

INFLUENCERS OF TRAINEE SATISFACTION  
DURING INTERNSHIP IN ORGANIZATIONS IN  
MALAYSIA

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TRAINEE SATISFACTION

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MALAYSIA

BY

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A final year project submitted in partial fulfilment of the  
requirement for the degree of

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UNIVERSITI TUNKU ABDUL RAHMAN

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## DECLARATION

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LIST OF ABBREVIATIONS

SPSS → Statistical Package of the Social Science

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PREFACE

This research project is conducted as a fulfilment of the requirement of pursuing the course of Bachelor of International Business (HONS). I had proposed the topic of “Influencers of Trainee Satisfaction during Internship in Organizations in Malaysia”. In this research project, I had outlined four independent variables which consists of supervision, compensations and benefits, job characteristics, and personal growth and one dependent variable which is trainee satisfaction. This research is significant to students, organizations, education institutions and government authorities in improving the issues of the high turnover rate and the lack of soft-skilled workers in Malaysia. The result of the research shows that 61% of the dependent variable, trainee satisfaction is able to be explained by the four independent variables, supervision, compensations and benefits, job characteristics and personal growth.



ABSTRACT

The major objective of conducting this research project is to bring awareness to organizations and government authorities on the important of trainees towards the development of businesses and economy. Hence, a variety of influencers of trainee satisfaction have been studied for relevant parties to make improvement on trainee satisfaction. Herzberg's two-factor theory which is also the Herzberg's Motivator-Hygiene theory has been applied in the formation of variables. Four independent variables studied are supervision, compensations and benefits, job characteristics and personal growth while the dependent variable studied is trainee satisfaction. Besides, quantitative sampling method is implemented and 180 valid responses are received. The Statistical Package for Social Science (SPSS) is used as a tool for the data analyses suchlike the reliability analysis, Pearson Correlation Coefficient analysis, and Multiple Linear Regression analysis. The findings indicate that supervision and trainee satisfaction has a negative relationship while the other independent variables have positive relationship with trainee satisfaction. The negative relationship may be due to the over concerns of supervisors given to trainees which results the feelings of stress and dissatisfaction from trainees during their internship. Furthermore, the limitations of this research project are discussed and recommendations are provided for each limitations for future studies.

# **CHAPTER 1: RESEARCH OVERVIEW**

## **1.0 Introduction**

### **1.1 Overview of the chapter**

This chapter covers the background of the study, research problems, research objectives, research questions, and the significant of the study. The study background explains the overview of Malaysian industries and also describes the internship program in universities. Moreover, the research problems clarify issues of the research followed by the research objectives which is to enlighten the purpose of the research studied. After that, the research questions have been developed to help better understanding on the finding of the research. Next, the significant of the study discusses the importance of the research for different parties involved in the research.

### **1.2 Research Background**

#### **1.2.1 Industries**

According to George (2020), the economy usually distinguished into 3 sectors which are the primary, secondary, and tertiary. It further states that the primary sector is to gather and utilize the natural resources, secondary sector involves the conversion of raw materials to valuable products such as construction and manufacturing, and lastly, the tertiary sector are services which separated into quaternary and quinary activities. A country's economy contributed the most by the development of industries (Kniivila, 2007). According to a statistic published by

the Department of Statistics Malaysia (2020), industries in Malaysia includes agriculture, mining and quarrying, manufacturing, construction and services industries. Agriculture industry covers a few sectors such as crops, forestry and logging, and fisheries. Mining and quarrying include coal and ores, petroleum and natural gas. Besides, there are 8 divisions under manufacturing industry which are food products, beverages and tobacco products, apparels, chemical products and so on. Next, the construction covers the areas of new construction, alteration, repair and demolition while the services industry includes energy supply, transportation, information and communication and many more.

Based on the statistic of the Department of Statistics Malaysia (2021a), the major sectors in Malaysia that contributed the most to the growth of Malaysia's economy includes services, manufacturing, agriculture, mining and quarrying and construction. According to the Minority Shareholders Watch Group Malaysia (MSWG) (n.d.), some of the top companies in Malaysia's industry are Malayan Banking Berhad, Public Bank Berhad, Tenaga Nasional Berhad, Telekom Malaysia Berhad, Axiata Group Berhad, Hong Leong Bank Berhad, Top Glove Corporation Bhd and others.

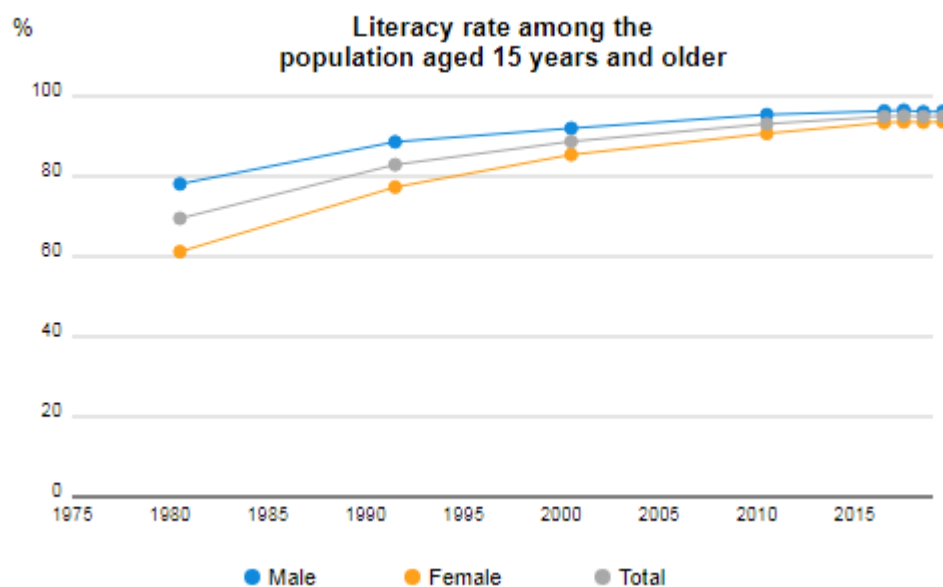
Figure 1.1: 5 Major Industries in Malaysia with Holding Market Share in 2020



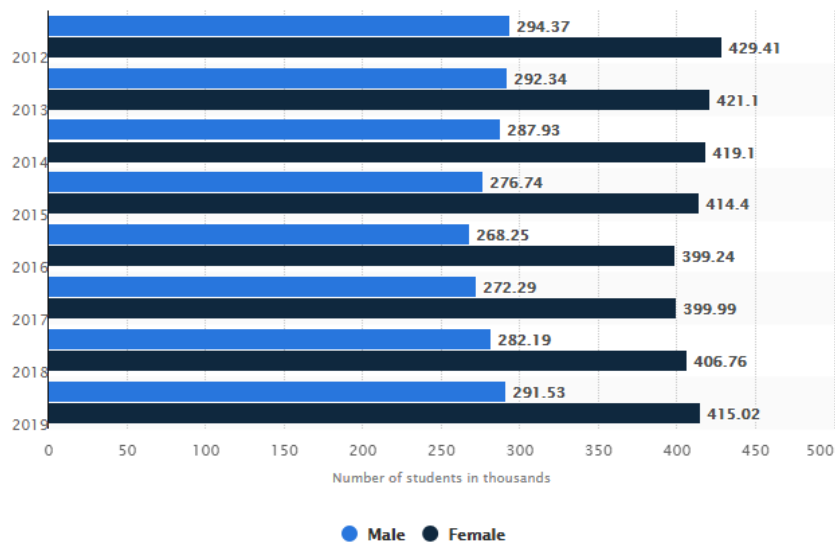
## 1.2.2 Industrial Training

Based on the data from UNESCO Institute for Statistics (n.d.), the literacy rate of nations aged 15 and older in Malaysia was 95% in 2019. The education system in Malaysia are categorized into 3 levels including primary level, secondary level, and tertiary level. According to Hirschmann (2021), there are a total of 70,655,000 of students enrolled in the public tertiary education institutions in Malaysia which consist of around 291,000 male students and 415,000 female students in 2019.

Figure 1.2: The Literacy Rate of Malaysians Aged 15 and Older from 1980 to 2019



**Figure 1.3: Number of Students Enrolled in The Public Tertiary Education Institutions in Malaysia from 2012 to 2019**



Organizations in Malaysia provides different types of industrial training to undergraduate students from both public as well as private education institutions. Industrial training is for students to learn professional skills and to gain experience to prepare for a professional career within a specific time before they graduate (Kho, 2012). Internship is a partnership between the education institutions, students, and organizations (Seyitoğlu & Yirik, 2015).

Internship programs bring various benefits to students as well as organizations. Students are able to develop many skills from industrial training such as teamwork and communication. On the other hand, organizations will discover hidden talents if they are able to teach students who are also trainees about their business operation and observe their performance. According to Loretto (2019), there are many fortune-500 companies retain more than 80% of their trainees to be entry-level hires.

### 1.3 Problem Statement

First of all, the high turnover rate could lead to a high cost to an organization as it means to a loss of valuable knowledge and experience (Bishop, 2019). However,

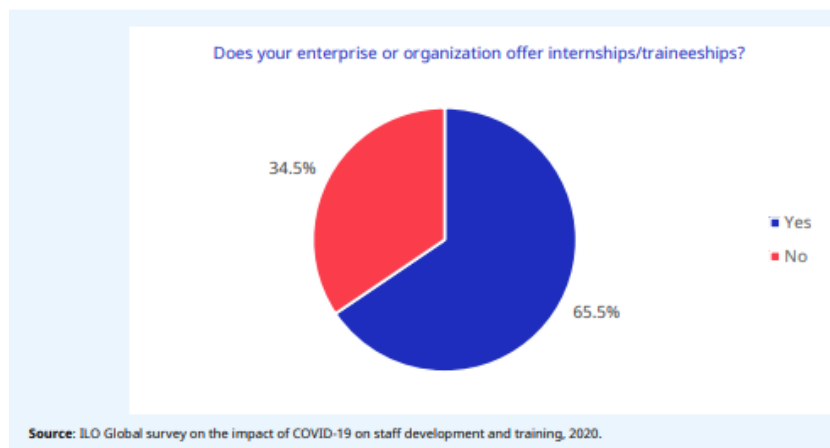
the issue of high turnover rate is very common and is a huge obstacle that a lot of organizations face in Malaysia. The turnover rate is mainly affected by the satisfaction of employees from different aspects such as career opportunities, compensation, development opportunities and many others (Mahadi, Woo, Baskaran & Yadi, 2020). The same reasons go to the leave of a trainee in an organization. Students expect to receive more than the allowance given as they think the tasks they did are worth more (Indeed Editorial Team, 2021). They also expect to develop distinctive skills throughout the whole internship but sometimes they are only assigned to do some basis or ground works. These reasons contribute to a low retention intention of trainees in their internship organizations. It is important for organizations to understand the factors behind the satisfaction of trainee during their internship in the organizations.

On top of that, many organizations think that trainees do not help much in their business operation and those organizations even provide unpaid internships to save costs. Many companies claim that internship programs incurred training expenses and if they provide the allowance, they will need to pay for training expenses as well as compensations for the trainees (Carliner, 2018). They also think that it is very time consuming to supervise trainees. In fact, hiring a trainee with good capability helps an organization in many different aspects. For instance, hiring trainees are actually much cheaper than other permanent staff. To provide internship program is somehow like an investment, as youngers will always have new perspectives and ideas which may help to improve or develop businesses. Beyond that, trainees are the potential talents which can be the best employees after the end of their internship (Dhiren, 2014). Hence, the study of trainee satisfaction helps organizations to explore and retain potential talents.

From the other aspect, the Covid-19 pandemic has impacted almost all the industries including the education and internship training (Bugis, 2020). In Malaysia, 64.5% of jobs were not able to be completed from home due to the lockdown (Rahman, Jasmin, Schmillen, 2020). It further explained that 50.9% of jobs need to be done physical even after the adjusting of internet access for employees. Referring to a report of the International Labour Organization (2020), the lockdown and uncertainties in business activities affect the labour market where youngers are

facing difficulty to participate in an internship program as well as to secure a job. This may also due to the perspective of organizations that thinking recruiting trainees are very risky especially during this pandemic. In contrast, some companies found another way to save costs during the pandemic which is to recruit trainees and mid-career workers. For instance, Nestle Bhd Malaysia had been recruiting trainees as well as mid-career workers during the pandemic of Covid-19 (Mustafa, 2020). According to the Global Survey published by the International Labour Organization (2021), there are 65.5% of organizations still offer internship programs during the pandemic which includes both private as well as governmental organizations. The study of Rice (2020) stated that Organizations should develop a committed workforce with new recruitments in the long term by recruiting trainees. Therefore, the study of the influencers of trainee satisfaction during internship should be conducted to provide a clearer view on recruiting trainees in order to encourage the recruitment of trainees and also for organizations to have a correct direction to motivate trainees during their internships.

Figure 1.4: The Percentage of Organizations Offering Internship Program



Other than that, based on a statistic from the Department of Statistics Malaysia (2021b), the number of Malaysia graduates increased from 5.13 million to 5.36 million from 2019 to 2020. The statistic further mentioned that the fresh graduates' unemployment rate raised from 3.9% to 4.4%. Although the literacy rate of Malaysians is considered high, there are still many graduates do not get employed after graduation. Reasons that caused the fresh graduates to be unemployed includes

unrealistic salary and benefit expectation, unable to define future plan, lack of critical thinking skills, communication issues, poor character and many others (Krishnan, 2018). The influencers of trainee satisfaction such as the compensation and benefits provided, the job characteristics, supervision and personal growth have been studied to provide trainees who will graduate soon with a clearer and more realistic view on their future career expectations.

Fresh graduates would have completed their internship before graduation. After graduation, they typically aim to obtain a job which associated with their qualifications and internship experiences. However, the pandemic which affects trainees in finding an internship also leads to fewer job vacancy and a high competition among fresh graduates (The Edge Market, 2021). It further stated that there are more than 75% of the unemployed graduates are looking for a job actively. This finding further supports the problem statement that the unemployment rate of fresh graduates is high. Another reason led to the high youth unemployment rate is due to the lack of soft skills competency (JobStreet, n.d.). Meanwhile, Malaysia faced a shortage of skilled workers due to different reasons such as the supply shortage in the market due to the recovery of the pandemic and the skills do not align with the job requirements (Human Capital Report, 2019). This contradictory scenario may be due to ineffective internship experiences gained by the fresh graduates. Thereby, the study of the influencers of trainee satisfaction has been made for the purpose of improving the issue of high unemployment rate in Malaysia.

## **1.4 Research Questions**

The research focuses on the study of the influencers of the trainees' internship satisfaction. Hence, the research questions have been developed to find out an answer for the research, the research questions are listed as below:

Does the supervision and trainee satisfaction during internship in organizations in Malaysia have a relationship?



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Does the compensations and benefits and trainee satisfaction during internship in organizations in Malaysia have a relationship?

Does the job characteristics and trainee satisfaction during internship in organizations in Malaysia have a relationship?

Does the personal growth and trainee satisfaction during internship in organizations in Malaysia have a relationship?

## **1.5 Research Objectives**

Parallel to the research questions stated above, there are four research objectives have been generated which listed as below:

To explore the relationship between the supervision and trainee satisfaction during internship in organizations in Malaysia.

To explore the relationship between the compensations and benefits and trainee satisfaction during internship in organizations in Malaysia.

To explore the relationship between the job characteristics and trainee satisfaction during internship in organizations in Malaysia.

To explore the relationship between the personal growth and trainee satisfaction during internship in organizations in Malaysia.

## **1.6 Research Significance**

The trainee satisfaction is the key element that affects the retention intention of a trainee to an organization. The low satisfaction of students during their industrial training in an organization could lead to the loss of talents to the organization. Hence, by understanding the influencers of trainee satisfaction during their internship, organizations will be able to make improvement on their current internship program by emphasizing on the influencers of trainee satisfaction. Hence, organizations will be able to provide a better internship experience to students taking industrial training and to attract potential talents to retain in the organizations.

Other than that, the education institutions including both public and private institutions will be able to understand more about the needs and the requirements of students conducting industrial training through this research. Moreover, the institutions may develop a set of requirements based on the factors that affect trainees' satisfaction to restrict organizations which deprive the right of a trainee who is also a student. Through the actions above, the institutions can well provide supervision and assistants to students conducting internship after knowing the main factors of trainee satisfaction.

Not only that, this research can help the related authorities which includes government agencies such as the Ministry of Human Resources to understand the needs of students during their internship and even their future career through this research. By this, they will be able to make some initiatives to encourage and motivate talents to retain in the organizations in Malaysia after the completion of their internship. The authorities may develop some strategies to encourage students to conduct their internship in Malaysia so that the possibility that graduates work in Malaysia will be stimulated. Furthermore, rules and regulations that protect the trainees' rights can be developed as well so that the organizations in Malaysia will follow and help to increase the retention intention of trainees in Malaysia.

Lastly, this research helps students to understand more about their future career goals as it provides and explains the elements that are important for majority of the trainees. Through this research, students will be able to find out their goals in their future career and to develop a set of career plan by identifying the focus areas of their career and the things that they preferred to have during their working life.

## **1.7 Definitions of Terms**

### **1.7.1 Trainee Satisfaction**

Trainee satisfaction has been defined as the feelings and the opinions of trainees on matters or issues during their internship (Prystowsky & Bordage, 2001). For instance, their self-confidence, the supervision given by faculty, and societal issues are some issues that trainees will have feelings and opinions on it during their internship. Moreover, according to Stan, Correa, Deslauriers, Faynboym, Shah, and Widge, (2020), trainee satisfaction can be driven by the feeling of the success of completion of a task and also the feeling of belonging.

### **1.7.2 Supervision**

Supervisor is an employee that assigned by the internship organization to a trainee with the purpose of assisting with the trainee to complete internship tasks (Cortelyou-Ward, Summer, & Rotarius, 2012). Not only that, the research further stated that a supervisor or mentor will be assigned by faculties of trainees' universities or education institutions to trainees during their internship which mainly assist to monitor the trainees' performance. Hence, supervision is provided by both parties to students who conduct internship which are education institutions and also workplace supervisor. According to a study from To and Lung (2020), the supervision means the perceptions extent of a trainee towards how the workplace supervisors value the contribution of the trainee and how much do the supervisors care about the trainee's social well-being.

### **1.7.3 Compensations and benefits**

Based on (Amin & Majid, 2017), compensations and benefits can be categorized into many different types such as monetary rewards and non-monetary rewards as well as direct and indirect rewards which helps to motivate employees to have good performance. The study further explained that the compensations and benefits will be determined by executives' capability of performing tasks in their workplace. Monetary rewards consist of commissions, salary, bonus and others while non-monetary rewards are opportunities, career development, recognitions, and many

others. On the other hand, direct compensations are salaries, wages, bonuses while the indirect rewards are retirement plans, leave, education and so on (Amin et.al, 2017).

#### **1.7.4 Job Characteristics**

According to Hussien and La Lopa (2018), job characteristics consists of the variety of skills applied in workplace, the task significance, autonomy as well as task identity. The other definition of job characteristics is the perceptions of employees towards the tasks assigned in their workplaces (McKnight, Phillips & Hardgrave, 2009). The research explained that job characteristics can be the content and the nature of the tasks.

#### **1.7.5 Personal Growth**

The definition of personal growth is the process of gaining the awareness of themselves which is also known as personal awareness (Levine, Haidet, Kern, Beasley, Bensinger, Brady & Wright, 2006). After the process of personal growth, people will turn their behaviours, values, beliefs, feelings as well as their views on themselves to be aligned with their goals. Based on the study of Wan, Yang, Cheng and Su (2012), personal growth of trainees can be enhanced through the challenging tasks assigned by supervisors from both universities and organizations in order to help the trainees to achieve professional goals.

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## CHAPTER 2: LITERATURE REVIEW

### 2.0 Chapter Overview

Chapter 2 discusses the literature review and the secondary data such as the research and journal articles that had been studied by previous researchers. This chapter explains the understanding of the dependent which is trainee satisfaction as well as independent variables which are supervision, compensations and benefits, job characteristics, and personal growth comprehensively.

### 2.1 Theory of Motivator-Hygiene

The motivator-hygiene theory which is Herzberg's two-factor theory describes factors that affect the job satisfaction (Alshmemri, Shahwan-Akl, & Maude, 2017). The major focus of Herzberg's Motivator-Hygiene theory includes motivator and hygiene which are two different areas. According to the study of Maidani (1991), the motivator which is also the content are intrinsic factors that affect the job satisfaction such as the work characteristics, recognition, achievement, responsibility and advancement. On the other hand, the hygiene covers extrinsic factors which are the administration and policy of organization, interpersonal supervision, technical supervision, salary, as well as working conditions. The study of Alshmemri, Shahwan-Akl, and Maude (2017) explained the hygiene factors are correlated with the needs of people to prevent unpleasantness while the motivation factors are connected with the needs of self-actualization and self-growth; thus, it will lead more to the satisfaction of job.

Based on a study of Knoop (1994), the research of the work values and job satisfaction has been conducted to find out whether they support the Herzberg's Motivator-Hygiene theory. In the study, the work values cover extrinsic job-outcome, extrinsic job-related, intrinsic work-outcome and intrinsic work-related. The study mentioned that only the job status did not fully support the Herzberg's

Motivator-Hygiene theory. Herzberg's Motivator-Hygiene Theory of Job Satisfaction has been tested among employees from private and public sector in a study by Maidani (1991). The study stated that both motivator factors and hygiene factors led more to the job satisfaction but not dissatisfaction. In this research, Herzberg's Motivator-Hygiene Theory has been applied to identify the influencers that affect the trainee satisfaction during their internship in organizations in Malaysia. The influencers studied in this research are both the intrinsic and extrinsic factors covered in the Herzberg's Motivator-Hygiene Theory suchlike. Job characteristics and personal growth are the motivator (*intrinsic*) factors while compensations and benefits as well as supervision are the hygiene (*extrinsic*) factors.

## 2.2 Trainee Satisfaction

The definition of job satisfaction is the feeling of a person about his or her jobs and it is also the perspectives of the person towards his or her jobs (Schmidt, 2007). Thus, trainee satisfaction can also be defined as trainees' feeling or perspectives towards their internship jobs. An internship is a key component in preparing graduates for labour market. Thus, it is necessary to investigate how students perceive internship experience and what makes them satisfied with internship (Lo & Tung, 2020). According to (Jawabri, 2017), the satisfaction level of trainee will affect students' participation level in their internship programs and also affect the students future career prospects. It further explained that the study of trainee satisfaction helps to align the needs of companies and interns better. Hence, trainee satisfaction is very important to be studied. A study of trainee satisfaction specialized in physician has been conducted by Stan, Correa, Deslauriers, Faynboym, Shah, and Widge (2020). The researchers received a total of 3300 responses out of 46574 from residents and friends with distinctive background and they are from different institutions in the United States. The result showed that 44% of the respondents were extremely satisfied with their internship while 40% of the respondents were satisfied part of their internship. The researchers used generalized linear regression method to measure the correlations of satisfaction. The factors

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affecting the satisfaction studied were the personal mental health of the physician and the support from clinical staff.

Beyond that, another research studied by Chao (2018) found that there were no relationship between the personality traits and moderating effect and the internship satisfaction as well as the intention of employment among 100 respondents selected. The research targeted on students who conduct internship in the tourism management department. The research finding was different from the data collected by the researcher and it might be due to the impact of the personality traits to the psychological level in a long term. The conclusion was that if the students exploit to relevant internship experience before they conduct the internship, then the disparity between employment intention and internship satisfaction will be reduced. Besides, the researcher thinks that improving satisfaction is an effective method that helps to lower the high turnover rate in hotels and so they will be able to retain good talents.

Furthermore, a study that examines the role of internship in the professional development of hospitality management students has been done by Stansbie, Nash and Jack (2013). The study compared 2 jobs characteristics model by Hackman and Oldham to analyse internship and evaluate the job characteristics designed. The study found that there is a positive relationship between the work dimensions and the satisfaction of internship as well as the trainees' intrinsic motivation during internship. The study developed an improved job characteristics model which was proved to be a better one for internship satisfaction. The researchers used qualitative research method to test the target groups of students who share their insights regarding to their internship experiences clearly to the researchers. They invited 120 participants to attend group interviews. The researchers observed the participants' attitudes, insights and perceptions that helps to improve the findings of their study. The study showed that the feedback given to students during their internship is very important as the students search for ways to analyze their job performance in order to develop professional skills and capabilities (Stansbie et.al, 2013).

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## 2.3 Supervision

According to Goldsberry (1988), supervision means the responsibility of an organization to give a focus on the refinement and assessment of practices given to subordinates. The study further explained that the assessment and refining help to improve employees' performance through the evaluation of current conditions and the comparison of employees' performance and criteria set. In the study of Lam and Ching (2007), there was a total of 307 respondents provided their perspective towards the relationship of the differences and the internship satisfaction of students studying hospitality. The study also analysed the internship perceptions and expectations of students. It found that supervisors affect the satisfaction of students during their internship strongly. The study mentioned that when students faced issues such as communication and socialization which may cause the students to have depression, workplace supervisors should provide support and give advices from time to time. The support given enhances trainees' satisfaction as it helps to minimize their psychological issues. The research suggested to provide mentorship guidelines by organization supervisors to students who conduct internship program. From the other aspect, supervisors or mentors from educational institutions should also participate in the meetings with organization supervisors in order to provide more assistant to students.

On the other hand, a study shows that supervision does not have significant relationship with the confidence about students' future career (Ko, 2008). This study aimed to explore elements that affect internship satisfaction by targeting on students with hospitality background. It also studied the relationships of job satisfaction, training, as well as the confidence of students towards their future careers. The researcher used the regression analysis to test the relationship between the factors and job satisfaction. The factors examined include learning, environment, administration, supervisor and relationship.

Furthermore, the effect of the styles of supervision on trainees' satisfaction was studied by Ali, Hafizah, Hassan, Jailani, Zaremohzzabieh and Jie (2020) in Malaysia. The study had been conducted by using quantitative research method and



adopting the inferential and descriptive statistical analysis. The target respondents were undergraduate students who major study in counselling in Malaysian public universities. The Pearson Product Moment Correlation Coefficient and the multiple regression analysis have been used to measure the relationship between the supervisory styles and the satisfaction. The result of the research showed that the supportive and directive teacher style are the most popular supervisory styles. Moreover, the research mentioned that the supportive, directive teacher style and counsellor style have positive relationships with supervisory satisfaction. However, the consultant style of supervisory does not have any relationship with the supervisory satisfaction.

## **2.4 Compensations and benefits**

The compensation strategy is defined as the pay choices given to executives who bring impact to the performance of organizations and it is given based on the effectiveness of human resources (Gomez-Mejia & Welbourne, 1988). According to Kwon and Hein (2013), benefit is a very important component to the employment relationship as it means the program that an organization provides such as the access to health care and protection of financial that support the work life balance of its employees. Awards is also a form of compensations which considered as the non-material and extrinsic compensations, it is a form of medals, prizes, decorations and orders (Frey, 2007). Based on a study of Williams and Dreher (1992), the compensations system may bring effect to an organization performance measurement as well as productivity. It clearly explained that compensations and benefits help to improve high productive and quality of work forces. Thus, a stable and good compensation and benefit policy is significant to companies. A study of compensations and benefits to the employees' job performance has been completed by Amin and Majid (2017). The study consists of a total of 200 respondents who work as an executive in manufacturing industry including both electronic and non-electronic industry in Penang, Malaysia. The measurement of compensations and benefits focuses on monetary incentive, bonus, salary, allowance as well as non-monetary rewards. The researchers carried the research by using Statistical Package

of the Social Science (SPSS) version 20, descriptive and inferential analysis methods, and also the regression analysis. The study stated that there is a significant relationship between all the categories of compensations and benefits and the performance of employees.

Based on the study of Qu, Leung, Huang, and He (2021) in China, the compensations given to trainees and the trainees' satisfaction have a negative relationship. Besides that, the study also mentioned that the compensations and career intention of trainees also have a negative relationship. This study targets on students who conducted their internship in the hotel industry. The study mentioned that students concerned about the compensations given but it did not affect their internship satisfaction as well as their intention of career. The respondents consist of 25.6% of male and 74.4% of female students that study the hospitality management. Most of the respondents' internship period was less than 6 months and was trained in 5-stars hotels. The study stated that students that conducted long period of internship have the highest satisfaction of internship. Moreover, the study found that students concerned more about their work opportunities which help to develop skills compared to the monetary compensations.

Furthermore, the relationship of the compensations given to students and their satisfaction during internship was studied by Gupta, Burns, and Schiferl (2010). The study consists of 88 respondents who also the students from marketing course that completed their internship program. Around 65% of the respondents are female students. The researchers applied factor analysis to determine 9 factors while only 6 of them were retained in the study. The research showed that the compensations and the time commitment should not be used as the criteria for students to decide whether to conduct the internship program or to evaluate their internship program.

## **2.5 Job Characteristics**

Job characteristics are the job designed which include the areas of autonomy, role conflict, the decision authority, skills utilization, and the work pressure. Job

characteristics are significant as it influences employees' job performance (De Cooman, Stynen, Van den Broeck, Sels & De Witte, 2013). In a research conducted by Morris and Venkatesh (2010), the relationship of job satisfaction and job characteristics has been studied. The study of job characteristics includes task significance, autonomy, skill variety, task identity as well as feedback. The study has been conducted through the observation of 2794 employees from a telecommunications company for 12 months. The researchers found that the job characteristics affect job satisfaction and they developed a new model which uses enterprise resource planning (ERP) system to be the moderator of the relationship of job characteristics and job satisfaction. The ERP system also affects the relationship between the above two variables.

Furthermore, there is a research conducted by Chu and Lai (2011) studied the influences of job characteristics and the leadership style on job performance. This research explored the indirect effects of the commitment of organization on the job characteristics. A total of 276 respondents who work as accountants for the city government in Taiwan provided their feedback. The researchers applied convenience sampling method to collect the data and the factor analysis and reliability analysis have been applied to verify the questionnaire. Beyond that, according to Johari and Yahya (2016), a study of job characteristics which covers the dimensions of task identity, autonomy, task significance, feedback and skill variety had been conducted through a survey on 256 public servants in Malaysia. The study measured the job performance of the public servants by using the supervisory-rating. It assumed that the work involvement can mediate the relationship between the job performance and job characteristics. It further stated that the public servants were putting more effort on job when they perceive the tasks assigned to them are purposeful.

## **2.6 Personal growth**

According to Irving and Williams (1999), growth is the thing that can be judged over the time and it is related to a person's life purpose while personal growth can

be the improvement of a person's understandings and skills through the experiences the person gained and the "growth" can be shown by the person in different conditions or situations. Providing the opportunities of personal growth acts as a motivator to fulfill the satisfaction of employees, it will encourage the productivity (Syptak, Marsland & Ulmer, 1999). A research studied by Matsuo (2019) discussed about the personal growth as a mediator between the job experience development to psychological empowerment and the learning goal orientation. The data collected by sending the research survey to nurses in hospitals in Japan. Through the personal growth initiative, the study showed that the learning goal orientation strengthens the psychological empowerment. However, the personal growth initiative does not affect the job experience development. Besides, the study mentioned that the personal growth development is not driven by the context of work but it is driven by the personal goals.

From the other aspect, a study of the values and workplace conducted by Sign, Bhandarker, Rai and Jain (2011) stated that personal growth values contributed to the physical ambience and work-life balance in workplace. It further stated that the personal growth is important factor of Rokeach value survey, a measurement of societal and personal values. A qualitative research method had been used to conduct the survey which consists of 312 graduates in India, UK and USA. The study applied regression analysis and found that personal growth has a huge influence on people's perception towards their workplace meaning. Personal growth affects how people perceive their workplace characteristics. Besides that, according to a study of Luke and Kiweewa (2010), an experiential group helped 30 counseling trainees to develop their personal growth and personal awareness. The experiential group was a part of the training under counseling education. The researchers used qualitative research method to study the experiences of trainees about the importance of their personal growth as well as awareness and the result showed that the group norms have become a context for the personal growth. Moreover, the personal growth of trainees has been affected by a diversified group positively.

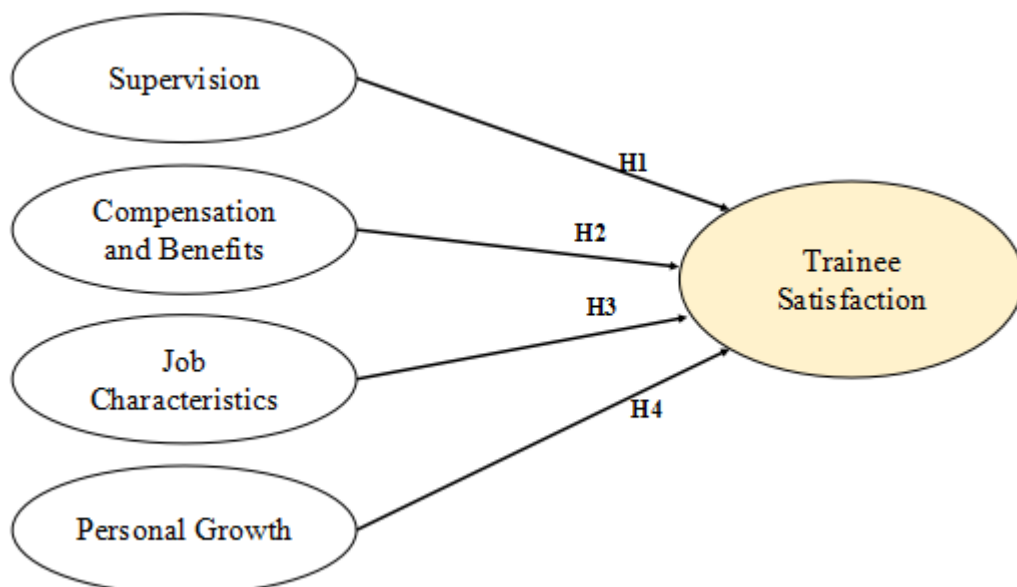
## 2.7 Research Framework

The research framework is developed to identify the relationship between the independent variables and the dependent variable.

### 2.7.1 Conceptual Framework

As the inductive method is applied to this research, the conceptual framework has been developed. First of all, this research assumes that supervision and trainee satisfaction have a significant relationship. Besides, it believes that compensations and benefits do have a direct positive relationship with trainee satisfaction. Next, this research considers that job characteristics affect trainee satisfaction during their internship in organizations in Malaysia. Lastly, personal growth has a positive relationship with trainee satisfaction during internship. Hence, a conceptual framework has been developed based on the above statement, the conceptual framework is shown as in Figure 2.1.

Figure 2.1: Conceptual Framework



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Based on the conceptual framework formed, the dependent variable of this research is trainee satisfaction while the independent variables are supervision, compensations and benefits, job characteristics, and personal growth.

The conceptual framework above is adopted from three journals which are “Training, satisfaction with internship programs, and confidence about future careers among hospitality students: A case study of universities in Taiwan”, from *Journal of Teaching in Travel & Tourism*, 7(4), 1-15, conducted by Ko in 2008, “Factors affecting hotel interns’ satisfaction with internship experience and career intention in China”, from *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100311, conducted by Qu, Leung, Huang, and He in 2021, and “Making the most of an internship: An empirical study of internship satisfaction”, from the journal of *Academy of Management Learning & Education*, 8(4), 527-539, conducted by D'abate, Youndt, and Wenzel in 2009.

The variables of curriculum requirements, working environment and societal relationships were excluded in this research. Firstly, the curriculum requirements are based on the requirements of each organization for the trainee recruitment. However, this research studies different organizations in Malaysia in which different organizations will have vastly contrasting requirements, hindering the consistency of this study’s findings. Besides, the working environments of each industry are extremely distinctive. As this research studies different organizations from different industries in Malaysia, it is not suitable to take the working environments of different industries into the findings of this research while it is used for the studies of trainee satisfaction in a particular industry. Besides, the variable, societal relationships is not included in this study because the societal relationships of trainees are much complicated than other variables as it consists of the relationship with mentor, workplace employees, other trainees, managers, and even consumers. The study of societal relationships between each party brings different effects to the trainee satisfaction. Thus, it is preferred to be studied in a more specific and detailed research which only focuses on the relationships of different parties in organizations.

## **2.8 Hypothesis Development**

### **2.8.1 Supervision**

Based on Kaseorg and Pukkonen (2015), workplace supervision represented the support of internship organizations towards trainees. The study found that supervisors were correlated to the trainee satisfaction during internship. It further stated that, the supervision from workplace matched with trainees' expectations and roles during internship. According to To and Lung (2020), the support provided by supervisors in workplace significantly affect the trainee satisfaction during internship. The study further indicated that supervisor support investigated in the research is the degree to which the supervisors from workplace care about trainees and the helpful feedback given by the supervisor. Moreover, a research studied by Mensah, Appietu and Asimah (2020) indicated that the supervisor strongly influenced the satisfaction of students during internship. The researchers mentioned that supervisors were an important role in the implementation of a quality internship program. Other than that, the study of Ko (2008) also indicated that the supervisor which covers the guidance of professional knowledge and techniques, the monitor and control of attitude and also the training method influenced the internship job satisfaction of students.

*H1: There is a significant relationship between supervision and trainee satisfaction during internship in organizations in Malaysia.*

### **2.8.2 Compensations and Benefits**

Referring to the study of Mendelsohn (2020), there is a positive relationship between the personal income and job satisfaction of medical trainees in Australia. The increase the personal income, the increase the trainee satisfaction. The study further explained that the medical trainees do need to have a certain level of income

in order to achieve their job satisfaction. Besides, the compensations and benefits for internship provided to medical trainees should have a minimum standards so that it can attract talented people to the medical profession. Moreover, a study of Jaradat (2017) showed that trainee satisfaction is highly correlated with the personal benefits received. The study further explained that students with positive experiences during their internship perceive more personal benefits have greater satisfaction. Beyond that, based on the study of Gault, Redington, Schlager (2000), trainee satisfaction is higher when they received higher salary. However, a study on the marketing students found that the compensations given to trainees did not affect the trainee satisfaction during their internship (Gupta, Burns & Schiferl, 2010).

*H1: There is a significant relationship between compensations and benefits and trainee satisfaction during internship in organizations in Malaysia.*

### **2.8.3 Job Characteristics**

According to the study of D'abate, Youndt and Wenzel (2009), the job characteristics which include feedback and task significance has a positive relationship with trainee satisfaction during internship. Besides that, a study of job characteristics and the internship satisfaction and motivation has a same finding as well, the job designed characteristics are important to ensure the trainees' satisfaction and it will affect the trainees' future career (Rogers, Miller, Flinchbaugh, Giddarie & Barker, 2021). Referring to a study of Friedman and Roodin (2013), the job characteristics studied include task identity, skill variety, task feedback, task autonomy and also task significance. The result of the study found that the characteristics of job has a positive relationship with trainee satisfaction. Beyond that, a study of the internship experiences and satisfaction of tourism management students stated that the job characteristics contributed to the satisfaction of students gained from internship (Stansbie et.al, 2013).

*H1: There is a significant relationship between job characteristics and trainee satisfaction during internship in organizations in Malaysia.*



### **2.8.4 Personal Growth**

According to a study of internship satisfaction of students studying hospitality, trainees' professional skill development has a significant relationship with their satisfaction during internship (Seyitoğlu, Yirik, 2015). In addition, the study of Ko (2008) showed that the learning during industrial training which includes to gain experience, to develop professional skill and to learn more techniques was the most important factors that bring effects to the trainee satisfaction. Moreover, another study also found that there is a positive relationship between the internship achievement and trainee satisfaction (Qu et. al, 2021). The internship achievement in this study covers the study of professional development and personal growth during the internship. Based on the study of Karabulutlu, Turan and Oruc (2020), in the nursing education, students' satisfaction towards internship program was influenced by their personal growth or development during internship.

*H1: There is a significant relationship between personal growth and trainee satisfaction during internship in organizations in Malaysia.*

## **2.9 Conclusion**

In brief, the framework of the research topic has been formed through Chapter 2 which contains the description of theory and previous research studied. The study of the previous research in Chapter 2 concentrates on the research target, background and finding of the research. Besides, Chapter 2 also explains the focus of different variables in the past studies such as trainee satisfaction, supervision, compensations and benefits, job characteristics and personal growth. Thereby, new concepts and hypotheses have been proposed for the topic studied.

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## CHAPTER 3: METHODOLOGY

### 3.0 Introduction

This chapter is divided into seven parts that explains the methodology of this research. The seven sections cover the design of the research studied, the collection methods of data, the design of sampling, research instrument, reliability test, construct measurement, and data analysis methods. The design of the sampling discusses the target population and sample, the size of sample, and the techniques applied in sampling. The data collected includes the primary and secondary data. Besides, the research instrument used in this research is questionnaire. In addition, the process applied to collect data, the tools, and the purposes of using various methods to analyse the data have been interpreted in the data analysis section.

### 3.1 Research Design

Research design is defined as the outline of the data analysis and the information analysis which are based on the questions and objectives of the research. In other words, research design is a blueprint that is created to fulfill the objectives of the research (Schindler, 2019). Based on Borges et al. (2016), research design can be used to explain the ideal choices of strategy in the research sampling. The major purpose of this research is to evaluate factors that influence the satisfaction of trainee during their internship in organizations in Malaysia.

### 3.2 Data Collection Method

The data collection method used in this research are the collection of primary as well as secondary data. The primary data collected through survey questionnaire

while the secondary data collected through the cases and journals studies, textbooks, newspaper and articles.

### **3.2.1 Primary Data**

The original sources collected through different channels for research studied is known as primary data (Thomas, 2013). There are various methods can be implicated to gather primary data which involves interviews, questionnaires, observation and experiments. According to Thomas (2013), the collection methods of primary data should be associated with the objectives, the research strategy, as well as the research questions in order to ensure the accuracy of the data.

The online questionnaires have been applied in this research, whereby the purpose is based on quantitative method. The questions used to examine the relationship between the dependent variable and independent variables are developed through the questionnaires prepared by previous researchers. The questionnaire contains 2 sections. Section A contains the questions of respondents' demographic information. The dependent and independent variables will be under the Section B of the questionnaire. Moreover, the 5-point Likert scale is applied in Section B. The questionnaire survey will be collected randomly from students or people who had conducted their internship.

### **3.2.2 Secondary Data**

Based on Thomas's study in 2013, secondary data includes sources that are reworked from primary data. For instance, the secondary data can be collected from biographies, dictionaries, textbooks, articles, and others. In this research, textbooks, statistics and online articles are being used. Moreover, Google Scholar, Science Direct and Microsoft Academic Search were some channels or platforms that are used to obtain the academic journals that related to this research.

### **3.3 Sampling Design**

The sampling process of a research is from the determining of target population, sampling frame, strategy, technique, size and select the most accurate sample unit.

#### **3.3.1 Target Population**

According to Schindler (2019), target populations can be an individuals, organizations, events, objects, texts, and environments that have the information about the variables of the research. A study must target on an accurate population whose interests are associated to the research studied (Borges et al, 2016). In this research, the target population are individuals that have conducted or currently conducting their internship in organizations in Malaysia. This research aims to investigate trainees in Malaysia in order to increase the awareness of organizations in Malaysia about the importance of the potential talents to Malaysia.

#### **3.3.2 Sampling Techniques**

In this research, the non-probability sampling is used for the sampling design. The book written by Bougie and Sekaran (2020) explains that the probability sampling is used in the situation where the population is specific or has a known probability to be selected. It further stated that non-probability sampling is the situation where each individual in the target population does not have any predetermined opportunities or probabilities to be selected (Bougie & Sekaran, 2020). In addition, non-probability sampling consists of two major types which includes convenience sampling and purposive sampling. To look into details, under purposive sampling, there are judgment sampling and quota sampling.

In this research, the judgment sampling that is under the purposive sampling of non-probability sampling is selected. This is because the target population of this

research are people who fulfilled the requirement of “experienced/ experiencing internship” in Malaysian organizations. Hence, the questionnaires were being distributed through the judgement on a person who has conducted internship or currently conducting internship. Majority of the questionnaires were distributed to final year students from both public and private tertiary education institutions as the probability of the completion of internship among those final year students is very high.

### **3.3.3 Sample Size**

According to Omniconvert (2020), sample size is the number of subjects, which are the respondents of a research. Besides, the sample size of quantitative and qualitative researches is different (Borges et al., 2016). Based on Israel (1992), the cost and time considerations make the impossible for large populations, hence a census is preferable for small population which is below 200. It further stated that 200 to 500 sample size is a good sample size. In this research, there is a total of 202 respondents. All the responses collected include how much success and also how much did not fulfill the eligibility criterion as the target sample of this research are people who have conducted internship.

## **3.4 Research Instrument**

Based on Bougie and Sekaran (2020), a questionnaire is defined as a set of questions that has been preformulated. It is used by researchers to collect huge amounts of quantitative data. Questionnaires will be distributed to respondents and their responses are recorded for research purposes. This data collection method involves lesser time and lower costs compared to other primary data collection methods whereas it involves the risk of response errors.

In this study, the survey questionnaire is used and distributed through online. A total of 202 respondents has answered the questionnaire that contains standardized

questions. However, there are only 180 of them fulfilled the eligibility criterion which are those have experienced industrial training.

The questionnaire was divided into two sections which are section A and B. Section A is focused on the demographic profile of the respondents. Besides, Section B consists of 25 questions. There are 4 questions used to analyse the dependent variable, trainee satisfaction and 21 questions used to analyse the 4 independent variables studied which are supervision, job characteristics, compensations and benefits, and personal growth. The Section B is measured using a Likert scale that consists of 5 points ranging from strongly disagree (1) to strongly agree (5).

### 3.5 Pilot Test

The definition of pilot test is the pre-test of instruments of the data collected from a sample (Schindler, 2019). In addition, a pilot test is defined by Bougie and Sekaran (2020) as the process of taking a small number of target respondents to measure the appropriateness and the comprehensiveness of the survey questions. In this research, the pilot test has been conducted by inviting 33 target respondents. The SPSS has been utilized to record and calculate the data collected. This is to ensure the accuracy of the data and the reliability of the instruments. After all, the result shows that all the questionnaire of each variables are reliable in which the reliability coefficient of the instruments are all above 0.7 as shown in Table 3.1.

Table 3.1: Pilot Test

<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>Number of Item</b>
<b>Trainee Satisfaction</b>	0.726	4
<b>Supervision</b>	0.771	6
<b>Compensations and Benefits</b>	0.817	4
<b>Job Characteristics</b>	0.779	5
<b>Personal Growth</b>	0.785	6

## **3.6 Construct Measurement**

### **3.6.1 Scale Measurement**

There are many types of scale which consists of nominal, ordinal, interval and ratio. A scale is defined as a tool used to distinguish the interests of respondents on their responses to different variables studied in the research.

According to Bougie and Sekaran (2020), a nominal scale is to categorize subjects into different groups such as gender, religion, and ethnics. There is equal and no order within different groups (Schindler, 2019). In this research, the gender and ethnicities are considered as the nominal data that have been collected.

An ordinal scale is to categorize subjects to different groups and to rank those groups (Bougie & Sekaran, 2020). In contrast of nominal data, an ordinal scale classifies the data and arrange in order. The income level of respondent is categorized as the ordinal scale in this research.

An interval scale is also to classify the data into equal distance but there is no natural origin (Schindler, 2019). For instance, the interval scale classifies the opinion of people towards a thing into different level of agreement such as strongly disagree to strongly agree.

On the other hand, the ratio scale combines all other scales' characteristics (Schindler, 2019). It measured data in absolute quantities such as the average amount spent per person for dinner in restaurant per month (Zikmund, Babin, Carr & Griffin, 2009).

## **3.7 Data Analysis Method**

### **3.7.1 Quantitative Research**

According to Schindler (2019), a quantitative research is the foundation of a statistical study and it is mainly focusing on the frequency and the quantity of a situation. Quantitative research highly depends on the measurement instrument quantity that occurs in the survey. This research is categorized as quantitative research as it is conducted through the questionnaire which is based on the quantitative method.

### **3.7.2 Descriptive Analysis**

Referring to Schindler (2019), a descriptive research is to identify what, who, when, where or how much in a study. It further mentioned that a descriptive research gathers new data and combines it with existing data. The objective of a descriptive study is formed as the research questions. It focuses on the data collecting, summarizing, presenting and analysing. By applying the descriptive analysis, tables, charts and statistics will be used to present the data. Besides, the studies of cases and questionnaire are typically used as the data collection method in descriptive research.

### **3.7.3 Reliability Analysis**

The stability of instrument measured in a research is important as it evaluates the goodness of a measure in a research. Hence, the reliability test is applied to ensure different items in the research instrument is error free. In this research, the reliability analysis was conducted through the Cronbach's alpha. Researchers usually apply Cronbach's alpha to measure a questionnaire that consists of Liker scale questions in order to indicate the reliability of the scale. According to Bougie and Sekaran (2020), a variable that scores more than 0.6 in the Cronbach's alpha is considered reliable while those score less than 0.6 is not reliable.



Table 3.2: Cronbach's Alpha Level of Reliability

<b>Cronbach's Alpha Score</b>	<b>Level of Reliability</b>
0.0 – 0.20	Less Reliable
>0.20 – 0.40	Rather Reliable
>0.40 – 0.60	Quite Reliable
>0.60 – 0.80	Reliable
>0.80 – 1.00	Very Reliable

### 3.7.4 Correlation Analysis

Based on Bougie and Sekaran (2020), a Pearson Correlation matrix is used to identify the significance and the direction of the variables' relationships at the interval scale level. It further explained that the correlation analysis indicates the relationship between two variables through the measurement of the variations of one variable against another variable that varies. In this research, the correlation analysis is applied to analyse the data obtained. The major purpose of this study is to exam the relationship of independent variables which are the factors including supervision, compensations and benefits, job characteristics, and personal growth and the dependent variable, trainee satisfactions. The positive value of correlation coefficient defines that the two variables measured have a significant relationship whereas the negative value of correlation coefficient indicates that the two variables measured do not have any relationship.

### 3.7.5 Multiple Linear Regression Analysis

Other than the correlation analysis, the multiple linear regression analysis is also used to assess the data collected for this research. According to Zikmund et al (2009), the multiple regression analysis is used to investigate effects of at least two or more independent variables on a dependent variable which is the interval scale. The major reason of applying this method is to identify the relationship between two or more independent variables and the dependent variable through the fitting in

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a linear equation to the data observed. When the p-value is less than 0.05, it means that the independent variable has a significant relationship with the dependent variable.

### **3.8 Conclusion**

In this chapter, the research design, data collection method which includes primary and secondary data, the sampling design together with the target population and sample size collected, sampling techniques, research instrument which consist of the questionnaire design and the pilot test, the construct measurement, and the data analysis methods were discussed. The data analysis methods explained the questionnaire of the research, the descriptive analysis, reliability analysis, correlation analysis, and multiple linear regression analysis were included.

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## CHAPTER 4: DATA AND ANALYSIS

### 4.0 Introduction

Chapter 4 consists of the analysis of the 180 valid questionnaires collected from respondents in Malaysia. Besides, the results of the data collected is analysed and explained in this chapter. The SPSS is used as a tool for the analysis and data interpreting. Moreover, the reliability has been analysed to ensure the inter-items are consistent. The mean and the standard deviation of the dependent variable as well as independent variables have also been computed through the descriptive analysis. Other than that, the correlation analysis which helps to determine the linear relationship between 2 variables are executed. To examine the hypothesis studied in this research, the multiple regression analysis has been performed.

### 4.1 Sample of Collected Data

The questionnaires were distributed in a form of Google Forms as this method reduces the exposure to the Covid-19 pandemic. The questionnaires have been spread though different online platforms such as Microsoft Teams, Instagram, Facebook and Email. In the end, 202 questionnaires were collected. The usable data is 180 questionnaires while 22 questionnaires were rejected due to the unfulfillment of the criterion of “experienced internship”. Thereby, only 180 responses are studied and analysed through the administration of SPSS.

### 4.2 Descriptive Analysis

The descriptive analysis consists of the frequency distribution analysis for each demographic variable as well as the central tendency analysis for each independent

and dependent variable. The analysis of reliability, correlation, and multiple linear regression are also included.

#### 4.2.1 Frequency Distribution

Table 4.1: Frequency Distribution of Demographic Variables

Demographic Variables	Element	Frequency (N)	Percentage (%)
<b>Gender</b>	Male	80	44.4
	Female	100	55.6
<b>Ethnicity</b>	Malay	21	11.7
	Chinese	141	78.3
	Indian	16	8.9
	Others	2	1.2
<b>Monthly Income</b>	RM 0- RM 1,000	121	67.2
	RM 1,001- RM3,000	46	25.6
	RM 3,001- RM5,000	11	6.1
	>RM 5,000	2	1.1

Table 4.1 shows the frequency distribution for demographic variables which includes the respondents' gender, ethnicity, and monthly income. The results have been shown in the forms of frequency (N) and also percentage (%) for better understanding the respondents' demographic traits.

Table 4.2: Respondents' Gender

Variable	Classification	Frequency (N)	Percentage (%)
<b>Gender</b>	Male	80	44.4
	Female	100	55.6
Total		180	100

Table 4.2 describes the gender of respondents in the forms of frequency and percentage. There were 44.4% of males which is 80 and 55.6% of females which is 100 involved in this study.

Table 4.3: Respondents' Ethnicity

Variable	Classification	Frequency (N)	Percentage (%)
<b>Ethnicity</b>	Malay	21	11.7
	Chinese	141	78.3
	Indian	16	8.9
	Others	2	1.2
Total		180	100

Table 4.3 describes the ethnicity of respondents in the forms of frequency and percentage. There were 11.7% of Malay which is 21, 78.3% of Chinese which is 141, 8.9% of Indian which is 16 and 1.2% of other ethnicities which is 2.

Table 4.4: Respondents' Monthly Income

Variable	Classification	Frequency (N)	Percentage (%)
<b>Monthly Income</b>	RM 0- RM 1,000	121	67.2
	RM 1,001- RM3,000	46	25.6
	RM 3,001- RM5,000	11	6.1
	>RM 5,000	2	1.1
Total		180	100

Table 4.4 shows the frequency and the percentage of respondents' monthly income. 67.2% of respondents earn below RM1,000 while only 1.1% of respondents which is 2 have monthly income more than RM5,000.

## 4.2.2 Mean and Standard Deviation

Table 4.5: The Mean and Standard Deviation in General of the Dependent Variable and Independent Variables.

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Trainee Satisfaction</b>	4.2292	0.64777
<b>Supervision</b>	4.1491	0.57425
<b>Compensations and Benefits</b>	3.9625	0.91024
<b>Job Characteristics</b>	4.1044	0.69747
<b>Personal Growth</b>	4.0824	0.61849

Table 4.5 indicates the mean and standard deviation of each variables include both dependent and independent variables. The highest mean value of 4.2292 is trainee satisfaction with standard deviation of 0.64777, followed by the second highest mean value 4.1491 which is supervision with 0.57425 standard deviation. Next is the job characteristics with 4.1044 mean and 0.69747 standard deviation. The last two is personal growth and compensations and benefits which have mean of 4.0824 and 3.9625 and standard deviation of 0.61849 and 0.91024. To sum up, all the independent variables have more than 3 mean value. The questionnaire applies 5-Likert scale which reflects that respondents basically agreed the statements of the four independent variables and dependent variable.

### 4.2.2.1 Mean and Standard Deviation of Trainee Satisfaction

Table 4.6: Central Tendency of Trainee Satisfaction

Dependent Variable: <i>Trainee Satisfaction</i>	SD	D	N	A	SA	Mean	Standard Deviation	Ranking
Overall, the industrial training I received is applicable to my future career.	0	2.2	10.4	48.3	38.9	4.24	0.727	2
Overall, the industrial training meets my needs.	1.1	3.3	11.1	45	39.4	4.18	0.842	3
Overall, I am satisfied with the amount of tasks received during my internship.	2.2	3.3	8.9	47.2	38.3	4.16	0.885	4
Generally, I am able to apply what I have learned during my internship in my future career.	0.6	1.7	7.2	45	45.6	4.33	0.732	1

Table 4.6 shows the mean and standard deviation of trainee satisfaction. “Generally, I am able to apply what I have learned during my internship in my future career.” scores highest mean of 4.33 and 45.6% of respondents strongly agree. “Overall, I am satisfied with the number of tasks received during my internship.” scored lowest mean of 4.16 and 47.2% of respondent agree in this statement.

#### 4.2.2.2 Mean and Standard Deviation of Supervision

Table 4.7: Central Tendency of Supervision

Independent Variable: <i>Supervision</i>	SD	D	N	A	SA	Mean	Standard Deviation	Ranking
My faculty was very helpful in preparing me to look for an internship.	2.2	3.9	12.2	45.6	36.1	4.09	0.914	4

Influencers of Trainee Satisfaction

My academic supervisor was extremely supportive.	0	1.7	16.1	43.3	38.9	4.19	0.763	3
My academic supervisor helped me speak to the company when problems arise.	2.2	2.8	17.8	50	27.2	3.97	0.874	6
My work supervisor tried to make my work experience interesting.	2.8	2.2	12.8	42.2	40	4.14	0.922	5
I was given useful feedback on my work.	1.1	1.1	11.7	44.4	41.7	4.24	0.788	1
My work supervisor motivated me to do my best work.	2.8	0.6	8.3	46.1	42.2	4.24	0.850	1

Table 4.7 shows the mean and standard deviation of supervision. “I was given useful feedback on my work.” and “My work supervisor motivated me to do my best work.” have the highest mean of 4.24 while the lowest mean of 3.97 “My academic supervisor helped me speak to the company when problems arise.” has the lowest mean of 3.97.

#### 4.2.2.3 Mean and Standard Deviation of Compensations and Benefits

Table 4.8: Central Tendency of Compensations and Benefits

Independent Variable: <i>Compensations and Benefits</i>	SD	D	N	A	SA	Mean	Standard Deviation	Ranking
I am satisfied with the benefits I received during my internship.	2.8	6.1	17.8	33.3	40	4.02	1.038	1
The benefits I received are as good as most other organizations offer.	2.8	8.9	20	36.1	32.2	3.86	1.056	4



Influencers of Trainee Satisfaction

The benefit package I received is equitable.	2.2	6.7	14.4	44.4	32.2	3.98	0.969	3
I have received all the benefits that I should receive.	2.8	5.6	15.6	41.7	34.4	3.99	0.989	2

Table 4.8 shows the mean and standard deviation of compensations and benefits. “I am satisfied with the benefits I received during my internship.” scores 4.02 which is the highest mean with 40% of respondents strongly agree. The lowest mean score is 3.86 which 36.1% of respondents agree in the statement “The benefits I received are as good as most other organizations offer.”

#### 4.2.2.4 Mean and Standard Deviation of Job Characteristics

Table 4.9: Central Tendency of Job Characteristics

Independent Variable: <i>Job Characteristics</i>	SD	D	N	A	SA	Mean	Standard Deviation	Ranking
My internship required me to use a number of complex or high-level skills.	2.8	7.8	20	34.4	35	3.91	1.053	5
My internship provided me with the chance to completely finish the tasks that I had begun with.	1.1	1.7	10	38.3	48.9	4.32	0.810	1
The results of my work significantly affected the lives and well-being of other people.	3.9	5	15.6	41.7	33.9	3.97	1.024	4
Site supervisors often informed me about my job performance.	1.1	2.8	14.4	40.6	41.1	4.18	0.860	2
The actual work itself provided clues about how well I am doing during my internship.	1.7	2.8	13.3	43.9	38.3	4.14	0.872	3

Table 4.9 shows the mean and standard deviation of job characteristics. The highest mean score, 4.32 is the statement “My internship provided me with the chance to completely finish the tasks that I had begun with.” while the lowest mean score, 3.91 is “My internship required me to use a number of complex or high-level skills.”

#### 4.2.2.5 Mean and Standard Deviation of Personal Growth

Table 4.10: Central Tendency of Personal Growth

Independent Variable: <i>Personal Growth</i>	SD	D	N	A	SA	Mean	Standard Deviation	Ranking
My internship made me mature professionally and personally.	0.6	1.1	5.6	40.6	52.2	4.43	0.701	1
My internship changed my personal career goals.	3.3	5.6	23.3	30.6	37.2	3.93	1.062	5
My internship positively changed my interests in accounting and finance related businesses.	6.1	15	20.6	32.2	26.1	3.57	1.201	6
I developed a habit of accomplishing my tasks before deadlines after my internship.	0.6	1.1	11.1	41.7	45.6	4.31	0.756	2
My internship practically improved my classroom concepts.	1.7	2.2	14.4	50.6	31.1	4.07	0.833	4
My internship changed my personal aspirations in some ways.	0.6	3.3	12.2	44.4	39.4	4.19	0.817	3

Table 4.10 shows the mean and standard deviation of personal growth. “My internship made me mature professionally and personally” has the highest mean of

4.43 and 52.2% respondents strongly agree. In contrast, “My internship positively changed my interests in accounting and finance related businesses.” has the lowest mean score of 3.57 and 32.2% of respondents agree.

### 4.3 Reliability Analysis

The reliability of each dependent and independent variable was analysed to ensure the consistency of the inter-item. The Cronbach’s alpha ( $\alpha$ ) was applied to evaluate the reliability of variables. Variables that score more than 0.6 in the Cronbach’s alpha is considered reliable (Bougie and Sekaran, 2020).

Table 4.11: Reliability Test

Variable	Number of Items	Cronbach’s alpha ( $\alpha$ )
Trainee Satisfaction	4	0.825
Supervision	6	0.758
Compensations and Benefits	4	0.920
Job Characteristics	5	0.807
Personal Growth	6	0.765

Table 4.11 shows the Cronbach’s alpha ( $\alpha$ ) of the dependent and independent variables. All the variables have more than 0.6 of alpha ( $\alpha$ ) value which means that the measurement items are reliable and stable.

### 4.4 Correlation

Table 4.12: Pearson Correlation

Dependent Variable	Trainee Satisfaction	
Independent Variable	Pearson Correlation	Sig. (2-tailed)
Supervision	0.435**	0.000

Compensations and Benefits	0.614**	0.000
Job Characteristics	0.705**	0.000
Personal Growth	0.644**	0.000

Table 4.12 shows the value of the Pearson Correlation by using the two-tailed test. The table indicates that all the correlations are positive and significant ( $p < 0.01$ ). The correlations of supervision and trainee satisfaction is at 0.435 while the correlation of compensations and benefits and trainee satisfaction is at 0.620. Moreover, the job characteristics and trainee satisfaction has the correlation value of 0.705. Lastly, the personal growth and trainee satisfaction has the correlation value of 0.644. The result shows that there are positive linear relationships between each independent variable and dependent variable.

## 4.5 Multiple Linear Regression

The multiple linear regression includes the analysis of model summary, ANOVA and coefficients.

### 4.5.1 Model Summary

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	0.781	0.610	0.601	0.40922

*Predictors: (Constant), Supervision, Compensations and Benefits, Job Characteristics and Personal Growth.*

Table 4.13 shows the model summary of the multiple linear regression. The R Square is 0.610 which states that 61% of the trainee satisfaction is able to be explained by the supervision, compensations and benefits, job characteristics and

personal growth. However, there is still 39% that other factors were not involved in the analysis which will affect the trainee satisfaction.

#### 4.5.2 ANOVA

Table 4.14: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
<b>Regression</b>	45.804	4	11.451	68.381	0.000 <sup>b</sup>
<b>Residual</b>	29.305	175	0.167		
<b>Total</b>	75.109	179			

*Dependent Variable: Trainee Satisfaction*

*Predictors: (Constant), Supervision, Compensations and Benefits, Job Characteristics, Personal Growth*

Table 4.14 shows the F value is 68.381 and the significant value is 0.000. A significant value that is below 0.05 indicates that at least 1 of the influencers affect the trainee satisfaction and therefore, the data is linear.

#### 4.5.3 Coefficients

Table 4.15: Coefficients

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
Constant (Trainee satisfaction)	1.033	0.243		4.251	0.000

Influencers of Trainee Satisfaction					
Supervision	-0.104	0.069	-0.092	- 1.506	0.134
Compensations and Benefits	0.187	0.042	0.262	4.398	0.000
Job Characteristics	0.382	0.064	0.411	5.927	0.000
Personal Growth	0.324	0.068	0.309	4.766	0.000

Table 4.15 shows coefficients and the significance analysis. The result shows the effects of each independent variable towards the dependent variable.

Supervision has Beta of -0.104, t-value of -1.506 and p-value of 0.134. This explains that the trainee satisfaction will decrease by 0.104 for the increase of each unit of supervision. The p-value is greater than 0.05, meaning that it has a negative relationship with the trainee satisfaction. Therefore, hypothesis H1 is not supported.

Furthermore, compensations and benefits have Beta of 0.187, t-value of 4.398 and p-value of 0.000. This explains that the trainee satisfaction will increase by 0.187 for the increase of each unit of compensations and benefits. The p-value is below 0.05 meaning that there is a significant relationship between trainee satisfaction and compensations and benefits.

Moreover, job characteristics has Beta of 0.382, t-value of 5.927 and 0.000 p-value which indicates that the trainee satisfaction will raise by 0.382 for the rise of each unit of job characteristics. The p-value of 0.000 which is below 0.05 supports the H3 where the trainee satisfaction and the job characteristics have positive relationship.

Next, the personal growth has Beta of 0.324, t-value of 4.766 and p-value of 0.000. This explains that the trainee satisfaction will rise by 0.324 for the increase of each unit of personal growth. The p-value of 0.000 shows that the trainee satisfaction and personal growth has positive relationship. Hence, the H4 has been supported.

## 4.6 Conclusion

In this chapter, the relationship between the influencers of trainee satisfaction during their internship in Malaysia organization has been analysed. There are various methodologies and techniques have been implemented to analyse the dependent as well as independent variables. Table 4.16 summarizes the final result of the hypothesis testing between dependent and each of the independent variable.

Table 4.16: Summary of Statistical Results

Hypothesis	Description	P-value	Results
H1	There is a negative relationship between supervision and trainee satisfaction during internship in organizations in Malaysia.	0.134	Not supported (p value > 0.05)
H2	There is a significant relationship between compensations and benefits and trainee satisfaction during internship in organizations in Malaysia.	0.000	Supported (p value < 0.05)
H3	There is a significant relationship between job characteristics and trainee satisfaction during internship in organizations in Malaysia.	0.000	Supported (p value < 0.05)
H4	There is a significant relationship between personal growth and trainee satisfaction during internship in organizations in Malaysia.	0.000	Supported (p value < 0.05)

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## CHAPTER 5: DISCUSSION AND CONCLUSION

### 5.1 Introduction

In this chapter, the findings of the relationship between all the independent variables and dependent variable studied in this research are discussed. Besides, the implications and the limitations of this research studied are stated. Lastly, the recommendations are formed for the future research related to this study.

### 5.2 Discussions of Major Findings

This study defines the influencers that have an effect on the trainee satisfaction during their internship in the organizations in Malaysia. Thereby, the findings are discussed through the implementations of the analysis of the multiple linear regression.

#### 5.2.1 The relationship between supervision and trainee satisfaction during internship in organizations in Malaysia.

Based on the results concluded from the data analysis that conducted for the supervision, which is one of the independent variables, surprisingly there is a negative relationship between supervision and the dependent variable, trainee satisfaction during internship. The result of the multiple linear regression analysis shows that supervision obtained the p-value greater than 0.05 which is 0.134 and Beta of -0.104. Hence, supervision has a negative relationship with the dependent variable. This finding contrasts the research conducted by Dabke (2015) which stated that the support from mentor or supervisors has a positive relationship with intern satisfaction. Despite this result is not aligned with the study of Dabke, there are a few studies support this result. The research of Le and Tran-Chi (2019) found



that there is a negative relationship between the supervisor and the internship satisfaction. Besides, the study of Putri (2018) on the internship satisfaction in a Germany hotel restaurant also revealed that the relationship between supervision and internship satisfaction is negative. This finding may be due to the strict mentoring as some supervisors treated the trainee like a permanent staff. Hence, the requirements and concerns of the workplace supervisors towards trainees may cause a poor relationship and lead to dissatisfaction during the internship.

### **5.2.2 The relationship between compensations and benefits and trainee satisfaction during internship in organization in Malaysia.**

Based on the result found in the multiple regression analysis, compensations and benefits has a positive relationship with trainee satisfaction. The result shows that the compensations and benefits obtained p-value lower than 0.05 and Beta of 0.187. This finding is supported by the research on internship in accounting firms which indicated that there is a positive relationship between compensations and benefits and trainee satisfaction during internship (Ahmad, 2020). Moreover, the research studied by Gault, Redington and Schlager (2000) also supports the finding of this research that the compensations and benefits and overall trainee satisfaction during internship have a significant relationship. To sum up, the previous studies findings are consistent with the finding of the compensations and benefits in this research. This is because of the reason that trainees feel satisfied if the compensations given to them are aligned with their workload.

### **5.2.3 The relationship between job characteristics and trainee satisfaction during internship in organization in Malaysia.**

The job characteristics and trainee satisfaction have a positive relationship based on the result of the data analysis. The result of the multiple linear regression analysis shows that the job characteristics have less than p-value of 0.05 and Beta of 0.382 meaning that there is a positive relationship between the independent variable, job

characteristics and the dependent variable, trainee satisfaction. Paulins (2008) who studied the satisfaction of trainees in the retail industry also found that the job characteristics and trainee satisfaction has the significant relationship. Besides, the study of Stansbie and Nash (2016) concluded that the job characteristics contributed to higher satisfaction of trainees in the hospitality and tourism sector. The high level of variety of the task assigned to trainee will contribute to their satisfaction as it provides opportunities to them to learn more.

#### **5.2.4 The relationship between personal growth and trainee satisfaction during internship in organization in Malaysia.**

The finding in the previous chapter shows that there is a positive relationship between personal growth and trainee satisfaction. The result of the multiple linear regression analysis stated that the personal growth obtained p-value of 0.000 which is less than 0.05 and Beta of 0.324. This indicates that the personal growth as an independent variable has a positive relationship with the trainee satisfaction. This finding is similar with the study of Karabulutlu, Turan and Oruc (2020) as they found that the personal growth significantly affects the trainee satisfaction. This is because trainees feel satisfied when they achieve their personal goals throughout the entire internship. Furthermore, a research's finding explained that the personal growth influences the trainee satisfaction positively as they feel satisfied when they developed knowledge based and interest during their internship (Kukreti & Dani, 2020).

### **5.3 Implications of the Study**

This research studies the influencers of trainee satisfaction during internship in organizations Malaysia. The analyses that have been conducted provide results that are useful for the economy of Malaysia in each of the sector. It is also useful for the government agencies such as the Ministry of Human Resource.

Job characteristics have the highest value of the coefficient which shows that trainee satisfaction influenced the most by job characteristics. Hence, a good quality of job content helps to increase the satisfaction during internship. Most of the people expect to conduct tasks which are more challenging and interesting. Therefore, an organization should not treat their trainees as an assistant of completing different kinds of minor tasks. In contrast, organizations should arrange high quality tasks to trainees which help them to have high perceived value towards their jobs. The more innovative the jobs the trainees involve, the higher the satisfaction during internship.

Apart from that, the personal growth is also one of the important influencers of the trainee satisfaction. According to the study of (Jawabri, 2017), students feel that it is necessary to have a certain skills in performing their jobs during the internship. By developing the skills and knowledge, they will be more confident towards their internship jobs. Thereby, the organizations should provide training programs to train the trainee personal skills such as the cognitive and communication skills as this helps them to grow and to be more professional. Not only that, the organizations could also promote the training programs as their strength to attract more quality students or fresh graduates to be their trainees. By doing so, the trainee satisfaction will be affected positively and their retention towards the organizations may be higher. This will indirectly to retain young talents to work in Malaysia.

Moving on to the next implication, the compensations and benefits also influence the trainee satisfaction significantly. The satisfaction is positively influenced by the compensations and benefit as trainee hope to receive the allowance that justifies their heavy workload. According to Gimino (2022), Malaysian government set a rule that the minimum wage for a permanent staff should be RM1,500 in Malaysia due to the increasing living cost. The wage for permanent staff works in government-linked investment companies is RM1,500. The same thing goes to the private sector companies. However, there is no rule set for the minimum allowance for trainee who are under the internship in any organizations. The government should fix a minimum rate of allowance for small and medium enterprises as well as multinational companies. This is because many of the organizations assign the same workload as a permanent staff to trainee and some even larger but they were only underpaid. According to the study of Ahmad (2020), the respondents only

received the allowance between RM400 to RM1,000 and some of them think that they were underpaid. Therefore, to regulate the minimum rate of allowance for trainee is important to improve the satisfaction of trainees.

Based on Rodzi (2021), there was a total number of 1.1million of migrant workers which is one of the reason that contributed to the shortage of skilled workers in Malaysia. This study helps organizations and the government to find out the important factors that can be used to improve the trainee satisfaction during their internship. By taking particular preventive actions, the government and organizations would be able to increase the trainee satisfaction and provide a good experience in working locally. Hence, by improving the young generations satisfaction during their internship in organizations in Malaysia, it will reduce the shortage of skilled workers as they might choose to work in local organizations after graduation instead of working oversea.

## **5.4 Limitations of the Study**

There are some inevitable limitations that inhibited this study. Firstly, the obstruction of this study is the sample size as the research only included 180 respondents which is considered as small sample size. There are many organizations in Malaysia are providing internship programs. Hence, the 180 respondents might be not enough to represent the perception of all the trainee in organizations in Malaysia.

Secondly, another limitation is the respondents' demographic. Out of the 180 respondents, majority of them are Chinese which is 78.3%. There is inequality in the ethnicities involved in this research as the other 2 significant ethnicities in Malaysia, Malay and Indian did not involve much in this research. As this research focuses on organizations in Malaysia, the research should include experiences or opinion from all these 3 ethnicities equally.

Furthermore, another limitation is the 4 influencers which is the independent variables studied may be insufficient. Based on the result, there is only 61% of the variance in the trainee satisfaction can be explained by these 4 variables, meaning that 39% of the satisfaction during internship were not being tested in this research.

## **5.5 Recommendations for Future Research**

As there are a few obstructions in this research, there are a few sectors are recommended for the future research which relates to this study. More researches should be conducted to have a clearer and comprehensive understanding on the influencers of the trainee satisfaction during internship. Firstly, the suggestion developed according to the limitations encountered in this research is to increase the sample size of the study. This is also to increase the reliability level as well as the accuracy of the data. Hence, it is suggested to increase the respondent number to cover more area and to obtain results from a broader perspective.

Beyond that, the sampling technique is recommended to be a probability sampling such as stratified sampling method. This is to ensure that every ethnicity has the equal probability to be the respondent involved in the research. The survey questionnaire is recommended to be evenly distributed to selected ethnicity which include Chinese, Malay and Indian in order to increase the preciseness of the target respondents.

In addition, more independent variables which are the influencers of trainee satisfaction during internship should be considered. For instance, other variables are working environment, career intention, and perceived social value. Despite the finding shows that the supervision and trainee satisfaction have negative relationship, it is suggested that the supervision should be separated into workplace supervision and academic supervision in order to yield different results for the study. Moreover, the compensations and benefits studied are recommended to distribute into 2 categories which are intrinsic and extrinsic. This is to obtain a clearer view on the effects of both intrinsic and extrinsic towards the trainee satisfaction.

## **5.6 Conclusion**

The major objective of conducting this research is to examine the influencers of trainee satisfaction during internship in organizations in Malaysia in order to bring awareness to organizations and government authorities on the importance of trainees towards the development of businesses and economy. There are 4 hypotheses developed to test the relationship between the 4 independent variables and dependent variable. Furthermore, the detailed literature review of the dependent and 4 independent variables have been completed which includes the studies on trainee satisfaction, supervision, compensations and benefits, job characteristics and personal growth. The literature review involved clear and detailed explanations on each of the variable. The explanations are based on the previous studies on the variables.

The studies of past related research and journal articles as well as the analyses conducted prove that the relationships between compensations and benefits, job characteristics, personal growth and trainee satisfaction are positive while supervision has a negative relationship with the trainee satisfaction. This study has achieved all the objectives.

Moreover, there are different methods used in conducting this research such as the data collection method, sampling design, research instrument and construct measurements which have been discussed in Chapter 3. The sample size of 180 respondents were collected through judgement sampling and the distribution of survey questionnaire.

Besides, the reliability analysis, descriptive analysis, correlation analysis and multiple linear regression were applied to test the data collected. The results have been presented in table form and explained in Chapter 4. Lastly, Chapter 5 provides a clear view on the findings and discusses about the significant and limitations found in this research.

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## APPENDICES

### Appendix A: Questionnaire

Dear respondents,

Good day and good health. I am Chia Zhi Qing, a final year student who is currently pursuing Bachelor of International Business (Hons) in Universiti Tunku Abdul Rahman (UTAR). I am conducting a research project on the topic of “Influencers of Trainees Satisfaction during Internship in Organizations in Malaysia”.

You are invited to participate in this research by filling up this questionnaire. This questionnaire is designed to study the trainee satisfaction and it consists of two sections which will take not more than 10 minutes to complete.

Your honest response is extremely important to the success of my study. I appreciate your cooperation in completing this questionnaire.

If you have any questions about this questionnaire, please do not hesitate to contact me through email ([zhiqing.chia@lutar.my](mailto:zhiqing.chia@lutar.my)).

The eligibility criterion:

1. Had conducted or currently conducting internship.
  - Yes
  - No (Sorry, you do not meet the eligibility criterion of this research. Please click “Next” to proceed to submit your response. Thank you for your participation.)

Section A: Demographic profile

1. Gender:
  - Male
  - Female
2. Ethnic:
  - Malay
  - Chinese
  - Indian
  - Others:
3. What is your monthly income?
  - RM 0 - RM 1,000
  - RM 1,001 – RM 3,000
  - RM 3,001 – RM 5,000

- > RM 5,000

## Section B: Construct Measurements

**(i) Trainee Satisfaction**

Statement		1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
1.	Overall, the industrial training I received is applicable to my future career.					
2.	Overall, the industrial training meets my needs.					
3.	Overall, I am satisfied with the amount of tasks received during my internship.					
4.	Generally, I am able to apply what I have learned during my internship in my future career.					

**(ii) Supervision**

Statement		1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
1.	My faculty was very helpful in preparing me to look for an internship.					
2.	My academic supervisor was extremely supportive.					
3.	My academic supervisor helped me speak to the company when problem arises.					
4.	My work supervisor tried to make the work experience interesting.					
5.	I was given useful feedback on my work.					
6.	My work supervisor motivated me to do my best work.					

**(iii) Compensations and Benefits**

Statement		1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
1.	I am satisfied with the benefits I received during my internship.					
2.	The benefits I received are as good as most other organizations offer.					
3.	The benefit package I received is equitable.					
4.	There are benefits that I did not receive which I should receive.					

**(iv) Job Characteristics**

Statement		1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
1.	My internship required me to use a number of complex or high-level skills.					
2.	My internship provided me with the chance to completely finish the tasks that I had begun.					
3.	The results of my work significantly affected the lives and well-being of other people.					
4.	Site supervisors often informed me about my job performance.					
5.	The actual work itself provided clues about how well I am doing during my internship.					

**(v) Personal Growth**

Statement		1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
1.	My internship made me mature professionally and personally.					
2.	My internship changed my personal career goals.					
3.	My internship positively changed my interests in accounting and finance related businesses.					
4.	I developed a habit of accomplishing my tasks before deadlines after my internship.					
5.	My internship practically improved my classroom concepts.					
6.	My internship changed my personal aspirations in some ways.					