

INTERNSHIP SATISFACTION: A PRELIMINARY
STUDY ON UNDERGRADUATES FROM THE
FACULTY OF BUSINESS AND FINANCE OF
UNIVERSITI TUNKU ABDUL RAHMAN

BY

CH'NG PHUI JEAN
HENG KAWAI
HUNG WEN RONG
OOI XUI CHI
SOH CHIEN YIN

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DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
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Name of Student:	Student ID:	Signature:
1. <u>CH'NG PHUI JEAN</u>	<u>09ABB07412</u>	_____
2. <u>HENG KAWAI</u>	<u>09ABB05921</u>	_____
3. <u>HUNG WEN RONG</u>	<u>09ABB07152</u>	_____
4. <u>OOI XUI CHI</u>	<u>09ABB06599</u>	_____
5. <u>SOH CHIEN YIN</u>	<u>09ABB07164</u>	_____

Date: 15TH MARCH 2012

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LIST OF ABBREVIATIONS

A	Autonomy
AC	Bachelor of Commerce (Hons) Accounting
ANOVA	Analysis of Variance
AP	Academic Preparedness
BA	Bachelor of Business Administration (Hons)
BF	Bachelor of Business Administration (Hons) Banking and Finance
C	Commute
CGPA	Cumulative Grade Point Average
CR	Credit Requirements
CW	Co-workers
EN	Bachelor of Business Administration (Hons) Entrepreneurship
F	Feedback
FBF	Faculty of Business and Finance
FE	Bachelor of Economics (Hons) Financial Economics
FN	Bachelor of Finance (Hons)
FTE	Faculty of Technical Education
GPA	Grade Point Average
IO	Internship Office
JCM	Job Characteristics Model

JDI	Job Descriptive Index
JIG	Job in General
LO	Learning Opportunities
L	Location
MK	Bachelor of Marketing (Hons)
MNC	Multinational Corporation
OS	Organization Satisfaction
P	Pay
PA	Positive Attitude
PG	Professional Growth
SI	Self-Initiative
SME	Small and Medium Enterprise
SPSS	Statistical Package for the Social Science
SS	Site Supervisor
SV	Skill Variety
TC	Task Clarity
TI	Task Identity
TS	Task Significance
US	University Supervisor
UTAR	Universiti Tunku Abdul Rahman
WH	Work Hours

PREFACE

The inception of the idea in embarking on this research was triggered by the authors' own experiences while going through the whole internship process themselves. This research act as an avenue for the authors who are also undergraduates to assist universities, host companies, and employers in shaping their conduct to enable the facilitation of internship experiences to be as satisfying as possible.

Internship has been making its presence felt in higher learning institutions of today. It is a form of training for undergraduates to provide them with a good stepping stone to experience the many facets of the working world and to gain practical knowledge and training in which they may not have been able to attain merely from a classroom setting.

Although the importance and effectiveness of internship were presented in many studies, the field of research regarding internship is relatively new. The study on internship satisfaction is also in its early stages. Internship satisfaction is often being associated with job satisfaction whereby there is a need to understand that this association has its own implications as interns and permanent employees are dissimilar mainly in their expectations.

With the intention to improve the efficiencies and conduct of all parties involved in internship to ensure satisfying internship experiences and to gain maximum benefit from the internship process, the authors have a genuine interest to identify the factors that contribute to internship satisfaction so that findings that surface will be meaningful and useful to the main audiences of this research.

ABSTRACT

Internships have been gradually increasing in terms of its incorporation into the academic curriculum of tertiary education providers and have been made compulsory as a requirement for graduation in some parts of the world, including Malaysia. Despite its increasing presence and importance, little research has been done on internship satisfaction whereby it has been one area of research that has been largely neglected. The aim of this study is to identify the factors which may contribute to internship satisfaction among business undergraduates. There were five core factors identified through the literature as predictors of internship satisfaction namely individual factors, university support, job characteristics, organizational environment, and contextual factors. To explore further, a quantitative research involving 310 business undergraduates who had undergone internship from the Faculty of Business and Finance of Universiti Tunku Abdul Rahman (UTAR) was conducted. The relationship among variables were evaluated and analyzed with Pearson Correlation analysis, independent samples t-test, and multiple regression analysis. Results showed that four out of five factors were good predictors of internship satisfaction (individual factors, university support, job characteristics, and organizational environment) with organizational environment as having the most significant influence on internship satisfaction. This study may provide pointers for the university faculty for a more effective conduct of internship being its first time in implementation, assist employers in their attracting, recruiting, and retaining effort by being aware of undergraduates' expectations of satisfaction and most importantly, helping undergraduates to get the most from their internship and to have a more satisfying internship experience.

CHAPTER 1: INTRODUCTION

1.0 Introduction

The following chapter provides the background of the research, the statement of the problem, research objectives, research questions, and significance of the study.

1.1 Research Background

One of the objectives of the Malaysian Higher Education system is to produce professionals as demanded by the nation for human resources (Hassan, 2010). In line with this objective, the Malaysian government has been pushing forward to improve graduate unemployment problem which remains largely unsolved. This issue is depicted in the local media that the market had difficulty in absorbing the increase in the number of graduates seeking employment (Ismail et al., 2004). The reason behind this issue includes the lack of working experience among university graduates and the misconception that these graduates are not relevant to the marketplace demand (The Star, 2007). As a result, internships have since been incorporated into the curriculum of tertiary education providers and have been made compulsory as a requirement for graduation in many higher learning institutions in Malaysia and around the globe (Lai et al., 2011).

Due to Malaysia's strong economy, the nation is in good position to create more jobs for its citizens (Randstad, 2008). According to Prime Minister Datuk Seri Najib Razak, Malaysia is fortunate to be experiencing economic growth, at the same time, being able to create jobs in contrast to the US and several European nations. He added that this country can

achieve as much as six per cent growth in job creation prospects in 2011. Amidst the good news, increasing the employability of graduates becomes a major challenge for students, universities and organizations (Wen, 2010). Graduates have to differentiate themselves for the competition of jobs. Pressure would be put on university graduates who have no prior working experience which could be obtained in the form of internship or industrial attachment.

Business internships are truly beneficial and loaded with useful experiences which enhance an individual's transition into the real business world (Knouse & Fontenot, 2010). Indeed, business internships have become increasingly essential and popular in students' learning as well as career preparation (Gupta et al., 2010). For students, internships not only act as a bridge to employment after graduation, but also provide opportunities to learn practical skills (Huang & Jia, 2010). For educational institutions, internships provide an avenue to compete for a larger intake of students through their comprehensive curriculum with an attractive internship program (Lam & Ching, 2007 cited in Hsu et al., 2011). To host organizations, internships act as an effective screening, recruitment and selection tool for potential hires (Huang & Jia, 2010).

Undoubtedly, the benefits and positive outcomes of internships are aplenty with many previous academic researches on it (Knouse & Fontenot, 2010; Muhamad et al., 2009; Okay & Sahin, 2010). However, the essence of successful internship experiences lies on the satisfaction of students with their internships (Clark, 2003 cited in Knouse & Fontenot, 2010). Internship satisfaction is one area of research that has been largely neglected and little research has been done into it (Klee, 2011).

1.2 Problem Statement

The employment turnover rate in Malaysia is increasing with the advent of youngsters and those who are talented and skillful in the labor force (Economic Planning Unit, 1976; Hewitt, 2010). Shortcomings or inadequacy of practical training is a major reason as to why approximately 60,000 unemployed graduates are flooding the job market in Malaysia (Lim, 2006). As a notion to encourage participation of companies in internship intakes and to suppress graduate unemployment, double deduction is granted for expenses incurred by employers in implementing structured internship programme as highlighted in the 2012 Malaysian Budget (KPMG, 2011).

Lately, internships have boomed into popularity as an effective approach to facilitate graduates' employability and career development (The Star, 2007; Wen, 2010). Due to the increasing prominence and the widespread call for internships to be integrated into the business and management curricula, is an optimum time to be investigating ways that makes them more satisfying to interns (D'Abate et al., 2009).

Very little studies have examined in the area of internship satisfaction. Previous studies are found to be limited in scope in terms of their variables and types of respondents. The purpose of this paper is much more comprehensive through the broader coverage in different areas of internship satisfaction.

We intent to use findings and methods from other various researches to determine the predictors of satisfaction in one of the emerging field in the education industry of today, that is, the internship programme. We attempt to examine business undergraduates' internship satisfaction from their own interns' perspectives and experiences through three main factors, that is, the individual, the university and the host companies. We envisage that these three factors contribute to the overall satisfaction of undergraduates towards their internship experience.

1.3 Research Objectives

At this time, there are no current data which describe individuals' satisfaction with their internship experiences in the Faculty of Business and Finance (FBF) of Universiti Tunku Abdul Rahman. Hence, the purpose of this study is to determine the factors that contribute to internship satisfaction among business undergraduates that makes up this faculty. Quantitative methods will be used in this research. The relationships between the identified predictors of internship satisfaction and students' internship satisfaction were empirically examined. The independent variables include the individual factors of interns, the university support, job characteristics, organizational environment, and also contextual factors while the dependent variable would be the internship satisfaction. Our focus is on the strength of relationship among these variables whereby we aim to determine which of the many aspects that impels students' satisfaction with their internship experiences. Discussion and suggestions were given in response to the findings.

1.3.1 General Objective

To identify the factors that contribute to internship satisfaction among business undergraduates.

1.3.2 Specific Objectives

- a) To determine whether there is a significant relationship between individual factors and internship satisfaction.
- b) To determine whether there is a significant relationship between university support and internship satisfaction.

- c) To determine whether there is a significant relationship between job characteristics and internship satisfaction.
- d) To determine whether there is a significant relationship between organizational environment and internship satisfaction.
- e) To determine whether there is a significant relationship between contextual factors and internship satisfaction.
- f) To determine the causal relationship between the five independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors) and dependent variable (internship satisfaction).
- g) To determine whether there is a significant difference between males and females in internship satisfaction.

1.4 Research Question

What are the factors that contribute to internship satisfaction among business undergraduates?

1.5 Hypotheses of the Study

H1: There is a significant relationship between individual factors and internship satisfaction.

H2: There is a significant relationship between university support and internship satisfaction.

H3: There is a significant relationship between job characteristics and internship satisfaction.

H4: There is a significant relationship between organizational environment and internship satisfaction.

H5: There is a significant relationship between contextual factors and internship satisfaction.

H6: The five independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors) are significant to explain the variance in internship satisfaction.

H7: There is a significant difference between males and females in internship satisfaction.

1.6 Significance of the Study

The Faculty of Business and Finance (FBF) of Universiti Tunku Abdul Rahman began its batch of internship placement on the October trimester in year 2011. Since then, the internship programme or also known by the university as industrial training, was made as a compulsory subject in all of the faculty programmes' course structure. This subject is normally offered in the short trimester where final-year students are required to be attached to a company for about 3 months. Students are placed at sites by the university or they can opt to seek out and apply for an internship placement individually on their own (Faculty of Business and Finance, 2011).

This study will be significant to the university's team of educators who develop, incorporate and administer internship programmes for the very first time into the Faculty of Business and Finance's curricula. Findings will provide pointers for a more effective structure of internship. It will also give direction to educators in ensuring students are placed in companies with these good criteria besides fostering relationships with outstanding companies towards fulfilling the objective of preparing students to gain maximum potential benefits from their internship.

Hosts companies of internships ranging from large multinational corporations (MNCs) to small and medium enterprises (SMEs) as well as those providing professional and financial services, banking, hotel and real estate industries, can utilize this study to assess as to whether the factors that contribute to student satisfactions are present in the jobs and work environment they currently offer to interns. Actions can be taken by their side to deliver a satisfactory learning experience for interns through the identification and focus on specific factors that are shown to be effective. Also, companies are better able to attract, recruit and retain top talents through the usage of the outcomes of the study. Knowing the satisfaction of students regarding their internship help host companies redesign their internship structure to more effectively encourage brilliant interns to convert to permanent hires in the future (Hurst, 2007).

Comprehensive understanding by the university and host companies of the factors affecting internship satisfaction will ultimately provide opportunities for better developmental experiences for students, making their internship experience a satisfying and meaningful one loaded with a wide-array of benefits that will assist them throughout their careers.

1.7 Chapter Layout

This study will consist of five chapters. Chapter 1 is the introduction which revolves more on the background and significance of this study. Chapter 2 includes the literature review where relevant literatures will be reviewed and expressed clearly and understandably. We would then create our proposed framework in the same chapter. Chapter 3 describes on the research methodology which includes the research design, data collection method, sampling design, research instrument, construct measurement, data processing and data analysis. We will present our research results and findings in Chapter 4 through descriptive statistics analysis, scale measurement and inferential analysis. Ultimately, constructive discussions and conclusion will be projected in Chapter 5 which

covers an overview of the obtained analyses results, the contributions of our present studies, and also the potential limitations as well as recommendations.

1.8 Conclusion

The purpose of this study is to identify the factors that contribute to internship satisfaction among business undergraduates. The business undergraduates in this context will consist of all the final year students from the Faculty of Business and Finance of Universiti Tunku Abdul Rahman who have undergone their internship. The next chapter, Chapter 2, is the literature review that gives a logical and clear representation of the relevant research work that we have conducted so far. It is also in Chapter 2 that we would review all the information related to our main topic of interest.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

In this section, relevant literatures will be reviewed to gain a better understanding of the many factors that contribute to internship satisfaction among business undergraduates. The body of literature available for review will cover many dimensions. Firstly, this review of the literature will be focused on the meaning of internship satisfaction. Then we move on to the factors that contribute to internship satisfaction among business undergraduates. Along the review, relevant theoretical models will be reviewed. Also included in this chapter is a description of our proposed theoretical framework, critiques, as well as comparisons of the relevant studies. Through the proposed framework, we are able to develop the relevant hypotheses towards the end of our literature review.

2.1 Definition of Internship

According to Malborough (1999) internship originated within medical education. Today, this term is applied to many types of pre-work experiences. The author added that internship can be defined and labeled in a string of other terms in which they all hold similar meaning or in which describe activities akin to internships. These terms include: experiential learning, that is, learning by doing; experiential education, reflecting the practical application of experiential learning theory; practice or practicum, depending on the academic institution; service learning, where it relates to internship experience that is service-related but not necessarily connected to one's career; cooperative education, the result from service learning; field work or field experience, that is, experience gained outside classroom that may not be directly related to a specific course; multicultural education, whereby multiculturalism acts as a life philosophy as the objective is

educational-related and provides personal development; and lastly, cross-cultural internship, whereby intern lives in the subculture as a participant or even as a family member (Duley, 1974; Sexton, 1977 cited in Malborough, 1999).

Smits (2006) regarded internship as apprenticeship, while higher learning institutions in Malaysia normally label the term internship as industrial training (Curtin University of Technology, 2006; International Islamic University Malaysia, 2012; Sirat & Nordin, 2006; Universiti Tunku Abdul Rahman, 2012). We will be utilizing the term 'internship' throughout this research paper to ensure consistency and standardization.

According to Tan et al. (2007) different individuals have different associations to the term 'internship'. Some regard it as any work experience fulfilled prior to completion of formal education or a short-duration work experience spanning from a period of six week or less. The authors added that part-time employment is to be an exception as a form of internship training despite its positivity. We regard the term internship as a working and training experience in any business industries in which undergraduates are attached with, in relation to their course of study, under the supervision of the on-site supervisors as well as the support of academic supervisors for a minimum duration of three months.

2.2 Internship Satisfaction

Satisfying internship experiences provides a plethora of advantages. Students who have a satisfying internship experiences tend to have a more positive outlook toward their career search process and also toward their educational institution (Paulins, 2008 cited in Gupta et al., 2010). These students with satisfying internship experiences will be better able to contribute to their companies when they kick-start their careers.

Knouse and Fontenot (2008) explored on the benefits of business internships and obtained findings from other researchers regarding the issue of satisfaction with internship experience. Cook, Parker, and Pettijohn (as cited in Knoues & Fontenot,

2008) found that over a 10-year period, the trend of satisfaction with internships is relatively stable. In addition, the authors also stated that Bass (2002) found that job satisfaction among women and those working for less than a year were higher, particularly when internship experiences were similar with their jobs.

In their study of accounting students' regional internship programme experiences, Cord et al. (2010) found that students indicated some level of dissatisfaction with the tasks allocated to them, however, most of these students indicated that they are aware of the reasons why they were allocated these tasks. Students' roles in the organization, either assigned to passive or active roles will affect their level of internship satisfaction.

Gupta et al. (2010) conducted a study among business interns to understand the level of satisfaction in which marketing students experience from completing their internships. The study pinpointed that qualities of the internship which include the nature an internship experience and the benefits received will affect students' satisfaction level.

Okay and Sahin (2010) conducted a study to obtain the opinions of students regarding industrial internship throughout their university education. Students from the Faculty of Technical Education (FTE) of five universities were chosen as samples. The authors found that students who received job offers from the companies where they performed their internships showed greater levels of satisfaction and contentment compared to those who did not. These were the students who have adapted well into their internship programme, took the programme seriously, were enthusiastic in gaining more experience, have self-initiative and were highly disciplined to be appreciated by their employers and to be offered job positions.

Bao and Fang (2008) investigated the satisfaction level of students toward their internship experience in the hospitality and tourism industry and factors that affect their overall satisfaction. The study suggested that students were dissatisfied with their internship experience as indicated through the low mean scores. Nelson (1994) conducted a similar study on hospitality students' internship and found that

students are most satisfied with internships that provide relevant work, autonomy and timely feedback.

Employers should not treat interns as part-time employees because this will result in an unsatisfactory internship and will have high probability of damaging the relationship between the employer and the universities (Tackett et al., 2001 cited in Muhamad et al., 2009). Smits (2006) found that retrospective error of the training input measure is perfectly correlated with the retrospective overall satisfaction of the training.

Overall satisfaction highlights on the general internal state of satisfaction or dissatisfaction inside the individual itself (Wubuli, 2009). Job satisfaction is defined as the extent to which people like or dislike their jobs and how they perceive and feel about the different aspects of their jobs (Spector, 1977 cited in Klee, 2011). To consider satisfaction in the specific context of internships, we will utilise existing theories and researches from the general job satisfaction literature as well as other relevant literatures on internship experiences to help us identify the variables of interest. More specifically, we intent to improvise on the initial model laid out by D'Abate et al. (2009) and take on their research's advice which states as follows:

“...researchers should consider a refined model of internship satisfaction that doesn't completely eliminate components from traditional, permanent worker models, but rather prunes and augments those models based on the distinct temporary and learning-oriented nature of internships.”

With this advice on their initial research limitation, we will be enhancing and coming up with a refined model of internship satisfaction that has components that originates from studies catering for permanent workers as well as to shape them in a way that is suitable in the context of interns by adding two additional predictors to make this study a much more comprehensive one covering on many different, yet relevant angles.

2.3 Factors That Contribute To Internship Satisfaction Among Business Undergraduates

D'Abate et al. (2009) conducted an empirical study on internship satisfaction and assessed the satisfaction of interns by looking into three broad factors which consist of job characteristics, organizational environment, and contextual factors. We will be utilizing these three factors in our study on the level of internship satisfaction among business undergraduates of the Faculty of Business and Finance of Universiti Tunku Abdul Rahman. Nevertheless, individual factors and university support were two factors that may hold certain level of significance were ignored by these authors. According to Knouse and Fontenot (2008), individual factors such as attainment of grades, attitudes toward internships, interning with approved companies, and one's career self-efficacy are important predictors of internship satisfaction. There is also evidence that some form of support from students' own university will affect internship satisfaction levels (Klee, 2011). Hence, we will look into five key factors namely the individual factors, university support, job characteristics, organizational environment and contextual factors.

2.3.1 Individual Factors

Wen (2010) explored the degree to which the characteristics of student interns account for their internship success which leads to internship satisfaction. Based on the literature, three individual factors were identified as important aspects of an effective internship programme which are academic preparedness, positive attitude and self-initiative. To facilitate internship satisfaction, interns prefer to have the basic knowledge of the field and that the internship was related to their major of study. Research showed that interns whose expectations towards internship are positive and realistic are more likely to find their internship experience as

satisfactory. Also, self-initiative was crucial although their tasks were not satisfactory as this helps reduce negative effects of a poorly structured internship (Wen, 2010).

Brown and Peterson's study (as cited in Lord et al., 2011) include individual differences as one of the antecedents of job satisfaction. Personal qualities are expected to influence performance which will eventually impact intern's satisfaction with the programme. The authors examined personal qualities in regards of maturity, responsibility and initiative.

Based on the findings of Paulins (as cited in Gupta et al., 2010), the qualities related to the internship experience itself affect the satisfaction level that students perceive. In other words, students express greater satisfaction with internships that provide them with positive experiences and by which they perceive greater personal benefits. Another perception by students regarding the abilities for an internship to improve job prospects, enhance employability, and facilitate job search processes will lead to higher level of satisfaction with their internship (Gupta et al., 2010).

Information seeking behaviors by practiced by college students were found to have a significant impact on internship satisfaction (Huang & Jia, 2010). Interns who are proactive in their conduct, be it in positive framing, information acquisition, negotiation or relationship building, will adjust effectively in their workplace. This behavior will also lead to feelings of accomplishment, job mastery, task or role clarity, and feelings of belongingness. Saks and Ashforth (as cited in Huang & Jia, 2010) found a positive relationship between newcomers' information acquisition behavior and job satisfaction.

Knouse and Fontenot (2008) suggested improvements to increase the effectiveness of internships by changing the current prerequisites to reflect predictors that are more closely related to an intern's success. Evaluation of positive attitude and application of appropriate skills to do well in

internships should be used as a measure. Beard and Morton (as cited in Knouse and Fontenot, 2008) utilized an 18-item scale to measure positive attitude and skill mix which include proactive volunteering, attitude towards learning and work, internship supervision quality and relevant majors pursued. Career self-efficacy, that is, the extent to which an intern will perform well is also a relevant criterion (Braswell & Cobia, 2000 cited in Knouse and Fontenot, 2008).

Based on the above, we propose:

Hypothesis 1: There is a significant relationship between individual factors and internship satisfaction.

2.3.2 University Support

Klee (2011) reported that the school of psychology graduates who went for internship received high levels of support from their university supervisors. The author found that positive relationship was present between total internship satisfaction and support from university supervisors, site supervisors and co-workers. According to Klee (2011), little research exists regarding the topic of intern perceptions of support. Hsu's study (as cited in Klee, 2011) showed that interns directed 2% of requests to their university supervisors for help. Even though this is the smallest percentage as compared to questions posed to site supervisors and peers, nevertheless, all three sources of support are essential. Frequent communication with university supervisors was desired in which an extensive supervision could be provided to interns (Klee, 2011).

University support is essential whereby university supervisors work with students at a distance and functions as consultants when emergencies or problems regarding internship arise (Fagan & Wise, 2007 cited in Klee, 2011). These supervisors are called upon at any time where there are difficult situations faced by interns. Therefore, a supportive relationship

between a university supervisor and an intern student is critical to each intern's performance, well-being and ultimately, satisfaction (Ramos-Sanchez et al., 2002 cited in Klee, 2011).

Smits (2006) investigated on the level of satisfaction of former apprentices with the quality of supervision extended by their schools and found that these former apprentices were less satisfied with the supervision from the side of their schools compared to the supervision from their training firms. The author stresses that students with good supervision from their schools had a higher training input than those who receive inadequate school supervision.

Marlborough (1999) explored the responses of student internship satisfaction by using variables that depict university support. These relevant variables include faculty site visits and communication with faculty supervisor. Papadimitriou and Mardas (2009) found that a close, working oversight and supervision by a university faculty is helpful and beneficial in dealing with individual problems in the context of an internship programme.

Moghaddam (2011) studied on the effectiveness of a school's internship office in handling internship placement and providing students with the necessary support. The researcher found that majority of students indicated that the school's internship office was effective in student placement and support processes. He added that students were satisfied with the support processes as they were conducted in an organized and timely manner.

Gryski, Johnson and O'Toole's (1987) study identified that internship programmes are more likely to be effective when they are intensively administered, clearly recognized in the university's reward structure, sufficiently provided with resources, having frequent consultations between internship supervisors and students, as well as having regular visits of university supervisors with site supervisors (Hedlund, 1973; Hennessy, 1970 cited in Gryski et al., 1987).

Based on the above, we propose:

Hypothesis 2: There is a significant relationship between university support and internship satisfaction.

2.3.3 Job Characteristics

According to Nelson (1994), internships expose interns to the same job dimensions, qualities of supervision and work environments that a full-time employee experiences. According to Steers and Porter (1991) cited in D'Abate et al. (2009), the characteristics of a job is a set of variables with regards of what an employee does at or during work.

Mansour and Achoui (n.d.) suggested that the importance of job characteristics and situational characteristics as well as environment characteristics is influencing employee's satisfaction (Agho et al., 1993). Cited from the same study, Reiner and Zhao (1999) stated and examined job characteristics as one of the sources of job satisfaction. Brown and Peterson (as cited in Lord et al., 2011) introduced task characteristics as one of the antecedents of job satisfaction. The study found that the closer the fit between the skills of interns and the relevant task characteristics, the higher the probability that the individual will find the experience satisfying and worthwhile.

Hackman and Oldham (1980) developed the Job Characteristics Model (JCM) whereby this model serves as a dominant framework for defining task characteristics and also their relationship to employees' satisfaction, motivation, and performance. In other words, particular job characteristics will impact job outcomes and also job satisfaction. There are five core job dimensions under this model which are skill variety, task identity, task significance, autonomy and feedback. According to Wubuli (2009), skill variety is the degree to which the job involves a range of activities and talent; task identity is the degree to which a worker completes a particular

job from the beginning to the end; task significance relates to the extent to which the job has an impact on people concerned; autonomy is the degree to which the job provides freedom, independence and discretion to the worker in the planning and execution of tasks and feedback is the extent to which clear and direct information is provided to the worker in an evaluation of his or her performance.

Paulins (2008) investigated on student perceptions of job characteristics of their internship and the relationship between job characteristics and overall satisfaction, whereby the researcher found that retailers will benefit from supporting the satisfaction of their interns as employee productivity and loyalty are related to job satisfaction. This study has reflected similar meaning in terms of job satisfaction and internship satisfaction. Furthermore, findings show that this job characteristics model applies to the study of permanent positions and internships (Rothman, 2003 cited in D'Abate et al., 2009).

Based on the above, we propose:

Hypothesis 3: There is a significant relationship between job characteristics and internship satisfaction.

2.3.4 Organizational Environment

D'Abate et al. (2009) found that characteristics of the general organizational environment were good predictors of internship satisfaction as well and not just the job characteristics itself. Organizational environment, or also known as work environment, covers areas such as learning opportunities, career development opportunities, site supervisory support, co-worker support, networking opportunities and organization satisfaction. In his research, Nelson (1994) considered the job dimensions and its work environment, including supportive relationships as contributors to students' internship satisfaction.

Tarquin and Truscott (2006) showed us that there is a relationship that exists between satisfaction and the supervisory relationship for intern students. A supervisory support is the extent to which employees perceive their supervisor to provide them with adequate direction, encouragement and mentoring (Hurst, 2007). Individuals receiving high levels of support from their site supervisors reported higher levels of total satisfaction with their internship experience because they felt that they are valued by their supervisors (Klee, 2011). According to Hurst (2007) there is a certain level of importance in terms of support not only in the internship training process but also for full-time employees. A workplace with high levels of supervisory support will have a positive impact on job performance, job satisfaction, organizational commitment and turnover intentions and also reduced employee role conflict, role ambiguity and absenteeism (Dixon et al., 2005; Hurst, 2007).

A study conducted by Wen (2010) involving 113 student interns showed that effectiveness of supervision and task role clarity were positively associated with the success of an internship. The strategic roles of site supervisors determine whether an internship experience is positive, satisfying or otherwise. Tasks clarity improves internship experiences while periodic lack of work and work assignments that are poorly planned will elicit dissatisfaction in terms of frustration among interns (Rothman, 2007 cited in Wen, 2010). In a similar study, Rothman (2007) suggested that other than tasks clarity, communication, challenging assignments, ongoing feedback, exposure to other parts of the business, and respectful treatment also determine the extent of an internship effectiveness. A research conducted by Smits (2006) on the quality of apprenticeship training shows evidence that interns were satisfied with the supervision provided by their training firms and more than half of them agreed that supervision in their training place was good.

Huang and Jia (2010) found that the presence of a shared and formal learning experience as well as support from co-workers and supervisors

help reduce stress and frustration of interns in the new workplace. The authors also added that organizational support is vital in helping newcomers establish social ties and identifies within the group. The outcomes of socialization as well as task mastery, which involves learning the task of the new job, obtaining self-confidence, and gaining a favorable job performance level both contribute to internship satisfaction (Huang & Jia, 2010).

Lord et al. (2011) study identified that opportunities for students to apply academic skills, accomplish goals, express opinions and co-worker relationships do influence interns' satisfaction with the firm which ultimately contributes majorly to their satisfaction with the internship experience. Co-worker relationships were anticipated by the authors to influence the satisfaction of interns. Work opportunity which is defined as the opportunities to display one's skills is also treated as one of the antecedents that influence internship satisfaction (Lord et al., 2011).

Knouse and Fontenot (2008) found that mentors help facilitate interns' socialization into the organization and provide better learning opportunities. Hence, the authors suggested that mentoring should be integrated into internship programmes because students who have mentors during their internship tend to have better experiences.

Paulins's study (as cited in Gupta et al., 2010) suggests a few internship qualities that are related to internship satisfaction in retailing which include information and feedback from supervisors, varieties of activities, closure with tasks, clear results of tasks, autonomy and networking opportunities. Beard (2007) has also found that networking opportunities have been an invaluable aspect to interns. Among the internship experience factors that contribute to internship satisfaction are positive internship experience, positive work environment, improved job prospects, new skills, comfort with work environment and communication skills (Gupta et al., 2010).

Moghaddam (2011) found that students who have undertaken an internship or were pursuing one were found to be impressed with the availability of site supervisors and staffs in answering their questions, helping them with their duties, and treating them as a team member or a co-worker. A study by Auburn and Ley (as cited in Wylie, 1999) found that undergraduates perceived placement work which involves a higher degree of interaction and cooperation with colleagues to be more satisfying than academic work.

Based on the above, we propose:

Hypothesis 4: There is a significant relationship between organizational environment and internship satisfaction.

2.3.5 Contextual Factors

Context is defined as the specific setting a program occurs in of which includes social, political, cultural, historical, and personal factors (National Science Foundation, 2005). Kim Seungyong (2003) referred contextual as activities that differ from job-specific task performance but still hold significant importance in achieving organizational goals. D'Abate et al. (2009) identified several contextual factors that are applicable to interns. These factors that may affect internship satisfaction of interns include pay, work hours, commute and location.

Flexible working hours contribute to internship satisfaction while the need to travel in far distances to work leads to dissatisfaction (Rothman, 2003 cited in D'Abate et al., 2009). Nelson (1994) laid out four measures of satisfactions from an individual's work. These are job security, peers and co-workers, supervision and pay.

Beebe, Blaylock and Sweetser (2009) analyzed job satisfaction of internship experiences of communication students through an online survey using the Job Descriptive Index (JDI) and Job in General (JIG)

scale. Results showed greater satisfaction among paid internships than unpaid ones. Students also ranked opportunities to learn job skills, having a good relationship with supervisors, and having the opportunity for advancement on top of salary when evaluating their job satisfaction in internships.

Literatures indicate a significant relationship for interns who are being financially compensated to have more a much more satisfying and successful internships (Beebe et al., 2009; Wen, 2010). Solly and Hohenshil's study (as cited in Klee, 2011) found a positive relationship between salary and job satisfaction. Furthermore, it was evident that financial compensation for internships plays a crucial, important and significant role to satisfaction (Klee, 2011).

Compensation, duration of internship experience, hours worked per week as an intern and Grade Point Average (GPA) are among the predictors used to measure students' satisfaction with their internship experience (Gupta et al., 2010). Interestingly, from this research, there were no significant relationship observed among these predictors and internship satisfaction.

Marlborough (1999) examined several variables which may account for differences in student perceptions of their college internship satisfaction. Compensation and duration of internship were two of the notable variables used in the assessment instrument. Goodman (as cited in Thompson, 2011) found that internships during semester breaks created dissatisfaction among host firms when the duration is as short as 4 to 5 weeks, while better satisfactory results are produced when the duration was between 4 to 30 weeks. Students who had longer internships that is, more than two weeks, tend to agree more favourably with statements about career insights and thus, elicit greater satisfaction than students who underwent shorter internships (Wylie, 1999).

The location or place of an internship may also affect satisfaction because related issues of satisfaction such as the presence of family and friends in a location where one is currently working, community involvement and familiarity with the location have been studied in past researches which link relocation and job attitudes (Fisher & Shaw, 1993 cited in D'Abate 2009).

Based on the above, we propose:

Hypothesis 5: There is a significant relationship between contextual factors and internship satisfaction.

2.3.6 Variation

For this study, we would want to investigate on the extent to which individual factors, university support, job characteristics, organizational environment, and contextual factors can explain internship satisfaction.

Based on the above, we propose:

Hypothesis 6: The five independent variables (individual factors, university support, job characteristics, organizational environment, and contextual factors) are significant to explain the variance in internship satisfaction.

2.3.7 Gender

According to Murray and Atkinson (as cited in Wubuli, 2009), females place more emphasis on to social factors while males places greater importance on salary, advancement opportunities, and other extrinsic rewards. Cited from the same source, Tang and Talpade (1999) concluded that there is a significant difference between males and females in regards of job satisfaction as a result of the influence of job dimensions.

Based on the above, we propose:

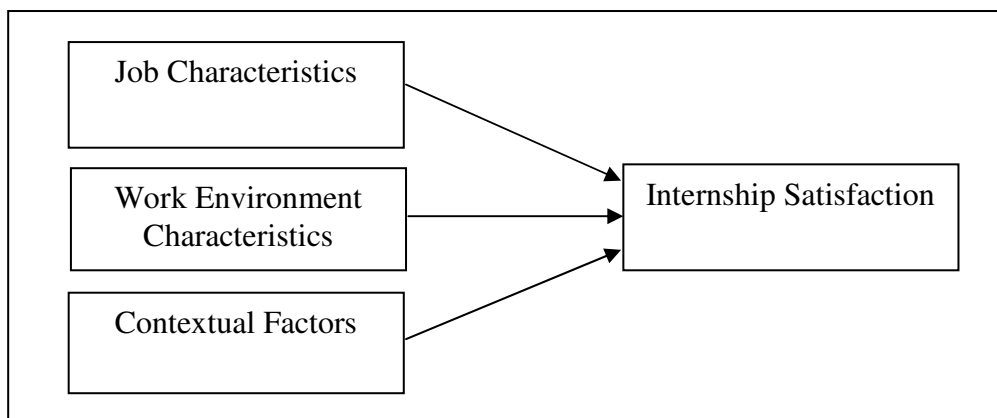
Hypothesis 7: There is a significant difference between males and females in internship satisfaction.

2.4 Review of Relevant Theoretical Models

Model One

D'Abate, Youndt and Wenzel (2009) assessed the satisfaction of interns by looking at three broad factors which are, job characteristics, work environment characteristics and contextual factors in which these factors may contribute to internship satisfaction. The authors utilized this empirical study to assess undergraduate students of the Department of Management and Business at a liberal arts college in the northeastern part of the United States of America. Results showed that job characteristics, especially task significance and feedback, and work environment characteristics, especially learning opportunities, supervisor support and organizational satisfaction, were the best predictors of internship satisfaction. Figure 2.1 depicts the internship satisfaction model proposed by D'Abate et al. (2009).

Figure 2.1: Internship Satisfaction Model

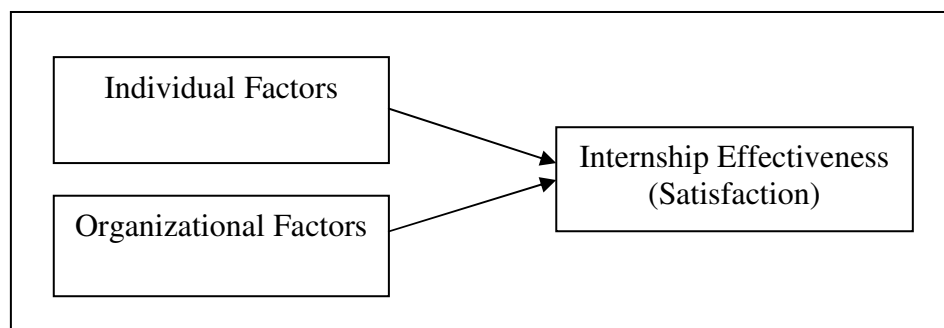


Source: D'Abate, C. P., Youndt, M. A., & Wenzel, K. E. (2009). Making the most of an internship: An empirical study of internship satisfaction. *Academy of management Learning & Educational*, 8(4), 527-539.

Model Two

Wen (2010) focuses on identifying and evaluating the determinants of internship effectiveness to study the degree to which characteristics of student interns and organization practices contribute to internship success. Three individual factors identified were academic preparedness, positive attitude, and self-initiative. Four organizational factors identified were challenging job, supervision effectiveness, task clarity and compensation. It was found that individual factors played a significant role in determining internship effectiveness while supervision effectiveness and task clarity were also positively related with the success of an internship programme. These factors determine whether an internship experience is positive or otherwise and are therefore, relevant to be used in our research on internship satisfaction. Figure 2.2 depicts the internship effectiveness model proposed by Wen (2010) in which we will be utilizing these factors in the context of internship satisfaction.

Figure 2.2: Internship Effectiveness (Satisfaction) Model



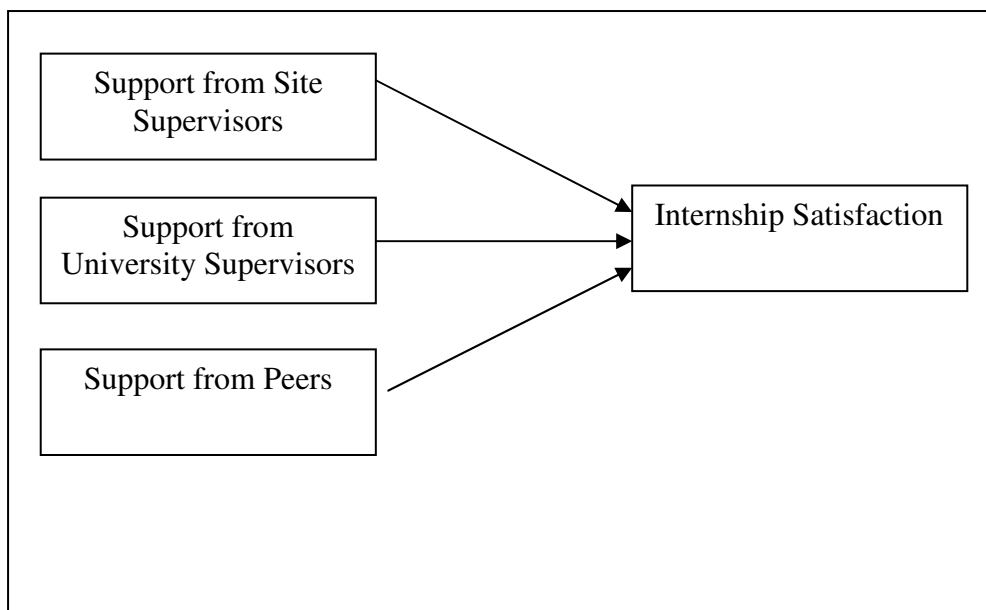
Source: Wen, K. P. (2010). *Determinants of internship effectiveness for university students in Hong Kong*. Hong Kong Baptist University.

Model Three

Klee (2011) studied on the school of psychology graduates in the United States of America on their internship experience, satisfaction and support. Recent graduates

were found to be highly satisfied with their internship experience and those that receive support, be it from their university supervisors, site supervisors or even peers, reported to have a positive impact on their internship satisfaction. Figure 2.3 depicts the internship satisfaction model in the context of supportive relationships as proposed by Klee (2011).

Figure 2.3: Internship Satisfaction Model of Supportive Relationships

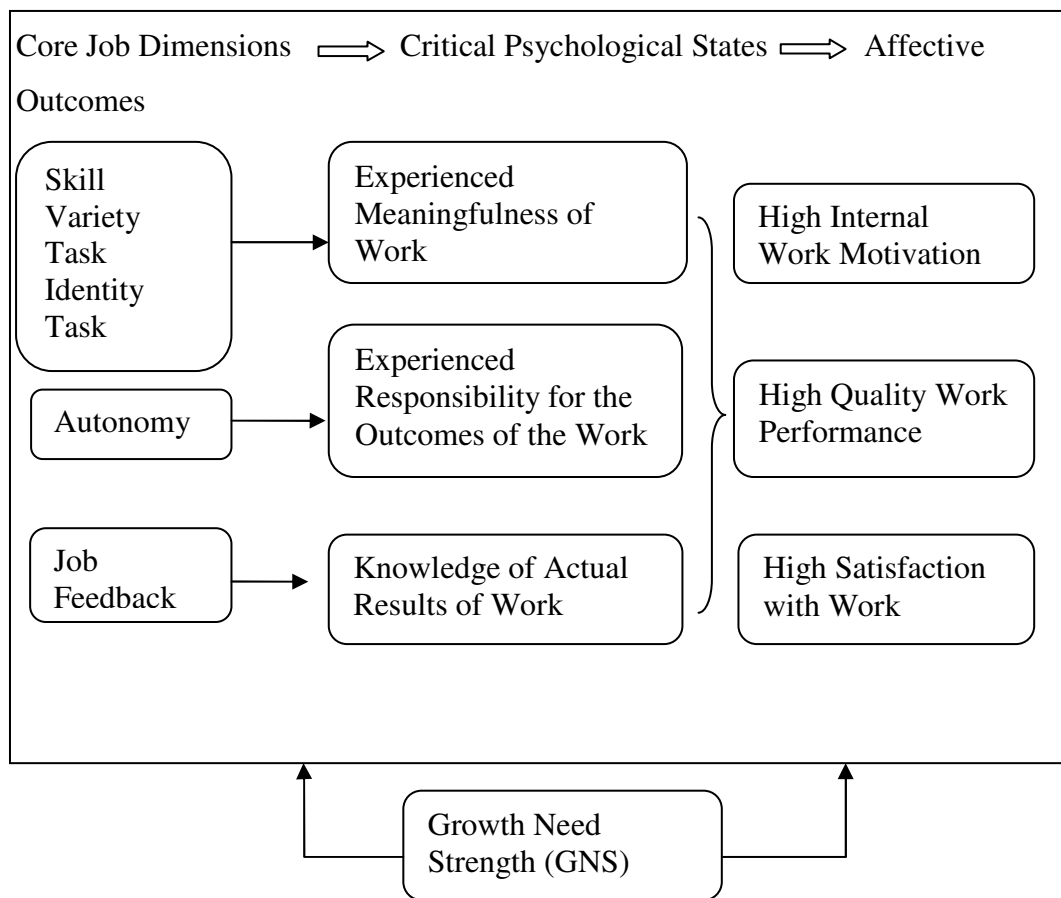


Source: Klee, C. R. (2011). *Recent school psychology graduates: A preliminary survey of their internship experience, satisfaction, and support*. University at Albany, State University of New York.

Model Four

The Job Characteristics Model (JCM) is developed by Richard Hackman and Greg Oldham (1980). This model identified a list of dimensions that satisfy workers that can be depicted in five core dimensions consisting of skills variety, task identity, task significance, autonomy and feedback (Nelson, 1994). Positively perceived job dimensions will heighten the levels of satisfaction and motivation of workers. This model can be applied to both permanent positions as well as internships (Rothman, 2003 cited in D’Abate, 2009). Figure 4.0 presents the Job Characteristics Model (JCM).

Figure 2.4: Job Characteristics Model (JCM)



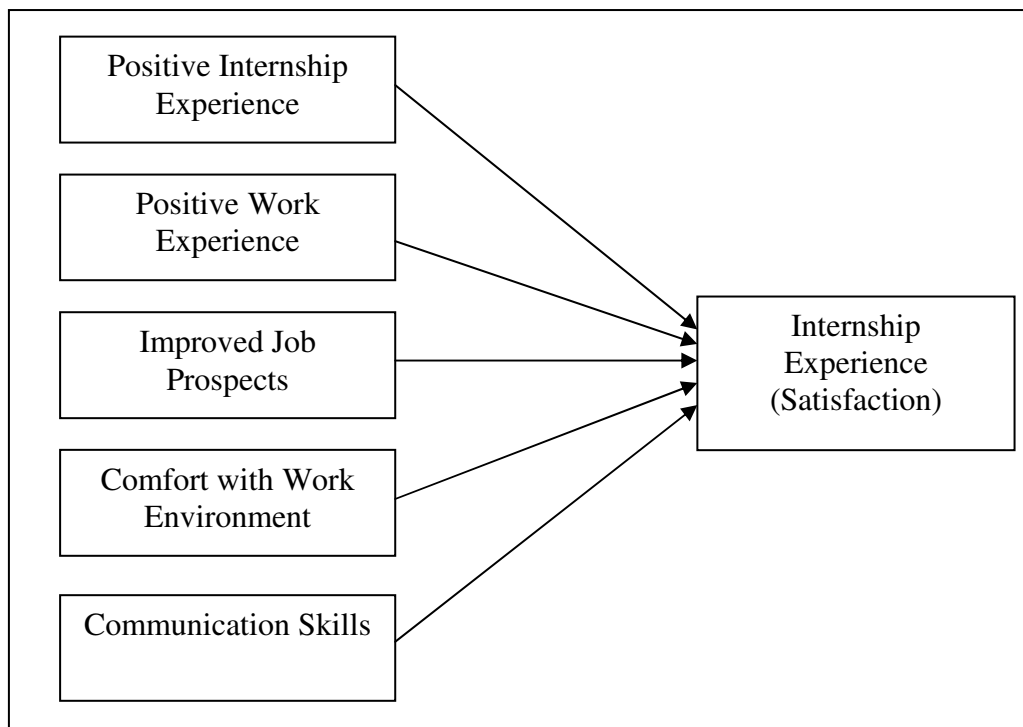
Source Hackman, J. R., & Oldham, G. R., (1980). Work Redesign, Addison-Wesley, Massachusetts.

Model Five

Gupta, Burns and Schiferl (2010) utilized the factor analysis and identified six factors relevant to students' satisfaction with internships. These six factors are positive internship experience, positive work environment, improved job

prospects, new skills, comfort with work environment and communication skills. The respondents comprised of 88 business students from colleges and universities in the United States of America who had recently completed an internship. The authors found that internship satisfaction is related to the nature of internship experience and the benefits received. Figure 2.5 shows the model of internship satisfaction as proposed by Gupta et al. (2010).

Figure 2.5: Internship Experience (Satisfaction) Model

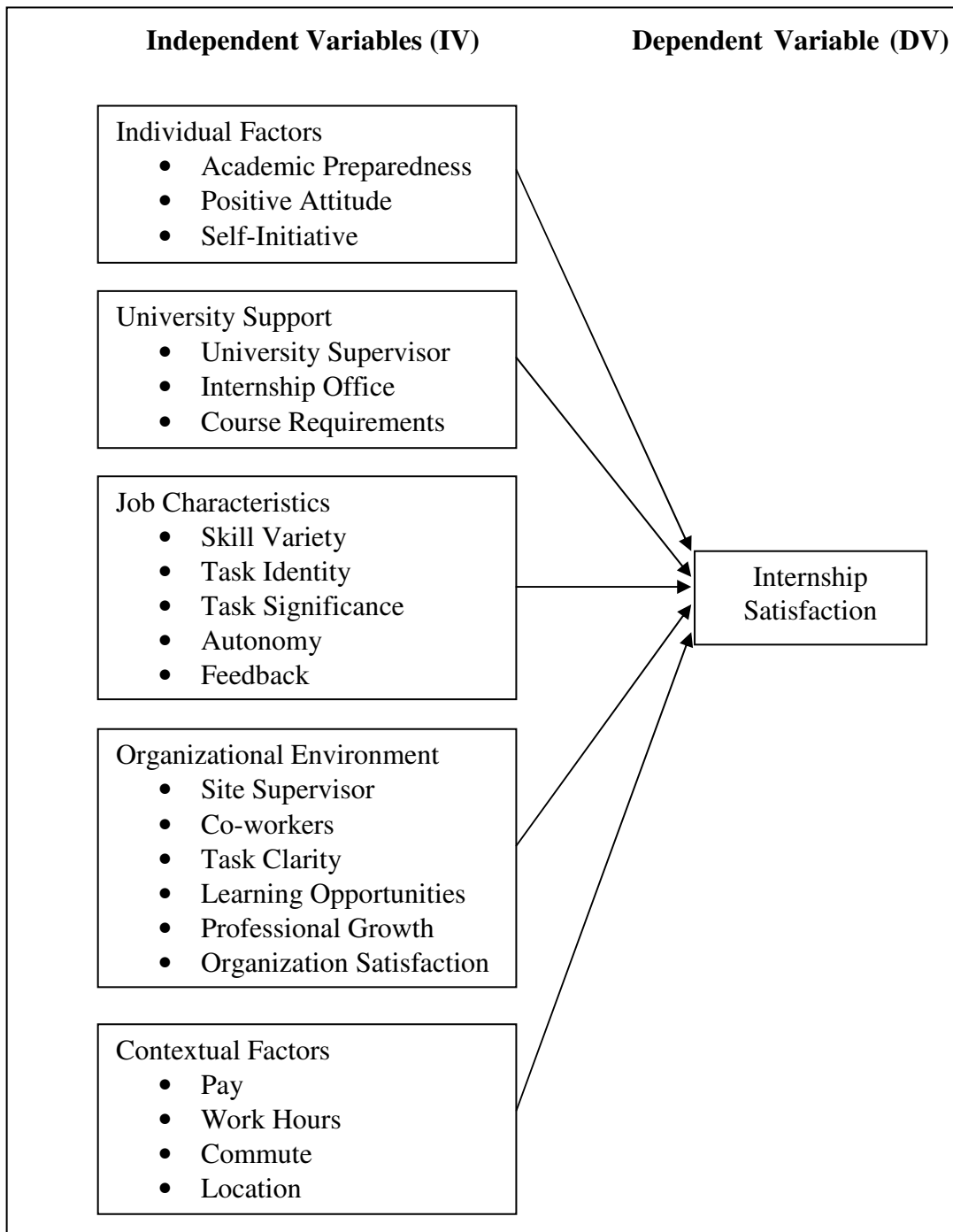


Source: Gupta, P. B., & Burns, D. J. (2010). An exploration of student satisfaction with internship experiences in marketing. *Business Education & Administration*, 2(1), 27-37.

2.5 Proposed Theoretical Framework

Through our reviewing of the literature and the relevant theoretical models, we developed a refined model of theoretical framework for our study (Figure 2.6).

Figure 2.6: Proposed Theoretical Framework



Source: Developed for the research

2.6 Hypotheses Development

Having reviewed the literature and proposed a theoretical framework, we now propose the following hypotheses.

H1: There is a significant relationship between individual factors and internship satisfaction.

H2: There is a significant relationship between university support and internship satisfaction.

H3: There is a significant relationship between job characteristics and internship satisfaction.

H4: There is a significant relationship between organizational environment and internship satisfaction.

H5: There is a significant relationship between contextual factors and internship satisfaction.

H6: The five independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors) are significant to explain the variance in internship satisfaction.

H7: There is a significant difference between males and females in internship satisfaction.

2.7 Conclusion

This chapter highlighted on the definition of internship and an in-depth explanation of internship satisfaction followed by the discussion of factors that contribute towards internship satisfaction. Through the extracting, contrasting, compiling and identification of information relevant to our context of study from different researchers and theorists, we found some common ground among these researches in terms of factors that were presented when determining an internship or job satisfaction. There are five factors that we have drawn upon to become the independent variables for our study. Those five are individual factors, university support, job characteristics, organizational environment and contextual factors. This literature review also highlighted on several relevant theoretical models that led to the development of our own proposed theoretical framework.

As the hypotheses have been developed and the variables are known, we intend to test on these yet to be proven statements in the Malaysian context. Therefore, we will move on to the next chapter, Chapter 3, for the research methodology. This chapter describes how our research is being carried out in terms of the research design, data collection methods, sampling design, measurement scales and methods of data analysis.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

The literature for this study was examined and the relevant information was collected by using quantitative questionnaires. At the beginning, the research process has been identified and the research problems have been formulated. Then, there will be discussions about the instruments to be used, data collection methods, measurement scales, and methods of data analysis. In this chapter, the research design was created to answer the research objectives and hypotheses.

3.1 Research Design

In the preliminary stage, the literature of this subject was examined. As a quantitative study, conclusions are made based on the questionnaires distributed to respondents. Hence, the statistical data is a medium to attain the needed information. Our type of research would be a descriptive research where we aim to describe the characteristics of people that have been identified, in our case, students. It addresses the ‘what’ question, as in ‘What are the factors that contribute to internship satisfaction among business undergraduates?’ We intend to explore the possible correlations among two or more phenomena in which we will be examining a situation as it is. For our case, we aim to determine the relationships between the independent variables (individual factors, university support, organizational environment, job characteristics, and contextual factors) and the dependent variable (internship satisfaction). As our research describes the results obtained using questionnaire, we are also conducting pilot study. A pilot study is a small-scale research done to collect data from respondents similar to those to be used in the full study. This pilot study which usually consists of 30 respondents is essential as it leads to identification of whether respondents could

understand and comprehend our questions or vice versa before conducting a full-scale study.

3.2 Data Collection Methods

There are a few methods used to collect our primary and secondary data that will be used to answer the hypotheses and our research questions.

3.2.1 Primary Data

The appropriateness of using questionnaires to obtain our primary data is due to the fact that it will display the results required and is suitable for the population that is being surveyed. Kent (1993) stated the advantages of using questionnaires are that order and the applicability questions can be monitored by the interviewer. As the questionnaire is one of the main tools for collecting data from respondents, the types and designs of questionnaires used depended on the studies that have been carried out. According to Uma Sekaran and Roger Bougie (2010), the main advantage for us through the use of questionnaires is that we are able to collect all the completed responses within a short period of time. This method is also efficient as we know what is required and how to measure the variables of interest. In our study, the questionnaire consists of three parts. Administering questionnaires to large numbers of individuals at the same time is less expensive and consumes less time than interviewing. At the same time, it does not require as much skill to administer a questionnaire as it does when conducting an interview. The first part is related to the factors influencing internship satisfaction among business undergraduates and the second part seeks to understand the general internship satisfaction among business undergraduates. The

third part is related to the personal details of business undergraduates. The entire instrument was tested in terms of reliability.

3.2.2 Secondary Data

Our secondary data is mostly obtained through journals, reports, the internet and textbooks. Firstly, both academic and professional journals are essential sources of up-to-date information. Articles in academic journals are very dependable and can be trusted as it has gone through tough analysis of experts in the same field before being accepted for publication. The conceptual section of a research article provides a compact overview of relevant literature. It is very helpful source for our study as these research articles provide a detailed description of the purpose of the study, the methods used and the results of the study. We have used academic journals extensively for this research. Professional journals are also valuable source to us for providing recent developments in the field and of facts and figures. It gives us a feel for the practical relevance of the problem. We based our study from a research report by D'Abate et al. (2009) with their research titled 'Making the Most of an Internship: An Empirical Study of Internship Satisfaction'. Their findings provide a useful source on understanding on the predictors of internship satisfaction among undergraduates in the Department of Management and Business at a liberal arts college in the northeastern United States. According to Sekaran and Bougie (2010), the advantages of secondary data sources are time and cost savings in acquiring information. However, it has a drawback of becoming obsolete. Hence, we are well aware of the importance of referring to sources that offer the most current and updated information.

3.3 Sampling Design

3.3.1 Target Population and Samples

In this study, the population targeted is business students who are undergraduates. These business students we are studying upon will only be confined to Universiti Tunku Abdul Rahman (UTAR) in Kampar, Perak. Our sampling frame would be the list of students who had underwent for an internship from Faculty of Business and Finance for the Perak branch. Respondents who will be taking part in our study are final year students (Year 3) pursuing business courses in this university who have undergone internship. Currently, there are 7 major business courses offered by the University include Accounting, Business Administration, Banking and Finance, Marketing, Financial Economics, Entrepreneurship and Finance, being the latest course addition into the faculty.

3.3.2 Sampling Technique

The sampling design used would be the probability sampling of a simple random sampling procedure. This procedure is used in this study to select the individual respondents from the population where elements in this population have some known, non-zero chance or probability of being selected as sample subjects. This method is suitable in our context because it allows the generalizability of findings to the whole population.

3.3.3 Sampling Size

The total population of business undergraduates from the University who had undergone internship is 1644. These students are also the first batch of students from the Faculty of Business and Finance to be deployed for internship as well. Therefore, the appropriate sample size for this given population would be 310 students for a full-scale study. Accordingly, we will be distributing 310 questionnaires for our full-scale study and 30 questionnaires for our pilot study to final-year business students from different business majors who had participated in internship.

3.4 Research Instrument

Upon identifying and studying at the wide range of instruments that could be similarly used to measure students' internship satisfaction, we have been able to apply them into our own research. D'Abate et al.'s (2009) survey instrument was adopted because it had been validated previously in a large American study and is very much similar to the study that we are conducting. We have also utilized a combination of many other related instruments from various researches for the different factors used in our instrument. Minor refinements were made to cater for the Malaysian context and more specifically, the University's context and we have included some areas highlighted by students in the pilot test. The survey consisted of 3 sections that are Section A, Section B and Section C as seen in Appendix 3.1: Questionnaire.

Section A required students to rate based on a 5-point Likert response format that is related to the factors influencing internship satisfaction among business undergraduates. Students are required to rate the scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) according to the extent to which they agree or

disagree for each of the listed statement. There are five main factors which include individual factors, university support, job characteristics, organizational environment and contextual factors whereby, each of these factors has its own sub factors which are to be rated by students according to their level of agreement towards each statement that makes up the main factors. The items measuring individual factors were based on works done by Wen (2010). The items measuring university support were adapted from the works of Klee (2011), Moghaddam (2011), and Wylie (1999). The items used in measuring job characteristics were based from the works done by D'Abate et al. (2009) and Nelson (1994). Meanwhile, the items used in measuring organizational environment were depicted from the research done by D'Abate et al. (2009), Klee (2011), Marlborough (1999), Moghaddam (2011), and Wen (2010). The items used in measuring contextual factors were depicted from the studies done by D'Abate et al. (2009), Hurst (2007), and Moghaddam (2011).

Section B seeks to understand the general internship satisfaction among business undergraduates. Here, students were asked to rate a scale ranging from 1 (Strongly Agree) to 5 (Strongly Disagree) according to the statements that best reflect their opinions. Basically, students were asked generally about the extent to which they were satisfied with their internship as a whole, the kind of work they did during their internship and whether they have often thought of quitting their internship. Students were also enquired about their thoughts on their course mates if their course mates were to take up the same internship experience, in which they need to express the extent to which they believe their course mates would find their work equally as meaningful. The items used in measuring general internship satisfaction were based on studies done by D'Abate et al. (2009) and Nelson (1994).

Section C requested demographic information from the students. Here, their gender and year of study were requested. Other individual information relating to the type of degree program majors they were studying and their current Cumulative Grade Point Average (CGPA) were also requested. Next, students

were asked about the duration of their internship, the nature of business of their internship companies, whether their internship job is related to their major of study and their range of salaries received during their internship. The items used in this section were adapted from the research of Wen (2010).

The survey took about 15 minutes for each respondent to complete. The time taken to distribute and also to collect back all the 30 questionnaires from respondents took about 6 days. Once gathered, the data were tested for reliability.

3.5 Constructs Measurement (Scale And Operational; Definition)

In this section, we will describe in detail about the scale of measurement and the scaling techniques employed in the questionnaire. There are 3 sections to our questionnaire. Section A is related to the factors influencing internship satisfaction among business undergraduates and Section B seeks to understand the general internship satisfaction among business undergraduates. Section C requested the personal details and demographic information about the respondent.

- **Two questions were directed in the initial part of the questionnaire. These questions are close-ended questions.**

Question 1: Are you a university student from the Faculty of Business and Finance (FBF) in Universiti Tunku Abdul Rahman (UTAR)?	Nominal Question	Scale;	Filter
Question 2: Have you ever participated in an internship?	Nominal Question	Scale;	Filter

- **Section A: Factors Influencing Internship Satisfaction Among Business Undergraduates**

5-point Likert scale format is used in this section from 1 (Strongly Disagree) to 5 (Strongly Agree) according to the extent to which one

agrees or disagrees for each listed factors. This scale is also known as an interval scale. There are five main factors used in this section. The first factor, individual factors, consists of 1 sub factor measured using 4 items. The second factor, university support, consists of 2 sub factors measured using 9 items. The third factor, job characteristics, consists of 4 sub factors measured using 5 items. The fourth factor, organizational environment, consists of 4 sub factors measured using 7 items. The fifth factor, contextual factors, consists of 1 sub factor measured using 2 items. Therefore, the total questions in this section are 27 questions. An example from a sub factor for the first main factor, individual factors, is as shown as below.

	SD	D	N	A	SA
1. I often volunteered for tasks.	1	2	3	4	5

- **Section B: General Internship Satisfaction Among Business Undergraduates**

This section also utilizes the 5-point Likert scale. This scale will be similar with the one used in Section B whereby, a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) is used according to the statements that best reflect their opinions. This scale used is also known as the interval scale. There are a total of 4 questions in this section that seeks to know the general opinions of these students regarding their internship satisfaction. An example can be seen as below.

	SD	D	N	A	SA
1. Generally speaking, I was very satisfied with my internship.	1	2	3	4	5

- **Section C: Personal Details**

All questions directed are close-ended questions. There are 10 questions in Section C as seen below.

Question 1: What is your gender?	Nominal Scale
Question 2: Year of Study	Ordinal Scale
Question 3: Major	Nominal Scale
Question 4: Cumulative Grade Point Average (CGPA)	Ratio Scale
Question 5: How did you secure your internship?	Nominal Scale
Question 6: How long was the duration of your internship?	Ratio Scale
Question 7: Nature of business of your internship company	Nominal Scale
Question 8: Is the nature of the internship job related to your major of study?	Nominal Scale
Question 9: Did you receive academic credits (i.e. credit hour, grade) for this internship?	Nominal Scale
Question 10: What was your salary bracket during your internship (in Ringgit Malaysia)?	Ratio Scale

3.6 Data Processing

Upon receiving our questionnaires returned to us from the respondents, we did a series of checking before analyzing and keying in our data. Firstly, we checked through whether all questions have been answered by the 30 respondents. The results of the checking were good as respondents filled all the questions without missing a question. When keying in data, we have utilized the coding technique where we assign numerical scores to the data. These codes are meant to represent the meaning in the data. There were no missing data as all the questions were

completely answered by respondents as seen in Appendix 3.2: Data View & Variable View.

3.7 Data Analysis

A pilot study was carried out to achieve acceptable levels of measurement reliability. The information obtained is used to refine the original survey instrument. The resulting data was analyzed and used to further modify our questionnaire items for the full study. The information can be provided by respondents only if they could understand the questions directed to them. After the checking of this reliability, we could then proceed in sending our questionnaires to the sample of this study, that is, 310 samples that represent the 1644 total population of business undergraduates of the University who had participated in internship. For our statistical analysis, we used the 'Statistical Package for the Social Sciences' (SPSS, version 16.0). All the items and variables were coded and the responses and information collected from the survey were tested.

3.7.1 Reliability Analysis

The reliability of a measure indicated the extent to which the measure is without bias, or error-free, thus, offers consistent measurement across time and across the various items in the instrument (Sekaran & Bougie, 2010). Furthermore, the reliability of a measure will signal the stability and consistency of the instrument in measuring all the concepts. In other words, it helps to assess how good a measure is. According to Sekaran and Bougie (2010), reliabilities less than 0.60 are considered to be poor, those in the 0.7 range are considered acceptable and those over 0.8 are considered good. Hence, reliability testing will test the appropriateness of our questionnaire in this study. In addition, this reliability test will use

Cronbach's alpha testing which is a popular test of inter item consistency by social researches.

Referring to Appendix 3.3: Reliability Analysis, the Cronbach's alpha reliability coefficient for the first factor, individual factors, with 4 items is 0.839. The Cronbach's alpha for the second factor, university support, with 9 items is 0.725. The third factor, job characteristics, with 5 items is 0.648. The fourth factor, organizational environment with 7 items is 0.790 and the fifth factor, contextual factors with 2 items has a Cronbach's alpha of 0.929. Therefore, individual factors have a good reliability while university support, job characteristics and organizational environment have an acceptable reliability. Contextual factors have a good reliability. For Section B, the 4 items measuring general internship satisfaction among business undergraduates with the Cronbach's alpha of 0.815 are deemed to be good in terms of reliability as well. The table below provides an overview of Cronbach's alpha for the five variables and the 4 items in Section B. This table shows that the Cronbach's alpha were all well above 0.600.

Table 3.1: Summary of Reliability Analysis (Pilot Test, n=30)
(Appendix 3.3)

Variables	Number of Items	Cronbach's alpha
Individual Factors (IV1)	4	0.839
University Support (IV2)	9	0.725
Job Characteristics (IV3)	5	0.648
Organizational Environment (IV4)	7	0.790
Contextual Factors (IV5)	2	0.929

Section B		
Internship Satisfaction (DV)	4	0.815

We made sure that we had reversed all the negatively worded items in the questionnaire before submitting it for the reliability test. This is because unless all the items measuring a variable are in the same direction, the reliabilities will be incorrect. We have also come to a point where some of our dimensions Cronbach's alpha was too low, that is, below 0.600. We then took action by finding out which items would have to be removed from our measure to increase the internal consistency.

3.7.2 Changes Made to the Questionnaire

Due to the presence of many negative values in the outcomes of our first reliability test and also the Cronbach's alpha results not exceeding 0.600, we modified our questionnaire to gain the most optimum and acceptable reliability. To date, we have modified our questionnaire up to 4 times to gain the most acceptable reliability to good reliability. Only until our fourth and final modification, the result of our reliability testing successfully ranges between 'acceptable' and 'good'. We were overjoyed for the achievement of Cronbach's alpha above 0.600 after several attempts. The finalized questionnaire could be found in Appendix 3.1: Questionnaire.

Initially, for Section A, there were 3 sub factors for the first factor, 3 sub factors for the second factor, 5 sub factors for the third factor, 6 sub factors for the fourth factor, and 4 sub factors for the fifth factor. After a series of modification for the sake of respondents' understanding, comprehension and reliability, we have deleted some questions that are deemed too difficult to understand and comprehend. The deletion of questions led to

the deletion of sub factors as well. These sub factors were not significant enough to bring effect to each main factor and were thus deleted. In detail, 4 questions covering two sub factors were deleted from the first factor, 2 questions covering one sub factor were deleted for the second factor, 5 questions were deleted from the third factor with the remaining of four sub factors, 5 questions were deleted from the fourth factor with the remaining of four sub factors and finally, 6 questions covering three sub factors were deleted from the fifth factor. The five main factors consisting of the independent variables remains, however, the sub factors that made up each of the five main factors were reduced from the initial 21 to 12. Hence, the total number of questions in Section A from the initial 49 was reduced to 27.

Table 3.2: Changes made to Questionnaire in Section A

[* Indicate deleted item; (r) Indicate reversed-coded item]

SECTION A: MAIN FACTORS	SUB FACTORS
1) Individual Factors	
1. My course of study in university gave me the skills needed to perform well on the job.	Academic Preparedness (AP)*
2. I treated my internship like a real job.	Positive Attitude (PA)*
3. I treated my internship as a potential learning opportunity.	Positive Attitude (PA)*
4. I am aware of the positive and negative aspects of the job when I was hired.	Positive Attitude (PA)*
5. I often volunteered for tasks.	Self-Initiative (SI)
6. I proactively asked questions.	Self-Initiative (SI)

7. I took the initiative to get acquainted with other employees.	Self-Initiative (SI)
8. I proactively asked for feedback during internship.	Self-Initiative (SI)
2) University Support	
1. My university supervisor was available at critical times.	University Supervisor (US)
2. My university supervisor provided direct and immediate feedback.	University Supervisor (US)
3. My university supervisor was knowledgeable about organizational policies and procedures.	University Supervisor (US)
4. My university supervisor fostered an open and trusting relationship.	University Supervisor (US)
5. My university supervisor valued my work.	University Supervisor (US)
6. My university supervisor acknowledged my personal sacrifices and situations.	University Supervisor (US)
7. My university internship office conducted the internship process (i.e. formal documents, announcements, placements) in an organized, timely manner.	Internship Office (IO)
8. My university internship office provided students with adequate number of companies from which to select an appropriate one.	Internship Office (IO)
9. My university internship office provided students with adequate internship orientation.	Internship Office (IO)
10. The course requirements (i.e. report writing, presentation) for internship were fair.	Credit Requirements (CR)*
11. The course requirements (i.e. report writing,	Credit

presentation) for internship were a good learning experience and encouraged personal reflection.	Requirements (CR)*
3) Job Characteristics	
1. My internship required me to do many different things using a variety of my skills and talents.	Skill Variety (SV)*
2. My internship required me to use a number of complex or high-level skills.	Skill Variety (SV)
3. My internship provided me the chance to completely finish the pieces of work I began.	Task Identity (TI)
4. My internship work involved only a tiny part of the overall piece of work which was then finished by other people or automated machines.	Task Identity (TI)(r)*
5. A lot of other people could be affected by your work outcomes or by how well you work was done.	Task Significance (TS)*
6. The results of my work significantly affect the lives and well-being of other people.	Task Significance (TS)
7. My internship has denied me of any chances to use my personal initiative or judgement in carrying out the work.	Autonomy (A)(r)*
8. My internship gave me considerable opportunity for independence and freedom in how I did the work.	Autonomy (A)*
9. Site supervisors often let me know how well they thought I have performed on my job.	Feedback (F)
10. The actual work itself provided clues about how well I am doing during my internship.	Feedback (F)
4) Organizational Environment	

1. My site supervisor was a good professional model for me.	Site Supervisor (SS)
2. My site supervisor shared his/her personal experiences to give me an alternative perspective to my problems.	Site Supervisor (SS)
3. My co-workers worked with me to solve problems.	Co-workers (CW)*
4. I did not get along with the people I work with at my internship.	Co-workers (CW)(r)*
5. I was given a clear plan about what work assignments I have to do.	Task Clarity (TC)*
6. I was given a clear plan about how to do the work assignments.	Task Clarity (TC)*
7. My internship taught me a lot of things that I would never have been able to learn in the classroom.	Learning Opportunities (LO)
8. I had learned a lot about the field, profession or business through my internship experience.	Learning Opportunities (LO)
9. As a result of this internship, I am better prepared to enter the work world.	Professional Growth (PG)
10. I feel I can get a good reference from this organization.	Professional Growth (PG)
11. I really liked the organization that I did my internship with.	Organization Satisfaction (OS)
12. I would be very happy to start my career with my internship company.	Organization Satisfaction (OS)*
5) Contextual Factors	
1. My internship provided me with a competitive	Pay (P)

salary. (omit if internship was unpaid)	
2. I was paid well for the work I did at my internship. (omit if internship was unpaid)	Pay (P)
3. Anticipated number of working hours was equal to the number of hours actually worked.	Work Hours (WH)*
4. I had the flexibility to set my own working hours at my internship.	Work Hours (WH)*
5. My company placed interns in a suitable working environment.	Location (L)*
6. My company provided interns with a designated working area.	Location (L)*
7. The commute to my internship location was hassle-free.	Commute (C)*
8. I did not look forward to commuting to my internship location.	Commute (C)(r)*

For Section B, only one question was deleted from the initial 5 questions making the final total for this section, 4 items. The reliability significantly increases after the items deletion and respondents were also delighted to have a much more compact and simple questionnaire, unlike the slightly complex and long-winded questionnaire during our first few attempts. For Section C, there were no major changes made on this section except for a minor change in the wording structure of one question and the change in the range of salary selection.

Table 3.3: Changes made to Questionnaire in Section B

[* Indicate deleted item; (r) Indicate reversed-coded item]

SECTION B
1. Generally speaking, I was very satisfied with my internship.

2. I often thought of quitting my internship. (r)
3. I am generally satisfied with the kind of work I did in my internship.
4. I believe that if any of my course mates were to take up the same internship work I had, they would have found this work meaningful.
5. I believe that if any of my course mates were to take up the same internship work I had, they would have thought of quitting. (r)*

3.8 Conclusion

Chapter 3 focused on the methodology for this study in terms of the research design, data collection methods which are divided into primary data and secondary data, research instrument, preparation and administration of questionnaire, pilot test and reliability test results. This chapter also highlights on the population and sample of our study. Chapter 4 will focus on the findings and results that were derived from the business undergraduates' responses on the questionnaires that had been distributed.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

This chapter describes the results and summarizes the analyses relevant to the research questions and hypotheses proposed laid out in the earlier chapters. A variety of statistical tests and were conducted and interpretation of results were performed using the SPSS version 16.0. All quantitative data were coded and edited accordingly to enable the smooth-running of statistical analysis. Demographic profile of respondents will be initially presented followed by the central tendencies measurement of constructs, both categorized under the descriptive analysis. Included in this chapter would be the scale measurement analyzed through reliability analysis, as well as the inferential analysis analyzed through the utilization of Pearson Correlation analysis, independent samples t-test and multiple regression analysis.

4.1 Descriptive Analysis

4.1.1 Respondent Demographic Profile

4.1.1.1 Gender

Table 4.1: Gender (Appendix 4.1)

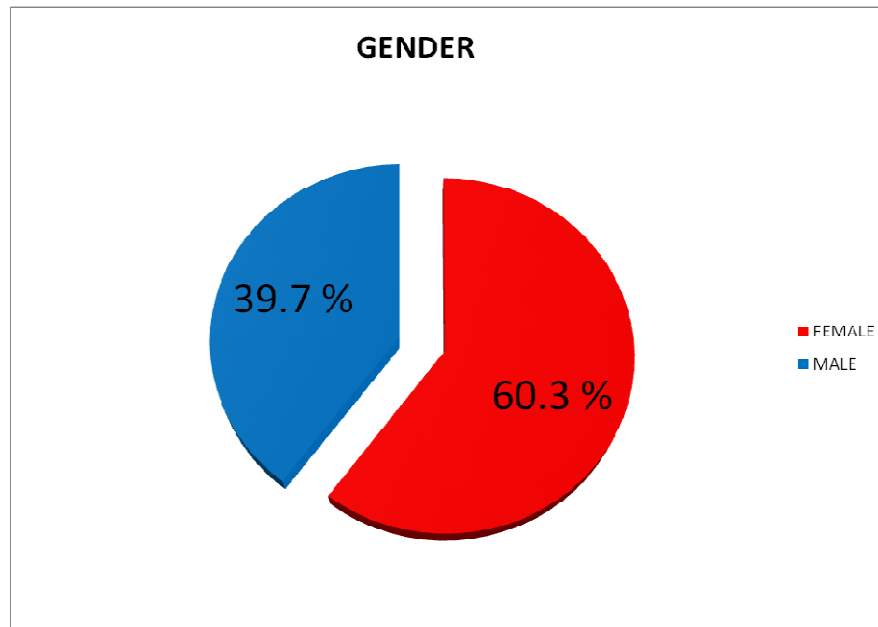
Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid	Male	123	39.7	39.7	39.7
	Female	187	60.3	60.3	100.0
	Total	310	100.0	100.0	

Source: Developed for the research

Figure 4.1: Percentage of Respondents Based on Gender



Source: Developed for the research

Table 4.1 and Figure 4.1 show the gender of respondents who have participated in our questionnaire. Out of 310 respondents, 187 (60.3%) were female respondents and 123 (39.7 %) were male respondents.

4.1.1.2 Year of Study

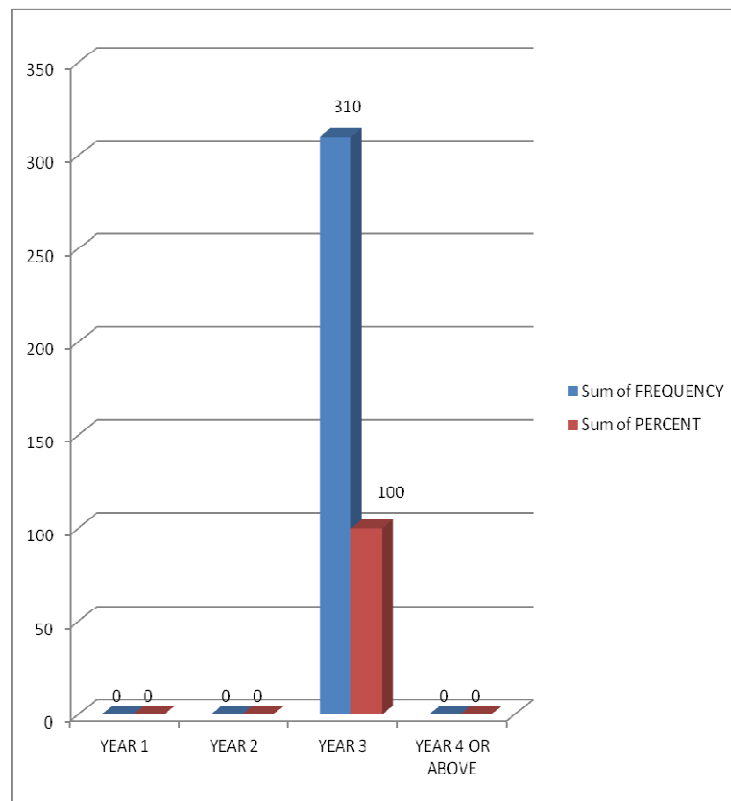
Table 4.2: Year of Study (Appendix 4.1)

Year of Study

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Year 3	310	100.0	100.0	100.0

Source: Developed for the research

Figure 4.2: Frequency and Percentage of Respondents Based on Year of Study



Source: Developed for the research

Table 4.2 and Figure 4.2 show that all 310 (100%) of our total respondents consists of Year 3 students.

4.1.1.3 Major

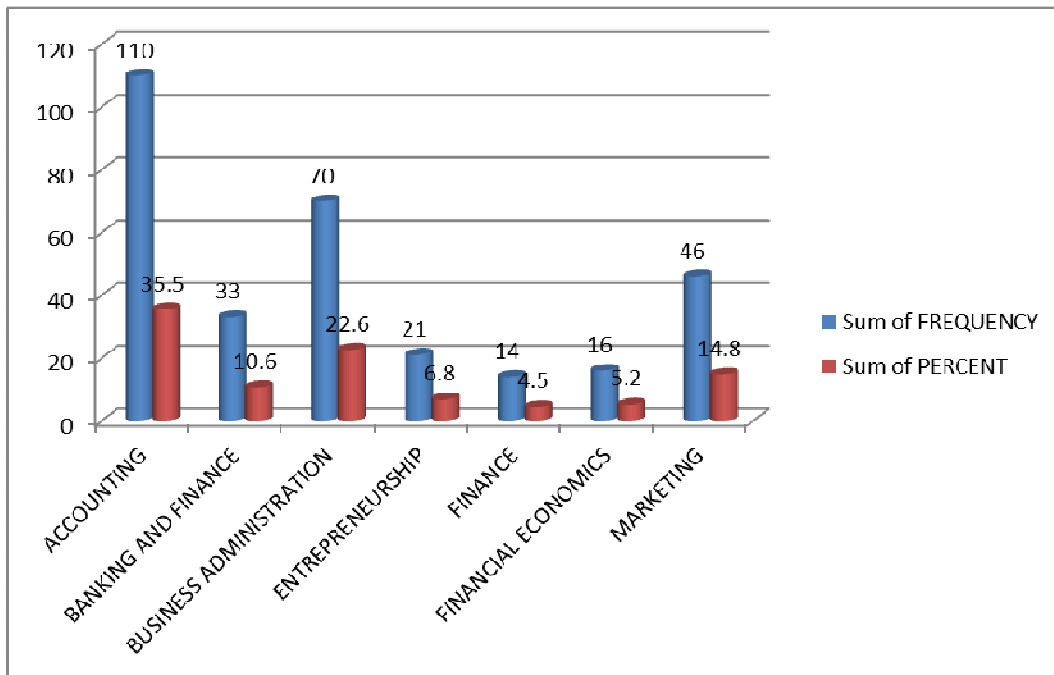
Table 4.3: Major (Appendix 4.1)

Major

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Accounting	110	35.5	35.5	35.5
Business Administration	70	22.6	22.6	58.1
Banking and Finance	33	10.6	10.6	68.7
Marketing	46	14.8	14.8	83.5
Financial Economics	16	5.2	5.2	88.7
Entrepreneurship	21	6.8	6.8	95.5
Finance	14	4.5	4.5	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Figure 4.3: Frequency and Percentage of Respondents Based on Major



Source: Developed for the research

Table 4.3 and Figure 4.3 show the frequency distribution of the 7 university majors in terms of the courses of respondents. Majority of our respondents consist of students from the Accounting course, that is, 110 (35.5%) respondents, whereas the least respondents are from the Finance course, consisting of 14 (4.5 %) respondents. The Business Administration course consists of 70 (22.6%) respondents, followed by the Marketing course, totaling up to 46 (14.8%) respondents, Banking and Finance, up to 33 (10.60%) respondents, Entrepreneurship totaling 21 (6.8%) and lastly, Financial Economics, 16 (5.2%) respondents.

4.1.1.4 Cumulative Grade Point Average (CGPA)

Table 4.4: Cumulative Grade Point Average (CGPA)

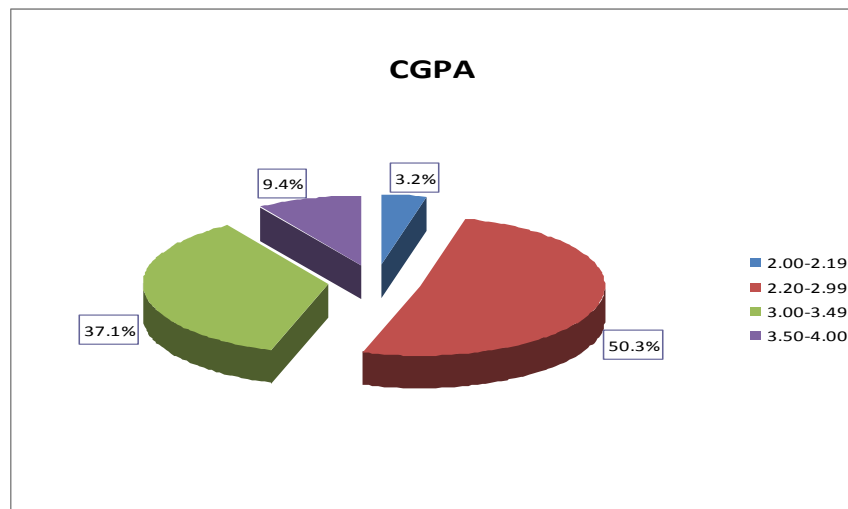
(Appendix 4.1)

CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0-2.19	10	3.2	3.2	3.2
	2.2-2.99	156	50.3	50.3	53.5
	3.0-3.49	115	37.1	37.1	90.6
	3.5-4.0	29	9.4	9.4	100.0
	Total	310	100.0	100.0	

Source: Developed for the research

Figure 4.4: Percentage of Respondents Based on Cumulative Grade Point Average (CGPA)



Source: Developed for the research

Table 4.4 and Figure 4.4 show most of the respondents have CGPA ranging from between 2.20 to 2.99, which is equivalent to 156 (50.3%) respondents. A total of 115 (37.1%) respondents obtained CGPA between 3.00 to 3.49, while 29 (9.4%) respondents obtained CGPA of between 3.50 to 4.00. Only a mere 10 (3.2%) respondents have CGPA which falls between 2.00 to 2.19.

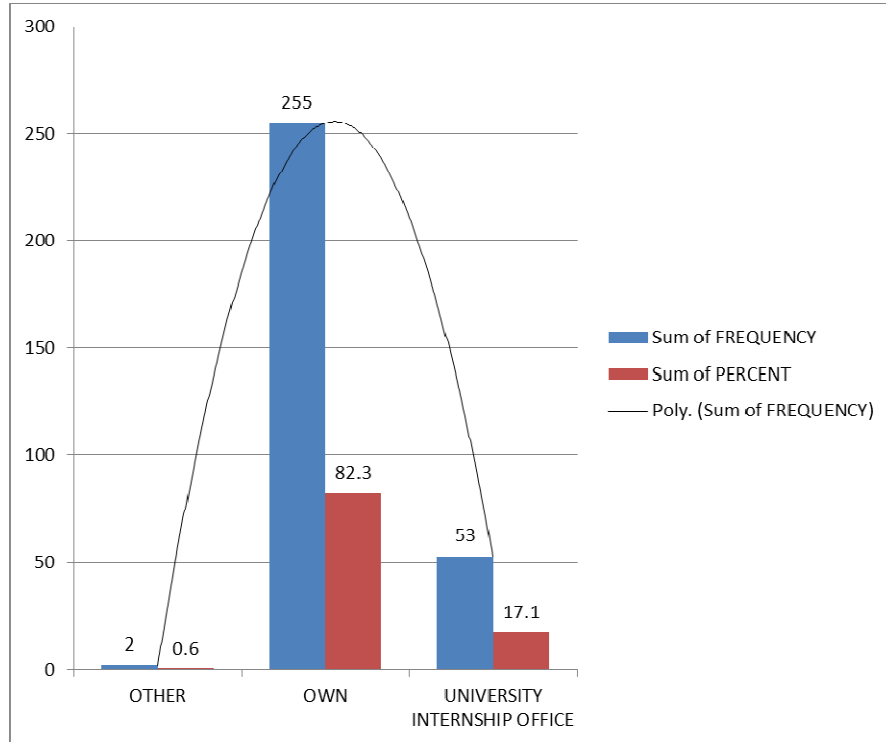
4.1.1.5 Internship Placement

Table 4.5: Internship Placement (Appendix 4.1)

		Placement			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Own placement	255	82.3	82.3	82.3
	University Internship Office Placement	53	17.1	17.1	99.4
	Other	2	.6	.6	100.0
	Total	310	100.0	100.0	

Source: Developed for the research

Figure 4.5: Frequency and Percentage of Respondents Based on Internship Placement



Source: Developed for the research

Table 4.5 and Figure 4.5 showed majority of respondents, 255 (82.3%) respondents had secured their internship through their own placement whereas 53 (17.1%) respondents had their internship placement arranged through the University. Only 2 (0.6%) respondents used other ways to secure their internship placement.

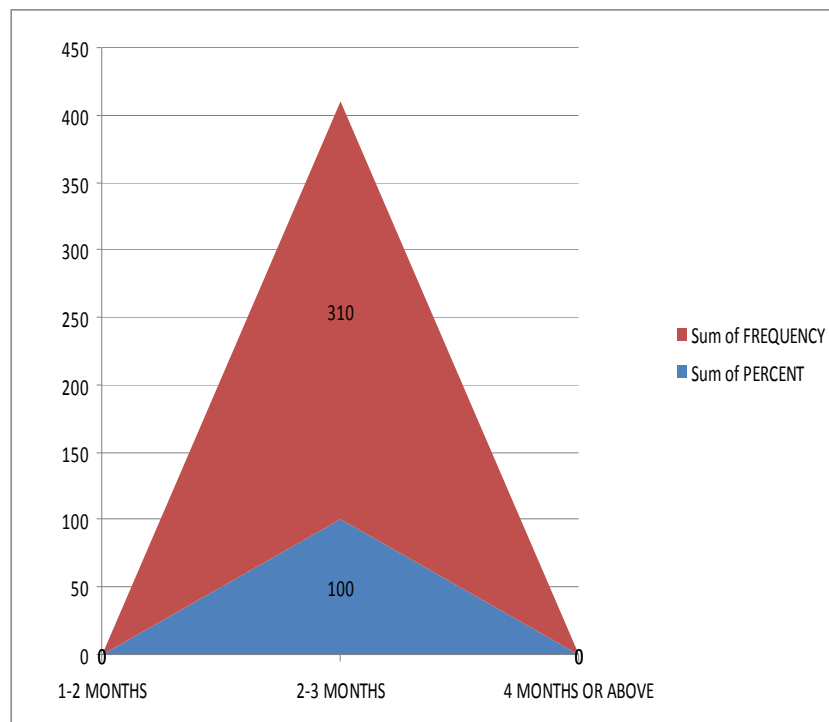
4.1.1.6 Duration of Internship

Table 4.6: Duration of Internship (Appendix 4.1)

Duration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-3months	310	100.0	100.0	100.0

Source: Developed for the research

Figure 4.6: Frequency and Percentage of Respondents Based on Duration of Internship



Source: Developed for the research

Table 4.6 and Figure 4.6 show all 310 (100%) respondents have completed their internship within the duration of 2 to 3 months.

4.1.1.7 Nature of Business of Internship Companies

Table 4.7: Nature of Business of Internship Companies

(Appendix 4.1)

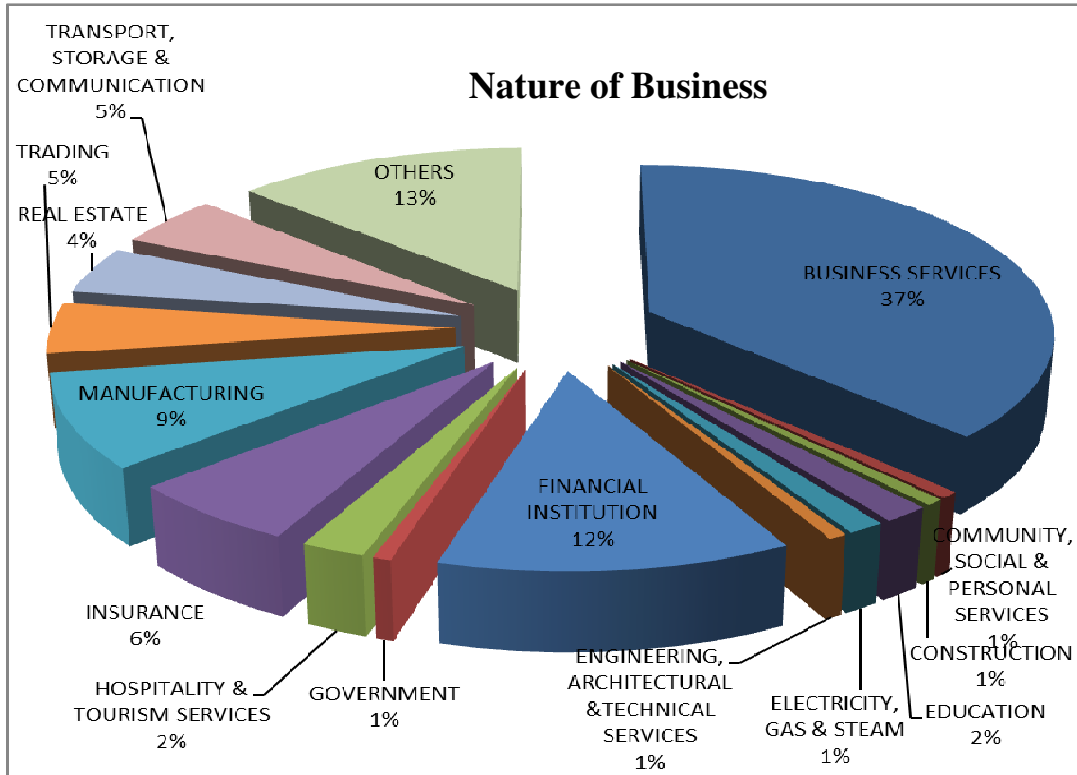
Nature of Business

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Business Services	116	37.4	37.4	37.4
Community, Social and Personal Services	2	.6	.6	38.1
Construction	2	.6	.6	38.7
Education	5	1.6	1.6	40.3
Electricity, Gas and Steam	4	1.3	1.3	41.6
Engineering, Architectural and Technical Services	2	.6	.6	42.3
Financial Institution	38	12.3	12.3	54.5
Government	2	.6	.6	55.2
Hospitality and Tourism Services	7	2.3	2.3	57.4
Insurance	19	6.1	6.1	63.5

Manufacturing	28	9.0	9.0	72.6
Trading	15	4.8	4.8	77.4
Real Estate	14	4.5	4.5	81.9
Transport, Storage and Communication	15	4.8	4.8	86.8
Others	41	13.2	13.2	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Figure 4.7: Percentage of Respondents Based on the Nature of Business of Internship Companies



Source: Developed for the research

Table 4.7 and Figure 4.7 show the nature of business of respondents' internship companies. Majority of respondents were involved in companies that provide business services, that is, 116 (37%) respondents. Others were the second highest totaling to 41 (13%) respondents followed by financial institution with 38 (12%) respondents, manufacturing with 28 (9%) respondents and insurance with 19 (6%) respondents. Transport, storage and communication company, as well as trading recorded the same number of respondents, that is, 15 (5%) respondents each. Real estate recorded a total of 14 (4%) respondents, while hospitality and tourism services recorded 7 (2.3%) and education recorded 5 (1.6%) respondents each. Community, social and personal services, construction, engineering, architectural and technical services, electricity, gas and steam, as well as government all constitute an equal percentage, which are 2 (1.0%) respondents each.

4.1.1.8 Nature of Internship Job Related to Major of Study

Table 4.8: Nature of Internship Job Related to Major of Study
(Appendix 4.1)

Relevance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes, related	257	82.9	82.9	82.9
No, not related	53	17.1	17.1	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Figure 4.8: Frequency and Percentage of Respondents Based on Nature of Internship Job Related to Major of Study

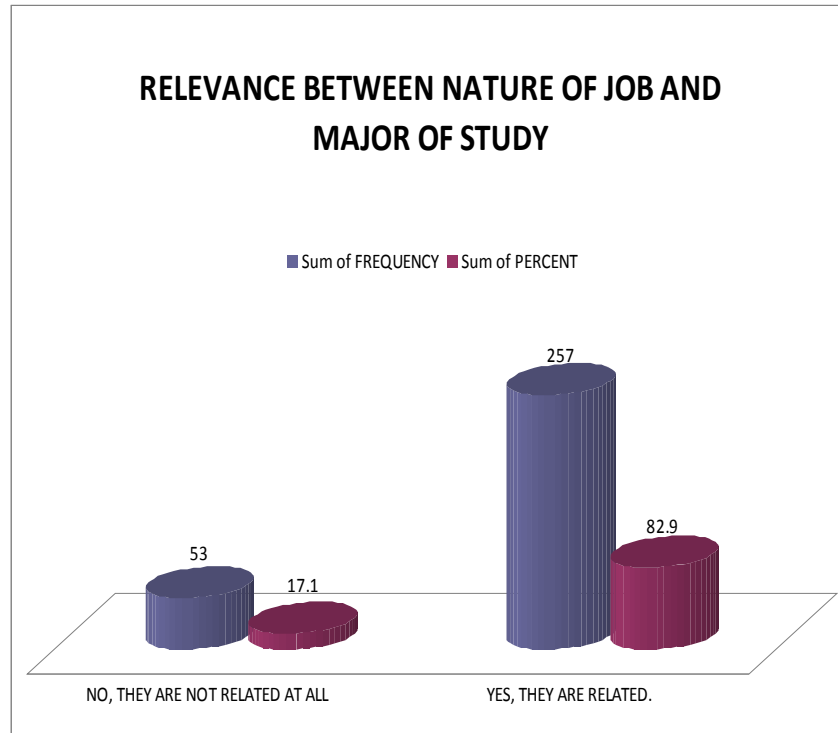


Table 4.8 and Figure 4.8 show that Majority of the respondents, consisting of 257 (82.9%) respondents claimed that the nature of their job are related to their major of study while only 53 (17.10%) respondents claimed that the nature of their jobs are not related to their major study.

4.1.1.9 Academic Credits

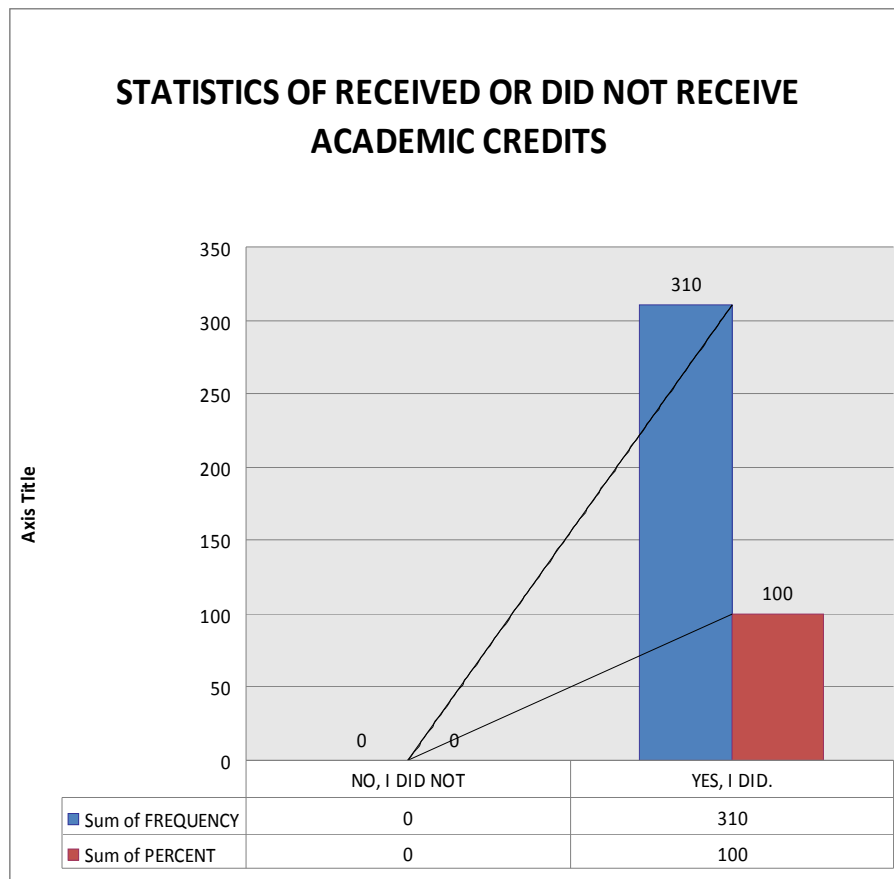
Table 4.9: Academic Credits (Appendix 4.1)

Academic Credits

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	310	100.0	100.0	100.0

Source: Developed for the research

Figure 4.9: Frequency and Percentage of Respondents Based on Academic Credits



Source: Developed for the research

Table 4.9 and Figure 4.9 show that all 310 (100%) respondents received academic credits for their internship.

4.1.1.10 Salary Bracket

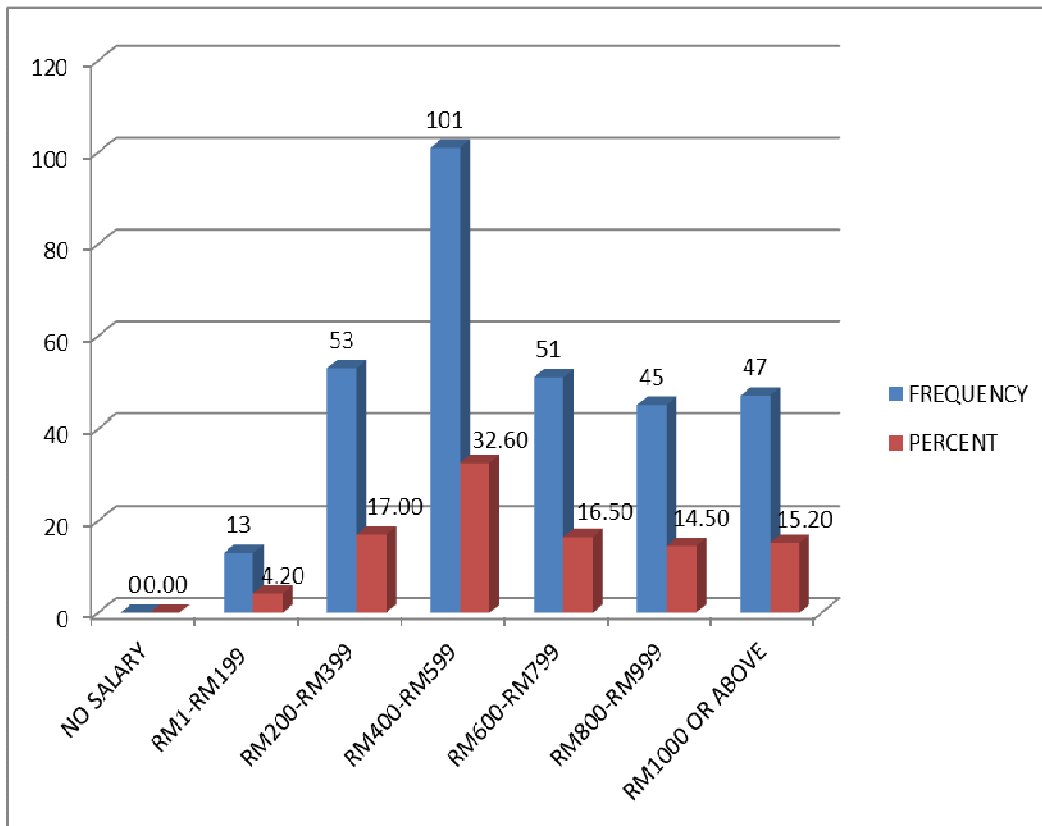
Table 4.10: Salary Bracket (Appendix 4.1)

Salary Bracket

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid RM 1-RM199 per month	13	4.2	4.2	4.2
RM 200- RM 399 per month	53	17.1	17.1	21.3
RM 400- RM 599 per month	101	32.6	32.6	53.9
RM 600- RM 799per month	51	16.5	16.5	70.3
RM 800-RM 999 per month	45	14.5	14.5	84.8
RM1000 or above per month	47	15.2	15.2	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Figure 4.10: Frequency and Percentage of Respondents Based on Salary Bracket



Source: Developed for the research

Table 4.10 and Figure 4.10 show that none of the respondents were without salary during their internship. Majority of respondents received salary bracket amounted to between RM400 to RM599, totaling up to 101 (32.6%) respondents. The second highest salary bracket is in the RM200 to RM399 range received by 53 (17%) respondents. The third highest salary bracket is between RM600 to RM799 received by 51 (16.50%) respondents. A total of 47 (15.20%) respondents received a salary bracket of RM1000 and above while 45 (14.50%) respondents received a salary bracket of RM800 to RM999. Only 13 (4.20%) respondents received a salary bracket of between RM1 to RM199.

4.1.2 Central Tendencies Measurement of Constructs

4.1.2.1 Individual Factors

Table 4.11: Summary of Central Tendency for Individual Factors (Appendix 4.2)

	I often volunteered for tasks	I proactively asked questions	I took the initiative to get acquainted with other employees	I proactively asked for feedback during internship
N Valid	310	310	310	310
Missing	0	0	0	0
Mean	3.82	3.91	3.96	3.67
Std. Deviation	.827	.629	.705	.773
Skewness	-1.111	-.477	-.504	-.119
Std. Error of Skewness	.138	.138	.138	.138
Kurtosis	1.856	.951	.502	-.359
Std. Error of Kurtosis	.276	.276	.276	.276

Source: Developed for the research

Table 4.11 shows four statements under individual factors. “I took the initiative to get acquainted with other employees” scores the highest mean (3.96) while “I proactively asked for feedback during internship” scored the lowest mean among the sub factors (3.67).

“I often volunteered for tasks” scores the highest standard deviation (0.827) among the four sub factors whereas “I proactively asked questions” scores the lowest standard deviation (0.629).

These four statements under individual factors are negatively skewed. The kurtosis for “I often volunteered for tasks” (1.856), “I

proactively asked questions” (0.951) and “I took the initiative to get acquainted with other employees” (0.502) is positive. These indicate that the distribution results for these statements are more peaked relative to normal distribution.

4.1.2.2 University Support

Table 4.12: Summary of Central Tendency for University Support
(Appendix 4.2)

	Uni Sup1	Uni Sup2	Uni Sup3	Uni Sup4	Uni Sup5	Uni Sup6	Uni Sup7	Uni Sup8	Uni Sup9
N Valid	310	310	310	310	310	310	310	310	310
Missing	0	0	0	0	0	0	0	0	0
Mean	3.10	3.15	3.18	3.45	3.49	3.49	3.04	2.67	3.15
Std. Deviation	.872	.923	.918	.860	.831	.880	1.047	1.155	1.431
Skewness	-.395	-.026	-.423	-1.006	-.572	-.396	-.425	-.093	2.608
Std. Error of Skewness	.138	.138	.138	.138	.138	.138	.138	.138	.138
Kurtosis	-.134	-.469	-.672	1.135	.082	-.183	-.520	-1.213	19.597
Std. Error of Kurtosis	.276	.276	.276	.276	.276	.276	.276	.276	.276

Source: Developed for the research

UniSup1 = My university supervisor was available at critical times.

UniSup2 = My university supervisor provided direct and immediate feedback.

UniSup3 = My university supervisor was knowledgeable about organizational policies and procedures.

UniSup4 = My university supervisor fostered an open and trusting relationship.

UniSup5 = My university supervisor valued my work.

UniSup6 = My university supervisor acknowledged my personal sacrifices and situation.

UniSup7 = My university internship office conducted the internship process (i.e. formal documents, announcements, placements) in an organized, timely manner.

UniSup8 = My university internship office provided students with adequate number of companies from which to select an appropriate one.

UniSup9 = My university supervisor valued my work.

Table 4.12 shows nine statements under university support. “My university supervisor valued my work” and “My university supervisor acknowledged my personal sacrifices and situations” both score the same highest mean (3.49). However, “My university internship office provided students with adequate number of companies from which to select an appropriate one” scores the lowest mean (2.67).

“My university internship office provided students with adequate number of companies from which to select an appropriate one” scores the highest standard deviation (1.155), that is, a value more than 1.0. Conversely, “My university supervisor valued my work” scores the lowest mean (0.831).

Only “My university supervisor valued my work” has a positive skewness (2.608) whereas all other remaining sub factors under university support are negatively skewed. Out of the nine statements under university support, only “My university

supervisor fostered an open and trusting relationship”, “My university supervisor valued my work” and “My university supervisor valued my work” have positive kurtosis value of 1.135, 0.082 and 19.957 respectively. This indicates that the distributions for these three statements are more peaked relative to normal distribution.

4.1.2.3 Job Characteristics

Table 4.13: Summary of Central Tendency for Job Characteristics (Appendix 4.2)

		My internship required me to use a number of complex or high-level skills	My internship provided me the chance to completely finish the pieces of work I began	The results of my work significantly affect the lives and well-being of other people	Site supervisors often let me know how well they thought I have performed on my job	The actual work itself provided clues about how well I am doing during my internship
N	Valid	310	310	310	310	310
	Missing	0	0	0	0	0
Mean		3.59	3.95	3.70	3.65	3.84
Std. Deviation		.883	.649	.783	.860	.690
Skewness		-.301	-.381	-.509	-.555	-.435
Std. Error of Skewness		.138	.138	.138	.138	.138
Kurtosis		-.348	.590	-.012	-.031	.413
Std. Error of Kurtosis		.276	.276	.276	.276	.276

Source: Developed for the research

Table 4.13 shows five statements under job characteristics. “My internship provided me the chance to completely finish the pieces of work I began” has the highest mean (3.95) whereas “My internship required me to use a number of complex or high-level skills” has the lowest mean (3.59).

“My internship required me to use a number of complex or high-level skills” scores the highest standard deviation (0.883) while “My internship provided me the chance to completely finish the pieces of work I began” scores the lowest standard deviation (0.649).

The skewness for all statements are tested negative except for “My internship provided me the chance to completely finish the pieces of work I began” and “The actual work itself provided clues about how well I am doing during my internship” which have positive values of kurtosis valued at 0.590 and 0.413 respectively.

4.1.2.4 Organizational Environment

Table 4.14: Summary of Central Tendency for Organizational Environment

(Appendix 4.2)

	My site supervisor was a good professional model for me	My site supervisor shared his/her personal experiences to give me an alternative perspective to my problems	My internship taught me a lot of things that I would never have been able to learn in the classroom	I had learned a lot about the field, profession or business through my internship experience	As a result of this internship, I am better prepared to enter the working world	I feel I can get a good reference from this organization	I really liked the organization that I did my internship with
N Valid	310	310	310	310	310	310	310
Missing	0	0	0	0	0	0	0
Mean	3.98	3.99	4.31	4.25	4.07	3.91	3.68
Std. Deviation	.822	.863	.696	.723	.751	.781	.985
Skewness	-1.095	-.949	-.961	-.822	-.670	-.174	-.544
Std. Error of Skewness	.138	.138	.138	.138	.138	.138	.138
Kurtosis	1.855	1.142	1.319	.723	.486	-.643	-.057
Std. Error of Kurtosis	.276	.276	.276	.276	.276	.276	.276

Source: Developed for the research

Table 4.14 shows seven statements under organizational environment. The highest mean (4.31) is scored by “My internship taught me a lot of things that I would never have been able to learn in the classroom” while the lowest mean is scored by “I really liked

the organization that I did my internship with” with the mean score of 3.68.

The highest standard deviation is scored by “I really liked the organization that I did my internship with” (0.985) whereas the lowest standard deviation is scored by “My internship taught me a lot of things that I would never have been able to learn in the classroom” (0.696).

All seven statements are negatively skewed. “My site supervisor was a good professional model for me” (1.855), “My site supervisor shared his/her personal experiences to give me an alternative perspective to my problems” (1.142), “My internship taught me a lot of things that I would never have been able to learn in the classroom” (1.139), “I had learned a lot about the field, profession or business through my internship experience” (0.723) and “As a result of this internship, I am better prepared to enter the working world”(0.486) score positive kurtosis, which means that the distribution for each of the positive kurtosis statement are more peaked than a normal distribution.

4.1.2.5 Contextual Factors

Table 4.15: Summary of Central Tendency for Contextual Factors (Appendix 4.2)

		My internship provided me with a competitive salary	I was paid well for the work I did at my internship
N	Valid	308	308
	Missing	2	2
Mean		3.34	3.33
Std. Deviation		1.063	1.099
Skewness		-.355	-.352
Std. Error of Skewness		.139	.139

Kurtosis	-0.655	-0.634
Std. Error of Kurtosis	.277	.277

Source: Developed for the research

Table 4.15 shows two statements under contextual factors. “My internship provided me with a competitive salary” scores a slightly higher mean (3.34) compared to “I was paid well for the work I did at my internship” (3.33).

The standard deviation for “My internship provided me with a competitive salary” is 1.063 while the standard deviation for the statement “I was paid well for the work I did at my internship” is 1.099.

These two statements are negatively skewed. The kurtosis for “My internship provided me with a competitive salary” (-0.655) and “I was paid well for the work I did at my internship” (-0.352) is negative. This negative value indicates that the distributions for these two statements are flatter relative to a normal distribution.

4.2 Scale Measurement

4.2.1 Reliability Analysis

The analysis of the reliability of the five independent variables (individual factors, university support, job characteristics, organizational development and contextual factors) and an independent variable (internship satisfaction) based on the full-scale study was conducted. Table 4.16 below shows the summarized results of the reliability analysis.

Table 4.16: Summary of Reliability Analysis (Full-scale study, n=310)
(Appendix 4.3)

Variables	Number of items	Cronbach's Alpha
Individual Factors (IV)	4	0.610
University Support (IV)	9	0.761
Job Characteristics (IV)	5	0.668
Organizational Environment (IV)	7	0.821
Contextual Factors (IV)	2	0.998
Internship Satisfaction (DV)	4	0.777

Source: Developed for the research

Cronbach's alpha reliability coefficient for individual factors, with 4 items is 0.610. The Cronbach's alpha for university support, with 9 items is 0.761. The third independent variable, that is, job characteristics, with 5 items is 0.668. The fourth independent variable, organizational environment with 7 items is 0.821 and lastly, contextual factors with 2 items have a Cronbach's alpha of 0.998. The dependent variable, which is internship satisfaction, has a Cronbach's Alpha of 0.777. The Cronbach's Alpha of this study ranged from 0.610 to 0.998, all of

which were well above 0.600. Hence, all items of measurement for this study can be considered as acceptable to provide us with consistent and reliable results.

4.3 Inferential Analyses

4.3.1 Pearson Correlation Analysis

The Pearson Correlation Analysis was utilized to identify the bivariate relationships between each independent variable (individual factors, university support, job characteristics, organizational environment, and contextual factors) and the dependent variable (internship satisfaction). According to Sekaran (2003) coefficient range of ± 0.91 to ± 1.00 indicates a “very strong” relationship, coefficient range of ± 0.71 to ± 0.90 indicates “high” relationship, coefficient range of ± 0.41 to ± 0.70 indicates “moderate” relationship, coefficient range of ± 0.21 to ± 0.40 indicates “small, but definite” relationship and coefficient range of 0.00 to ± 0.20 indicates “slight, almost negligible” relationship.

Table 4.17: Pearson Correlation Coefficient Results between Independent Variables and Internship Satisfaction (Appendix 4.4)

Variables		Internship Satisfaction (DV)
Individual Factors (IV1)	Pearson Correlation Sig. (2-tailed)	.473** .000
University Support (IV2)	Pearson Correlation Sig. (2-tailed)	.283** .000
Job Characteristics (IV3)	Pearson Correlation Sig. (2-tailed)	.509** .000
Organizational Environment (IV4)	Pearson Correlation Sig. (2-tailed)	.701** .000
Contextual Factors (IV5)	Pearson Correlation Sig. (2-tailed)	.050** .376

Internship Satisfaction (DV)	Pearson Correlation Sig. (2-tailed)	1
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**Correlation is significant at 0.01 level (2-tailed)

Source: Developed for the research

The information in Table 4.17 shows organizational environment has the strongest positive correlation with internship satisfaction ($r = 0.701$). The next independent variable that has the second strongest correlation with internship satisfaction is job characteristics ($r = 0.509$), followed by individual factors ($r = 0.473$) and university support ($r = 0.283$). Among the five independent variables, contextual factors have the least positive correlation with internship satisfaction ($r = 0.050$).

4.3.2 Multiple Regression Analysis

Table 4.18: Model Summary (Appendix 4.5)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.541	.534	.37636

a. Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Score for Individual Factor, Average Summated Score for University Support, Average Summated Score for Job Characteristics, Average Summated Scores for Organizational Environment

b. Dependent Variable: Average Summated Scores for Internship Satisfaction

Source: Developed for the research

Table 4.18 shows that the correlation coefficient (R value) between the independent variables and the dependent variable equals to 0.736. The R Square (R²) for this model is 0.541. This indicates that the independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors) can explain 54.10% of the variation in the dependent variable (internship satisfaction).

Table 4.19: Analysis of Variance (ANOVA) (Appendix 4.5)

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.799	5	10.160	71.726	.000 ^a
	Residual	43.061	304	.142		
	Total	93.861	309			

a. Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Score for Individual Factor, Average Summated Score for University Support, Average Summated Score for Job Characteristics, Average Summated Scores for Organizational Environment

b. Dependent Variable: Average Summated Scores for Internship Satisfaction

Source: Developed for the research

Table 4.19 shows that the significance level is 0.000 while the F value is 71.726. Hence, the overall model of this study is a good descriptor in explaining the relationship between the dependent and independent variables. The five predictor variables can very well describe or explain the variation or changes in internship satisfaction.

Table 4.20: Summary of Coefficients for Multiple Regression Model
(Appendix 4.5)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.208	.218		.957	.339
	Average Summated Score for Individual Factor (IF)	.215	.048	.195	4.443	.000
	Average Summated Score for University Support (US)	.104	.037	.114	2.792	.006
	Average Summated Score for Job Characteristics (JC)	.109	.055	.100	1.972	.049
	Average Summated Scores for Organizational Environment (OE)	.527	.054	.522	9.699	.000
	Average Summated Score for Contextual Factor (CF)	.000	.003	-.007	-.176	.860

a. Dependent Variable: Average Summated Scores for Internship Satisfaction

Source: Developed for the research

Referring to Table 4.20, an equation is formed to determine the statistical significance of each independent variable on the dependent variable.

Equation:

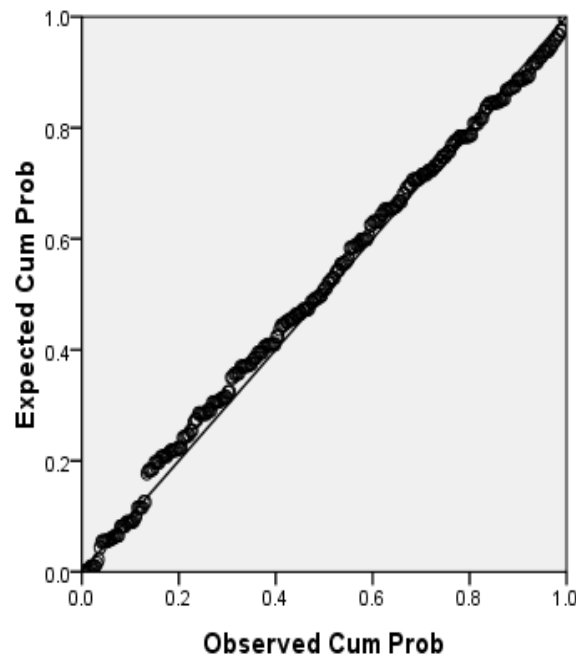
$$IS = 0.208 + 0.215IF + 0.104US + 0.109JC + 0.527OE + 0.00CF$$

According to the equation formed, all the independent variables mainly individual factors, university support, job characteristics, organizational environment and contextual factors have a positive relationship with the dependent variable (internship satisfaction).

Holding all the other independent variables constant, the organizational environment factor brings the most significant impact on internship satisfaction. It can be said that an increase of one unit in organizational environment will cause an increase of 0.527 units in internship satisfaction. The subsequent factors which bring impact to internship satisfaction are individual factors ($\beta = 0.215$), job characteristics ($\beta = 0.109$) and university support ($\beta = 0.104$). Contextual factors do not have any significant impact on internship satisfaction whereby, one unit increase in contextual factors ($\beta = 0.000$) do not bring any changes to the level of internship satisfaction.

Figure 4.11: Normality Probability Plot of Regression Standardized Residual (Appendix 4.6)

Dependent Variable: Average Summated Scores for Internship Satisfaction



Source: Developed for the research

According to the Figure 4.1 above, this plot illustrated that the estimated $IS = 0.208 + 0.215IF + 0.104US + 0.109JC + 0.527OE + 0.00CF$ has a linear relationship. Therefore, all the independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors) are linearly related to the dependent variable (internship satisfaction).

4.3.3 Independent Samples T-Test

Table 4.21: Results of Independent Samples T-Test (Appendix 4.7)

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Average Summated Scores for Internship satisfaction	Male	123	3.8191	.57909	.05222
	Female	187	3.9572	.52636	.03849

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Average Summated Scores for Internship satisfaction	Equal variances assumed	2.711	.101	2.172	308	.031	-.13811	.06360	-.26326	-.01296
	Equal variances not assumed			2.129	243.464	.034	-.13811	.06487	-.26589	-.01034

Source: Developed for the research

According to Table 4.21 the t-value report is -2.172. The significance of 0.101 under Levene's Test for equality of Variance is higher than the alpha value 0.05. Thus, this shows that the variances are equal. In other words, the Levene's Test shows that the variance of the mean internship satisfaction for males and

females is equal. Therefore, the t-value under equal variance assumed is reported as -2.172. The p-value (sig. 2-tailed) under equal variance assumed is 0.031. This p-value is very much smaller than alpha value 0.05. Therefore, there is a significant difference between males and females in their internship satisfaction.

4.4 Conclusion

In this chapter, frequency analysis has been utilized to analyze on the demographic profile of respondents. Then, each of the five independent variables was measured in terms of their central tendencies in which the mean and standard deviation were obtained and analyzed accordingly. Under the scale measurement section, summarized results of the reliability analysis were presented and described, whereby instrument items have showed acceptable and good reliability. The inferential analyses of this chapter utilized the Pearson Correlation analysis and the multiple regression analysis.

The results obtained from this chapter enable us to make a smooth transition into the next final chapter whereby, major findings will be presented. The implications and limitations of the study will also be discussed in the next chapter followed by a few recommendations relevant to this study.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

In this chapter, the analyses presented and interpreted in the previous chapter will be discussed in terms of the overall summarization of descriptive and inferential analyses. Major findings which enable the validation of the research objectives and hypotheses will also be discussed. This chapter covers the implications and limitations of the study followed by recommendations for future research and conclusion.

5.1 Summary of Statistical Analyses

5.1.1 Descriptive Analysis

5.1.1.1 Respondent Demographic Profile

Based on Chapter 4, respondents who had participated in our survey were largely female (60.30%) while male respondents were lesser by almost half of the total female percentage (39.70%). This imbalanced gender composition reflects that there are more females than males who are currently pursuing their business-related degrees in this university. In year 2009, the Ministry of Higher Education has reported that both public and private institutions consists of a greater number of females compared to males (Unit Perancang Ekonomi, 2012) and the increase of female students has

since started as early as the 1970s (Ministry of Education, 2000 cited in Kamogawa, 2003).

All of our respondents consist of Year 3 or final-year students from the Faculty of Business and Finance who had undergone their industrial training. This faculty is made up of seven major courses including Accounting, Business Administration, Marketing, Banking and Finance, Financial Economics, Entrepreneurship, and Finance. Respondents from the Accounting course constitute the highest percentage in our study (35.50%) whereas respondents from the Finance course make up of only 4.50%. Table 5.1 shows the industrial training projection of business undergraduates.

Table 5.1: Trainees Projection for the Training Period of October to December 2011 (First Batch)

	Programme	Trainees Count
1.	Bachelor of Commerce (Hons) Accounting (AC)	605
2.	Bachelor of Business Administration (Hons) (BA)	365
3	Bachelor of Business Administration (Hons) Banking and Finance (BF)	206
4	Bachelor of Business Administration (Hons) Entrepreneurship (EN)	73
5	Bachelor of Economics (Hons) Financial Economics (FE)	92
6	Bachelor of Finance (Hons) (FN)	50
7	Bachelor of Marketing (Hons) (MK)	253
	Total	1644

Source: Universiti Tunku Abdul Rahman. (2012).

Most of our respondents (50.30%) have Cumulative Grade Point Average (CGPA) that falls within the range of 2.20 to 2.99 and only a small percentage have Cumulative Grade Point Average (CGPA) that falls within the range of 2.00 to 2.19 (3.20%). Majority of respondents (82.30%) chose to have their own internship placement whereas 17.10% of the respondents chose the university internship office to secure an internship placement for them.

All of the respondents have their internship for a period of between two to three months. 37.00% of the respondents were attached to companies in which their nature of business were business services while 1.00% of them attached to equally to four types of businesses which are the community, social and personal services, construction, engineering, architectural and technical services, and government.

Majority of the respondents (82.90%) claimed that the nature of their jobs are related to their major study and only 17.10% of respondents claimed that nature of their jobs are not related to their major study. All of the respondents received credit hours and were assessed for this industrial training subject unit. Every respondent in our study had a salaried internship. Among the respondents, 32.60% of them which is the majority, received allowances in the salary bracket of RM400 to RM599 per month while 4.20% which make up the least percentage, received salary ranging from RM1 to RM199.

5.1.1.2 Central Tendencies Measurement of Constructs

In the aspect of individual factors, “I took the initiative to get acquainted with other employees.” scored the highest mean (3.96)

whereas “I proactively asked for feedback during internship” scored the lowest mean (3.67). “I often volunteered for tasks” scored the highest standard deviation (0.827) while “I proactively asked questions” scored the lowest standard deviation (0.629).

In the aspect of university support, both “My university supervisor valued my work” and “My university supervisor acknowledged my personal sacrifices and situations” statements scored the highest mean (3.49) while “My university internship office provided students with adequate number of companies from which to select an appropriate one” scored the lowest mean (2.67). “My university internship office provided students with adequate number of companies from which to select an appropriate one” scored the highest standard deviation (1.155) whereas “My university supervisor valued my work” scored the lowest standard deviation (0.831).

In the aspect of job characteristics, “My internship provided me the chance to completely finish the pieces of work I began” scored the highest mean (3.95) whereas “My internship required me to use a number of complex or high-level skills” scored the lowest mean (3.59). “My internship required me to use a number of complex or high-level skills” scored the highest standard deviation (0.883) while “My internship provided me the chance to completely finish the pieces of work I began” scored the lowest standard deviation (0.649).

In the aspect of organizational environment, “My internship taught me a lot of things that I would never have been able to learn in the classroom” scored the highest mean (4.31) whereas “I really liked the organization that I did my internship with” scored the lowest mean (3.68). “I really liked the organization that I did my internship with” scored the highest standard deviation (0.985) while “My internship taught me a lot of things that I would never

have been able to learn in the classroom” scored the lowest standard deviation (0.696).

In the aspect of contextual factors, “I was paid well for the work I did at my internship” scored the highest mean (3.38) but “My internship provided me with a competitive salary” scored the lower mean (3.36). “I was paid well for the work I did at my internship” scored the highest standard deviation (1.057) while “My internship provided me with a competitive salary” scored the lower standard deviation (1.020).

5.1.2 Scale Measurement

Based on Table 4.16, the highest Cronbach’s alpha value among all variables is contextual factors with Cronbach’s alpha value of 0.998, followed by organizational environment which has Cronbach’s alpha value 0.821. The lowest Cronbach’s alpha value among the factors is individual factors with Cronbach’s alpha value of 0.610.

5.1.3 Inferential Analyses

5.1.3.1 Pearson Correlation Analysis

According to Table 4.17, organizational environment has the strongest positive correlation with internship satisfaction ($r = 0.701$) while contextual factors have the least positive correlation with internship satisfaction ($r = 0.050$). The independent variables (individual factors, university support, job characteristics and

organizational environment) have significant values of 0.000 which is less than alpha value 0.05. Contextual factors has a significant value of 0.376 that is higher than the alpha value 0.05 is not accepted in the hypothesis. Hence, only four variables (individual factors, university support, job characteristics and organizational environment) are accepted in our hypothesis.

5.1.3.2 Multiple Regression Analysis

According to Table 4.18, the R value is the correlation coefficient between the dependent variable and the independent variables taken together. The value of correlation coefficient (R value) for this study is 0.736. This shows high and positive correlation between the dependent variable (internship satisfaction) and the independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors)

The R square (R^2) indicates the extent or percentage the independent variables can explain the variance in the dependent variable. R^2 for this model is 0.541. This means that the independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors) can explain 54.10% of variation in dependent variable (internship satisfaction). However, this leaves 45.90% unexplained in this study. This means that there are other additional variables that are important in explaining internship satisfaction that have not been considered in this study.

The F value for this model is 71.726 and is significant with 0.000 level of significance. The model for this study is a good descriptor of the relationship between the dependent and predictors.

The equation formed from this model is:

$$IS = 0.208 + 0.215IF + 0.104US + 0.109JC + 0.527OE + 0.00CF$$

Based on the equation, contextual factors do not have any significant relationship with internship satisfaction whereas the other four variables (individual factors, university support, job characteristics, organizational environment and contextual factors) have a positive and significant relationship with internship satisfaction.

Interpretations for each individual factor to dependent variable under the Multiple Regression Analysis:

Are individual factors (predictor variable) significant to predict dependent variable (internship satisfaction)?

Individual factors are significant to predict dependent variable (internship satisfaction) for this study. This is because p-value for individual factors is 0.00 which is less than alpha value 0.05.

Is university support (predictor variable) significant to predict dependent variable (internship satisfaction)?

University support is significant to predict dependent variable (internship satisfaction) for this study. This is because p-value for individual factors is 0.06 which is less than alpha value 0.05.

Are job characteristics (predictor variable) significant to predict dependent variable (internship satisfaction)?

Job characteristics are significant to predict dependent variable (internship satisfaction) for this study. This is because p-value for individual factors is 0.049 which is less than alpha value 0.05.

Is organizational environment (predictor variable) significant to predict dependent variable (internship satisfaction)?

Organizational environment is significant to predict dependent variable (internship satisfaction) for this study. This is because p-value for individual factors is 0.00 which is less than alpha value 0.05.

Are contextual factors (predictor variable) significant to predict dependent variable (internship satisfaction)?

Contextual factors are not significant to predict dependent variable (internship satisfaction) for this study. This is because p-value for individual factors is 0.86 which is more than alpha value 0.05.

5.1.3.3 Independent Samples T-test

According to Table 4.21, the t-value reported is -2.172. The significant level of 0.101 under Levene's Test for equality of Variance is higher than the alpha value 0.05. Thus it shows that the variances are equal. The p-value (sig. 2 tailed) under equal variance assumed is 0.031. This p-value is very much smaller than alpha value 0.05. Therefore, there is a significant difference between males and females in their internship satisfaction.

5.2 Discussion on Major Findings

5.2.1 First Hypothesis

H1: There is a significant relationship between individual factors and internship satisfaction

Based on the results in Table 4.17, there is a positive relationship between individual factor and internship satisfaction because of the positive value

of correlation coefficient. The individual factors variable has a 0.473 correlation with the internship satisfaction variable. Therefore, when individual factors are high/increase, internship satisfaction is high/increases.

The value of correlation coefficient 0.473 falls within the coefficient range of ± 0.41 to ± 0.70 . Hence, the relationship between individual factors and internship satisfaction is of moderate strength.

As the p-value 0.000 is lower than the alpha value 0.01, this shows that the relationship between individual factors and internship satisfaction is significant. Therefore, the alternate hypothesis (H1) is supported by the data.

According to (Huang and Jia, 2010) interns will be able adjust well in their workplaces when they are positively proactive. Proactive actions include the initiative in seeking for information and feedback and also in getting acquainted with co-workers. This behavior triggers the feelings of belongingness and accomplishment leading to satisfaction in their internship.

5.2.2 Second Hypothesis

H2: There is a significant relationship between university support and internship satisfaction

Based on the results in Table 4.17, there is positive relationship between university support and internship satisfaction because of the positive value of correlation coefficient. The university support variable has a 0.283 correlation with the internship satisfaction variable. Therefore, when university support is high/increases, internship satisfaction is high/increases.

The value of correlation coefficient 0.283 falls within the coefficient range of ± 0.21 to ± 0.40 . Therefore, the strength of relationship between university support and internship satisfaction is small, but definite relationship.

As the p-value 0.000 is lower than the alpha value 0.01, this shows that the relationship between University Support and internship satisfaction is significant. Therefore, the alternate hypothesis (H2) is supported by the data.

Indeed, before students embarked into their internship companies, they will need support majorly from the university regarding their internship. Information pertaining to their internship is sought after by students especially since they are the first batch for this academic unit in the faculty. It is crucial for the university internship office to constantly disseminate important information in clear, timely, and organized manner so as to standardize the comprehension level regarding the internship unit for all parties involved namely the students, university supervisors as well as the participating companies. Students have expressed that the presence of adequate pre-internship orientation and follow-ups by their university supervisors will affect their internship satisfaction. University supervisors who had valued and acknowledged their students' work, personal sacrifices and situation from pre-internship right up to post-internship times and who had made themselves easily available for consultation have an impact on satisfaction in students in terms of their whole internship experience.

5.2.3 Third Hypothesis

H3: There is a significant relationship between job characteristics and internship satisfaction

Based on the results in Table 4.17, there is a positive relationship between job characteristics and internship satisfaction because of the positive value for correlation coefficient. The job characteristics variable has a 0.509 correlation with the internship satisfaction variable. Therefore, when job characteristics are high/increase, internship satisfaction is high/increase.

The value of correlation coefficient 0.509 falls within the coefficient range of ± 0.41 to ± 0.70 . Therefore, the strength of relationship between job characteristics and internship satisfaction is high.

As the p-value 0.000 is lower than the alpha value 0.01, this shows that the relationship between job characteristics and internship satisfaction is significant. Therefore, the alternate hypothesis (H3) is supported by the data.

Based on our study, job characteristics have shown to have an impact on internship satisfaction whereby a study conducted by Paulins (2008) has also confirmed on this impact. This would mean that the five main job characteristics of skill variety, task identity, task significance, autonomy and feedback apply to internship jobs as well and are not merely applied only to permanent positions. The ways of how their work affect the well-being of other people, the level of skills needed for a job, the level of involvement of the entire work process and the presence of feedback by superiors are able to affect an undergraduate's internship satisfaction level.

5.2.4 Fourth Hypothesis

H4: There is a significant relationship between Organizational Environment and internship satisfaction

Based on the results in Table 4.17, there is positive relationship between organizational environment and internship satisfaction because of the positive value for correlation coefficient. The organizational environment

variable has a 0.701 correlation with the internship satisfaction variable. Therefore, when organizational environment factor is high/increases, internship satisfaction is high/increases.

The value of correlation coefficient 0.701 falls within the coefficient range of ± 0.41 to ± 0.70 . Hence, the relationship between organizational environment and internship satisfaction is of moderate strength.

As the p-value 0.000 is lower than the alpha value 0.01, this shows that the relationship between organizational environment and internship satisfaction is significant. Therefore, the alternate hypothesis (H4) is supported by the data.

During internship, students are being exposed to learning new knowledge and gaining experiences they had never had before while attending lectures and tutorials. As important as the university support, organizational support is vital throughout an undergraduate's two to three-month internship experience with the organization. The organization would be the place where students look out for their professional role models in which they aspire to be like them when enter the corporate world. D'Abate et al. (2009) found that site supervisors who are approachable, the abundance of learning opportunities as well as the level of satisfaction with the organization itself also brings impact to overall internship satisfaction. Under the organizational environment factors, the ability to be better prepared for work in the future as well the perception of being able to obtain a good working testimonial and reference will affect internship satisfaction.

5.2.5 Fifth Hypothesis

H5: There is a significant relationship between contextual factors and internship satisfaction

Based on the results in Table 4.17, there is positive relationship between contextual factors and internship satisfaction because of the positive value for correlation coefficient. The contextual factors variable has a 0.050 correlation with the internship satisfaction variable.

The value of correlation coefficient 0.050 falls within the coefficient range of ± 0.00 to ± 0.20 . Hence, the relationship between contextual factors and internship satisfaction is slight, almost negligible.

As the p-value 0.376 is greater than the alpha value 0.05, this shows that the relationship between organizational environment and internship satisfaction is not significant. Therefore, the alternate hypothesis (H5) is not supported by the data.

It came as a surprise to us that contextual factors do not significantly contribute to internship satisfaction as these contextual factors in our study cover associations with salary or monetary allowances. A study conducted by D'Abate et al. (2009) targeting American university students also concluded that contextual factors are not significant in affecting internship satisfaction due to the temporary nature of internship. Similarly, Gupta et al. (2010) found no significant relationship between compensation and internship satisfaction as well. We found that the same is being applied to business students in this university. Students may have put more emphasis on learning experiences and opportunities, and fostering good relationships with supervisors and co-workers as their main objectives in their internship regardless of the pay.

5.2.6 Sixth Hypothesis

H6: The five independent variables (Individual Factors, University Support, Job Characteristics, Organizational Environment and Contextual Factors) are significant to explain the variance in internship satisfaction

Organizational environment is a predictor variable that contributes the highest to the variation of the dependent variable (internship satisfaction) because the Beta value under standard coefficient for this predictor variable is the largest ($\beta = 0.527$) compared to other independent variables. This means that organizational environment makes the strongest unique contribution to explain the variation in the dependent variable (internship satisfaction), when the variance explained by all other predictor variables in the model is controlled for.

Individual factors contributes the second highest to the variation of the dependent variable (internship satisfaction) as the Beta value under standard coefficient for this predictor variable is the second largest ($\beta = 0.215$). This means that individual factors make the second strongest unique contribution to explain the variation in the dependent variable (internship satisfaction), when the variance explained by all other predictor variables in the model is controlled for.

Contextual factors contribute the lowest to the variation of the dependent variable (internship satisfaction) because the Beta value under standard coefficient for this predictor variable is the smallest ($\beta = 0.00$). This means that contextual factors do not exhibit any contribution to explain the variation in the dependent variable (internship satisfaction), when the variance explained by all other predictor variables in the model is controlled for.

Regression equation:

$$IS = 0.208 + 0.215IF + 0.104US + 0.19JC + 0.527OE + 0.00CF$$

Based on the Table 4.19, the p-value or significance value 0.000 is less than alpha value 0.05. The F value 71.726 is significant. The model for this study is a good descriptor of the relationship between the independent and dependent variables. Therefore, the independent variables (individual factors, university support, job characteristics, organizational environment and contextual factors) are significant in explaining the variance in

internship satisfaction. The alternate hypothesis (H6) is supported by the data.

5.2.7 Seventh Hypothesis

H7: There is a significant difference between males and females in internship satisfaction

According to Table 4.21 the t-value reported is -2.172. The significant level of 0.101 under Levene's Test for equality of Variance is higher than the alpha value 0.05. Thus, this shows that the variances are equal. (H7) is supported by the data. Furthermore, the p-value (sig. 2 tailed) under equal variance assumed is 0.031. This p-value is very much smaller than alpha value 0.05. Therefore, the alternate hypothesis (H7) is supported by the data.

5.3 Implications of the Study

5.3.1 Implications for the University's Faculty, Host Companies and Students

The aim of this research project is to identify the factors that contribute to internship satisfaction among business undergraduates from the Faculty of Business and Finance of Universiti Tunku Abdul Rahman. According to Schmid (2007), opportunities for training and development are important elements in helping employees decide on their career choices. Many researchers, some of whom were also presented in this study had conducted researches where their field of study was often based on employee job satisfaction in the workplace. Not many researches had

addressed about the satisfaction of workplace training as an element of overall job satisfaction let alone studied on the satisfaction of undergraduates who had served their internship training in the workplace; internship is a form of training too.

Employees and undergraduate trainees are understandably different in terms of their level of experiences and positions. What is more interesting is to know is their expectations towards their employers and especially interns, going for their industrial training. A trainee may expect their employers to provide a platform for them to enable them to gain invaluable work experiences during their internship while a typical employee may focus on working towards organizational goals to benefit their employers that will in turn, lead their employers to shower them with better pay, recognition and position.

We focus our attention and initiatives on the targeted business undergraduates who have undergone their internship. Trainees will obtain a greater level of satisfaction with the training that they are receiving when the right and preferred methodologies are being applied in the context of their internship (Schmid, 2007). Clarifying internship satisfaction as our main research field, this study serves as a reference to all parties involved in the internship process either directly or otherwise, including undergraduate trainees, employers, and educational institutions to enable a good fit or match between offers and expectations among them.

Five independent variables have been thoroughly examined to identify the level of internship satisfaction of business undergraduates. Business undergraduate' trainees from different major courses formed different expectations towards their employers in their workplaces. Hence, the practical implications of each independent variable will be further discussed in the following section.

5.3.1.1 Individual Factors

The level of satisfaction has shown to be affected by an individual's own personal conduct. When equipped with competent knowledge, skills and abilities plus a dash of positive outlook in mentality, individuals will perform better and gain a sense of satisfaction in their internship. Trainees with high self-motivation and self-initiative tend to treat their internship like a real job and as an avenue for great learning opportunities not confined within the four walls in their lecture halls. Trainees who treated their training stint seriously will try to learn as much as possible from their employers, view challenges as learning opportunities, perform beyond expectations, and build rapport with people they brushed shoulders with. A good intern will often seek for feedback on their work performance and make sure tasks assigned to them to always be right on track. The level of positive attitude, actions and mentality may differ from one individual to another whereby it is possible to be learnt through the University's very own soft skills development programmes aimed at helping students to develop in the many areas of soft skills in line to helping them cope with the challenges in the workplace (The Star, 2008; University Tunku Abdul Rahman, 2012).

5.3.1.2 University Support

University support is crucial in the months prior to undergraduates' internship period. This form of support is exerted mainly by two parties namely the university internship office faculty and the internship supervisor. In the early stages of implementing the industrial training into the university's curricula, the internship processes and co-ordination calls for rooms for improvement. Not

only should the university internship office ensure information are easily available and accessible to students, it should also ensure that these information are communicated in a clear and standardized manner to avoid ambiguous interpretations and to avoid information to be deciphered differently by different parties involved in the internship namely the students, university supervisors and host companies. The best way to ensure standardization of information is to hold internship orientation as frequent as needed and make it compulsory for both students and supervisors to attend. Internship orientations act as an avenue to disseminate important information as well as to address current issues pertaining to all matters regarding internship. More officers should be assigned to handle students' woes, inquiries, and documents or paperwork processes. University supervisors play a vital role in facilitating the relationships between the students and the university as well as between the students and the host companies. It is also important for university supervisors to be easily available to students for consultation and also for emergencies while students are at their internship site.

5.3.1.3 Job Characteristics

The elements in a job impacts undergraduates' satisfaction toward an internship as similar as how job characteristics influence the level of job satisfaction of permanent workers. An intern's tasks may not be overly major that it affects the entire operations of the company; however, their tasks should hold certain significance and identity as they do affect their level of internship satisfaction. Employers should give interns a certain degree of autonomy and freedom in doing their work if possible. With these elements of job characteristics, employer may be able to observe on the capability,

creativity, and efficiency of their interns giving them valuable hints on their potential. Employers would be able to easily decide on the conversion of their outstanding interns into permanent hires with the help of these indicators, thus, saving the need for time-consuming interviews and costly vacancy advertising. Ultimately, employers are better able to spot the ‘cream of the crop’ and attract them to return to their organizations for permanent positions.

5.3.1.4 Organizational Environment

Based on our findings, the organizational environment impacts internship satisfaction the most. A study by Ahmad and Yekta (2010) also showed that perceived organizational support was positively correlated with levels of job satisfaction whereby, higher levels of perceived organizational support will result in higher levels of job satisfaction. Organizational commitment and internship satisfaction will be possible in a harmonious workplace environment where superiors that serve as a role model to its interns are willing to share personal experiences and bridge the relationship gap. Personal sharing of experiences serves as valuable lessons to the inexperienced. Employers should also practice the culture of sharing success stories and provide interns with an adequate overview of the organization’s core processes. This will elicit a sense of appreciation within the interns as it enhances their comprehension toward the profession or business that they are in. This will also give students an insight on their future career choices and at the same time, employers are able to retain top talents and prospects because of their genuine interest in employee engagement and development.

5.3.1.5 Contextual Factors

Contextual factors do not have a significant impact on internship satisfaction. Regardless of their compensation, interns strive to obtain initial work experiences during their internship. Learning opportunities clearly outweigh salary in their pursuit for internship. However, employers should still continuously revise their internship salary and benefits to remain competitive in the market and to steer clear from any forms of labor exploitation. Employers should spend time in making their internship a structured one to enable a wholesome internship experience to interns. Not only this effort will benefit interns, it also helps employers in peak periods where additional workmen are needed. Interns will be helpful in easing the workload of the company with a lower cost during critical times. This will eventually garner satisfaction to both parties.

5.4 Limitations of the Study

5.4.1 Samples

Generalizing the findings in this study to a broader population is not entirely possible as questionnaires were completed by students of a faculty from a single university. This research may not be comprehensive enough to represent all business undergraduates in Malaysia who had undergone their internship. Upon distributing our questionnaires, a handful of them were not returned to us in which may affect our research results as larger samples may provide greater statistical power and produce more accurate estimates (Lin et al., 2011). Respondents that may not have read the instructions in detail or fully understanding them before answering will result in them choosing their answers inconsistently especially in reverse-

coded questions. Close-ended questions employed in the entire may restrict the richness in responses (Rothman, 2007).

5.4.2 Moderating Factor

According to Shaver (2005) the objectives of researchers is to understand the drivers of particular outcomes. Instead of just finding out that actions and outcomes have a significant relationship, it is equally important to be testing what actually influences the outcomes. Our current study relies on the independent variables and the dependent variable to fulfil the aim or our research. To further enhance our findings and reliability, we attempted on experimenting our variables to identify whether there was any presence of a mediating factor. The output for our findings shown in Appendix 5.1 showed that none of the five independent variables were significant enough to constitute as a mediator in our study. Perhaps given enough time and resources, moderating variables could be examined based on this study as well.

5.5 Recommendations for Future Research

For the purpose of maintaining the number of targeted respondents as prescribed in the study, the target population of respondents should be initially set at a higher number. This acts as a margin of safety or buffer during times where questionnaires lost in transition as they were not returned by respondents or when there were inadequacies in the proper filling up the questionnaire leading to void or rejected questionnaires.

Mediator and moderator variables should be taken into consideration in conducting a research and not merely the standard independent and dependant variables. With the presence of mediator or moderator variables or either one, will

enable a clear and systematic representation of the study and in identifying the relationships between predictor variables and dependent variables. These variables should be simultaneously added into the theoretical framework of future research to enhance the validity of study.

Contextual factors which do not significantly affect internship satisfaction should be excluded in future researches of the same field at the same time, other factors which may be potential predictors of internship satisfaction should be explored.

Future research may attempt to extend this study to all local and private universities in Malaysia to obtain a generalized view of the situation of internship satisfaction in the Malaysian context. Future research may also want to examine the relationship between internship satisfaction and the rate of conversion from interns to permanent hires within the same company. Additionally, future research could look into whether a satisfied intern who had done their internship in a particular company will also be a satisfied permanent employee when they enter the real working world be it in their former internship company or a new company.

5.6 Conclusion

All in all, the study examined the association of each independent variable with internship satisfaction to determine the factors that contribute towards internship satisfaction among business undergraduates. The literature was reviewed to form theoretical premises for this study. The Pearson Correlation analysis was carried out to examine the bivariate relationship between each independent variable and the independent variable. The independent samples t-test was employed to examine the significant differences of gender towards internship satisfaction and multiple regression analysis was utilized identify which variables are critical towards affecting the dependent variable as well as to determine the degree to which independent variable were able to explain the variance of the dependent variable. It was revealed that individual factors, university support, job

characteristics and organizational environment are imperative factors contributing towards internship satisfaction. Contextual factors are the only variable that does not have an impact towards the variation of internship satisfaction. The findings of this study showed that the entire hypothesis developed were supported except for the factor in regards to contextual factors. Thus, practitioners should take into account these relevant factors in determining internship satisfaction. The University, the host companies, as well as students are the main players capable of affecting and shaping internship satisfaction.

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(APPENDIX 3.1)

QUESTIONNAIRE



UNIVERSITI TUNKU ABDUL RAHMAN

Internship Satisfaction: A Preliminary Study on Undergraduates from the Faculty of Business and Finance of Universiti Tunku Abdul Rahman

Dear Respondent,

We are final year students of Bachelor of Business Administration (Hons) from Universiti Tunku Abdul Rahman (UTAR). We are currently pursuing our Research Project (UBMZ3016) with the title “Internship Satisfaction: A Preliminary Study on Undergraduates from the Faculty of Business and Finance of Universiti Tunku Abdul Rahman”.

The aim of this research is to identify the factors that contribute to internship satisfaction among business undergraduates. In other words, it is to discover the various aspects, criteria, perceptions and feedback of current business undergraduates who had undergone their internship that leads them to a satisfying internship experience.

The result of this study will provide pointers for the university faculty for a more effective conduct and structure of internship being its first time in the implementation into the academic curricula. Employers will be better able to attract, recruit and retain top talents with their organizations by being aware of the expectations of satisfaction of current student interns, which are also the workforce of the future. Meanwhile, student interns being the primary beneficiaries of internship outcomes are set to gain maximum potential benefits out of their internship experience.

This questionnaire consists of 3 parts. Section A seeks to identify the factors influencing internship satisfaction among business undergraduates. Section B seeks to identify the general internship satisfaction among business undergraduates. Section C seeks to find out the demographic information of the respondent.

Finally, we would like to extend our appreciation on your willingness and cooperation to complete the questionnaire. Your response will be kept confidential and be used solely for academic purposes only.

Please read each statement carefully and answer the questions truthfully.

1. Are you a university student from the Faculty of Business and Finance (FBF) in Universiti Tunku Abdul Rahman (UTAR)?
 Yes No (End of questionnaire)
2. Have you ever participated in an internship?
 Yes No (End of questionnaire)

SECTION A: FACTORS INFLUENCING INTERNSHIP SATISFACTION AMONG BUSINESS UNDERGRADUATES

The following sets of statements are the factors that influence internship satisfaction among business undergraduates. Reflect on your recent internship experience while answering these statements. Using the 1 to 5 scale provided, with “1” representing “Strongly Disagree” and “5” representing “Strongly Agree”, indicate the extent to which you agree or disagree with each of the following statements.

SD = Strongly Disagree

D = Disagree

N = Neutral

A= Agree

SA = Strongly Agree

1) Individual Factors

	SD	D	N	A	SA
2. I often volunteered for tasks.	1	2	3	4	5
3. I proactively asked questions.	1	2	3	4	5
4. I took the initiative to get acquainted with other employees.	1	2	3	4	5
5. I proactively asked for feedback during internship.	1	2	3	4	5

2) University Support

	SD	D	N	A	SA
1. My university supervisor was available at critical times.	1	2	3	4	5

2. My university supervisor provided direct and immediate feedback.	1	2	3	4	5
3. My university supervisor was knowledgeable about organizational policies and procedures.	1	2	3	4	5
4. My university supervisor fostered an open and trusting relationship.	1	2	3	4	5
5. My university supervisor valued my work.	1	2	3	4	5
6. My university supervisor acknowledged my personal sacrifices and situations.	1	2	3	4	5
7. My university internship office conducted the internship process (i.e. formal documents, announcements, placements) in an organized, timely manner.	1	2	3	4	5
8. My university internship office provided students with adequate number of companies from which to select an appropriate one.	1	2	3	4	5
9. My university internship office provided students with adequate internship orientation.	1	2	3	4	5

3) Job Characteristics

	SD	D	N	A	SA
1. My internship required me to use a number of complex or high-level skills.	1	2	3	4	5

2. My internship provided me the chance to completely finish the pieces of work I began.	1	2	3	4	5
3. The results of my work significantly affect the lives and well-being of other people.	1	2	3	4	5
4. Site supervisors often let me know how well they thought I have performed on my job.	1	2	3	4	5
5. The actual work itself provided clues about how well I am doing during my internship.	1	2	3	4	5

4) Organizational Environment

	SD	D	N	A	SA
1. My site supervisor was a good professional model for me.	1	2	3	4	5
2. My site supervisor shared his/her personal experiences to give me an alternative perspective to my problems.	1	2	3	4	5
3. My internship taught me a lot of things that I would never have been able to learn in the classroom.	1	2	3	4	5
4. I had learned a lot about the field, profession or business through my internship experience.	1	2	3	4	5
5. As a result of this internship, I am better prepared to enter the working world.	1	2	3	4	5

6. I feel I can get a good reference from this organization.	1	2	3	4	5
7. I really liked the organization that I did my internship with.	1	2	3	4	5

5) Contextual Factors

	SD	D	N	A	SA
1. My internship provided me with a competitive salary. (Omit if internship was unpaid)	1	2	3	4	5
2. I was paid well for the work I did at my internship. (Omit if internship was unpaid)	1	2	3	4	5

SECTION B: GENERAL INTERNSHIP SATISFACTION AMONG BUSINESS UNDERGRADUATES

Please circle the number that best reflect your stance about the statement.

SD = Strongly Disagree

D = Disagree

N = Neutral

A= Agree

SA = Strongly Agree

	SD	D	N	A	SA
1. Generally speaking, I was very satisfied with my internship.	1	2	3	4	5
2. I often thought of quitting my internship.	1	2	3	4	5
3. I am generally satisfied with the kind of work I did in my internship.	1	2	3	4	5
4. I believe that if any of my course mates were to take up the same internship work I had, they would have found this work meaningful.	1	2	3	4	5

SECTION C: PERSONAL DETAILS

Please place (√) on the appropriate answer.

1. What is your gender?

- Male Female

2. Year of Study:

- Year 1 Year 2 Year 3 Year 4 or above

3. Major:

- Accounting Business Administration Banking & Finance
 Marketing Financial Economics Entrepreneurship
 Finance

4. Cumulative Grade Point Average (CGPA):

- 2.00-2.19 2.20-2.99 3.00-3.49 3.5-4.00

5. How did you secure your internship?

- Own Placement University Internship Office Placement
 Others (Please specify): _____

6. How long was the duration of your internship?

- 1-2 months 2-3 months 4 months or above

7. Nature of business of your internship company:

- Business Services Community, Social & Personal Services Construction
 Education Electricity, Gas & Steam
 Engineering, Architectural and Technical Services Financial Institution
 Government Hospitality & Tourism Services Insurance
 Manufacturing Trading Real Estate Transport,
Storage & Communication Others (Please specify): _____
-

8. Is the nature of the internship job related to your major of study?

- Yes, they are related. No, they are not related at all.

9. Did you receive academic credits (i.e. credit hour, grade) for this internship?

- Yes, I did. No, I did not.

10. What was your salary bracket during your internship (in Ringgit Malaysia)?

- No salary
- RM1-RM199/month
- RM200-RM399/month
- RM400-599/month
- RM600-RM799/month
- RM800-RM999/month
- RM1000 or above/month

Thank you for your participation in completing the questionnaire. Your time and opinions contributed are greatly appreciated.

End of Questionnaire.

(APPENDIX 3.2)

Data view & Variable View

DATA VIEW (Page 1/Page 10)

	Gender	year	major	cgpa	placement	duration	principle	relevant	credit	allowance	tbf	participate	individual5	individual6	in
1	1.00	3.00	1.00	2.00	1.00	2.00	15.00	1.00	2.00	4.00	1.00	1.0	4	4	
2	2.00	3.00	3.00	4.00	1.00	2.00	7.00	1.00	1.00	5.00	1.00	1.0	2	3	
3	2.00	3.00	4.00	2.00	1.00	2.00	12.00	1.00	1.00	4.00	1.00	1.0	2	2	
4	2.00	3.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	5.00	1.00	1.0	4	4	
5	2.00	3.00	6.00	2.00	1.00	2.00	12.00	1.00	1.00	5.00	1.00	1.0	4	4	
6	2.00	3.00	7.00	2.00	1.00	2.00	7.00	1.00	2.00	4.00	1.00	1.0	2	2	
7	2.00	3.00	1.00	2.00	2.00	1.00	2.00	1.00	1.00	4.00	1.00	1.0	3	3	
8	1.00	3.00	6.00	2.00	2.00	2.00	1.00	1.00	1.00	6.00	1.00	1.0	3	5	
9	2.00	3.00	7.00	3.00	2.00	3.00	7.00	1.00	1.00	4.00	1.00	1.0	4	4	
10	1.00	3.00	1.00	3.00	1.00	2.00	1.00	1.00	2.00	3.00	1.00	1.0	5	5	
11	2.00	3.00	1.00	2.00	1.00	2.00	1.00	1.00	2.00	3.00	1.00	1.0	3	4	
12	1.00	3.00	3.00	2.00	1.00	2.00	1.00	2.00	1.00	3.00	1.00	1.0	4	4	
13	1.00	3.00	5.00	2.00	1.00	2.00	14.00	2.00	1.00	4.00	1.00	1.0	4	2	
14	1.00	3.00	4.00	3.00	1.00	2.00	12.00	1.00	1.00	5.00	1.00	1.0	5	4	
15	1.00	3.00	4.00	2.00	1.00	2.00	1.00	2.00	1.00	6.00	1.00	1.0	4	3	
16	1.00	3.00	5.00	2.00	1.00	2.00	10.00	1.00	1.00	3.00	1.00	1.0	3	3	
17	2.00	3.00	3.00	4.00	2.00	2.00	1.00	1.00	2.00	1.00	1.00	1.0	5	5	
18	2.00	3.00	2.00	4.00	1.00	2.00	1.00	1.00	2.00	4.00	1.00	1.0	2	2	
19	1.00	3.00	6.00	3.00	1.00	2.00	1.00	1.00	1.00	4.00	1.00	1.0	4	4	
20	1.00	3.00	4.00	2.00	2.00	2.00	15.00	2.00	2.00	2.00	1.00	1.0	3	3	
21	1.00	3.00	1.00	3.00	1.00	2.00	7.00	1.00	2.00	4.00	1.00	1.0	4	4	
22	2.00	3.00	2.00	3.00	1.00	2.00	11.00	1.00	2.00	3.00	1.00	1.0	5	4	
23	2.00	3.00	2.00	2.00	1.00	2.00	10.00	1.00	2.00	3.00	1.00	1.0	5	4	
24	1.00	3.00	5.00	2.00	1.00	2.00	15.00	1.00	2.00	6.00	1.00	1.0	4	4	
25	2.00	3.00	2.00	4.00	1.00	2.00	1.00	1.00	1.00	6.00	1.00	1.0	4	4	
26	2.00	3.00	1.00	3.00	1.00	2.00	1.00	1.00	2.00	4.00	1.00	1.0	3	4	
27	1.00	3.00	1.00	3.00	2.00	2.00	6.00	2.00	2.00	3.00	1.00	1.0	5	4	

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28	1.00	3.00	4.00	3.00	1.00	2.00	13.00	1.00	2.00	5.00	1.00	1.0	5	3	
29	2.00	3.00	6.00	3.00	1.00	2.00	1.00	1.00	2.00	4.00	1.00	1.0	4	4	
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25	5	4	3	4	4	5	5	5	3	4	4	3	5	3	
26	4	2	3	2	3	4	4	3	4	4	4	2	2	3	
27	5	4	3	3	3	4	2	2	2	2	4	4	4	4	

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Internship Satisfaction: A Preliminary Study on Undergraduates from the Faculty of Business and Finance of Universiti Tunku Abdul Rahman

DATA VIEW (Page 5/Page 10)

	JobChar9	JobChar10	OrgzEnvironment1	OrgzEnvironment2	OrgzEnvironment7	OrgzEnvironment8	OrgzEnvironment9	OrgzEnvironment10	OrgzEnvironment11	contextual1	contextual2	satisfaction1	satisfaction2	satisfaction3
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3	3	4	3	3	4	4	4	4	3	3	3	3.00	3.00	4.00
4	4	4	4	4	5	5	5	4	4	4	4	4.00	5.00	4.00
5	4	4	2	2	4	4	4	4	4	4	4	4.00	4.00	4.00
6	3	3	4	4	4	4	4	4	3	3	3	4.00	4.00	4.00
7	3	3	4	4	5	4	4	4	3	4	4	2.00	3.00	3.00
8	5	4	4	4	5	4	4	3	4	5	4	4.00	4.00	4.00
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11	4	3	4	4	5	5	4	5	4	2	2	4.00	4.00	4.00
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15	4	4	3	5	5	5	4	5	4	5	5	5.00	3.00	4.00
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21	4	4	3	2	4	3	3	4	3	3	3	4.00	5.00	4.00
22	4	3	5	4	5	4	4	3	2	2	2	3.00	3.00	4.00
23	4	4	5	4	5	5	4	4	3	2	2	4.00	5.00	4.00
24	4	5	4	4	5	4	4	3	3	4	4	4.00	4.00	4.00
25	5	4	5	5	5	4	5	5	5	4	4	5.00	5.00	4.00
26	3	4	2	4	4	4	4	4	2	4	4	3.00	4.00	4.00

DATA VIEW (Page 6/Page 10)

	JobChar9	JobChar10	OrgzEnvironment1	OrgzEnvironment2	OrgzEnvironment7	OrgzEnvironment8	OrgzEnvironment9	OrgzEnvironment10	OrgzEnvironment11	contextual1	contextual2	satisfaction1	satisfaction2	satisfaction3
27	4	4	5	5	5	5	5	4	4	2	2	4.00	5.00	4.00
28	4	4	4	5	4	4	5	4	4	4	2	3.00	5.00	4.00
29	4	4	4	4	4	3	4	4	4	3	3	4.00	4.00	3.00
30	4	3	4	4	4	1	3	2	2	4	4	2.00	3.00	1.00
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	satisfaction4	AverageIndividualFctor	AverageUnlSupport	AverageJobChar	AverageOrgzEnvironment	AverageCorr
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2	2.75	2.75	2.75	3.60	3.66	
3	2.50	2.50	2.50	3.40	3.57	
4	4.00	4.00	4.00	4.00	4.43	
5	4.00	4.00	4.00	3.80	3.43	
6	2.00	2.00	2.00	3.00	3.66	
7	3.25	3.25	3.25	3.20	4.00	
8	3.75	3.75	3.75	3.60	4.00	
9	4.00	4.00	4.00	3.60	4.66	
10	4.75	4.75	4.75	3.60	4.00	
11	3.50	3.50	3.50	3.80	4.43	
12	3.75	3.75	3.75	4.00	4.14	
13	3.00	3.00	3.00	3.00	4.29	
14	4.00	4.00	4.00	4.20	4.43	
15	3.50	3.50	3.50	4.20	4.43	
16	3.00	3.00	3.00	3.40	4.00	
17	4.75	4.75	4.75	4.40	4.66	
18	2.00	2.00	2.00	3.60	3.71	
19	4.00	4.00	4.00	3.80	4.00	
20	3.25	3.25	3.25	2.60	3.57	
21	4.00	4.00	4.00	3.80	3.14	
22	3.75	3.75	3.75	2.80	3.66	
23	4.50	4.50	4.50	4.20	4.29	
24	4.00	4.00	4.00	4.00	3.66	
25	4.25	4.25	4.25	4.00	4.66	
26	3.25	3.25	3.25	2.80	3.43	

Data View Variable View

SPSS Processor is ready

Final Year Project SPSS16 8.1 Data View & Vari... *Output1 [Docume... Pilot2indiv.sav [Data... EN 4:12 PM

DATA VIEW (Page 8/Page 10)

PilotZindiv.sav [DataSet1] - SPSS Data Editor

File Edit View Data Transform Analyze Graphs Utilities Add-ons Window Help

1: Gender 1 Visible: 49 of 49 Variables

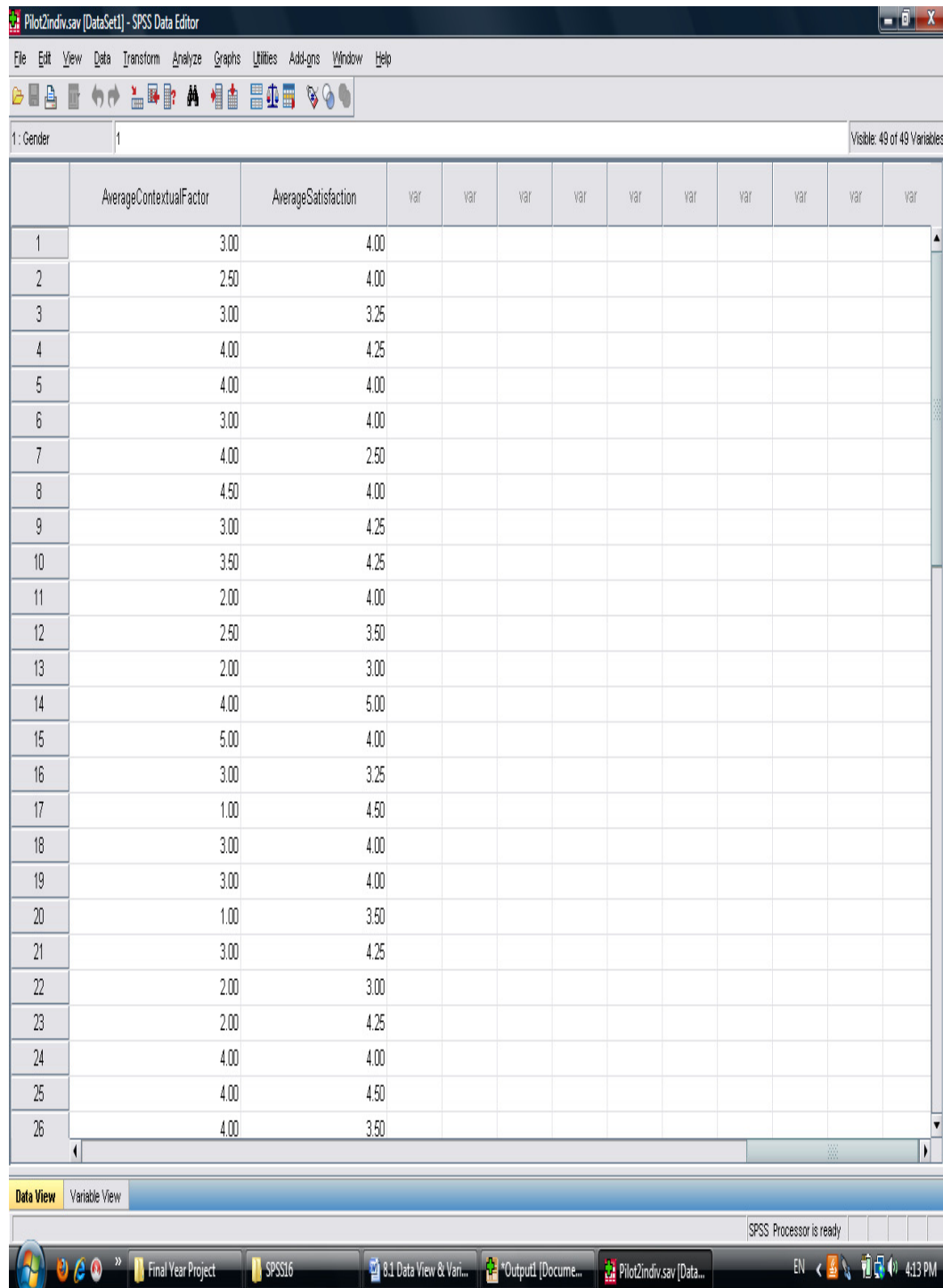
	satisfaction4	AverageIndividualFactor	AverageUniSupport	AverageJobChar	AverageOrgzEnvironment	AverageCon
27	4.50	4.50	4.50	4.00	4.71	
28	3.75	3.75	3.75	3.40	4.29	
29	3.75	3.75	3.75	3.40	3.86	
30	4.25	4.25	4.25	3.20	2.86	
31						
32						
33						
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50						
51						
52						

Data View Variable View

SPSS Processor is ready

Final Year Project SPSS16 8.1 Data View & Vari... *Output1 [Docume... PilotZindiv.sav [Data... EN 4:12 PM

DATA VIEW (Page 9/Page 10)



The screenshot displays the SPSS Data Editor interface. The main window shows a data view with 26 rows and 13 columns. The first two columns are labeled 'AverageContextualFactor' and 'AverageSatisfaction'. The remaining 11 columns are labeled 'var'. The data is as follows:

	AverageContextualFactor	AverageSatisfaction	var	var	var	var	var	var	var	var	var	var
1	3.00	4.00										
2	2.50	4.00										
3	3.00	3.25										
4	4.00	4.25										
5	4.00	4.00										
6	3.00	4.00										
7	4.00	2.50										
8	4.50	4.00										
9	3.00	4.25										
10	3.50	4.25										
11	2.00	4.00										
12	2.50	3.50										
13	2.00	3.00										
14	4.00	5.00										
15	5.00	4.00										
16	3.00	3.25										
17	1.00	4.50										
18	3.00	4.00										
19	3.00	4.00										
20	1.00	3.50										
21	3.00	4.25										
22	2.00	3.00										
23	2.00	4.25										
24	4.00	4.00										
25	4.00	4.50										
26	4.00	3.50										

DATA VIEW (Page 10/Page 10)

The screenshot displays the SPSS Data Editor interface for a file named 'Pilot2indiv.sav'. The 'Data View' tab is active, showing a table with 13 columns and 28 rows. The first two columns are labeled 'AverageContextualFactor' and 'AverageSatisfaction'. The remaining 11 columns are labeled 'var'. The data for the first four rows is as follows:

	AverageContextualFactor	AverageSatisfaction	var	var	var	var	var	var	var	var	var	var
27	2.00	4.00										
28	3.00	4.25										
29	3.00	3.75										
30	4.00	2.00										
31												
32												
33												
34												
35												
36												
37												
38												
39												
40												
41												
42												
43												
44												
45												
46												
47												
48												
49												
50												
51												
52												

The interface includes a menu bar (File, Edit, View, Data, Transform, Analyze, Graphs, Utilities, Add-ons, Window, Help), a toolbar, and a taskbar at the bottom showing the Windows Start button, several open applications (Final Year Project, SPSS16, 8.1 Data View & Vari..., *OutputL [Docume..., Pilot2indiv.sav [Data...]), and the system clock (4:14 PM).

VARIABLE VIEW (Page 1/Page 2)

The screenshot shows the SPSS Variable View window for a dataset named *Pilot2indiv.sav. The window displays a table of variables with columns for Name, Type, Width, Decimals, Label, Values, Missing, Columns, Align, and Measure. The variables listed are: Gender, year, major, cgpa, placement, duration, principle, relevant, credit, allowance, fbf, participate, individual5, individual6, individual7, individual8, UniSupport1 through UniSupport9, JobChar2, JobChar3, and JobChar6. The 'Measure' column indicates the scale type for each variable, such as Nominal, Ordinal, or Scale.

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1	Gender	Numeric	8	2		{1.00, male}...	None	8	Right	Nominal
2	year	Numeric	8	2		{1.00, year1}...	None	8	Right	Ordinal
3	major	Numeric	8	2		{1.00, acco}...	None	8	Right	Nominal
4	cgpa	Numeric	8	2		{1.00, 2.2.1}...	None	8	Right	Scale
5	placement	Numeric	8	2		{1.00, own p}...	None	8	Right	Nominal
6	duration	Numeric	8	2		{1.00, 1-2 m}...	None	8	Right	Scale
7	principle	Numeric	8	2	business nature	{1.00, busin}...	None	8	Right	Nominal
8	relevant	Numeric	8	2	nature of job vs ...	{1.00, yes}...	None	8	Right	Nominal
9	credit	Numeric	8	2		{1.00, yes}...	None	8	Right	Nominal
10	allowance	Numeric	8	2		{1.00, nil}...	None	8	Right	Scale
11	fbf	Numeric	8	2		{1.00, yes}...	None	8	Right	Nominal
12	participate	Numeric	8	1		{1.0, yes}...	None	8	Right	Nominal
13	individual5	Numeric	8	0		None	None	8	Right	Scale
14	individual6	Numeric	8	0		None	None	8	Right	Scale
15	individual7	Numeric	8	0		None	None	8	Right	Scale
16	individual8	Numeric	8	0		None	None	8	Right	Scale
17	UniSupport1	Numeric	8	0		None	None	8	Right	Scale
18	UniSupport2	Numeric	8	0		None	None	8	Right	Scale
19	UniSupport3	Numeric	8	0		None	None	8	Right	Scale
20	UniSupport4	Numeric	8	0		None	None	8	Right	Scale
21	UniSupport5	Numeric	8	0		None	None	8	Right	Scale
22	UniSupport6	Numeric	8	0		None	None	8	Right	Scale
23	UniSupport7	Numeric	8	0		None	None	8	Right	Scale
24	UniSupport8	Numeric	8	0		None	None	8	Right	Scale
25	UniSupport9	Numeric	8	0		None	None	8	Right	Scale
26	JobChar2	Numeric	8	0		None	None	8	Right	Scale
27	JobChar3	Numeric	8	0		None	None	8	Right	Scale
28	JobChar6	Numeric	8	0		None	None	8	Right	Scale

The window also shows the taskbar at the bottom with several open applications: Final Year Project, SPSS16, 8.1 Data View & Vari..., *OutputL [Docume..., and *Pilot2indiv.sav [Dat... The system tray shows the time as 4:37 PM.

VARIABLE VIEW (Page 2/Page 2)

	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
29	JobChar9	Numeric	8	0		None	None	8	Right	Scale
30	JobChar10	Numeric	8	0		None	None	8	Right	Scale
31	OrgzEnviron...	Numeric	8	0		None	None	8	Right	Scale
32	OrgzEnviron...	Numeric	8	0		None	None	8	Right	Scale
33	OrgzEnviron...	Numeric	8	0		None	None	8	Right	Scale
34	OrgzEnviron...	Numeric	8	0		None	None	8	Right	Scale
35	OrgzEnviron...	Numeric	8	0		None	None	8	Right	Scale
36	OrgzEnviron...	Numeric	8	0		None	None	8	Right	Scale
37	OrgzEnviron...	Numeric	8	0		None	None	8	Right	Scale
38	contextual1	Numeric	8	0		None	None	8	Right	Scale
39	contextual2	Numeric	8	0		None	None	8	Right	Scale
40	satisfaction1	Numeric	8	2	Overall	None	None	8	Right	Scale
41	satisfaction2	Numeric	8	2		None	None	8	Right	Scale
42	satisfaction3	Numeric	8	2		None	None	10	Right	Scale
43	satisfaction4	Numeric	8	2	AverageSumma...	None	None	24	Right	Scale
44	AverageIndiv...	Numeric	8	2	AverageSumma...	None	None	24	Right	Scale
45	AverageUni...	Numeric	8	2	AverageSumma...	None	None	24	Right	Scale
46	AverageJob...	Numeric	8	2	AverageSumma...	None	None	16	Right	Scale
47	AverageOrg...	Numeric	8	2	AverageSumma...	None	None	24	Right	Scale
48	AverageCon...	Numeric	8	2	AverageSumma...	None	None	25	Right	Scale
49	AverageSati...	Numeric	8	2	AverageSumma...	None	None	21	Right	Scale
50										
51										
52										
53										
54										
55										
56										

(APPENDIX 3.3)

RELIABILITY ANALYSIS (PILOT STUDY)

Individual Factors

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Source: Developed for the research

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.842	4

Source: Developed for the research

Inter-Item Correlation Matrix

	individual5	individual6	individual7	individual8
individual5	1.000	.602	.473	.653
individual6	.602	1.000	.472	.665
individual7	.473	.472	1.000	.565
individual8	.653	.665	.565	1.000

Source: Developed for the research

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
individual5	10.70	4.355	.683	.486	.797
individual6	10.87	4.878	.689	.498	.789
individual7	10.63	5.344	.574	.346	.836
individual8	11.30	4.838	.763	.585	.760

Source: Developed for the research

University Support

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Source: Developed for the research

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.725	.732	9

Source: Developed for the research

Inter-Item Correlation Matrix

	UniSupport1	UniSupport2	UniSupport3	UniSupport4	UniSupport5	UniSupport6	UniSupport7	UniSupport8	UniSupport9
UniSupport1	1.000	.257	.056	.091	.340	.045	.292	.140	.035
UniSupport2	.257	1.000	.591	.233	.301	.317	.133	.257	.040
UniSupport3	.056	.591	1.000	.194	.394	.360	.149	.065	.084
UniSupport4	.091	.233	.194	1.000	.270	.282	.214	.311	.390
UniSupport5	.340	.301	.394	.270	1.000	.679	.051	.154	.021
UniSupport6	.045	.317	.360	.282	.679	1.000	.002	.136	.133
UniSupport7	.292	.133	.149	.214	.051	.002	1.000	.375	.585
UniSupport8	.140	.257	.065	.311	.154	.136	.375	1.000	.390
UniSupport9	.035	.040	.084	.390	.021	.133	.585	.390	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
UniSupport1	26.77	14.461	.276	.335	.719
UniSupport2	27.17	13.109	.446	.476	.693
UniSupport3	26.87	13.775	.398	.469	.702
UniSupport4	26.43	13.702	.447	.259	.696
UniSupport5	26.50	12.948	.452	.607	.691
UniSupport6	26.63	13.275	.406	.545	.699
UniSupport7	26.97	12.585	.408	.461	.700
UniSupport8	27.33	11.954	.412	.284	.704
UniSupport9	26.93	13.099	.398	.480	.701

Source: Developed for the research

Job Characteristics

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Source: Developed for the research

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.648	.653	5

Source: Developed for the research

Inter-Item Correlation Matrix

	JobChar2	JobChar3	JobChar6	JobChar9	JobChar10
JobChar2	1.000	.400	.301	.275	.349
JobChar3	.400	1.000	.192	.224	.094
JobChar6	.301	.192	1.000	.174	.434
JobChar9	.275	.224	.174	1.000	.293
JobChar10	.349	.094	.434	.293	1.000

Source: Developed for the research

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
JobChar2	15.07	3.030	.505	.280	.539
JobChar3	14.00	3.862	.354	.190	.617
JobChar6	14.57	3.564	.393	.223	.600
JobChar9	14.20	3.959	.344	.139	.620
JobChar10	14.17	4.075	.445	.280	.588

Source: Developed for the research

Organizational Environment

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Source: Developed for the research

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.790	.797	7

Source: Developed for the research

Inter-Item Correlation Matrix							
	Orgz Environment1	Orgz Environment2	Orgz Environment7	Orgz Environment8	Orgz Environment9	Orgz Environment10	Orgz Environment11
OrgzEnvironment1	1.000	.566	.518	.203	.231	.175	.285
OrgzEnvironment2	.566	1.000	.430	.279	.253	.252	.226
OrgzEnvironment7	.518	.430	1.000	.518	.294	.293	.131
OrgzEnvironment8	.203	.279	.518	1.000	.500	.632	.447
OrgzEnvironment9	.231	.253	.294	.500	1.000	.287	.378
OrgzEnvironment10	.175	.252	.293	.632	.287	1.000	.641
OrgzEnvironment11	.285	.226	.131	.447	.378	.641	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
OrgzEnvironment1	24.20	8.648	.466	.479	.776
OrgzEnvironment2	24.23	8.806	.487	.367	.770
OrgzEnvironment7	23.73	9.720	.544	.499	.765
OrgzEnvironment8	24.17	8.282	.621	.604	.742
OrgzEnvironment9	24.17	9.247	.470	.314	.772
OrgzEnvironment10	24.23	8.875	.566	.581	.754
OrgzEnvironment11	24.67	8.713	.523	.513	.762

Source: Developed for the research

Contextual Factors

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Source: Developed for the research

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.929	.932	2

Source: Developed for the research

Inter-Item Correlation Matrix

	contextual1	contextual2
contextual1	1.000	.872
contextual2	.872	1.000

Source: Developed for the research

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
contextual1	3.03	.930	.872	.761	. ^a
contextual2	3.10	1.128	.872	.761	. ^a

- a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Source: Developed for the research

Internship Satisfaction

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

- a. Listwise deletion based on all variables in the procedure.

Source: Developed for the research

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.815	.817	4

Source: Developed for the research

Inter-Item Correlation Matrix

	Overall	satisfaction2	satisfaction3	satisfaction4
Overall	1.000	.507	.622	.637
satisfaction2	.507	1.000	.388	.482
satisfaction3	.622	.388	1.000	.530
satisfaction4	.637	.482	.530	1.000

Source: Developed for the research

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Overall	11.5333	3.706	.733	.547	.724
satisfaction2	11.2000	4.028	.539	.302	.812
satisfaction3	11.5333	3.982	.614	.419	.778
satisfaction4	11.5333	3.430	.670	.463	.752

Source: Developed for the research

(APPENDIX 4.1)

FREQUENCY DISTRIBUTION TABLE

Table 4.1: Gender

Statistics		
Gender		
N	Valid	310
	Missing	0
Mean		1.60
Median		2.00
Mode		2
Std. Deviation		.490
Variance		.240
Minimum		1
Maximum		2
Percentiles	25	1.00
	50	2.00
	75	2.00

Source: Developed for the research

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	123	39.7	39.7	39.7
	Female	187	60.3	60.3	100.0
Total		310	100.0	100.0	

Source: Developed for the research

Table 4.2: Year of Study

Statistics		
year		
N	Valid	310
	Missing	0
Mean		2.99

Median		3.00
Mode		3
Std. Deviation		.180
Variance		.032
Minimum		1
Maximum		4
Percentiles	25	3.00
	50	3.00
	75	3.00

Source: Developed for the research

		year			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	year1	2	.6	.6	.6
	year3	306	98.7	98.7	99.4
	year4 or above	2	.6	.6	100.0
	Total	310	100.0	100.0	

Source: Developed for the research

Table 4.3: Major

Statistics		
major		
N	Valid	310
	Missing	0
Mean		2.68
Median		2.00
Mode		1
Std. Deviation		1.753
Variance		3.072
Minimum		1
Maximum		7
Percentiles	25	1.00
	50	2.00

Statistics

major

N	Valid	310
	Missing	0
Mean		2.68
Median		2.00
Mode		1
Std. Deviation		1.753
Variance		3.072
Minimum		1
Maximum		7
Percentiles	25	1.00
	50	2.00
	75	4.00

Source: Developed for the research

major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	accounting	110	35.5	35.5	35.5
	business administration	68	21.9	21.9	57.4
	baking and finance	33	10.6	10.6	68.1
	marketing	51	16.5	16.5	84.5
	financial economics	16	5.2	5.2	89.7
	entrepreneurship	22	7.1	7.1	96.8
	finance	10	3.2	3.2	100.0
	Total	310	100.0	100.0	

Source: Developed for the research

Table 4.4: Cumulative Grade Point Average (CGPA)

Statistics

cgpa

N	Valid	310
	Missing	0
Mean		2.51
Median		2.00
Mode		2
Std. Deviation		.718
Variance		.516
Minimum		1
Maximum		4
Percentiles	25	2.00
	50	2.00
	75	3.00

Source: Developed for the research

cgpa

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2.0-2.19	12	3.9	3.9	3.9
2.2-2.99	158	51.0	51.0	54.8
3.0-3.49	111	35.8	35.8	90.6
3.5-4.0	29	9.4	9.4	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Table 4.5: Internship Placement

Statistics

placement

N	Valid	310
	Missing	0
Mean		1.21
Median		1.00
Mode		1
Std. Deviation		.453
Variance		.205
Minimum		1

Maximum		4
Percentiles	25	1.00
	50	1.00
	75	1.00

Source: Developed for the research

placement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid own placement	249	80.3	80.3	80.3
university internship office placement	59	19.0	19.0	99.4
4	2	.6	.6	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Table 4.6: Duration of Internship

Statistics

duration

N	Valid	310
	Missing	0
Mean		2.00
Median		2.00
Mode		2
Std. Deviation		.000
Variance		.000
Minimum		2
Maximum		2
Percentiles	25	2.00
	50	2.00
	75	2.00

Source: Developed for the research

duration

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2-3months	310	100.0	100.0	100.0

Source: Developed for the research

Table 4.7: Nature of Business of Internship Companies

Statistics

principle

N	Valid	310
	Missing	0
Mean		6.96
Median		7.00
Mode		1
Std. Deviation		5.479
Variance		30.014
Minimum		1
Maximum		15
Percentiles	25	1.00
	50	7.00
	75	12.00

Source: Developed for the research

principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid business service	122	39.4	39.4	39.4
community, social and personal service	2	.6	.6	40.0
construction	2	.6	.6	40.6
education	4	1.3	1.3	41.9
electricity, gas and steam	4	1.3	1.3	43.2

engineering, architectural and technical service	2	.6	.6	43.9
financial institution	35	11.3	11.3	55.2
government	2	.6	.6	55.8
hospitality and tourism service	6	1.9	1.9	57.7
insurance	22	7.1	7.1	64.8
manufacturing	27	8.7	8.7	73.5
trading	15	4.8	4.8	78.4
real estate	14	4.5	4.5	82.9
transport, storage and communication	12	3.9	3.9	86.8
others	41	13.2	13.2	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Table 4.8: Nature of Internship Job Related to Major of Study

Statistics

relevant

N	Valid	310
	Missing	0
Mean		1.17
Median		1.00
Mode		1
Std. Deviation		.377
Variance		.142
Minimum		1
Maximum		2
Percentiles	25	1.00
	50	1.00
	75	1.00

Source: Developed for the research

relevant

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes, related	257	82.9	82.9	82.9
no, not related	53	17.1	17.1	100.0
Total	310	100.0	100.0	

Source: Developed for the research

Table 4.9: Academic Credits

Statistics

credit

N	Valid	310
	Missing	0
Mean		1.00
Median		1.00
Mode		1
Std. Deviation		.000
Variance		.000
Minimum		1
Maximum		1
Percentiles	25	1.00
	50	1.00
	75	1.00

Source: Developed for the research

credit

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	310	100.0	100.0	100.0

Source: Developed for the research

Table 4.10: Salary Bracket

Statistics

allowance

N	Valid	310
	Missing	0
Mean		4.65
Median		4.00
Mode		4
Std. Deviation		1.423
Variance		2.026
Minimum		2
Maximum		7

Source: Developed for the research

allowance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid rm1-rm199 per month	13	4.2	4.2	4.2
rm200-rm399 per month	53	17.1	17.1	21.3
rm400-rm599 per month	101	32.6	32.6	53.9
rm600-rm799per month	51	16.5	16.5	70.3
rm800-rm999 per month	45	14.5	14.5	84.8
rm1000 or above per month	47	15.2	15.2	100.0
Total	310	100.0	100.0	

Source: Developed for the research

(APPENDIX 4.2)

CENTRAL TENDENCIES MEASUREMENT OF CONSTRUCTS

Individual Factors

Table 4.11: Summary of Central Tendency for Individual Factors

Statistics

		IndFact1	IndFact2	IndFact3	IndFact4
N	Valid	310	310	310	310
	Missing	0	0	0	0
Mean		3.82	3.91	3.96	3.67
Std. Deviation		.827	.629	.705	.773
Skewness		-1.111	-.477	-.504	-.119
Std. Error of Skewness		.138	.138	.138	.138
Kurtosis		1.856	.951	.502	-.359
Std. Error of Kurtosis		.276	.276	.276	.276

Source: Developed for the research

University Support

Table 4.12: Summary of Central Tendency for University Support

Statistics

		Uni Sup1	Uni Sup2	Uni Sup3	Uni Sup4	Uni Sup5	Uni Sup6	Uni Sup7	Uni Sup8	Uni Sup9
N	Valid	310	310	310	310	310	310	310	310	310
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.10	3.15	3.18	3.45	3.49	3.49	3.04	2.67	3.15
Std. Deviation		.872	.923	.918	.860	.831	.880	1.047	1.155	1.431
Skewness		-.395	-.026	-.423	-1.006	-.572	-.396	-.425	-.093	2.608
Std. Error of Skewness		.138	.138	.138	.138	.138	.138	.138	.138	.138
Kurtosis		-.134	-.469	-.672	1.135	.082	-.183	-.520	-1.213	19.597

Statistics

	Uni Sup1	Uni Sup2	Uni Sup3	Uni Sup4	Uni Sup5	Uni Sup6	Uni Sup7	Uni Sup8	Uni Sup9
N Valid	310	310	310	310	310	310	310	310	310
Missing	0	0	0	0	0	0	0	0	0
Mean	3.10	3.15	3.18	3.45	3.49	3.49	3.04	2.67	3.15
Std. Deviation	.872	.923	.918	.860	.831	.880	1.047	1.155	1.431
Skewness	-.395	-.026	-.423	-1.006	-.572	-.396	-.425	-.093	2.608
Std. Error of Skewness	.138	.138	.138	.138	.138	.138	.138	.138	.138
Kurtosis	-.134	-.469	-.672	1.135	.082	-.183	-.520	-1.213	19.597
Std. Error of Kurtosis	.276	.276	.276	.276	.276	.276	.276	.276	.276

Source: Developed for the research

Job Characteristics

Table 4.13: Summary of Central Tendency for Job Characteristics

Statistics

	JobChar1	JobChar2	JobChar3	JobChar4	JobChar5
N Valid	310	310	310	310	310
Missing	0	0	0	0	0
Mean	3.59	3.95	3.70	3.65	3.84
Std. Deviation	.883	.649	.783	.860	.690
Skewness	-.301	-.381	-.509	-.555	-.435
Std. Error of Skewness	.138	.138	.138	.138	.138
Kurtosis	-.348	.590	-.012	-.031	.413
Std. Error of Kurtosis	.276	.276	.276	.276	.276

Source: Developed for the research

Organizational Environment

Table 4.14: Summary of Central Tendency for Organizational Environment

Statistics

	Orgz Env1	Orgz Env2	Orgz Env3	Orgz Env4	Orgz Env5	Orgz Env6	Orgz Env7
N Valid	310	310	310	310	310	310	310
Missing	0	0	0	0	0	0	0
Mean	3.98	3.99	4.31	4.25	4.07	3.91	3.68
Std. Deviation	.822	.863	.696	.723	.751	.781	.985
Skewness	-1.095	-.949	-.961	-.822	-.670	-.174	-.544
Std. Error of Skewness	.138	.138	.138	.138	.138	.138	.138
Kurtosis	1.855	1.142	1.319	.723	.486	-.643	-.057
Std. Error of Kurtosis	.276	.276	.276	.276	.276	.276	.276

Source: Developed for the research

Contextual Factors

Table 4.15: Summary of Central Tendency for Contextual Factors

Statistics

	ContxFac1	ContxFac2
N Valid	308	308
Missing	2	2
Mean	3.34	3.33
Std. Deviation	1.063	1.099
Skewness	-.355	-.352
Std. Error of Skewness	.139	.139
Kurtosis	-.655	-.634
Std. Error of Kurtosis	.277	.277

Source: Developed for the research

(APPENDIX 4.3)

RELIABILITY TEST (FULL-SCALE STUDY)

Individual Factors

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.610	.621	4

Source: Developed for the research

University Support

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.799	9

Source: Developed for the research

Job Characteristics

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.668	.676	4

Source: Developed for the research

Organizational Environment

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.821	.827	7

Source: Developed for the research

Contextual factors

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.998	.998	2

Source: Developed for the research

Internship Satisfaction

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.777	.784	4

Source: Developed for the research

(APPENDIX 4.4)

PEARSON CORRELATION ANALYSIS

Table 4.17: Pearson Correlation Coefficient results between Independent Variables and Internship Satisfaction

Correlations

		Average Summated Score for Individual Factor	Average Summated Score for Uni Support	Average Summated Score for Job Characteristics	Average Summated Scores for Organizational Environment	Average Summated Score for Contextual Factor	Average Summated Scores for Internship satisfaction
Average Summated Score for Individual Factor	Pearson Correlation Sig. (2-tailed) N	1 310	.078 310	.398** 310	.438** 310	.001 310	.473** 310
Average Summated Score for Uni Support	Pearson Correlation Sig. (2-tailed) N	.078 310	1 310	.082 310	.280** 310	.045 310	.283** 310
Average Summated Score for Job Characteristics	Pearson Correlation Sig. (2-tailed) N	.398** 310	.082 310	1 310	.616** 310	.007 310	.509** 310
Average Summated Scores for Organizational Environment	Pearson Correlation Sig. (2-tailed) N	.438** 310	.280** 310	.616** 310	1 310	.098 310	.701** 310

Average Summated Score for Contextual Factor	Pearson Correlation	.001	.045	.007	.098	1	.050
	Sig. (2-tailed)	.979	.435	.908	.084		.376
	N	310	310	310	310	310	310
Average Summated Scores for Internship satisfaction	Pearson Correlation	.473**	.283**	.509**	.701**	.050	1
	Sig. (2-tailed)	.000	.000	.000	.000	.376	
	N	310	310	310	310	310	310

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research

(APPENDIX 4.5)

MULTIPLE REGRESSION ANALYSIS

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Average Summated Score for Contextual Factor, Average Summated Score for Individual Factor, Average Summated Score for Uni Support, Average Summated Score for Job Characteristics, Average Summated Scores for Organizational Environment ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Average Summated Scores for Internship satisfaction

Source: Developed for the research

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.541	.534	.37636

a. Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Score for Individual Factor, Average Summated Score for Uni Support, Average Summated Score for Job Characteristics, Average Summated Scores for Organizational Environment

b. Dependent Variable: Average Summated Scores for Internship satisfaction

Source: Developed for the research

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.799	5	10.160	71.726	.000 ^a
	Residual	43.061	304	.142		

Total	93.861	309			
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- a. Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Score for Individual Factor, Average Summated Score for Uni Support, Average Summated Score for Job Characteristics, Average Summated Scores for Organizational Environment

b. Dependent Variable: Average Summated Scores for Internship satisfaction

Source: Developed for the research

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.208	.218		.957	.339
	Average Summated Score for Individual Factor	.215	.048	.195	4.443	.000
	Average Summated Score for Uni Support	.104	.037	.114	2.792	.006
	Average Summated Score for Job Characteristics	.109	.055	.100	1.972	.049
	Average Summated Scores for Organizational Environment	.527	.054	.522	9.699	.000
	Average Summated Score for Contextual Factor	.000	.003	-.007	-.176	.860

- a. Dependent Variable: Average Summated Scores for Internship satisfaction

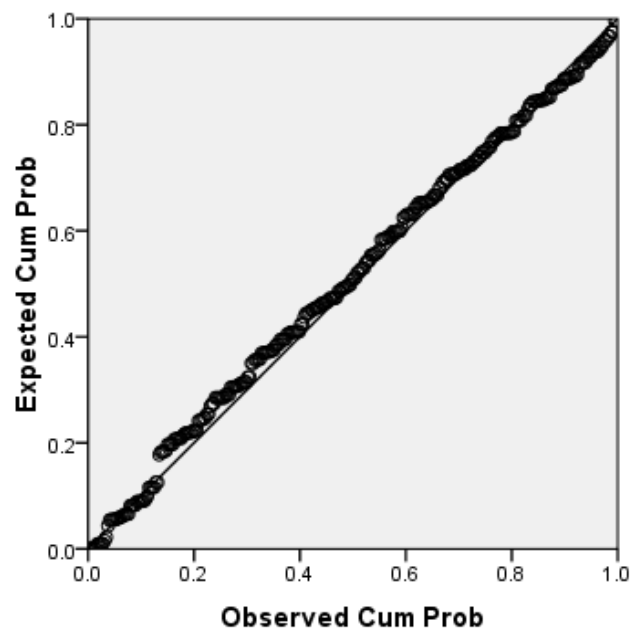
Source: Developed for the research

(APPENDIX 4.6)

NORMALITY

Figure 4.1: Normality Probability Plot of Regression Standardized Residual

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Average Summated Scores for Job Satisfaction



Source: Developed for the research

(APPENDIX 4.7)

INDEPENDENT SAMPLES T-TEST

Results of Independent Samples T-Test

Group Statistics

	Gen der	N	Mean	Std. Deviation	Std. Error Mean
Average Summated Scores for Internship satisfaction	Male	123	3.8191	.57909	.05222
	Female	187	3.9572	.52636	.03849

Source: Developed for research

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Average Summated Scores for Internship satisfaction	Equal variances assumed	2.711	.101	2.172	308	.031	-.13811	.06360	-.26326	-.01296
	Equal variances not assumed			2.129	243.464	.034	-.13811	.06487	-.26589	-.01034

Source: Developed for research

(APPENDIX 4.8)

MEDIATOR

Regression (Individual Factors, University Support)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283(a)	.080	.077	.52939
2	.534(b)	.285	.280	.46763

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Uni Support
- b Predictors: (Constant), Average Summated Score for Uni Support, Average Summated Score for Individual Factor

Regression (Individual Factors, Internship satisfaction)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509(a)	.259	.257	.47519
2	.588(b)	.346	.341	.44724

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Job Characteristics
- b Predictors: (Constant), Average Summated Score for Job Characteristics, Average Summated Score for Individual Factor

Regression (Individual Factors, Organizational Environment)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701(a)	.491	.489	.39382
2	.725(b)	.525	.522	.38102

Source: Developed for research

- a Predictors: (Constant), Average Summated Scores for Organizational Environment
- b Predictors: (Constant), Average Summated Scores for Organizational

Environment, Average Summated Score for Individual Factor
Regression (Individual Factors, Contextual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.050(a)	.003	-.001	.55133
2	.475(b)	.226	.221	.48643

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Contextual Factor
 b Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Score for Individual Factor

Regression (University Supports, Individual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473(a)	.224	.221	.48641
2	.534(b)	.285	.280	.46763

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Individual Factor
 b Predictors: (Constant), Average Summated Score for Individual Factor, Average Summated Score for Uni Support

Regression (University Support, Job Characteristics)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509(a)	.259	.257	.47519
2	.564(b)	.318	.313	.45665

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Job Characteristics
 b Predictors: (Constant), Average Summated Score for Job Characteristics, Average Summated Score for Uni Support

Regression (University Support, Organizational Environment)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701(a)	.491	.489	.39382
2	.707(b)	.499	.496	.39126

Source: Developed for research

a Predictors: (Constant), Average Summated Scores for Organizational Environment

b Predictors: (Constant), Average Summated Scores for Organizational Environment, Average Summated Score for Uni Support

Regression (University Support, Contextual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.050(a)	.003	-.001	.55133
2	.286(b)	.082	.076	.52984

Source: Developed for research

a Predictors: (Constant), Average Summated Score for Contextual Factor

b Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Score for Uni Support

Regression (Internship satisfaction, Individual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473(a)	.224	.221	.48641
2	.588(b)	.346	.341	.44724

Source: Developed for research

a Predictors: (Constant), Average Summated Score for Individual Factor

b Predictors: (Constant), Average Summated Score for Individual Factor, Average Summated Score for Job Characteristics

Regression (Internship satisfaction, University Support)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283(a)	.080	.077	.52939
2	.564(b)	.318	.313	.45665

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Uni Support
- b Predictors: (Constant), Average Summated Score for Uni Support, Average Summated Score for Job Characteristics

Regression (Internship satisfaction, Organizational Environment)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701(a)	.491	.489	.39382
2	.708(b)	.501	.497	.39074

Source: Developed for research

- a Predictors: (Constant), Average Summated Scores for Organizational Environment
- b Predictors: (Constant), Average Summated Scores for Organizational Environment, Average Summated Score for Job Characteristics

Regression (Internship satisfaction, Contextual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.050(a)	.003	-.001	.55133
2	.511(b)	.261	.256	.47525

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Contextual Factor
- b Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Score for Job Characteristics

Regression (Organizational Environment, Individual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473(a)	.224	.221	.48641
2	.725(b)	.525	.522	.38102

Source: Developed for research

a Predictors: (Constant), Average Summated Score for Individual Factor

b Predictors: (Constant), Average Summated Score for Individual Factor, Average Summated Scores for Organizational Environment

Regression (Organizational Environment, University Support)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283(a)	.080	.077	.52939
2	.707(b)	.499	.496	.39126

Source: Developed for research

a Predictors: (Constant), Average Summated Score for Uni Support

b Predictors: (Constant), Average Summated Score for Uni Support, Average Summated Scores for Organizational Environment

Regression (Organizational Environment, Internship satisfaction)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509(a)	.259	.257	.47519
2	.708(b)	.501	.497	.39074

Source: Developed for research

a Predictors: (Constant), Average Summated Score for Job Characteristics

b Predictors: (Constant), Average Summated Score for Job Characteristics, Average Summated Scores for Organizational Environment

Regression (Organizational Environment, Contextual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.050(a)	.003	-.001	.55133
2	.701(b)	.491	.488	.39433

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Contextual Factor
- b Predictors: (Constant), Average Summated Score for Contextual Factor, Average Summated Scores for Organizational Environment

Regression (Contextual Factors, Individual Factors)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473(a)	.224	.221	.48641
2	.475(b)	.226	.221	.48643

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Individual Factor
- b Predictors: (Constant), Average Summated Score for Individual Factor, Average Summated Score for Contextual Factor

Regression (Contextual Factors, University Support)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283(a)	.080	.077	.52939
2	.286(b)	.082	.076	.52984

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Uni Support
- b Predictors: (Constant), Average Summated Score for Uni Support, Average Summated Score for Contextual Factor

Regression (Contextual Factors , Internship satisfaction)

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509(a)	.259	.257	.47519
2	.511(b)	.261	.256	.47525

Source: Developed for research

- a Predictors: (Constant), Average Summated Score for Job Characteristics
- b Predictors: (Constant), Average Summated Score for Job Characteristics, Average Summated Score for Contextual Factor

Regression (Contextual Factors, Organizational Environment)

Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701(a)	.491	.489	.39382
2	.701(b)	.491	.488	.39433

Source: Developed for research

- a Predictors: (Constant), Average Summated Scores for Organizational Environment
- b Predictors: (Constant), Average Summated Scores for Organizational Environment, Average Summated Score for Contextual Factor