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## Exploring Interns' Satisfaction: A Case Study of United Arab Emirates

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**Abstract:** *Purpose:* The main objectives of this research were to explore student satisfaction, experiences, and benefits gained from the internship course. Furthermore, the research also aims to identify factors that have greater impact on graduate employability in the Gulf region, specifically in the United Arab Emirates. *Method:* The sample for the present study comprised students who completed an internship during the first semester of the 2016–2017 academic year. A 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree was used for each item. Data accrued from students attending five colleges at AAU. *Findings:* Results revealed that interns' satisfaction with internship experience strongly related to having a positive internship experience, skills enhancement gained from the internship, and a clarified job outlook. Additionally, results indicated interns assessed their experiences based on a number of factors that reflect the benefits they gained through the internship which have positive impact on employability. *Significance:* The significance of the this research is that many universities will be able to identify the factors that lead to interns' satisfactions with internship hence improve the graduates employabilities.

**Keywords:** Internship, Student satisfaction, Employability

### INTRODUCTION

The need to produce graduates who are ready for employment encouraged universities to adopt an internship program. In the internship program, students spend a period of time (usually one semester) in a real-life work environment, shadowed by employees/managers in the organization to help train and monitor the student. Students, after the completion of the training period, are given credit toward their academic degree. Therefore, internship is considered a curricular complement that enables students to apply the theories they learned in their educational career in real life.

Internship can be defined as an academically supervised practical-learning experience in which students work to link theory to real-life practice. The internship, as a form of experiential education, introduces practical realities and processes to students while reinforcing the lessons learned in the traditional classroom (Barbarash, 2016). Moreover, the experience allows students to understand politics and organizational structures, and gives them a sense of independence.

An internship program is important in career development. Based on the internship model, students can participate in an internship in two different ways, both used in higher education and most extensively by business programs (Moran, 2013). Each model is designed to link classroom theoretical learning with practical experience gained from the host organization. In the first internship-program model, the university manages and controls student placements and relationships with the host employer (Moran, 2013). In the second internship-program model, the student is responsible for personally securing an internship placement, subject to university approval.

Al Ain University of Science and Technology (AAU) follows a combination of the two models such that if a student managed to secure an internship organization and the university approved the host organization, the student will be allowed to undertake the internship program at that organization under the supervision of the host organization and the university. If the student failed to secure an internship organization, the university finds a suitable one to complete the training.

Many studies have shown that student employability improves after the student completes an internship program in a selected organization. For instance study programs that include internships tend to significantly enhance graduates' employability, particularly in public higher education institutions (Silva et al., 2016). Work-based learning can serve as a successful strategy to bridge theoretical knowledge and practice and enhance graduate employability. Company internships meet one of students' fundamental objectives in the form of increased employment opportunity, particularly significant given the present extremely high youth-unemployment rate (Ramírez, Ciriza, Gil, & Cabestre, 2017).

Many factors significantly impact the prospect of employability. Students' skills and competences lead to employability in work-based learning settings (Feldmann, 2016). A strong relationship exists between employability and internship. In Scotland, for example, internships have become a key site where policy and funding mechanisms seek to address concerns about graduate employability and graduate skills in Scottish national economic plans to address perceived business needs (Pegg & Caddell, 2016).

University–industry linkage activities strongly raise the employability of students, in particular through student internships in companies followed by joint projects and the involvement of companies in modernizing university curricula (Ishengoma & Vaaland, 2016). Many recruiters indicated that internships are very important for students and improve the likelihood of getting a job. Internships, part-time jobs, and leadership positions in university organizations are better indicators of employability than classroom experiences (Barr & McNeilly, 2002).

Most studies about factors that influence student employability were regional. For example, in Malaysia, the foundational knowledge and skills provided by the university with an appropriate training package during internship was constructive, helping new graduate employees in the workplace (Hasan, Jano, Abdullah, Hussin, & Putit, 2016). Also, internships, extracurricular activities, and campus life may influence employability performance (Hasan *et al.*, 2016).

Research identifying factors that greatly impact employability continue to increase. In a recent study, Clarke (2017) offered a framework that incorporates six key dimensions: human capital, social capital, individual attributes, individual behaviors, perceived employability, and labour market factors. These factors help explore and explain the concept of graduate employability. The framework builds on UK and Australian data that might not be suitable for the Gulf region.

Many university graduates struggle to find suitable jobs related to their field of study. Finding factors that can improve graduates' employability chances are of great importance for universities and graduates. For universities, improving students' employability contributes by enhancing university ranking and reputation. Graduates gain a chance to find a suitable job.

Employers continuously require highly skilled graduates who are able to link theory with practice. Such stringent requirements have generated greater pressure on universities to design internship programs that meet such requirements. A need persists to specify practical factors that have the greatest impact on graduate employability. Furthermore, student satisfaction about internships is expected to play an important role in learning during the internship, and is more likely to improve the prospect of employability. The main objectives of this research were to explore student satisfaction, experiences, and benefits gained from the internship course. Furthermore, the research also aims to identify factors that have greater impact on graduate employability in the Gulf region, specifically in the United Arab Emirates.

### **INTERNSHIP EFFECT ON STUDENTS**

Internship programs appear under different names in the literature; for example, other titles are work integrated learning (Bilsland, Nagy, & Smith, 2014) and experience-based activities (Galvan, Fisher, Casman, & Small, 2013). Regardless of the name, the literature greatly supports the program in preparing students for the employment market. Generally speaking, internship programs provide students needed skills that cannot be taught in the classroom environment (Bisoux, 2007). Internship programs enable students to practice in real life the theory they learned in classrooms (Idrus, Noor, Salleh, & Hashim, 2010; Mohd Jaffri, Harun, Yusof, & Tahir, 2011). Students enrolled in internship programs are better prepared for employability (Hughes, 1998). Internships help boost students' self-confidence and better prepare them to face the working world and its challenges (Saidin & Rokis, 2013). Internships add depth and complexity to graduate students' capabilities (Barrie, 2012) and improve students' realistic expectations for employability. Such programs also improve internship programs (Knouse & Fontenot, 2008).

Furthermore, internship programs connect strongly to employability. For example, in Mexico, internships played a major role in employability (Galvan *et al.*, 2013). In Malaysia, internships improved students' skills and knowledge, giving them a better chance to obtain employment in the job market or even start their own businesses (Sahrir *et al.*, 2016). Bansal (2004) recommended students take internship programs seriously, due to their importance in India.

### **STUDENT SATISFACTION WITH INTERNSHIP**

Knowing that the internship program is very important and clearly links to employability, how do students feel about it? Several researchers explored students' satisfaction with their internship programs; findings were mixed. On one hand, 50 university students in Greece who had just completed their internship

program reported strong satisfaction (Kipreos & Dimitropoulos, 2016);. Another sample of 116 Greek students who just completed their internship program found it satisfactory (Marinakou & Giousmpasoglou, 2013). Students in an accounting curriculum found satisfaction in their internship program, despite some difficulties such as language and task distribution (Farrell & Farrell, 2008).

In contrast, 124 students in three tourism and hospitality schools in China, where students are required to enroll in an internship program, found students had low satisfaction with their internship program, due, in part, to insufficient coordination between the university and employers, few opportunities for self-improvement, and too much autonomy in the work (Bao & Fang, 2008). Similarly, surveying accountant students on their experience with the internship program revealed students expressed a level of dissatisfaction with tasks allocated to them due to organizational issues in task management (Cord, Bowrey, & Clements, 2010). In research on student satisfaction with a sample of 141 medical students, no relationship emerged between student gender or applied-year and internship satisfaction, but students were dissatisfied with the program (Heidarnia & Yasin, 2014).

## METHODOLOGY

The sample for the present study comprised students who completed an internship during the first semester of the 2016–2017 academic year. All undergraduate students at AAU are required to complete a 3-credit-hour internship course (240 hours of work, 6 days a week for 8 weeks) at a student-selected organization. The only exception is the College of Pharmacy, where the number of required credit hours for the internship is 21. Generally, students complete their internship course during the first or second semester of their senior year. In addition to demographic data such as age, gender, grade-point average (GPA), and employment status, the questionnaire comprised 28 items that evaluated students' experiences and the benefits gained from the internship course. Items were developed based on multiple sources focused on similar issues (Cook, Parker, and Pettijohn, 2004; Green & Farazmand, 2012; Gupta, Burns, & Schiferl, 2010; Swanson & Tomkovick, 2012). A 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree was used for each item. Data accrued from students attending five colleges at AAU.

A total of 114 students responded from five colleges (13.2% from business, 26.3% from education, 22.8% were law students, 27.2% pharmacy students, and 10.5% from engineering). The sample comprised 63.2% female students and 36.8% males. About 69% of students were under 25 years, 23% were between 26 and 30 years of age and 8% were older than 30. Of study participants, 2.6% earned GPAs less than 2; 51.8% earned GPAs ranging from 2.0 to 3, and 44.7% earned GPAs of 3.0 and higher. In addition, 27.2% of the student were employed, whereas 23.2% had more than 1 year of job experience. In contrast, 59.6% were offered a job and the majority of these, 71.1%, accepted the offer.

Exploratory factor analysis revealed that three factors (dimensions) with eigenvalues greater than one were extracted through principal-components analysis and were rotated using varimax rotation. The measure of sampling adequacy was 0.881 using the Kaiser–Meyer–Olkin test, indicating the sample was adequate for exploratory factor analysis. Additionally, a significance of  $p < .001$  for Bartlett's test of sphericity indicated that factor analysis was useful with this dataset. Three factors (dimensions) were extracted (see Table 1), named as follows. The first factor comprised eight items ( $\alpha = .899$ ) and was named *positive experience*. The second factor contained four items ( $\alpha = .813$ ), named *skills improvement*. The third factor contained eight items ( $\alpha = .890$ ), dubbed *clear job outlook*.

The aim of this research was to explore students' satisfaction, experiences, and benefits gained from the internship course at AAU. The following hypothesis were tested:

- H<sub>1</sub>: No relationship exists between having a positive experience and student internship satisfaction.
- H<sub>2</sub>: No relationship exists between having a clear job outlook and students' internship satisfaction.
- H<sub>3</sub>: No relationship exists between skills' improvement and internship satisfaction.
- H<sub>4</sub>: No relationship exists between GPA and internship satisfaction.
- H<sub>5</sub>: No difference exists between having a positive experience, having a clear job outlook, skills improvement, and students' internship satisfaction among the different colleges.
- H<sub>6</sub>: No difference exists between having a positive experience, having a clear job outlook, skills improvement, students' internship satisfaction among male and female students.

Interns' satisfaction was measured using one item, following Paulins (2008) and Gupta *et al.* (2010). Correlations between factors of internship experience (*positive experience, having a clear job outlook, skills improvement*), GPA, and interns' satisfaction tested the first four hypotheses. ANOVA with post hoc analysis was performed to test the fifth hypothesis. Additionally, an independent *t* test was performed to test Hypothesis 6.

## RESULTS

Table 2 shows the mean value for each internship item. Generally, the means of all the measured importance variables were above 3.9, suggesting most students enjoyed a successful internship experience. Analysis of the mean values indicated that the highest means related to the comfort and positive experience of the work environment. Enhanced communication skills emerged as among the most important characteristics in the current study. Other important aspects included improvement in future career marketability. Internships are an effective strategy for gaining employment, improving students' confidence in finding a job upon graduation, and giving students a realistic preview of their field.

Table 3 displays the correlation coefficient between factors of internship experience: (positive experience, skills improvement, and clear job outlook), GPA, and student satisfaction. A significant (.01) strong positive relationship emerged between each factor of the internship experience and interns' satisfaction. In particular, results revealed that H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub> should be rejected. Hence, students with internships who had a positive experience, whose skills improved, and who became aware of their future job outlook were more satisfied with their internship experience. In contrast, Table 3 shows a nonsignificant relationship between GPA and students' satisfaction, with correlation close to zero, supporting H<sub>4</sub> that no relationship exists between GPA and students' satisfaction.

Table 4 presents results of an ANOVA, which revealed significant (at the .01 level) differences of positive experience, skills improvement, clear job outlook, and satisfaction across the five colleges. In other words, students from the five colleges had different levels of positive experiences, skills improvement, clear job outlooks, and satisfaction. Table 5 explains the differences by college. Results revealed that students from the College of Education had higher levels of skills improvement than students from the College of Pharmacy or the College of Engineering (at the .01 level). Students from the College of Business showed higher levels of positive experiences than those from the College of Engineering (at the .05 level). In



addition, students from the College of Education and College of Law showed higher levels of positive experiences than those attending the College of Pharmacy and College of Engineering.

For the job-outlook factor, students from the College of Education and College of Law showed higher levels of clear job outlook than students from the College of Pharmacy and College of Engineering. Regarding student satisfaction, students from the College of Business showed higher levels of satisfaction than those in engineering ( $p = .025$ ). At the same time, students from the College of Education and College of Law showed higher levels of satisfaction than those attending the College of Pharmacy and College of Engineering.

Results shown in Table 6 support  $H_6$  that male and female students did not differ in their levels of positive experiences in the internship, in having a clarified outlook, in improved skills, or satisfaction with their internship. Therefore,  $H_6$  was supported.

## **DISCUSSION AND CONCLUSION**

Research results revealed that interns' satisfaction with the internship experience strongly related to having a positive internship experience, enhanced skills, and a clarified job outlook. Additionally, results indicated that interns assessed their experiences based on a number of factors that reflect the benefits they gained through the internship. However, the strongest relationship was satisfaction with skill improvement. This result indicated that students discerned that communication skills gained from the internship were important and valuable. Also, it suggests that students were enthusiastic to acquire new skills from the internship. Therefore, the internship director needs to ensure students will be involved in well-defined activities and responsibilities that enhance their communication skills, leadership skills, and general knowledge.

Students' satisfaction also related to having a clear job outlook. Students found the internship experience clarified their job outlook, made the career-search procedure easier, and increased their confidence in finding a job upon graduation. This result suggests that internship is a good strategy for students to gain employment and enhance employability. Therefore, universities should encourage students to take the internship seriously and help students find good sites for their internships by making strategic alliances with other organizations to facilitate the process of finding internship placement for their students. In addition, a number of students received a job offer upon graduation, which made the internship a good marketing strategy for the university for enhancing employability, thereby making the university attractive to students.

Furthermore, students' satisfaction related to having a positive experience through the internship. This indicates that most students considered the quality of the internship to be an important factor in assessing their satisfaction. Therefore, students should be directed toward involvement in well-defined activities and challenging and stimulating work assignments. In addition, the internship director needs to ensure the available internship organization is interesting and willing to provide students with valuable experiences.

Students' GPA did not relate to students' satisfaction. This result indicated that students with low academic performance (represented by their GPA) were able to benefit from internships by learning new skills and feeling satisfied. This outcome also suggested that some students are better at learning practical skills than theoretical material.

Results revealed that students from the College of Education had higher levels of skills improvement than students from the College of Pharmacy or the College of Engineering. Also, students from the College of Education and College of Law showed better results than students from the College of Pharmacy or the College of Engineering in positive experiences and job outlook. This outcome may result from the nature of responsibilities education students experience when interning.

In addition, students from business, education and law colleges showed higher levels of satisfaction than engineering; students from education and law showed higher levels of satisfaction than those attending the College of Pharmacy. I expected that pharmacy and engineering students would obtain greater benefits, skills improvement, and job outlook from the internship as they experienced an opportunity to earn some practical experience in laboratories. However, students in these colleges did not perceive the internship experience to be valuable and beneficial for them. Therefore, internship directors for these colleges need to help interns become engaged in prospective internship positions to gain new skills and enjoy a valuable experience.

Finally, results showed that male and female students equally experienced positive internships, job outlooks, skills improvement, and satisfaction. Thus, the internship environment was positive without discrimination by gender.

It is worth mentioning limitations to generalizability of the results. The limitations include the small sample size and that the sample was gathered from different colleges at one university. Future research should extend the analysis to include a larger sample size from different colleges and universities.

**Table 1**  
**Factor of Internship Experience**

<i>Factor</i>	<i>Name</i>	<i>Factor items</i>
Factor 1	Positive experience	Assigned internship work responsibilities were well defined Based on the tasks assigned to me I would recommend the company as internship place to other students I was satisfied with the work assignments I had during my internship My internship was very interesting The work I did was challenging and stimulating I received respect from co-workers while interning I found the field supervisor advice valuable in guiding my development I really did something worthwhile in my internship
Factor 2	Skills' improvement	My internship experience improved my oral communication skills My internship experience improved my written communication skills My internship experience improved my leadership/teamwork skills My internship improved my general knowledge through observing and evaluating technical skills of others
Factor 3	Clear job outlook	Students who have done internships are more likely to get job offers I feel internships are an effective strategy for gaining employment I now feel more confident in finding a job upon graduation I feel my personal interests and career ambitions are more defined I feel that my internship experience gave me a realistic preview of my field My internship improved my future career marketability My internship improved my personal career goal setting My internship helped me to clarify my personal and professional values

**Table 2**  
**Descriptive Statistics**

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. deviation</i>
Assigned internship work responsibilities were well defined	113	1	5	4.11	.900
Based on the tasks assigned to me I would recommend the company as internship place to other students	113	1	5	4.12	.914
I was satisfied with the work assignments I had during my internship	113	1	5	4.18	.815
My internship was very interesting	113	1	5	4.38	.771
The work I did was challenging and stimulating	113	1	5	4.19	.915
Felt comfortable talking to supervisor regarding problems encountered	112	1	5	4.17	.879
I was well received by my co-workers at the beginning of the internship	113	1	5	4.26	.799
I received respect from co-workers while interning	111	2	5	4.42	.668
I was treated on the same professional level as the other employees	113	1	5	3.97	.891
I now feel more comfortable working with different types of people	113	2	5	4.38	.672
Students who have done internships are more likely to get job offers	111	1	5	4.02	.894
I feel internships are an effective strategy for gaining employment	112	2	5	4.29	.706
I now feel more confident in finding a job upon graduation	113	2	5	4.25	.750
I feel my personal interests and career ambitions are more defined	113	1	5	4.10	.855
I feel that my internship experience gave me a realistic preview of my field	109	2	5	4.32	.679
I was satisfied with my interactions with my supervisor	112	1	5	4.08	.960
My internship experience improved my oral communication skills	113	2	5	4.28	.674
My internship experience improved my written communication skills	112	1	5	4.11	.853
My internship experience improved my leadership/teamwork skills	113	1	5	4.14	.800
My internship improved my general knowledge through observing and evaluating technical skills of others	113	2	5	4.35	.665
My internship improved my future career marketability	113	2	5	4.15	.747
My internship improved my personal career goal setting	113	1	5	4.19	.785
My internship improved my personal career networking contacts	113	2	5	4.04	.767
My internship helped me to clarify my personal and professional values	112	2	5	4.30	.745
I found the field supervisor advice valuable in guiding my development	112	1	5	4.14	.879
My internship was beneficial because I felt accepted by the company workers	111	1	5	4.23	.809
I really did something worthwhile in my internship	113	2	5	4.34	.751
Overall, I would rate my internship experience excellent	113	1	5	4.29	.873



**Table 3**  
**Correlation Coefficients between Interns Satisfaction and Internship Experience Factors and GPA**

<i>Factor</i>	<i>Correlation with internship satisfaction</i>	<i>Significance</i>
Positive experience	0.651	.000**
Skills' improvement	0.849	.000**
Clear job outlook	0.717	.000**
GPA	-0.016	.434

*Note.* \*\* All coefficients were significant at 0.01 level.

**Table 4**  
**ANOVA for Internship Experience Factors by College Type**

		<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
Skills improvement	Between Groups	8.843	4	2.211	7.538	.000
	Within Groups	31.674	108	.293		
	Total	40.517	112			
positive experience	Between Groups	11.689	4	2.922	9.311	.000
	Within Groups	33.897	108	.314		
	Total	45.586	112			
Job outlook	Between Groups	9.069	4	2.267	9.081	.000
	Within Groups	26.966	108	.250		
	Total	36.035	112			
student satisfaction	Between Groups	24.381	4	6.095	10.795	.000
	Within Groups	60.982	108	.565		
	Total	85.363	112			

**Table 5**  
**Post Hoc Tests**

<i>Dependent variable</i>	<i>(I) college</i>	<i>(J) college</i>	<i>Mean difference (I-J)</i>	<i>Std. error</i>	<i>Sig.</i>
Skills improvement	Business	Education	-.233	.171	1.000
		Law	-.075	.176	1.000
		Pharmacy	.425	.171	.146
		Engineering	.446	.210	.358
	Education	Business	.233	.171	1.000
		Law	.158	.145	1.000
		Pharmacy	.658*	.140	.000
		Engineering	.679*	.185	.004
	Law	Business	.075	.176	1.000
		Education	-.158	.145	1.000
		Pharmacy	.500*	.145	.008
		Engineering	.521	.189	.069

*contd. table 5*

<i>Dependent variable</i>	<i>(I) college</i>	<i>(J) college</i>	<i>Mean difference (I-J)</i>	<i>Std. error</i>	<i>Sig.</i>
Positive experience	Pharmacy	Business	-.425	.171	.146
		Education	-.658*	.140	.000
		Law	-.500*	.145	.008
		Engineering	.021	.185	1.000
	Engineering	Business	-.446	.210	.358
		Education	-.679*	.185	.004
		Law	-.521	.189	.069
		Pharmacy	-.021	.185	1.000
	Business	Education	-.092	.177	1.000
		Law	-.146	.182	1.000
		Pharmacy	.483	.177	.074
		Engineering	.727*	.217	.011
	Education	Business	.092	.177	1.000
		Law	-.054	.150	1.000
		Pharmacy	.575*	.145	.001
		Engineering	.819*	.191	.000
Law	Business	.146	.182	1.000	
	Education	.054	.150	1.000	
	Pharmacy	.629*	.150	.001	
	Engineering	.873*	.196	.000	
Pharmacy	Business	-.483	.177	.074	
	Education	-.575*	.145	.001	
	Law	-.629*	.150	.001	
	Engineering	.244	.191	1.000	
Engineering	Business	-.727*	.217	.011	
	Education	-.819*	.191	.000	
	Law	-.873*	.196	.000	
	Pharmacy	-.244	.191	1.000	
Job outlook	Business	Education	-.398	.158	.131
		Law	-.138	.162	1.000
		Pharmacy	.254	.158	1.000
		Engineering	.404	.194	.391
	Education	Business	.398	.158	.131
		Law	.261	.134	.539
		Pharmacy	.653*	.129	.000
		Engineering	.803*	.171	.000
	Law	Business	.138	.162	1.000
		Education	-.261	.134	.539
		Pharmacy	.392*	.134	.042
		Engineering	.542*	.174	.024

*contd. table 5*

Dependent variable	(I) college	(J) college	Mean difference (I-J)	Std. error	Sig.
Student satisfaction	Pharmacy	Business	-.254	.158	1.000
		Education	-.653*	.129	.000
		Law	-.392*	.134	.042
		Engineering	.150	.171	1.000
	Engineering	Business	-.404	.194	.391
		Education	-.803*	.171	.000
		Law	-.542*	.174	.024
		Pharmacy	-.150	.171	1.000
	Business	Education	-.233	.238	1.000
		Law	-.369	.244	1.000
		Pharmacy	.600	.238	.130
		Engineering	.900*	.291	.025
	Education	Business	.233	.238	1.000
		Law	-.136	.201	1.000
		Pharmacy	.833*	.194	.000
		Engineering	1.133*	.257	.000
	Law	Business	.369	.244	1.000
		Education	.136	.201	1.000
		Pharmacy	.969*	.201	.000
		Engineering	1.269*	.262	.000
Pharmacy	Business	-.600	.238	.130	
	Education	-.833*	.194	.000	
	Law	-.969*	.201	.000	
	Engineering	.300	.257	1.000	
Engineering	Business	-.900*	.291	.025	
	Education	-1.133*	.257	.000	
	Law	-1.269*	.262	.000	
	Pharmacy	-.300	.257	1.000	

**Table 6**  
**T Test for Satisfaction, Internship Experience Factors by Gender**

		t	df	Sig. (2-tailed)
Student satisfaction	Equal variances assumed	-.608	111.000	.544
	Equal variances not assumed	-.642	100.396	.523
Skills improvement	Equal variances assumed	.387	111.000	.700
	Equal variances not assumed	.394	91.275	.695
Positive experience	Equal variances assumed	-1.024	111.000	.308
	Equal variances not assumed	-1.073	98.731	.286
Job outlook	Equal variances assumed	.809	111.000	.421
	Equal variances not assumed	.811	87.042	.420

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**Appendix: Questionnaire**

<i>Questions</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
9 Assigned internship work responsibilities were well defined					
10 Based on the tasks assigned to me I would recommend the company as internship place to other students					
11 I was satisfied with the work assignments I had during my internship					
12 My internship was very interesting					
13 The work I did was challenging and stimulating					
14 Felt comfortable talking to supervisor regarding problems encountered					
15 I was well received by my co-workers at the beginning of the internship					
16 I received respect from co-workers while interning					
17 I was treated on the same professional level as the other employees					
18 I now feel more comfortable working with different types of people					
19 Students who have done internships are more likely to get job offers					
20 I feel internships are an effective strategy for gaining employment					
21 I now feel more confident in finding a job upon graduation					
22 I feel my personal interests and career ambitions are more defined					
23 I feel that my internship experience gave me a realistic preview of my field					
24 I was satisfied with my interactions with my supervisor					
25 My internship experience improved my oral communication skills					
26 My internship experience improved my written communication skills					
27 My internship experience improved my leadership/teamwork skills					
28 My internship improved my general knowledge through observing and evaluating technical skills of others					
29 My internship improved my future career marketability					
30 My internship improved my personal career goal setting					
31 My internship improved my personal career networking contacts					
32 My internship helped me to clarify my personal and professional values					
33 I found the field supervisor advice valuable in guiding my development					
34 My internship was beneficial because I felt accepted by the company workers					
35 I really did something worthwhile in my internship					
36 Overall, I would rate my internship experience excellent					