:

A) In the names of desserts that have titles related to opera and operetta. This material is taken from the column: "Collection of recipes and procedures".

B) In various other articles and tributes which, directly or indirectly, contain names of opera contributors.

The indexing focused exclusively on lyric theatre and not on prose theatre.

The full title of the newspaper is: *Le Journal des confiseurs, pâtissiers, chocolatiers, fabricants de biscuits, confitures, fruits confits, sirops, liqueurs, conserves. Organe mensuel, technique, professionnel pour ces industries et celles qui s'y rattachent* (It could be translated as : The Journal of confectioners, patissiers, chocolatiers, biscuit manufacturers, marmalades, fruit syrups, syrups, liqueurs, canned food. Monthly technical, professional body for these arts and those subject to them.)

The digitized form of the material in the Bibliothèque Nationale de France (BNF Gallica) includes a total of 67 sheets (7 years available). It covers the dates: 1890 (5 sheets), 1891 (11 sheets), 1892-1895 (12 sheets per year) and 1896 (3 sheets).

Director: F. Barthélemy (Member of the Académie de Cuisine de Paris).

The newspaper was a monthly circular (periodical).

The introductory note of the 1st sheet (1/9/1890), entitled "Notre Journal: son programme, son but, son utilité" (Our newspaper: its program, its usefulness, its purpose), states, among other things, that French confectionery is important not only for France, which forced foreign competitors (rivaux) to pay tribute to it too. It is emphasized that in order to maintain this superiority, confectioners are obliged to constantly strive towards perfection, which is achieved only with constant and inspired research as well as with noble competition. However, this course of action lacks a professional body. The ambition of this newspaper is to fill this gap by contributing to the preservation of national superiority and by fighting foreign competition through the necessary professional, commercial and scientific knowledge that it will transmit. "

The structure of the newspaper is as follows:

1. Professional chronicle

2. Commercial note

3. Collection of recipes and preparations

4. The Workshop

5. Scientific discussion

6. Industrial Inspection

7. Legal and judicial records

8. The Correspondence

9. Free Tribune

10. Biography and Bibliography

A)   Recipes:

The total number of recipes in the digitized corpus is 727. Their names vary. Some give emphasis to the material, the way it is processed, others to the origin (whether French or from other countries, often exotic), others are related to historical figures or important confectioners and others to art in various forms. There are also some whose title origin is unknown. For all the operas we drew the information from the Association "L'Art Lyrique Français" whose plentiful material focuses on the history of the classical song in France, especially during the Second French Empire (1852-1870) until the French Third Republic (1870- 1940).

1. Sheet no. 2 (1/10/1890 p. 11)

   Recipe no. 8. Title: L'Ascanio (bonbons fins).

The opera: *Ascanio*. A five-act Grand-opéra by Saint-Saëns (composition 1888-1889), libretto by Louis Gallet, based on the drama by Paul Meurice *Benvenuto Cellini* (1852). It premiered at the Académie Royale de Musique (the consequent Théâtre National de l'Opéra de Paris) on 21/3/1890.

2. Sheet no. 7 (1/3/1891, pp. 51-52)

Recipe no. 72. Title: Dame Blanche (Glace)

The opera: *La Dame blanche*. Comedy opera in three acts, to music by François-Adrien Boieldieu and libretto by Eugène Scribe, influenced by the novels of Walter Scott Guy *Maenering* and *The Monastery*. First performance : Opéra-Comique (salle Feydeau) on 10/12/1825. The play was a great success.

3. Sheet no. 18 (1/2/1892, p. 193)

Recipe no. 171. Title: Rip-Rip (bonbon-chocolat).

Editor: J. Morard

The opera: *Rip*. Comic opera in three acts, to music by Robert Planquette and libretto by Henri Brougham Farnie, based on *Rip Van Winckle* by Washington Irving.

First presentation in London (Comedy Theater, 14/10/1882).

The presentation in French (Follies Dramatiques, Paris, 11/11/1884) was libretto by Henri Meilhac, Philippe Gille and Henri Brougham Farnie. The play was a great success and that is why it remained in the repertoire of French lyric scenes for many years. The Académie Nationale de l'Opérette (ANAO), (1971) informs us that the title of the English staging was *Rip Van Winkle*, the French *Rip Rip* (hence the name of the dessert). The play was staged in a new version in 1894 at the Théâtre de la Gaité, Paris, under the title Rip.

4. Sheet no. 35 (1/7/1893, p. 71)

Recipe no. 371. Title: Glace Miss Helyett (glaces)

Editor: Léon Roty

The operetta: *Miss Helyett*. Operetta in 3 acts by Edmond Audran and libretto by Maxime Boucheron. First performance in Paris (Bouffes-Parisiens, 12/11/1890). The shows have been a huge success.
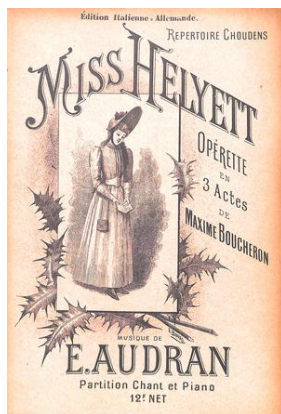
1. **Figure 2: The Miss Helyett Operetta Poster.**

5. Sheet no. 44 (10/4/1894, pp. 48-49)

Recipe no. 487. Title: Bombe Rigoletto (glace)

Editors: P. Lacam και Charabot (*Le Glacier classique*)

The opera: *Rigoletto*. Italian opera in a preface and three acts. Music: Giuseppe Verdi, libretto: Francesco-Maria Piave, based on the historical drama by Victor Hugo *Le Roi s'amuse*. French version: Edouard Duprez.

First performance: Italy, Teatro La Fenice (11/3/1851).

First performance in Paris: Théâtre des Italiens (19/1/1857).

First performance in French in Paris: Théâtre-Lyrique (place du Châtelet) (23/12/1863).

First performance of the whole play at the Théâtre de l'Opéra (Palais Garnier) (27/2/1885).

6. Sheet no. 45 (10/5/1894, p. 60)

Recipe no. 493: Le Diable Rose (entremets glacé). Perrier-Robert A. (2012) attributes this dessert to the famous Parisian confectioner, Chiboust.

Editor: A. Lagarde

The operetta: *Le Diable Rose.* One-act operetta in music by Mlle Hermine Déjazet and lyrics by MM. Pol Munier and Ed. Fournier. It was performed at the Déjajet Theater in November 1859.

7. Sheet no. 46 (15/6/1894, p. 74)

Recipe no. 516. Title: Le Nélusko (entremets glacé)

Editor: A. Lagarde

The opera: *L'Africaine*. This is the name of a role (slave) in Giacomo Meyerbeer's five-act opera *L'Africaine*, in an Eugène Scribe libretto. First presentation: Académie Royale de Musique (Opéra) (Salle Le Peletier, 28/4/1865). According to Warrack and West (1997) it was a huge success.

8. Sheet no. 64 (12/1895, p. 174)

Recipe no. 685. Title: Glaces Gwendoline

Editor: Albert Chevallier

The opera: *Gwendoline*. Opera in two acts. Music: Alain Chabrier, libretto: Catulle Mendès. First performance: Théâtre Royal de la Monnaie, Brussels (10/4/1886). First performance in France: Grand Théâtre de Lyon, Lyon (19/4/1893). First performance in Paris: Théâtre de l'Opéra (Palais Garnier) 27/12/1893.

The names of some desserts that could be related to operas but which we did not include in the list were also identified:

a) Figaro: most likely the name refers to the well-known play *Le mariage de Figaro* by Beaumarchais, which, as Lagarde and Michard (1985) mention, was made public in 1784, and not to operas that bear the name Figaro, such as the opera by Mozart *Le nozze di Figaro* (in libretto by Da Ponte) or the pasticcio *Figaro ou le Jour des noces*, with music by Mozart and Rossini adapted by Felice Blagini, which was staged at the Théâtre des Nouveautés on 16/8/1827 (Carter, 1987).

b) Tosca: this is not Puccini's famous opera (which premiered later, in 1900), but Sardou's play (premiere: 1887).

c) le Gil-Blas: it is not certain whether the name refers to the novel *Gil Blas (L'Histoire de Gil Blas de Santillane)* written by Lesage between 1715-1735 (Lagarde and Michard) or the homonymous opera by Théophile Semet in libretto by Michel Carré και Jules Barbier, which was staged at the Théâtre-Lyrique (boulevard du Temple) on 23/8/1860.

d) Cléopâtre: although three homonymous operas were discovered that were performed before 1900, the desserts' creator may have wanted to dedicate it to the well-known historical figure.

e) Zaïre: two operas in two acts were found with this title, one in music by Paul Véronge de La Nyx and libretto by Edouard Blau and Louis Besson (First performance: Palais Garnier (Opéra de Paris) on 5/28/1890) and the opera *Zaïre*, with music by Charles Lefebvre and poetry by Paul Collin. (Lille Municipal Theater, 3/12/1887). However, it is possible that the name of the dessert refers to the tragedy of Voltaire *Zaïre* (1732).

B) Other articles related to lyric theatre

1. Sheet no. 20 (1/4/1892, p. 226)

Title: Réception de M. Lacam à l'Académie de Cuisine de Paris (Reception of M. Lacam at the Cooking Academy of Paris)

The speech of the Vice President of the said Academy L. Hanni (11/1/1892) is written down. In the introduction of his speech, he mentions those who were encouraging the Academy. Among them are Victor Hugo and Monselet[2].

2. Sheet no. 22 (1/6/1892 p. 251)

Title: La confiserie politique du "Figaro" (The political confectionary of "Figaro")

Reproduction from Albert Millaud's[3] political satire entitled *Voeux d'un Confiseur*, published in the newspaper Figaro.

4. Sheet no. 25 (1/9/1892, pp. 297-300)

Title: Jules Gouffé

Biography of the outstanding author of cookbooks Jules Gouffé by Pierre Lacam. A letter from Monselet (*lettre gourmande*) to Gouffé is included. The biography is completed on sheet no. 26 (p. 310).

5. Sheet no. 31 (1/3/1893, p. 25)

Title: Exposition-Concours Culinaire et de l'Alimentation organisée par les délégués de toutes les sociétés de l'alimentation sur l'initiative de l'Académie de la Cuisine (16-26/2/1893) (Exhibition-Competition of Cooking and Nutrition organized by the representatives of all food companies on the initiative of the Cooking Academy.)

The confectionery sculpture with the theme: Théâtre National de l'Opéra (pièce artistique en glace royale) by H. Magnolon won the 1st prize, a medal of the Ministry of Commerce and an honorary diploma.

6. Sheet no. 32 (1/4/1893 p. 38)

Title: La statuette de Lulli. Modélée par M. Bourgoin-Fichaux. (The Lulli statuette by M. Bourgoin-Fichaux)

Editor: P. Lacam

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2 Charles Monselet (1825-1888). One of the first gastronomic chroniclers in France, a poet and writer of novels, plays and librettos of comedy operas.

3 Albert Millaud (1844-1892). Journalist at Figaro, author and librettist. Bibliothèque Nationale de France (BNF).

Occasioned by the statue of Lulli presented at the Cooking Exhibition of

1893, Lacam refers to musicians who grew up in a confectionery environment (Lulli, Favart, Méhul, Coquelin). He believes that the work of confectioners in the workshop (e.g. beating eggs, sifting, etc.) produces music. He adds that he has seen many confectioners working while reciting plays they had watched the day before, and concludes that their profession is artistic as they even produce architecture from sugar (e.g. temples, the Opéra building presented at the Exhibition) without having studied for 4-5 years to learn something like that. He concludes his text with a short biography of Jean-Baptiste Lulli.

7. Sheet no. 33 (1/5/1893, p. 47)

Title: Grand concert suivi de bal. Dans les salons de la Maison Bonvalet (Great concert followed by dance. In the lounges of the Bonvalet house.)

The organization of a big concert followed by dance (10/5/1893) is announced. It is organized by the trade union committee of Parisian confectioners (Chambre syndicale des ouvriers confiseurs de Paris) in favour of the Aid Fund and will be attended by many lyric artists.

Figure 3: A sketch of the Lulli statuette (F. Barthélemy)

8. Sheet no. 43 (10/3/1894, p. 39)

Title: Lulli

Editor: P. Lacam

Pierre Lacam refers to the sculpture presented by Bourgoin at the Cooking Exhibition. The information given is that this is an exact copy of Gaudez's sculpture. The sculpture shows young Lulli playing the violin wearing his apron and hat, just as he did in front of the Mademoiselle de Montpensier. Although, because this specific hat dates to 1823 (thanks to Carême and his assistant, J. Gouffé), Bourgoin re-introduced Lulli with the upright (historically) hat.

9. Issue 44 (10/4/1894, pp. 41-42)

Title: Lulli. Statuette sculptée dans un pain de sucre. Par M. Bourgoin-Fichaux (Statue carved in sugar bread. By M. Bourgoin-

Fichaux)

Editor: F. Barthélemy

The author praises Bourgoin (see sht. 23) for his work and urges young confectioners to practice making such works of art. A sketch of this sculpture is given.

10. Sheet no. 44 (10/4/1894, pp. 42-43)

Title: Lulli (Jean-Baptiste)

Editor: Pierre Lacam

In his article on Jean-Baptiste Lulli, Lacam emphasizes the fact that at the age of 10 he moved from Italy to France and began working as an assistant chef in the kitchens of his cousin Louis XIV, Mademoiselle de Montpensier. At the same time, he improvised with the violin he had taken with him from his home in Florence. The text ends with a reference to another Italian who was "adopted" by France: Rossini. In footnote number 2 he lists the names of celebrities of the time with confectionery origins (Favart, Méhul, Coquelin brothers, Baretta, Brissot).

11. Sheet no. 67 (3/1896 pp. 35-36)

Title: Favart et Rue Favart (Favart και Favart road.)

Editor: P. Lacam

A tribute to the confectioner Favart and his son, the famous writer, composer and librettist Charles-Simon Favart.

References to the French composer Jean-Baptiste Lulli (Florence, 1632 – Paris, 1687) are common in the above articles. According to Warrack and West, (1997) this is undoubtedly the composer who established French opera with his work – within and outside the borders. Lacam also mentions Charles-Simon Favart (1710-1792). Mancini and Rouveroux (1986) inform us that this author, librettist, and impresario, was directly connected with the creation of the French opéra-comique. His father was a well-known confectioner. Nothing similar has been confirmed for the father of the composer of "Grand-opéra" Etienne-Nicolas Méhul.

5. Conclusion

If we consider the fact that every kind of creation reflects its time, the names of dishes that we found in the newspaper reflect the clear preference of the authors for titles related to French opera and operetta. The only Italian opera is *Rigoletto* (which in turn comes from the work of Victor Hugo). Most operas (except for *Rigoletto, Dame Blanche, Africaine* and less of *Miss Helyett*) are now unknown to the people at large - as are the desserts that got their name. It is indicative that in the 2006 edition of *Larousse des desserts* only the "Pêches dame blanche" (with lowercase initials) are kept as a dessert name - although the preparation is different. However, this naming is a reflection of the success of these lyric plays at the time.

The effort of the newspaper editors to link their art to the rest of the arts is evident - as well as the concern for the promotion of their profession, through the constant reminder of prominent artists from the arts and the promotion of artists whose parents worked in the catering industry.

It is interesting that we drew so much information from a newspaper that is not about opera, but about confectionery. In conclusion, we believe that it is useful to "experiment" with unexpected research material. The results may be surprising.

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Sustainable Entrepreneurship: Relationship between tourism entrepreneurship and support of local-community's culture

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ABSTRACT

Tourism entrepreneurship provides an essential value to the advancement and quality of the tourism industry. In order to ensure the sustainability of tourism in destinations, the role of local communities and local business should be enhanced. The power of local culture and awareness of local traditions and values supports the potential of innovation and future development. Therefore, it is necessary to create project ideas that reinforce and promote the values and traditions of society rather than those that can change its features. On the other hand, the start-ups business should create benefits for society at all levels. The current study aims to examine the impact of tourism entrepreneurship on destination development and sustainability achievement. It is based on semi-structured interview with the owner of a start-up tourism business in Alexandria, and the findings proved that entrepreneurial tourism businesses are trying to support the local community but not in the framework of sustainable tourism entrepreneurship.

Key Words: Tourism entrepreneurship, sustainability, local community.

1. INTRODUCTION

Tourism entrepreneurship and innovation are considered the three main pillars in national policies intended to boost local economies (Gunnarsdóttir & Jóhannesson, 2014). According to Crnogaj et al. (2014), tourism entrepreneurship helps to link tourism benefits to the local economy, encourage the development of local businesses and reduce unemployment. On the other hand, relying on local culture and values to access innovative ideas and to create new tourism ventures, helps achieving sustainable development. The concept of entrepreneurship is often connected with new and innovative activities (Page & Ateljevic, 2009).

In recent years, several of subtopics have emerged in the field of entrepreneurship, such as sustainable entrepreneurship (Dean & McMullen, 2007; Shepherd & Patzelt, 2011), and social entrepreneurship (Zahra et al., 2009; Ahmad et al, 2014). The tourism sector requires many entrepreneurial efforts to keep up with the changes in the global tourism market. In addition, all tourism ventures need to apply sustainability to their operations (Crnogaj et al., 2014).

Hence, this study aims to highlight the importance of tourism entrepreneurship and examine the relationship between the tourism sector and sustainable entrepreneurship. The study also explores the role of entrepreneurial businesses (small tourism firms) in supporting the local community and its culture.

2. LITERATURE REVIEW

2.1 Entrepreneurship

Entrepreneurship involves multiple definitions and disciplines (Solvoll et al., 2015). For instance, Morrison (2006) noted that entrepreneurship is the process of creating or identifying opportunities and following them to achieve excellence (Page & Ateljevic, 2009). Commonly, entrepreneurship is defined as "the ability to recognize opportunities for change and the willingness to exploit them, which often requires a capacity for risk-taking" (Gunnarsdóttir & Jóhannesson, 2014, p.3).

In addition, in (1997) Venkataraman defined the field of entrepreneurship as "the scholarly examination of how, by whom, and with what effects, opportunities to create future goods and services are discovered, evaluated and exploited" (Page & Ateljevic, 2009, p.22). In (1934), Schumpeter linked the entrepreneurship with the idea of innovation with economic growth based on the introduction of new technologies (Page & Ateljevic, 2009). As evident from the above definitions, entrepreneurship includes innovation, identifying opportunities, risk management and action. This was emphasized by Solvoll et al. (2015) as follows:

a. **The entrepreneurship focuses on the perspective of innovation.** This notion mainly relates mainly to the work of Schumpeter (1934), who considers entrepreneurs as innovators. These entrepreneurs are able to combine resources in new forms to create innovations and achieve a competitive advantage in the market by differentiating themselves from other competitors. Page and Ateljevic (2009) emphasize that innovation is directly related to entrepreneurial business creation and is positively correlated with success and excellence.

b. Entrepreneurship focuses on the establishment of new organizations, generally "**the business formation perspective**", whether these are innovating or imitating new businesses or not.

c. Entrepreneurship focuses on **discovering and exploiting business opportunities** to convert them into new goods and services.

2.2 The tourism sector and sustainable entrepreneurship

There is a strong relation between the entrepreneurship and tourism industry. According to Rathore et al. (2015), tourism positively affects the development of entrepreneurial ventures and entrepreneurship boosts the tourism development process. In addition, promoting tourism entrepreneurship requires social, economic and political support in order to motivate the entrepreneurs to search the available opportunities in this sector. As Hollick & Braun (2005) mentioned, tourism entrepreneurs have a vital role to play in the development of destinations. The growth of the tourism sector in the long run depends on being both sustainable and entrepreneurial at the same time.

From one side, sustainable tourism refers to all tourism activities that permanently contributes to the protection of the natural, cultural values, and guarantees the integrity of the local people. From the other side, sustainable entrepreneurship enables entrepreneurs to gain profits while improving the social and environmental conditions of locals (Crnogaj et al., 2014)

Sustainable entrepreneurship can be defined as: "An examination of how opportunities to bring into existence future goods and services are discovered, created and exploited, by whom, and with what economic, psychological, social, and environmental consequences" (Cohen & Winn, 2007, p. 35). Crnogaj et al. (2014) pointed out that sustainable entrepreneurship focuses on the fundamental entrepreneurial activities that relate to support the personal initiatives, discover business opportunities and realize success while in turn taking into account environmental and societal goals. Therefore, the sustainable entrepreneurship is considered as **socially responsible entrepreneurship**.

Gunnarsdóttir & Jóhannesson (2014) demonstrated that the local entrepreneurs are often closely connected to the community and local culture, where they choose to run their businesses. In this regard, tourism entrepreneurs use their local knowledge to create a link between the tourists and the local community, by providing them an authentic experience in the destination. Besides, Hollick & Braun (2005) indicated that responsible entrepreneurs in the tourism sector can play a major role in:-

a. Increasing the overall employment, as well as, improving the quality of life.
b. Influencing the volume of local tourism ventures.

c. Refining the efficiency of resource use, transforming local resources into sustainable tourism products and services.
d. Safeguarding environmental features, preserving the cultural/natural heritage and promoting sustainable development of tourism products.
e. Reinforcing the local culture and protecting its identity.

2.3 The Small Tourism Firms (STFs) and sustainable entrepreneurship

Entrepreneurial activity is often related with the small business, although the two are not synonymous. There are only a small percentage of STFs that are truly entrepreneurial and have

some degree of innovation (Page & Ateljevic, 2009).Sustainable entrepreneurs simultaneously consider the principles of social, environmental, and economic responsibility when making business decisions(Crnogaj et al., 2014).

Crnogaj et al. (2014) stated that when entrepreneurs develop sustainable firms in tourism, they should achieve three aims at the same time – namely: (1) economic stability, (2) social equity and (3) sustainable practices. Generally, at the destination level, the presence of these sustainable firms contributes to sustainable development but entrepreneurs and STFs have to act according to the continuous changes, turbulence and unpredictability.
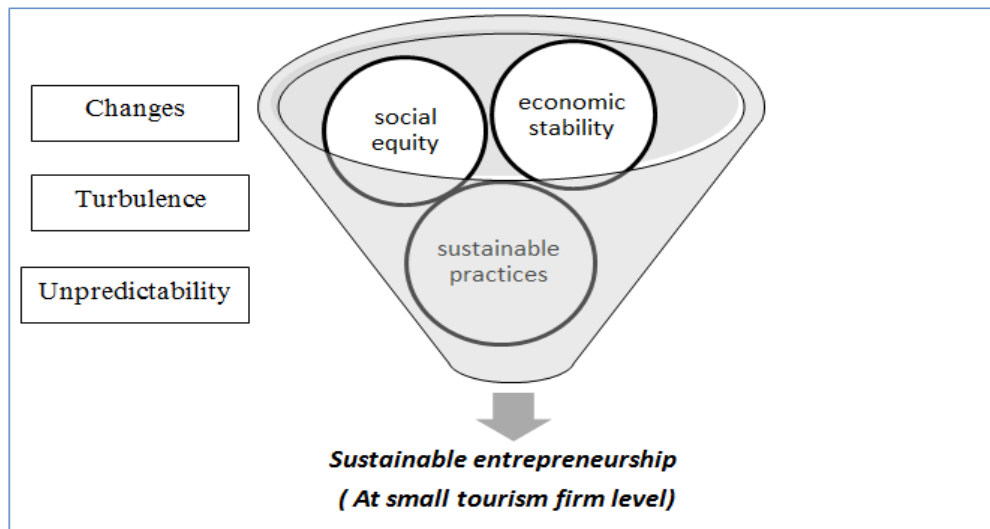
Figure 1: The sustainable entrepreneurship

Therefore, the operation of sustainable new businesses (as entrepreneurial activities) in the tourism sector at any tourism destination has a critical role in improving the local community, protecting its culture and adding value to it (Dyllick & Hockerts, 2002). Through it, the local economy can be improved, new job possibilities can be offered, local materials can be exploited and the traditional skills can be enriched (Crnogaj, et al., 2014).

This was realized by several countries, for example, Romania encouraged entrepreneurship in heritage tourism. Heritage tourism entrepreneurship was related to the development of new ventures oriented towards the cultural heritage of different areas and reinforcement of local community by offering enormous economic and social opportunities. In addition, the entrepreneurial activities in this destination were assigned to achieve quality of tourism products

and sites (interpretation), quality of information and visitation services provided for tourists, as well as, the diversification and up gradation of the heritage experience through the support of various events and rituals, handicrafts, etc. Moreover, the entrepreneurial approach was used to connect heritage products with the creative industries such as entertainment, design, architecture, fashion, etc. (Surugiu & Surugiu, 2015)\

Another example is **Malaysia.** The country supported entrepreneurship through handicraft industry in rural areas in order to offer the community opportunities for employment and income generation, as well as, a way to describe their culture, local identity, and heritage. Consequently, the availability of handicraft products in the market was a result of the effort made by handicraft entrepreneurs (the majority were women), who developed their businesses by opening small and medium firms that use local resources and are meanwhile eco-friendly and labor intensive (Hassan, et al., 2017).

3. METHODOLOGY

This study is descriptive analytical in nature, in which the researcher depended on secondary data and primary data. Secondary data was collected from various sources including books, reports and papers related to describe the subject of the study. Primary data was collected by conducting semi-structured interview with the owner of a start-up tourism business (Ramasside Tours) which was the first online travel company in Egypt in 2006 Besides, the study analyzed the official website of this firm. The purpose of the interview and the site analysis is to explore the role of entrepreneurial businesses (Small Tourism Firms) in supporting the local community and its culture in the city of Alexandria. The interview concentrated on exploring two components specified by Crnogaj et al. (2014) to achieve sustainable tourism entrepreneurship, which are social equity and sustainable practices. The owner was asked about the criteria adopted in employees' choice in the firm, whether they are locals or foreigners, professionals or fresh graduates, men or women. Furthermore, he was asked about the activities provided by the firm, their relation to the society's culture and the extent of benefits generated to the local community. Finally, he was inquired about the challenges that his firm faces and prevents it from achieving its goals.

4. RESULTS AND DISCUSSION

Concerning the findings of the interview and the analysis of the firm's website, it was found that the firm is very selective when choosing its staff. Generally, it relies on the local employees, and it doesn't only choose qualified and professional tour guides and leaders but also it also selects those who are friendly, know-well their culture, and are committed to offer a superior level of service. Besides, it depends heavily on the new graduates and trains them on providing special e-travel services,

Therefore, in the appointment of employees, the firm doesn't focus on the gender but on the efficiency and effectiveness of employees in order to improve the firm' productivity.

As for the activities provided, the owner confirmed that the firm didn't participate in any activities aimed at developing the society. However, initially it provided innovative tours for tourists through offering a full experience in Alexandria and all over Egypt to discover the country's history, local lifestyle, traditions, folklore and markets to understand Egypt's culture. Some of these tours were in Alexandria in specific areas that reflect its identity like (Al-Max, Bahari, Manshiya and Kom Al-Dekka).

The interview also highlighted that the firm focused at first on providing benefits to the local community. For instance, the tour guides of the firm in agreement with the fishermen and local cafes welcomed tourists during the tours and gave them some money for that.

As for the challenges faced, at the beginning, the firm didn't find any legal support from the government as a start-up business. In addition, the local areas that reflect the authenticity of Alexandria were not prepared and equipped to receive tourists and the government doesn't give attention to these areas, which made the company reduce the tours that emphasized before.

5. CONCLUSION AND RECOMMENDATIONS

According to the literature review of sustainable entrepreneurship in tourism, it is obvious that the sustainable new ventures in tourism sector provide many benefits to the destinations. As mentioned by Dyllick & Hockerts (2002), these ventures have a critical role in supporting the local community, protecting its culture and add value to the destinations, thus realizing the

sustainable development at the destination level, taking into account that small tourism firms (STFs) face continuous changes, turbulences, and unpredictability.

From the analysis of the experience of one start-up tourism business (Ramasside Tours) in Alexandria, it is obvious that the absence of the government support and inadequate and suitable tourism services and facilities has resulted in reducing the activities dedicated for supporting the local community and its culture.

Therefore, the start- up businesses in the tourism sector should be more sustainable, social responsible, and aim to achieve benefits for the local community both inside and outside the work environment and to support the sustainable practices that contribute to the protection of the natural, social and economic environment.

On the other hand, the country should encourage and support the entrepreneurship initiatives in the tourism sector and provide the facilities that help them in starting and operating their new ventures as new small tourism firms.

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CULTURAL TOURISM - EXPERIMENTAL ROUTES IN ITALY ROME

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ABSTRACT

Cultural and experiential routes are an opportunity to highlight the historical events of an area, often through a new perspective. This work focuses on the city of Rome and aims to highlight its timeless monuments and the points of gastronomic everyday life, as important factors for the entertainment of visitors. In addition to the tour suggestions, it is accompanied by research on the traffic of some special places in the city, based on the tripadvisor page.

KEY WORDS: cultural routes, traffic, cultural heritage, Italian language, gastronomic tourism, wine gastronomy

1 CULTURE AND TOURISM IN A SUSTAINABLE COEXISTENCE

According to Kokkosi and Charta (2011), cultural tourism has as its main motivation the contact with the cultural heritage in the cities and in the countryside. Manola (2019), completes another motivation, that of the basic human need to experience emotions and believes that this explains the existence of unique experience activities through which emotional loads are developed, due to personal experiences and drastic changes in everyday life. So people who

travel on cultural paths choose to come in contact with elements such as arts, handicrafts or traditional products, mentality, customs and traditions, architecture of buildings and spaces, various cultural and sports venues, or religious or gastronomic destinations (Richards, 2007 cit. Papageorgiou & Gandouna, 2012).

The Council of Europe, in 1987, defined the Cultural Routes as a journey through space and time that shows that a country's heritage contributes to the creation of a common and vibrant European culture.

The enlarged partial agreement, signed by 26 member states, includes more than 30 cultural routes with a variety of topics, such as pilgrimage, history, archeology, art, etc.

The Lisbon Treaty[4] entered into force at the end of 2009. It helped to adopt complementary measures to national tourism policies, and in particular to the development of thematic cultural tourism routes as a way of promoting the competitiveness and diversity of the tourism product.

According to Karavasilis and Mikelakis (1999), itineraries should be based on planning a course to visit natural and cultural heritage sites, for example thematic itineraries that include a specific element, such as museums or buildings of an era or historical routes for elements of historical interest or even mixed routes that include elements of the overall identity of a site of both material and intangible cultural interest. We will try to explore such a course in Rome.

2 ROME AS A CASE STUDY

Rome is the capital of the Italian Republic. It was founded according to tradition on April 21, 753 BC, but according to historians, much earlier. During the three millennia of its history it has been the center of one of the most important ancient civilizations, which has left its mark on multiple levels of world civilization. Place of origin of the Latin language that has influenced and greatly influences the languages of the modern world and even tourism since in the recent research (Manola and Papani cit. Manola & Hatzitheodorou, 2020a) eighty percent (80%) of the current Italian orthology consists of words that have Italian roots. Heart of Catholic Christianity, as it is the only city in the world that hosts an entire state, the Vatican City. After all, the presence of the Pope in the city was the main reason that after the fall of the Roman Empire, Rome returned to the forefront as a significant urban center. The seven hills of the city today are

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4   The Treaty of Lisbon (13/12/2007) is the amending treaty of the founding principles of the European Union, and is also known as the Reform Treaty.

visible only from Quirinale Square, the highest hill of all. In modern times it became the capital of Italy again, after its unification in 1870, and officially with the Patti Lateranensi,[5] in 1929. Today it is also the seat of the European Economic Community and Euratom, it also hosts the headquarters of three United Nations organizations: the Organization Food and Agriculture Organization (FAO), the International Fund for Agricultural Development (IFAD) and the World Food Program (WFP). Unesco[6] has included its historic center bordered by the Aurelian Walls in the World Heritage List.

Rome, known by the nickname "Eternal City" due to its long history, includes a large number of monuments from different eras. Some of the most important points of interest, outside the Vatican City, are presented in the following "table 1" grouped, based on its central neighborhoods.

Centro Storico:

Piazza del Popolo, Santa Maria in Montesano (αριστερά),
Santa Maria dei Miracoli (δεξιά),
Piazza di Spagna - Trinità dei Monti - Fontana di Trevi - Πάνθεον
Piazza Navona - Piazza Venezia (Esquilino)

Campo de' Fiori:

The statue of the philosopher Giordano Bruno - the open market

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Il Quartiere Ebraico:

The Synagogue - portico d'Ottavia - Teatro di Marcello - Fontana delle Tartarughe

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Trastevere:

Santa Maria in Trastevere **–** hundreds of restaurants

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[5]   The Lateran Treaty is considered to be the regulating factor in the relations between the Italian State and the Holy See. It was signed in 1929 between Pope Pius XI and Benito Mussolini, and in order to resolve the dispute with the Italian state, the Vatican City was recognized as an independent state.
[6]   UNESCO (United Nations Educational Scientific and Cultural Organization) is the specialized Educational Scientific and Cultural Organization of the United Nations that aims to consolidate world peace through the communication of peoples using culture as a means.

Monti:

I fori - Piazza della Madonna dei Monti

Prati:

The most elegant neighborhood of the city
The big boulevards - elegant buildings - restaurants - branded shops

Borgo:

Area between the Tiber River and Vatican City - souvenirs
The surrounding side streets have hotels and restaurants
for visitors to the Vatican - Ponte Sant 'Angelo

Monteverde:

Villa Doria Pamphili

Testaccio:

Headquarters of the football team AS Roma - tasting paradise

Ostiense:

Street-art (outside the center but visitable by tourists)

Garbatella:

Special architecture - authentic cuisine

Aventino:

Giardino degli Aranci - Piazza dei Cavalieri di Malta - Circo Massimo.

EUR:

Built entirely for the 1942 International Exhibition, architecture of the fascist era with
Colosseo Quadrato -Palazzo dei Congressi- chiesa dei santi Paolo e Pietro and
recently the Nuvola Exhibition Center (outside the center but accessible to tourists)

Ponte Milvio:

The eponymous bridge where lovers "lock" their love and throw the key to the Tiber inspired by the novel

"Ho Voglia di Te" by Federico Moccia)

Flaminio:

MAXHI the Museum of Contemporary Art designed by Zaha Hadid - Auditorium Parco della Musica designed by Renzo Piano - in the recent Ponte della Musica that connects Flaminio with Foro Italico.

Also the "Piccola Londra", a street reminiscent of a London street full of bars and restaurants

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Pigneto:

Headquarters of the alternative Roman scene, especially beloved by Pierpaolo Pasolini

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San Lorenzo:

The neighborhood of La Sapienza University - street art - bars and restaurants, with very good prices

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Esquilino:
Santa Maria Maggiore - Santa Maria in Gerusalemme - Piazza Vittorio

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Table 1 - "Sightseeing in the central neighborhoods of Rome"

Search for comments in the points presented on pages are separated from the available data by visitors as they require to browse, with the exception of the Vatican, separating the tags that present the various that they present.

1/Top 10 Attractions: The Colosseum with 146,643 Reviews- The Trevi Fountain with 101,868 Reviews -The Pantheon with 78,206 Reviews - The Roman Forum with 24,629 votes -

The Piazza Navona with 39,290 reviews - Paula Hill with 24,994 reviews - Borghese Gallery with 17,650 reviews - Basilica of Santa Maria Maggiore with 16,060 reviews - Castel San Angelo Museum with 14.29 reviews.

2/Routes are suggested in the following museums: Villa Borghese (17,650) -Palazzo Colonna Museo Nazionale Sant 'Angelo (14239) -Musei Capitolini (2748) -Palazzo Doria Pamfili (2619) -Museo Nazionale Romano (2341) -Vill Farnesina (769) - Complex of Vittoriano (1259) - Museo Leonardo da Vinci Experience (241)

3 / Suggestions for city parks: Savello park (659 reviews) - Appia Antica regional park (936 reviews) - Acquedotti park (483 reviews) –Villa Doria Pamfili (471 reviews) - Villa Torlonia (460 reviews)) - Villa Ada (216 reviews) - Villa Borghese (98 reviews) - Parco di Colle Oppio (368 reviews) - Viila Sciarra (79 reviews) - Parco della Caffarella (96 reviews)

4 / The gastronomic suggestions include an additional separation in the initial distribution of the page and this emphasizes the special importance given to the specific tourist activity. So there are the following sub-categories: Options of the community which in turn is divided into proposals for the best 10 pasta places (characterized as culture trip) / 24 hours delicious (with the indication that there is also the TripSavvy application) / and every pasta dish (marked eater) - luxury restaurants-local cuisine-average prices-affordable-dine with a local - breakfast-special offers.

The analysis and the engagement of the website with the gastronomy of the city comes to emphasize the great importance that the people in charge give for the development of the specific field that as art and science determines the human nutrition and has possibilities for further development.

Gastronomy hides the essence of a place, because it transforms its raw materials into derivatives that include the view of the inhabitants for the taste. It can be considered as a subset of culture, a culture with an axis oriented to actions and knowledge of everyday life and in this case, a view of the people of an area for a form of happiness, food.

Italian cuisine is delicious and relies on simplicity and fresh local produce. In Rome, as in all of Italy, food is a ritual. The recipes usually come from previous generations and are completely identical to their regions of origin. But today the recipes known only to the cooks of a region are now world famous. Cheeses and wines with variations are a key part of the kitchen, often not designated as Controlled Protection Origin (DOC). Also an important chapter of Italian gastronomy are ice cream and coffee.

On a typical day the Italian eats breakfast, the meal which usually consists of four dishes (appetizer, first, second course and dessert), the evening and tithing or afternoon as snacks. Drinks, especially wines and liqueurs are an essential accompaniment to meals.

In the city there are many alternatives for good food and they are usually divided into

• Ristorante: beautifully decorated restaurants with excellent cuisine and refined dishes,

• Trattoria : with a light atmosphere and traditional cuisine,

• Osteria: with a relaxed atmosphere and homemade food,

• Enoteca: which features wine products, introduces the customer to the wine culture, and often serves small snacks to accompany the wines. They can be characterized as tasting places.
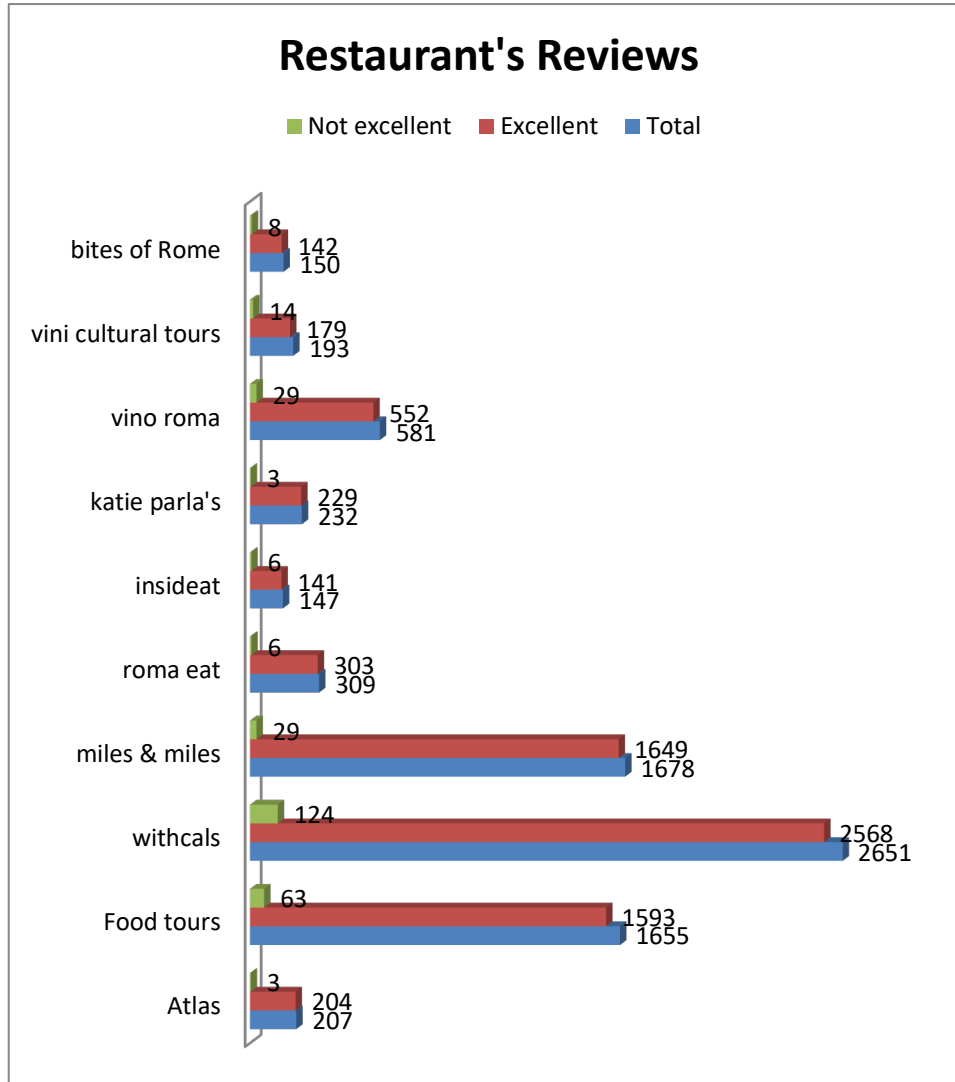
The logic of the food ritual is of course not only a privilege of Rome but also of other Italian cities, such as Bologna, Naples or Venice where the famous Bacaro, the typical small restaurants, serve to tourists through food and drink. a delicious experience of Venetian life.

However, focusing on Rome and researching the possibilities of increasing the number of visitors based on the tasting experience, we observe that on the tripadvisor website [3/11/2020] 1,548 tours are proposed, of which 472 are related to food and drink and especially of these 180 specialize in wine tours.
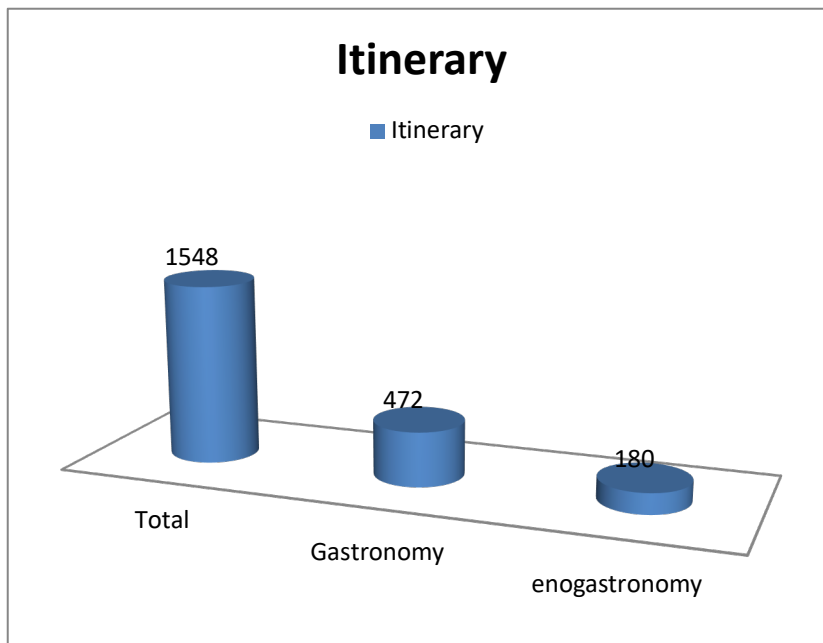
Figure 1- Proposed tours

For the first 10 restaurants that appear on the website[7] (but they are not the most visited) there are a total of 5,089 reviews of which only 161 do not declare the services offered as excellent, which indicates the great response that gastronomy enjoys as a tourist product even in places that are not the first in order but which also gives a better idea of the average service.
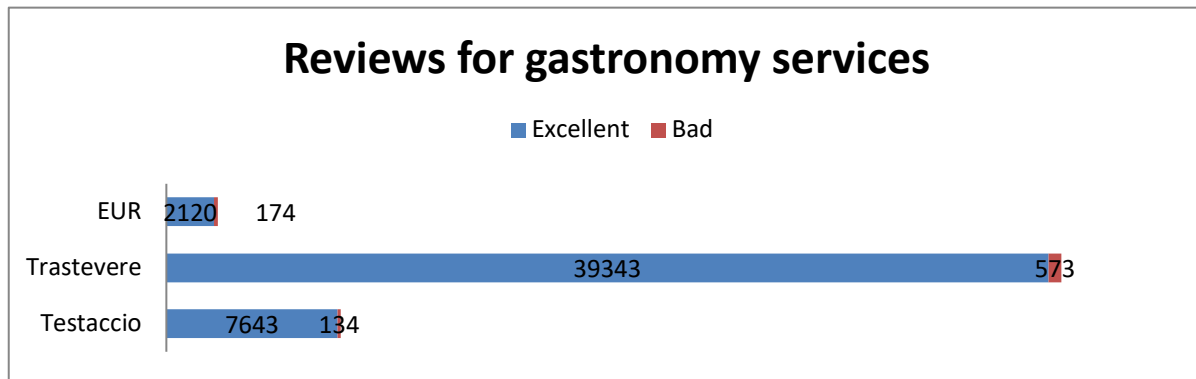

Restaurant's Reviews

Not excellent ■ Excellent ■ Total

Restaurant	Not excellent	Excellent	Total
bites of Rome	8	142	150
vini cultural tours	14	179	193
vino roma	29	552	581
katie parla's	3	229	232
insideat	6	141	147
roma eat	6	303	309
miles & miles	29	1649	1678
withcals	124	2568	2651
Food tours	63	1593	1655
Atlas	3	204	207

Figure 2- Average Gatronomy services

But let's look in detail at the areas that are famous for catering in the city and specifically Trastevere, EUR and Testaccio. Gathered reviews for the top 10 restaurants of all types of website with Italian food, which are characterized as follows:

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[7]   It is reminded that the measurements and data concern 3/11/2020

1. *EUR:* in the 126 stores there were 4516 reviews of which the rating as "excellent" for 2120 and 174 as "bad"

2. *Testaccio:* There were 12007 reviews of which the rating as "excellent" for 7643 and 134 as "bad"

3. *Trastevere:* There were 50,892 reviews, of which the rating was "excellent" for 39343 and 573 as "bad".

Figure 3 - Reviews for the top 10 restaurants

The tours that they declare to include in their activities and wine tasting routes cover a small part of the market, reach as we saw in table 2, the number of 180 tours. However, as shown in the table below, they have a special dynamic and are characterized by a positive sign from the visitors of the city.
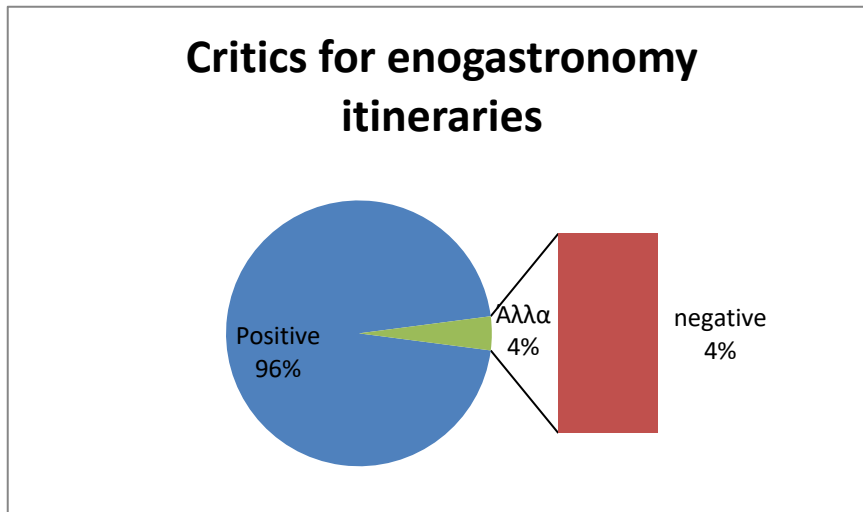
Figure 4 – Enogastronomy reviews

As can be seen from the table above, from a total of 1241 reviews the vast majority obtained a positive view of the wine tasting activity.

3 CONCLUSIONS

The article examines cultural routes focusing on the city of Rome. In particular, the categories were mentioned based on their character and scale and proposals for routes were formulated based on the elements of both cultural and intangible heritage.

The elements of cultural heritage that a traveler encounters in Rome are invaluable and their networking through cultural routes has given them the added advantage of being treated as a whole, but it does not deprive them of their uniqueness.

Rome is a great proof of the success of the combination of tourism and culture and can teach the mild form of development through this manifestation of culture that has to do with gastronomy and especially with wine, can be an example to be imitated for many areas of Greece such as for example Crete or Macedonia. A country that gave birth to Dionysus, who praised the wine, and cuisine is a worldwide health food model and source of longevity.

The selection of points of special interest and their inclusion in the tours, as mentioned earlier, would form new points of interest where experiential activities could be developed that would be combined with art exhibitions that would have a specific theme or workshops, lectures and artistic events.

From the above it seems that cultural tourism is not limited to the trivial but develops areas even outside the classic routes with points of particular interest and can be considered as one of the positive signs of this development the creation of jobs even in areas beyond the usual of the industry.

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