

**THE IMPORTANCE OF INTERNSHIP SATISFACTION TOWARDS  
GRADUATES' FUTURE, INDUSTRY BENEFITS, GRADUATES' SKILLS AND  
EXPERIENCES TOWARDS EMPLOYABILITY, A FUNDAMENTAL STUDY**



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This thesis is submitted in partial fulfillment of the requirements for the award of  
Bachelor of Technology Management (Technology Innovation) with Honors



Faculty of Technology Management and Technopreneurship

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## DECLARATION OF ORIGINAL WORK

I hereby declare that all the work of this thesis entitled “THE IMPORTANCE OF INTERNSHIP SATISFACTION TOWARDS GRADUATES' FUTURE, INDUSTRY BENEFITS, GRADUATES' SKILLS AND EXPERIENCES TOWARDS EMPLOYABILITY, A FUNDAMENTAL STUDY” is original done by myself and no portion of the work encompassed in this research project proposal has been submitted in support of any application for any other degree or qualification of this or any other institute or university of learning.



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## DEDICATION

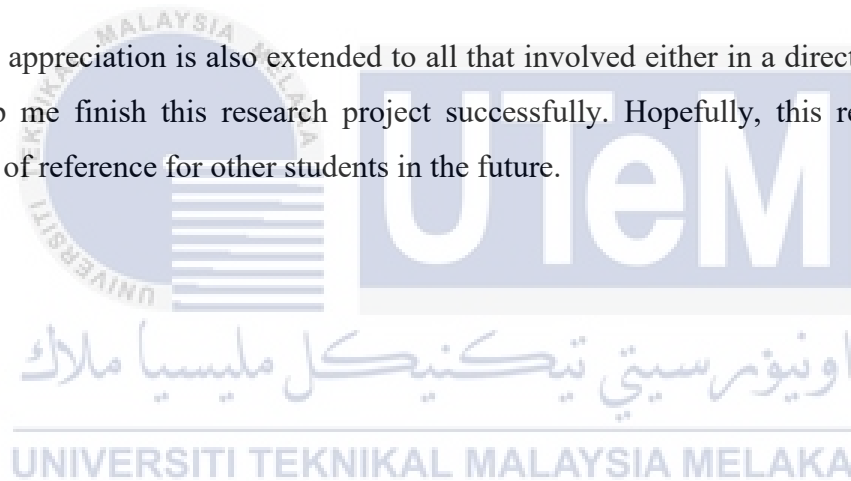
I would like to dedicate this to The Almighty Allah, lecturers, to my beloved parents and fellow friends who always give support and guide to me to finish this report.



## ACKNOWLEDGEMENT

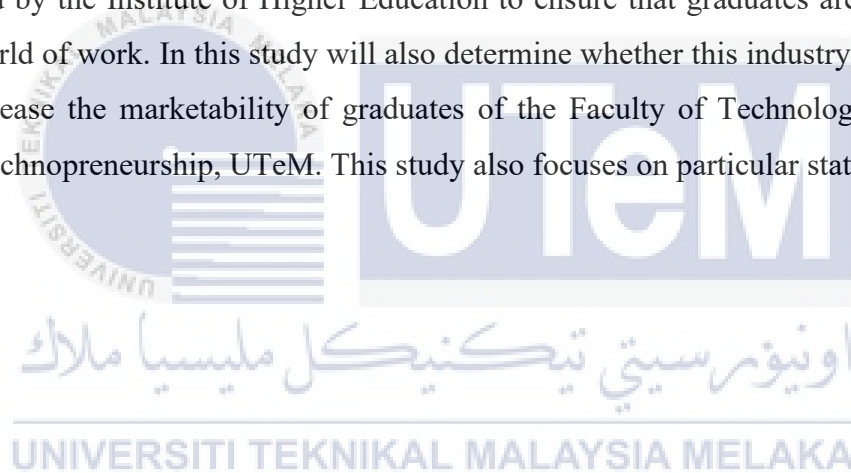
First and Foremost, thanks to Almighty Allah S.W.T for providing me a good health, patience and strength to do this final year project. This study also wholeheartedly dedicated to my beloved mother, who have been my source of inspiration and always gave me moral supports and motivate me when I'm at my worst. I would like to express deep sense of gratitude to my supervisor, Dr. Hasan Bin Saleh who always guide me to finish this study from the beginning. Also not forget the other lecturer and my fellow friends. Without all of their encouragement, I might not be able to finish this study well within the period time given.

appreciation is also extended to all that involved either in a directly or indirectly to help me finish this research project successfully. Hopefully, this report will be a source of reference for other students in the future.



## ABSTRACT

The purpose of this study is to identify whether this industry training can help the future of graduates in the world of work. this study was also conducted to examine what is the importance of this industry training towards the future of the graduates and what are the benefits gained by the industry taking these intern students. In addition, this study will determine what experience and skills the graduates will gain from this industrial training. Furthermore, as we know, this industrial training is one of the mandatory things for all students at the diploma or degree level as a condition to receive a diploma or degree certificate. This industrial training is also one of the programs created by the Institute of Higher Education to ensure that graduates are ready to enter the world of work. In this study will also determine whether this industry training is able to increase the marketability of graduates of the Faculty of Technology Management and Technopreneurship, UTeM. This study also focuses on particular states in Malaysia.



## ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengenal pasti adakah latihan industri ini dapat membantu masa depan graduan dalam pekerjaan. kajian ini juga dijalankan untuk mengkaji apakah kepentingan latihan industri ini terhadap masa depan graduan dan apakah manfaat yang diperolehi oleh industri yang mengambil pelajar intern ini. Selain itu, kajian ini akan menentukan apakah pengalaman dan kemahiran yang akan graduan peroleh dari latihan industri ini. Seterusnya, seperti yang kita ketahui, latihan industri ini merupakan salah satu perkara wajib bagi semua pelajar diperingkat diploma mahupun ijazah sebagai syarat untuk menerima sijil diploma atau ijazah. Latihan industri ini juga salah satu program yang dibuat oleh Institut Pengajian Tinggi untuk memastikan para graduan bersedia untuk menempuhi alam pekerjaan. Didalam kajian ini juga akan menentukan sama ada latihan industri ini mampu meningkatkan kebolehpasaran graduan Fakulti Pengurusan Teknologi dan Teknousahawanan, UTeM. Kajian ini juga berfokus kepada beberapa buah negeri di Malaysia.





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## CHAPTER 1

### INTRODUCTION

#### 1.0 Introduction

Every undergraduate student must successfully complete an internship before graduating. “Students get the opportunity to apply what they have learned in the classroom, better understand the demands of the business, investigate prospective career options, and develop essential practical professional skills through internships” (Walo, 2001). It is a chance for professional learning that gives students real-world experience in a subject of study or job they are interested in. Students can explore and advance their professions while learning new skills during an internship. As an intern, students will have the opportunity to work alongside accomplished industry professionals and gain a good understanding of what an entry-level role may entail. Students will not only gain real-world experience, but student will also meet and learn from professionals. Other than that, students will begin to build their own network, which will include everyone from their fellow interns to highly experienced leaders.

During this pandemic Covid-19, there are many challenges that most company have to face like they need to reduce numbers of workers to decrease the risk of this viruses. However, after about 2years, most company starting to seeking for workers especially from undergraduate students. Most of them includes from internship students which they has opportunity to be chose as a permanent worker for the company.

This study are made to identify all the research question which is how internship helps the graduate's future career, to get know about the company's satisfaction towards internship students performance during their working time and also how this internships program give benefits to the companies.

### 1.1 Background of Study

In order to fulfil the requirements for the award of a Certificate, Diploma, or Bachelor's Degree, students enrolled in specific programs at all levels of higher education in Institutions of Higher Learning, including Certificate, Diploma, and Bachelor, are required to complete an internship programme. According to Training Policy Institutional Industry Higher education, industrial training or an industrial programme refers to students who are placed in a company to complete supervised practical training in particular industries for a predetermined period of time before receiving a Certificate, Diploma, or Bachelor's Degree, whether abroad or domestically. The duration of industrial training is determined by the programme of study as well as the Institute of Higher Education that provides it. It is recommended that the cumulative period for training industry not be less than three months or a prescribed period by every professional body that has the authority to grant accreditation.

Undergraduate students can prepare themselves before they start working as professionals by participating in internship programs. The students will benefit greatly from this in their preparation for the working world. Students encounter a variety of difficulties when they enter the workforce. Students must apply their conceptual knowledge in the new workplace in order to become accustomed to the professional environment. For graduates to compete on the job market today, they must possess competencies and professional skills. Higher education does not ensure employment.

Instead, graduates should be prepared for real-world challenges by possessing current and pertinent knowledge, real-world experience, soft skills, and a positive attitude. Industrial training programs were introduced to improve the necessary skills and improve the employability of graduates. Students who participate in industrial training have the chance to learn on the job and acquire real-world experience to boost their employability.

After internship, students should be able to apply students newly acquired information and skills, as well as receive exposure to work practices in their various disciplines, through the scope of work.

## 1.2 Problem Statement

Based on several studies, some people claim that internship students does not have an excellent performance since they think most of the intern students only have theories and no working experience. Numerous difficulties were encountered during internships, including inadequate funding, inadequate supervision and assistance for students during their internships, and more. “An internship should be organized and carried out as a legitimate educational opportunity” (Gashaw 2019). During this Pandemic, most of internship students need to work from home and this give huge trouble to some company's organization since its hard for the students to communicate well with their employer. This also will give impact to the company itself. Most of students does not have working experience which this will make them hard to understand the works they need to do.

Other than that, time management also important for every students. This because if the students lack of time management, it is hard for them to do their report while finishing their works. Most of them started their internship as their first experience at the job and they are not adapt yet with the new changes in their lifestyle, work conditions and also with the environment. “The educational or parent organizations that provide internship programs have gained from better industrial relations and cooperation” (English and Koeppen, 1993). “Although there have been complaints about companies using interns as cheap labour on occasion, employers have not been excluded from the advantages because internships can provide them with more affordable support, new ideas, and potential future employees” (Rothman, 2007; Cannon and Arnold, 1998). “Therefore, the three parties involved which are students, parent institutions, and employers have benefited” (Cook et al., 2004; Lam and Ching, 2007).

Besides that, some students faced with bullies and pressure by their seniors at the company while they are in their internship period. This sometimes give negative impacts to students that does not have mentally prepared. The students might got in trouble with stress and pressure. This will make them lost interest and lost the will to work. Actually, in most sectors have to faced this issues and this is very common and always happen at any sectors of job. Sometimes, supervisors of the company also forget that they are an

intern students and give students overload work to be done. Their supervisor or coworkers may assign them a task that is not what they expected since it is unrelated to their major and they planned to perform or learn something more relevant and valuable. Most of the time, students will be overburdened with work that isn't on their to-do list. Students might believe that it doesn't add anything to the experience they are seeking for.





### 1.3 Research Question

This study is a specific question to which the research aims to respond. These are the research questions for this research:-

1. Internship helps in graduate's future career
2. Internship give benefits to the companies
3. The company's satisfaction towards internship students

### 1.4 Research Objective

This part were made to answer all research questions. The objectives are as below:-

1. To identify how internship helps in graduate's future career
2. To analyse the benefits that companies get from internship students
3. To identify the internship improve students' skills and performance



### **1.5 Scope and Limitation of the Study**

This studies are focusing on how does this internship program helps in graduate's future career. Generally, this internship program usually preparing student to enhance their soft skills and exposing students to the real world of work. Other than that, exposing students to specific practices in the field their respective specializations, improve knowledge and experience students by organization. Besides that, this internship program also were to give the students the opportunity to understand better about the responsibilities of the real world of work. This studies also were made to identify how was the company's satisfaction towards internship students while they are doing their job at the company and what benefits that the companies get from the internship students as well.

The study's methodology or design flaws that had an impact on how the results were interpreted are considered to be its limitations. The ability to generalise from the results, to further describe applications to practise, or to the utility of findings is limited by study limitations, which result from the ways in which the researcher initially chose to design the study, the method used to establish internal and external validity, or the outcome of unexpected difficulties that arose during the study. The scope of this study was restricted to specific Malaysian states. For these studies, Year 4 students from Universiti Teknikal Malaysia Melaka (UTeM) have been chosen.

### **1.6 Significant of the Study**

The significant of the study are to know how much this internship program helps the graduates future career. By doing this studies, we could know how much improvement that they could made in future. Other than that, this research were made to identify what are the companies satisfactions towards this internship students after they start working at company. This would clarify the reasons and their responses about the performance of the internship students. Besides that, the significant of the study is to get know what benefits that company gets from this internship program.

### 1.7 Summary

During this pandemic Covid-19, most sectors were affected and caused many companies to lay off workers. starting 1 April 2022, Malaysia has declared Malaysia to be in an endemic phase and most sectors have started operating as usual. there are many students undergoing industrial training where previously they had to work from home. various challenges that students have faced. this industrial training is also an important training and preparation to prepare students before they start working. This study was also conducted to find out the extent to which this industry training is able to improve their abilities in terms of communication skills, problem solving skills and so on. In addition, this study also aims to determine the acceptance of a sector towards intern students and their satisfaction.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter will discuss about the previous studies that will be made related to this study. This study will extensively describe in details about internship programme and the importance of internship satisfaction towards graduate future. Other than that, this chapter also will describe in details about benefits that industry will get from this internship programme. In this chapter will explain what are the graduates skills and experiences towards employability. The main components of the importance of internship towards graduate future (Dependent variable) and industry benefits, graduates skills and experiences towards employability (Independent variable) will be reviewed in literature which this will lead to the hypothesis of this research. A summary also will be done at the end of this chapter to sum up the theoretical framework of this research.

## 2.1 Internship Programme

An internship is a paid learning opportunity that gives students real-world experience in a field related to their academic interests or desired careers. A student can explore and advance their career while also learning new skills through an internship. “Students gain practical experience through internships that cannot be duplicated in the classroom” (Elarde & Chong, 2012). It allows the company to introduce new ideas and enthusiasm into the workplace, cultivate talent, and even create a pipeline for future full-time employees. The trainers in this case are large industrial corporations, while the interns are students. As a result, they are not employees of the company and must depart after the internship programme is completed. Once they have finished their internship, it's depend on the company itself either they want to take the intern students to work with them as a permanent worker or not.

The majority of them usually continue to work for the company where they interned. Training for internships typically lasts a few months and may or may not be compensated. The money received for training is known as a "stipend." An organization gains from internship training because they can hire inexpensive labour for extra tasks like printing, scanning, and document delivery. On the other hand, an internship programme is equally crucial for students because it enables them to choose the best career path. Organizations frequently make pre-placement offers to interns based on how well they perform. Internship programs consequently present employment opportunities.

To determine the precise duties of students undergoing industrial training, agreement between the Institute of Higher Education and the host organisation (organisation that accepts students for industrial training) is required. Students should have opportunities to put their newly acquired knowledge and skills to use as well as exposure to working in their respective fields of specialisation.

The period of an industrial training programme is determined by the course of study and the higher education institution conducting it. It is advised that the cumulative training period for the industry be at least three (3) months long or a period established by any professional body with the power to grant accreditation. Usually, industry or host

organizations are encouraged to provide allowances to students undergoing industrial training programs with their organization. All Higher Education Institute are required to provide accident coverage insurance and disability protection to students who undergo an industrial training program. There are several things that students need to take into account for the placement of such industrial training where students must undergo an industrial training program in the organization certified by the faculty in a field related to studies. Next, students must strive to be with their respective institutions each to find industrial training places based on field who are interested by using the form provided. Other than that, the list of industrial training places must be recommended by the respective Higher Education Institute respectively. The Higher Education Institute will coordinate all training placement matters industry and industrial training placements can involve either sector private or public sector based on the suitability of the program.

## **2.2 Importance of Internship**

“Through internships, students have the opportunity to apply what they have learned in the classroom to real-world situations” (Green et al., 2011). In the context of a dynamic, ever-changing, and fiercely competitive business environment, the sector requires a skilled and adaptable graduate. In this context, the industrial internship programme must receive close attention from both academic and professional higher education institutions. The student internship programme is used by many academic institutions and professional associations to complement students' classroom learning with practical work experiences. Recent research has examined the effects of internship programmes on student career development and advancement. Many studies have looked into and investigated the importance of industrial internship programs, according to the literature. Students are given the opportunity to see how the theory works in practise through the internship programme. Because it appears that industry priorities graduates with training experience, internship programs assist students in getting employment sooner. Most academic institutions are now incorporating an internship component into their academic curricular, recognizing the value of internship programs.

Internship programs serve students not only in terms of job preparation and income, but also in terms of boosting their self-confidence and self-satisfaction in the process of lifelong learning. Internship is the most valuable experience in the educational administration preparation process, according to many graduates of educational administration programs (Fry et al., 2005; Hess and Kelly, 2005; Milstein and Kruger, 1997). They also stated that the internship experience should be expanded and improved (Fry et al., 2005; Morrison, 2005). Morrison goes so far as to say that administration programs give students more leadership opportunities. Interns should be invited into the "trenches," given problems to solve, and given the opportunity to learn firsthand what administrators do on a daily basis.

### 2.3 Enhance Employability

Most employers want evidence that you'll be able to perform the job for which you're applying. A degree-related internship, whether required or elective, can show your suitability. The ability to communicate what you know about the workplace and how the skills you've acquired may be helpful will be essential to your future success. You will acquire the skills that graduate recruiters are looking for through internships and work placements, as well as a better understanding of what you want from your future career. Workplace experience can take many different forms, including formal work placements, casual and part-time jobs, open days with companies, and work shadowing. Which of these options is ideal for you will be determined by your unique goals and circumstances. Whatever path you take, think about how it will benefit your personal and professional development.

An internship can help you develop a better understanding of the working world and of your own skills and abilities. In addition to having a respectable degree, it is beneficial to demonstrate to potential employers that you have a wide range of additional skills. In the current economic climate, employers are looking for meaningful experience that supports your academic abilities and demonstrates your "soft skills." Because it demonstrates that you have some understanding of what it's like to work and that you have acquired some of the fundamental employability skills they look for,

employers value work experience. Internships help students enhance their job prospects by allowing them to refine their professional skills and values, focus on their career goals, have direct access to job sources, and even impress future employers. As a result, students who participate in internships are more likely to get jobs after graduation than those who do not participate in internships (Knouse et al., 1999).

## 2.4 Growing Intellectual Skills

Intellectual skills are the ways of thinking and problem-solving that experts in a field employ. A general intellectual skill that is applicable to all fields of study is critical thinking. Discipline-specific intellectual abilities include the ability to analyse information critically, to distinguish between opinions and arguments, to evaluate sources critically, to formulate hypotheses, plan experiments, and to build arguments based on evidence. This internship programme typically aids in developing students' intellectual abilities, which will make them potentially be able to supply the company with future employees of strong lineup. Internships were particularly beneficial to information technology (IT) interns in terms of improving communication skills, teamwork, customer service abilities, and creativity (Galloway et al., 2014).

### 1. Knowledge and Understanding

Intellectual aptitudes are frequently categorized using Bloom's Taxonomy. It's likely that Bloom's concepts have been covered in class or applied in the workplace. According to Bloom's method, knowledge and understanding are the most fundamental types of intellectual abilities. Knowledge is defined as the capacity to memorize and reproduce information. Understanding what information that has been memorized means is known as comprehension. A good use of knowledge would be to recall that two plus two equals four. Contrarily, comprehension, or simply realizing what the components of the formula mean, is knowing that two objects plus two objects equals four objects.



## 2. Creative Skills

While critical thinking and problem solving call for the use of intellectual abilities to understand and resolve external data, intellectual abilities can also be used creatively. The Bloom's taxonomy has actually been modified by some educational psychologists of the twenty-first century to suggest that producing is the most advanced intellectual ability. Several intellectual abilities connected to creativity use synthesis. By combining a variety of information sources with fluency, one can produce quickly with little information. In the creative process, originality, or the ability to come up with unique solutions, and flexibility, or the ability to change and adapt material in response to changing conditions, are both key talents.

### 2.5 Career Development

An internship is typically a task-specific service exchange between a student and a business in exchange for experience. Through engagement and learning in a professional setting, internships help students turn concepts learned in the classroom into practical skills. Internships are official, forming, and career-founding experiences. Among the crucial "soft skills" that can only be learned on the job are effective communication techniques, business etiquette, and teamwork in the workplace. A student's resume will be improved and they will acquire valuable, career-building skills through internships in their field of study.

The process of self-awareness, investigation, and decision-making that shapes their profession is known as career development. It necessitates successfully navigating their career possibilities in order to select and train for professions that match their personality, abilities, and interests. This internship programme give students to learn and get know their own personalities and abilities in the job scope. Experiences that they got from this internship will develop their skills and in future they will be able ang get used of the job environments. If interns who join professional groups are aided by well-connected mentors who can help them integrate into the community, knowledge transfer is more likely to occur (Holyoak, 2013).

## 2.6 Character Growth

Internships aid students in developing their professionalism as well as their personal growth. Many businesses prioritise personal qualities over professional competence when making hiring decisions. A brief list of the qualities that can be taught through an internship includes integrity, devotion, and self-motivation. Employers will want college graduates who have more than just information when they leave school, they will want individuals who have the personal traits required to do a good job.

An internship's main value is that it sharpens one's skills, but it also helps one develop character in the workplace. Internships are a great way to learn new skills, put them to the test, and grow as a person so students can apply what they've learned in the classroom to the real world. This will complement their degree curriculum, as the industry location will provide additional hands-on learning opportunities. As a result, learning is viewed as a two-way process in which practical experience gained during internships can supplement courses completed earlier in institutions (Little, 2004).

## 2.7 Communication Skills

People with effective communication skills can understand others and be understood by them. In the context of these skills, speaking, listening, observing, and empathy are all crucial components. These abilities are necessary in daily life to communicate with others, build self-assurance, respect others, and deliver speeches in front of an audience. By developing these skills, many people can advance in their careers. Students can explore career options, pick up new technical skills, and network with professionals through internships. However, communication skills are a crucial area where an internship can really benefit students, particularly if English isn't their first language. Anecdotal feedback from several of the host companies indicates that once the interns start their placement, their communication skills are still required. By doing this, they are guaranteed to take advantage of every opportunity presented to them during their internship. According to Bhattacharyya (2010), students can start to notice an improvement in their capacity to communicate effectively after the internship programme is over (communication skills). According to Maelah (2012), students

acquire a variety of soft skills through an industry training programme, including time management, oral communication, and group work (internship). There are five types of communication skills which is:

#### 1. Verbal Communication

Verbal communication seems to be the most straightforward of the various forms of communication. It uses spoken communication, either face-to-face or over the phone. Even though verbal communication is necessary in the majority of interactions, there are other nonverbal cues that can add to the meaning of the words themselves. The message is more sophisticated when nonverbal and verbal communication are combined.

#### 2. Written Communication

The act of transmitting information using written symbols is known as written communication. It differs from verbal communication in that words are written down as opposed to spoken. Due to the nature of written communication, students can carefully select and alter their words to convey their ideas.

#### 3. Non-verbal Communication

Nonverbal communication techniques include gestures, facial expressions, tone of voice, eye contact, body language, posture, and other nonverbal cues. The impact of this nonverbal communication on others could be positive or negative. Arms crossed may seem to be a defensive posture. Students who have bad posture may appear unprofessional. Students may come across as less confident if they avoid eye contact or cast a downward glance.

#### 4. Active Listening

Active listening entails paying attention with all of candidates senses. The speaker may decide that what they're talking about is uninteresting to the listener if the 'active listener' doesn't appear to be listening and giving full attention to them. Students can encourage the speaker to go on by maintaining eye contact, smiling and nodding their head in agreement. After receiving this "feedback," the person speaking will typically feel more at ease and speak more freely, openly, and honestly as a result.

## 5. Contextual Communication

Contextual communication is the two-way exchange of information in which both parties are conscious of the social, environmental, and cultural context of the interaction. It simply means that everyone in the conversation is aware of the subject at hand.

### 2.8 Advantage of Internships Towards Graduate's Future

Think about how an internship can assist students in focusing their attention and prepare them for opportunities later on when they finish their undergraduate studies and start down their desired career path. After completing the programme and prior to beginning their real-world employment as permanent employees, all graduates can benefit from the internship programme in a few ways. There are differences between the knowledge and experience gained in the classroom and that obtained through internships in the workplace. While workplace learning is unstructured or unintentional, universities offer formal, structured education that is typically overseen by teaching professionals (Brennan and Little, 1996; Hughes, 1998; Johnson, 2000).

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#### 2.8.1 Job Experience

Qualifications such as education and experience are frequently listed in job postings. If students are entering the workforce for the first time after college or completing a professional internship programme, they most definitely lack the necessary experience. Internships are an excellent way to close that gap. Students can take part in meetings, complete their assigned tasks in a real-world setting, and gain crucial insight into how a local company operates. Students will be able to apply the theoretical knowledge they have learned throughout their undergraduate careers to real-world situations if they have the chance to work in a real-world setting (Hughes, 1998).

### **2.8.2 Research Experience**

For instance, assisting with lab research as part of an internship in the scientific field. Students can put their research skills to the test in a practical setting while also making a significant contribution to the vital research being conducted in the lab. Some permanent research jobs demand this kind of post-educational training. Student internships may help them choose the kind of lab work they want to do.

### **2.8.3 Mentorship**

The most beneficial mentor relationships often begin with a personal connection that benefits both the mentor and the mentee. Working as an intern may allow students to meet a potential mentor in a natural setting and form a relationship that will aid them in determining their professional path. In person, students can show their personalities by asking for direction and input, as well as demonstrating deference and respect. Even if students end up working elsewhere full-time, an internship may provide an opportunity for their friendship to develop organically.

### **2.8.4 Get Permanent Job**

Students may be offered a permanent position at the company if they enjoy their internship and get along well with the people they work with. Hiring managers frequently use internships as a way to identify which interns might be a good fit for open positions. Internships can serve as pre-employment training, and managers and human resources specialists can observe interns in a variety of situations to determine whether they'd make a good team member. It lessens some of the anxiety associated with job searching without developing connections for an internship. Even if a company does not have an open permanent position, students can still move on because they have contacts and mentors in their industry.

### **2.8.5 Build Confidence**

It can be exciting, stressful, hopeful, and ambitious all at once to transition from school to a full-time job. A great way to fill downtime with the work that students want to do in the long run is through an internship. It can help students put their newly acquired knowledge and skills into practise and ease some of the pressure of immediately finding a permanent job. Internships give students the opportunity to see how a company develops leaders in action rather than just studying it in the abstract. Students can identify people who have excellent time management skills and mentally note these people as role models. Students might pick up some useful collaboration and cooperation skills. Employers priorities interpersonal skills, and interns are seen to require less socialization or training to help them acclimate to the workplace (Holyoak, 2013).

## **2.9 Advantage of Internships Towards Industry**

Businesses of all sizes and in all sectors employ interns to offer crucial support to their current staff members. Businesses can invest in their own future development while also discovering new talent and future leaders through internships. Despite the fact that many internships now offer duties beyond those of an administrative assistant, interns can take on lower-level duties, freeing up time for colleagues to work on other projects. Employers may benefit from hiring interns or from expanding their internship programme. “Much of the literature on internships is based on qualitative research, which provides self-reported evidence of the internship's benefits for interns and host organizations” (Shoenfelt et al., Stone, & Kottke, 2013)

### **2.9.1 Increase Workforce**

Interns, provided significant support and assistance to current employees, even if the activities assigned to them are low-risk. Other coworkers can explore creative or more advanced projects by taking on tasks as an intern. As an intern, students can expect to work on projects, research, or campaigns with your coworkers to master a new skill or learn more about the industry. In most internships, students will be supervised and given feedback on your work.

### **2.9.2 Provide New Perspectives**

Interns bring a fresh perspective to a company's day-to-day operations and procedures, as well as the ability to share thoughts on strategy, plans, policies, and other topics. As an intern, students have the opportunity to participate in brainstorming sessions and meetings, as well as provide feedback and suggestions to corporate or internship leaders. Through education and skills, interns may assist firms in implementing the most up-to-date methods and practices in student's chosen job field. Interns can use their digital talents to create new chances and ideas for social media marketing or engagement, for example, with the expanding visibility and use of social media.

### **2.9.3 Positive Publicity**

Those that provide internships to the next generation of business leaders are frequently praised by their communities and industry. Companies that offer internships can strengthen or build relationships with universities and colleges, enhancing their presence on campus and their capacity to recruit new students. Internships can also encourage community involvement and presence by educating and impacting the future workforce.

### **2.9.4 Mentorship Opportunities**

Internship programme allow existing employees to mentor future leaders in the area, and they can help to foster a positive work environment and boost corporate morale. Helping to teach and develop new employees can encourage them and renew their work ethic, as well as increase effective leadership within the team.

## 2.10 Theoretical Framework

The theoretical framework is the framework that holds or supports a research study's theory. "The theoretical framework explains and introduces the theory that explains why the research problem under investigation occurs" (Abend, Gabriel, 2008)

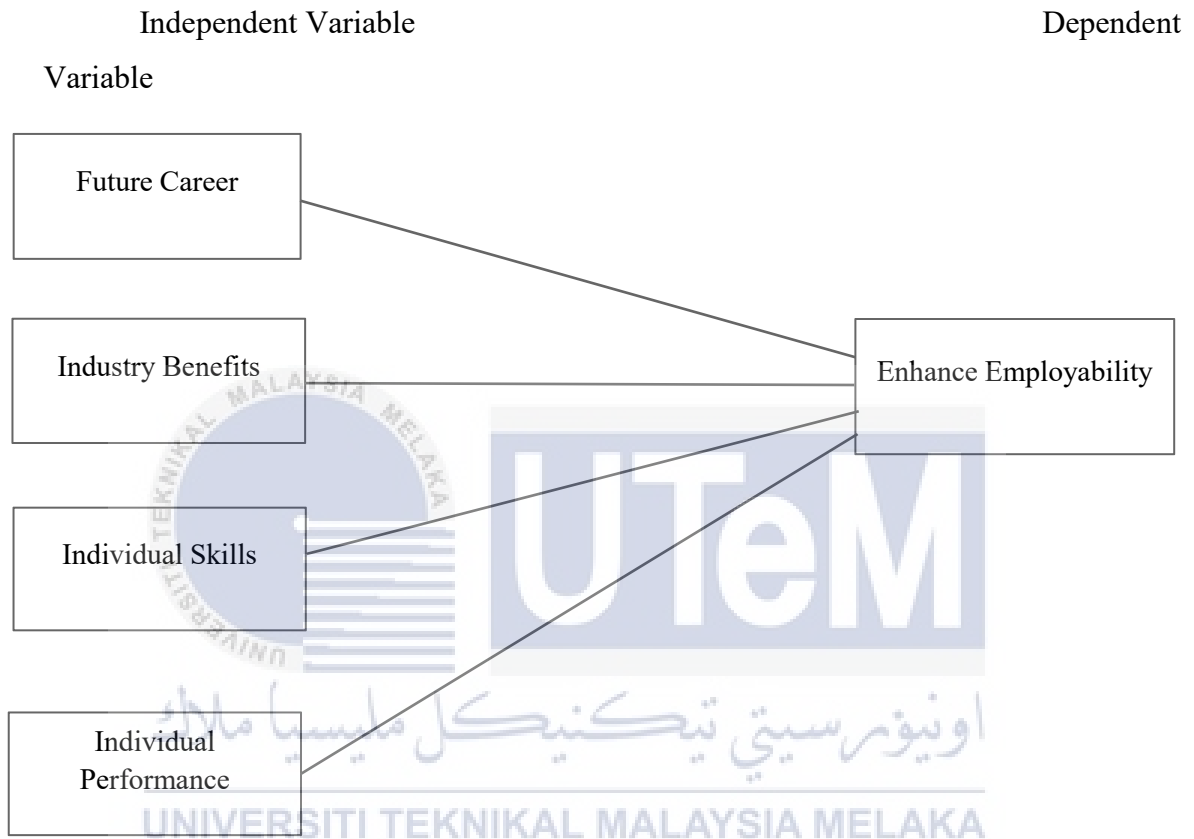


Figure 2.1 Research Framework for future career, industry benefits and individual skills towards enhancing employability a fundamental study.



## 2.11 Hypothesis of Study

A hypothesis is a declaration that introduces a research problem and offers a potential resolution. It forms the basis for scientific experiments and is a crucial part of the scientific method. As a result, when formulating a hypothesis, care must be taken to be thorough. The outcome of the experiment could be harmed by a minor error in the formulation of the hypothesis. A hypothesis serves the purpose of testing the relationship between variables, and it is founded on a theoretical framework. The hypothesis statement also includes the null hypothesis and alternative hypothesis. The null hypothesis states that there is no relationship or influence, whereas the alternate hypothesis states that there is. Following hypothesis have been made to observe the link between the variables based on the discussion and justification from the literature review.

H0: There is no significant relationship between future career with enhancing employability

H1: There is significant relationship between future career with enhancing employability

H0: There is no significant relationship between industry benefit with enhancing employability

H2: There is significant relationship between industry benefits with enhancing employability

H0: There is no significant relationship between individual skills with enhancing employability

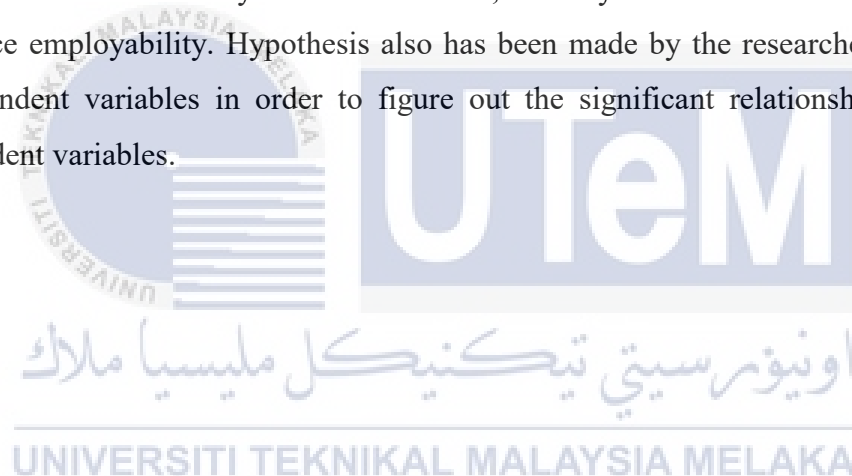
H3: There is significant relationship between individual skills with enhancing employability

H0: There is no significant relationship between individual performance with enhancing employability

H4: There is significant relationship between individual performance with enhancing employability

## 2.12 Summary

In this chapter described in details the literature review about the importance of internship satisfaction towards graduates' future. In this chapter also, researcher highlights some related information based on the research question and research objectives from the previous research. Research framework has been used as a guidance in this research to identify how future career, industry benefits and individual skills can enhance employability. Hypothesis also has been made by the researcher based on the independent variables in order to figure out the significant relationship towards the dependent variables.



## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The research method employed throughout this study will be discussed in the following chapter, which will begin with the study's purpose and design. The site, patients and study process will be covered in the remainder of this chapter. Finally, the pilot test, data analysis, and a summary of the entire chapter will bring the chapter to a close.



### **3.1 Research Design**

This study will be carried out as a descriptive study in order to provide a more accurate picture of events, individuals, and situations. In fact, most descriptive studies are designed to map the topography of a certain occurrence. Aside from that, this study design is a methodical, objective approach with numerical data results. Hence, researcher decided that explanatory design will be used in this study to find out the relationship between the importance of internship satisfaction towards graduates future and benefits that the industry get.

#### **3.1.1 Primary Data**

“Primary data is information gathered directly from primary sources by researchers using methods such as interviews, questionnaires, and experiments. Primary data are first-hand accounts gathered by the researcher for his or her study” (Saunders, et al., 2003). Primary data is the best kind of data in research because it is typically obtained directly from the source, or the place where the data originated. Primary data sources are typically selected and modified to meet the goals or specifications of a particular research project. Finding out the purpose of the research and the target audience is also necessary before choosing a data collection source. Students who are conducting academic research or a thesis experiment obtain their data from primary sources. Depending on the type of research being done, such as lab experiments, statistical data collection, and so forth, different types of data are collected during this procedure.

#### **3.1.2 Secondary Data**

“Secondary data is research information that has already been obtained and is available to researchers. Secondary data is data that has been obtained previously for a variety of purposes” (Saunders, et al., 2003). Contrarily, primary data is information that

has been gathered directly from its source. Secondary data is used for the efficiency and speed that comes with working with an already existing resource, as well as to increase the sample size of research investigations. When many research groups are collaborating to collect secondary data for large research projects, secondary data is useful. The lead researcher is then free to focus on primary research or particular research areas of interest. By dividing up the work, researchers can learn more in a shorter amount of time.

Utilizing secondary data has the benefit of greatly reducing the amount of initial work required. It's possible that the information has already been published, organised electronically, and subjected to case study analysis. Secondary information can quickly become more or less widely known through the use of the media. Since it has been made public and is frequently used to confirm primary data, secondary data has greater validity than original research data.

### **3.2 Quantitative Research**

Quantitative research is characterized, as a systematic analysis of phenomenon that involves the collection of quantifiable data and the use of statistical, mathematical, or computational methods. Quantitative research gathers information from current and potential customers by using sampling techniques, sending out online questionnaires, polls, and other forms of data collection. This data collection's outcomes can then be represented numerically. After thoroughly understanding these numbers, a researcher can predict the future of a good or service and make the necessary adjustments. Quantitative outcome research in the social sciences typically uses the statistical techniques used to collect quantitative data from the research study. In this research strategy, statisticians and researchers draw on mathematical concepts and frameworks related to the quantity under consideration.

### 3.3 Data Collection Techniques

Quantitative research will be used in this study as a data collection technique or a data analysis strategy that generates numerical data. This research method is a method that is objective, systematic, and based on numerical data. The survey is carried out for this research study utilizing questionnaires, which will be discussed in greater detail in Sections 3.6 and 3.7.

The data will be gathered using simple random sampling from the responses provided by the respondents via the questionnaire. The questionnaire should be simple to understand and well-structured. As a result, the major data for this study will be derived from survey data collected through questionnaires issued to employees of the concerned firm. The surveys will employ a non-comparison type of data in the form of a Likert scale, with each question being answered using the scale mentioned below:

- 1- Strongly Disagree
- 2- Disagree
- 3- Partially Agree
- 4- Agree
- 5- Strongly Agree

Aside from that, the questionnaires will be closed-ended questions with a list of answer options from which respondents must select to answer the questions. The questionnaire's flow begins with the easiest question and gradually progresses to more probing questions. Secondary data is derived from secondary sources such as journals, articles, websites, newspapers, and other publications. These sources of information, even from other countries, are critical to the success of this studies.

### 3.4 Research Location and Target Respondents

This study will focused on manufacturing sector in particular state in Malaysia. Year four students from Faculty of Technology and Technopreneurship at Universiti Teknikal Malaysia Melaka (UTeM) that has been chosen for this studies to be researcher's respondents. This sectors is also acceptable since it meets the needs of the

phenomena under investigation. The researcher will be able to obtain the needed information from the organization's designated respondents.

### 3.5 Research Subjects

The researcher decided to use simple random sampling to study the link between the independent and dependent variables, which was confined to individuals in the manufacturing sectors (97 internship students). The effective way of determining a sample size, according to Krejcie & Morgan (1970), is as shown in the table below.

| <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> | <i>N</i> | <i>S</i> |
|----------|----------|----------|----------|----------|----------|
| 10       | 10       | 220      | 140      | 1200     | 291      |
| 15       | 14       | 230      | 144      | 1300     | 297      |
| 20       | 19       | 240      | 148      | 1400     | 302      |
| 25       | 24       | 250      | 152      | 1500     | 306      |
| 30       | 28       | 260      | 155      | 1600     | 310      |
| 35       | 32       | 270      | 159      | 1700     | 313      |
| 40       | 36       | 280      | 162      | 1800     | 317      |
| 45       | 40       | 290      | 165      | 1900     | 320      |
| 50       | 44       | 300      | 169      | 2000     | 322      |
| 55       | 48       | 320      | 175      | 2200     | 327      |
| 60       | 52       | 340      | 181      | 2400     | 331      |
| 65       | 56       | 360      | 186      | 2600     | 335      |
| 70       | 59       | 380      | 191      | 2800     | 338      |
| 75       | 63       | 400      | 196      | 3000     | 341      |
| 80       | 66       | 420      | 201      | 3500     | 346      |
| 85       | 70       | 440      | 205      | 4000     | 351      |
| 90       | 73       | 460      | 210      | 4500     | 354      |
| 95       | 76       | 480      | 214      | 5000     | 357      |
| 100      | 80       | 500      | 217      | 6000     | 361      |
| 110      | 86       | 550      | 226      | 7000     | 364      |
| 120      | 92       | 600      | 234      | 8000     | 367      |
| 130      | 97       | 650      | 242      | 9000     | 368      |
| 140      | 103      | 700      | 248      | 10000    | 370      |
| 150      | 108      | 750      | 254      | 15000    | 375      |
| 160      | 113      | 800      | 260      | 20000    | 377      |
| 170      | 118      | 850      | 265      | 30000    | 379      |
| 180      | 123      | 900      | 269      | 40000    | 380      |
| 190      | 127      | 950      | 274      | 50000    | 381      |
| 200      | 132      | 1000     | 278      | 75000    | 382      |
| 210      | 136      | 1100     | 285      | 100000   | 384      |

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

### 3.6 Pilot Test

Pilot testing includes a range of procedures that enable you to evaluate various aspects of your project in advance. Before putting your strategy into action, you can use this to identify any gaps or flaws by performing a trial run or rehearsal. Pilot experiments are typically conducted in three different areas: project simulation, observation, and analysis. You must first create plausible scenarios that capture the essence of your project. If you're conducting research, for instance, take a representative sample of your population, and then send out a survey or questionnaire based on how you plan to collect your data.

### 3.7 Research Procedure

Before the research can be undertaken, the researcher must complete a few processes. To begin, the researcher will speak with a representative from the organization to obtain consent to participate in the study. The university will then provide a letter of permission to the organization involved. The emails of all executive and non-managerial departments will be collected if the organization chooses to participate. The questionnaire survey will be performed using Google Forms, and respondents will receive an email including a link to the survey. Respondents will have one week to complete the Google Forms survey. The Google Forms survey will be closed after a week, and the results will be analyzed based on the research hypothesis and objectives.

### 3.8 Research Strategy

A research strategy is a step-by-step approach that guides your thoughts and actions, allowing you to create high-quality results and detailed reporting. Survey, case study, and archival research are just a few of the strategies that can be employed in research methodologies. The researcher intended to use a survey method to collect data from undergraduate students in this study. A survey technique was used because it allows the investigator to collect qualitative data and information quickly.



### 3.8.1 Questionnaires

A questionnaire is a type of research tool that consists of a list of questions asked of respondents in order to collect data. These tools have an interview-style format and include both written and spoken questions. Both qualitative and quantitative questionnaires can be used, and researcher can be distributed online, by phone, on paper, or in person. Respondents can be administered without a researcher in attendance. Open-ended, closed-ended, or a mix of the two questions may be included in questionnaires. Open-ended questions allow for a free-form response from the respondent, in as much or as little detail as they choose. Respondents have a selection of predetermined answers to choose from in closed questions.

### 3.8.2 Sampling

When using social scientific research methodologies, determining the right sampling method can be a difficult issue. “Not only do opposing theories of adequate sampling conflict over what constitutes a good sample, but many guides describing sampling procedures are vague or abstract about how a suitable sample might be produced and what the sample can claim to reflect” (Rao, 2000).

The questionnaires will be distributed to 100 interns and will be compiled by the Faculty of Technology Management and Technopreneurship, UTeM. The importance of internship satisfaction on graduates' future in order to achieve the research's purpose. In this study, the random sampling approach of probability sampling was employed as the sample method. A probability sampling is one in which each unit in the population has a chance ( $0 < 1$ ) of being chosen in a sample that can be accurately computed.

### 3.9 Issues Of Reliability and Validity

#### 3.9.1 Reliability

The ability of a survey technique to produce an accurate and coherent result is referred to as reliability. Respondent error, respondent bias, researcher error, and researcher bias are all challenges to the dependability of the data. According to Yin (2003), dependability determines whether the activities of a study may be repeated with the same results. The study models' reliability was retained by openly displaying each reference and source of information, as well as introducing each equation and approach. To avoid prejudice or mistakes, the investigator will conduct the research in as transparent a manner as feasible, allowing the other party to interfere and review the study.

#### 3.9.2 Validity

The appropriateness of the kinds of products included the completeness of the item sample, the manner the products evaluate the content, and the appropriateness of the language and speech of the item sample in determining the validity of the content. The construct validity of a scale or test refers to whether it measures exactly what the investigator expects it to measure. To avoid any threats to the questionnaire's validity, the investigator will construct it using the supervisor's instructions to avoid any prejudice or errors.

### 3.10 Data Analysis

In order to analyse the data, statistical analyses were used. Statistical analysis is a scientific approach for evaluating large amounts of numerical data in order to summarize significant qualities and relationships in order to generalize analytical behaviour patterns and particular future trend findings. The statistical instrument utilized by the researcher to analyse the acquired data was the Statistical Package for Social

Science (SPSS). In this scenario, two alternative data analysis methodologies will be applied.

The descriptive analysis was used to define and compare variables quantitatively, with an emphasis on two elements of tendency and dispersion. For this research project, descriptive analysis was performed to identify targeted demographic respondents by frequency and percentage, as well as independent and dependent variables by mode, mean, mean, and standard deviation. Multiple linear regression, on the other hand, is one of the most prevalent types of linear regression analysis. It is used to describe the relationship between continuous variable dependency and two or more independent variables as a predictive analysis (continuous or categorical). The purpose of using linear regression in this study is to determine the strength of the independent factors' effect on the dependent variable.

### 3.11 Summary

The methods employed in this study to attain the study's goal was described in this chapter. In this chapter, measurements and scales are offered to test the operational model and study objectives. In order to analyse the data collected, SPSS software was employed. The data collected will also be analyzed using descriptive analysis and linear regression.

## CHAPTER 4

### DATA ANALYSIS

#### 4.0 Introduction

In this chapter, researcher will explain in details the study's finding which the researcher use quantitative method to collect data. This quantitative method is the procedure for gathering and studying numbers. It can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations. Researcher use Google Form to generate the questionnaire and gather the data from 97 respondents to get information about their understanding on the benefits of internship program towards graduates' future, industry benefits, graduates' skill and experiences towards employability. Researcher has conducted pilot test before collecting full data from respondents. In this part, researcher took about 5 weeks to complete this survey including run a pilot test. This survey's goal was to help researcher to determine whether independent variables, future career, industry benefits, individual skills and dependent variables; enhance employability have a meaningful relationship. The questionnaires has three section; Section A was designed to gather demographic data of the respondents such as, gender, state, age, occupation, education level, position and their knowledge about internship; Section B and Section C contain both dependent and independent factors.

The statistical software package for social science (SPSS) was utilized by the researcher for the pilot study.

#### 4.1 Pilot Study

Researchers typically utilize pilot test technique to assess the questionnaires reliability. The researcher collected data from 30 people in the pilot study. Also, based on the results of the pilot test, the questionnaire questions may need to be changed. The case processing summary is shown in Table 4.1, which shows that 30 respondents have valid data and that all of the data has been processed with zero missing data:

**Table 4.1 : Case Processing Summary**

|                             | N  | %     |
|-----------------------------|----|-------|
| Valid                       | 30 | 100.0 |
| Cases Excluded <sup>a</sup> | 0  | .0    |
| Total                       | 30 | 100.0 |

(source from SPSS output)

Cronbach's alpha for the dependability of pilot test results is shown in Table 4.2 below. According to Cronbach's Alpha, an alpha value below 0.6 is deemed unsatisfactory and denotes that the questioning is invalid. The lowest limit is also 0.6 and higher. 30 questions were put to the test in this pilot study. Table 4.2 shows that each variable has a decent dependability value and that values above 0.7 are considered acceptable.

| Variables             | Cronbach's Alpha | No of Items |
|-----------------------|------------------|-------------|
| Future Career         | 0.482            | 2           |
| Industry Benefits     | 0.670            | 2           |
| Individual skills     | 0.506            | 2           |
| Enhance Employability | 0.671            | 2           |

## 4.2 Reliability Analysis

Cronbach Alpha was used to assess the reliability of this test. The tool is highly reliable when subjected to the SPSS test. Following is how Cronbach Alpha's value was determined:

Table 4.2: Reliability Analysis

| Cronbach's Alpha               | Reliability Value |
|--------------------------------|-------------------|
| If Cronbach's Alpha > 0.90     | Excellent         |
| If Cronbach's Alpha 0.8 to 0.9 | Good              |
| If Cronbach's Alpha 0.7 to 0.8 | Acceptable        |
| If Cronbach's Alpha 0.6 to 0.7 | Questionable      |
| If Cronbach's Alpha < 0.6      | Poor              |

In this study, Table 4.2 had displayed the independent and dependent variables' Cronbach Alpha values from the pilot study.

## 4.3 Respondent Profile Information

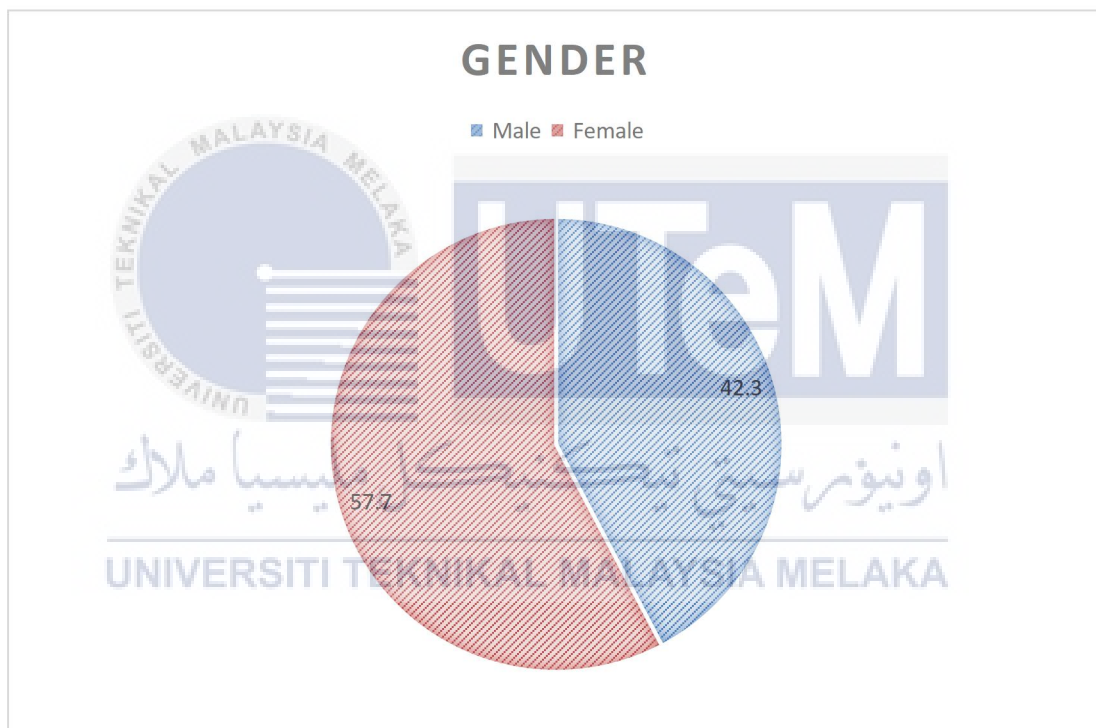
Part A of the questionnaire for this study contains demographic information that has to be evaluated using descriptive analysis. Basic details about the respondents who completed the entire questionnaire were revealed via the demographic questions. In the survey, those target respondents were asked to answer questions related to their gender, current state, age, occupation level, education level, position and also their knowledge about this internship program. The results of the survey were interpreted as below.

The descriptive information about the respondents to the current study is shown in Table 4.3. The sample characteristics consist of items on gender, current state, age, occupation level, education level, position and also their knowledge about this internship program.

Table 4.3 : Characteristics of the Sample

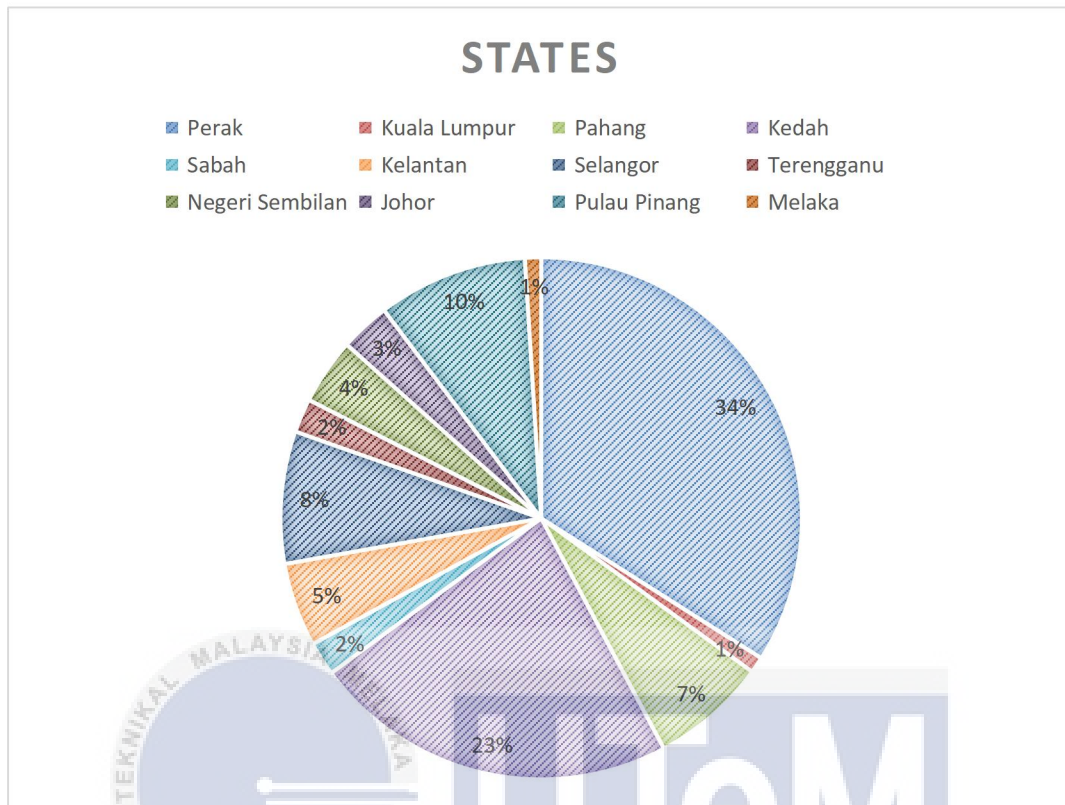
| Items         |                 | Frequency | %            |
|---------------|-----------------|-----------|--------------|
| Gender        | Male            | 41        | 42.3         |
|               | Female          | 56        | 57.7         |
|               | <b>Total</b>    | <b>97</b> | <b>100.0</b> |
| Current State | Perak           | 33        | 34.0         |
|               | Kuala Lumpur    | 1         | 1.0          |
|               | Pahang          | 7         | 7.2          |
|               | Kedah           | 22        | 22.7         |
|               | Sabah           | 2         | 2.1          |
|               | Kelantan        | 5         | 5.2          |
|               | Selangor        | 8         | 8.2          |
|               | Terengganu      | 2         | 2.1          |
|               | Negeri Sembilan | 4         | 4.1          |
|               | Johor           | 3         | 3.1          |
|               | Pulau Pinang    | 9         | 9.3          |
|               | Melaka          | 1         | 1.0          |
|               | <b>Total</b>    | <b>97</b> | <b>100</b>   |
| Age           | 18-24           | 68        | 70.1         |
|               | 25-30           | 28        | 28.9         |
|               | 31-35           | 1         | 1.0          |
|               | 35 and above    | 0         | 0            |
|               | <b>Total</b>    | <b>97</b> | <b>100</b>   |

|                 |              |           |            |
|-----------------|--------------|-----------|------------|
| Education Level | SPM          | 3         | 3.1        |
|                 | STPM/Diploma | 29        | 29.9       |
|                 | Degree       | 64        | 66.0       |
|                 | Masters      | 1         | 1.0        |
|                 | PhD          | 0         | 0.0        |
|                 | <b>Total</b> | <b>97</b> | <b>100</b> |

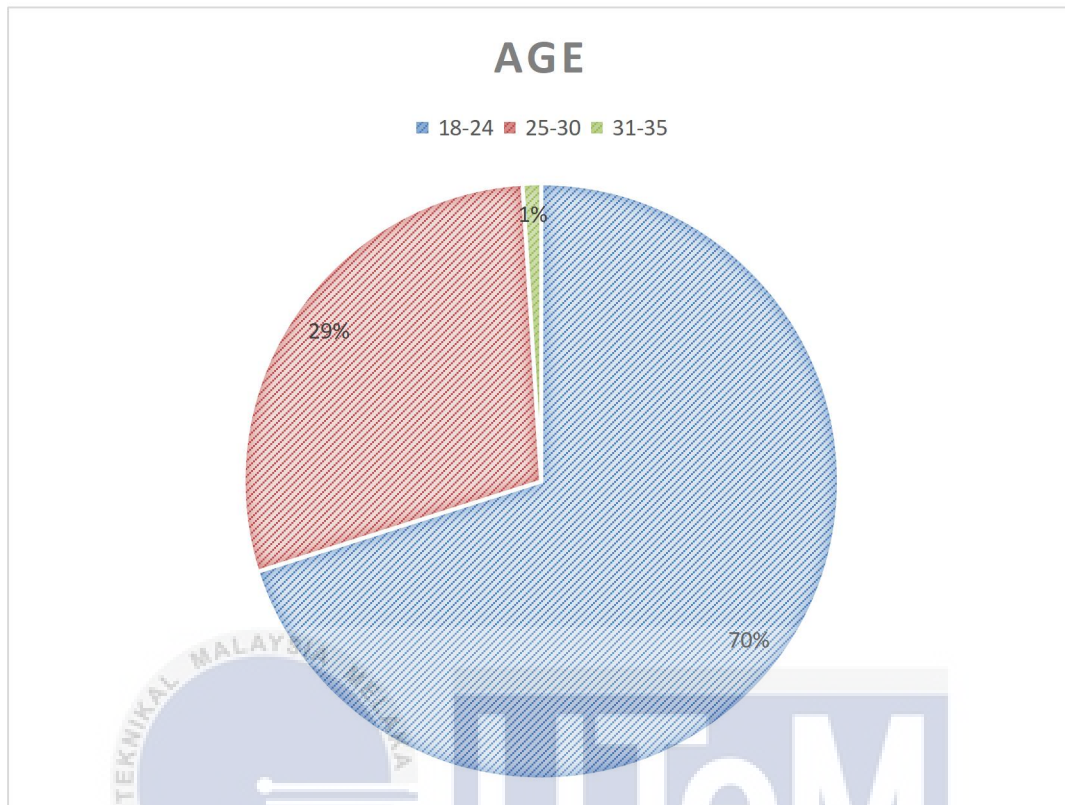


Based on pie chart above, it shows male respondents that were involved in this survey are about 41 men (42.3%) and female respondents were 56 (57.7%).





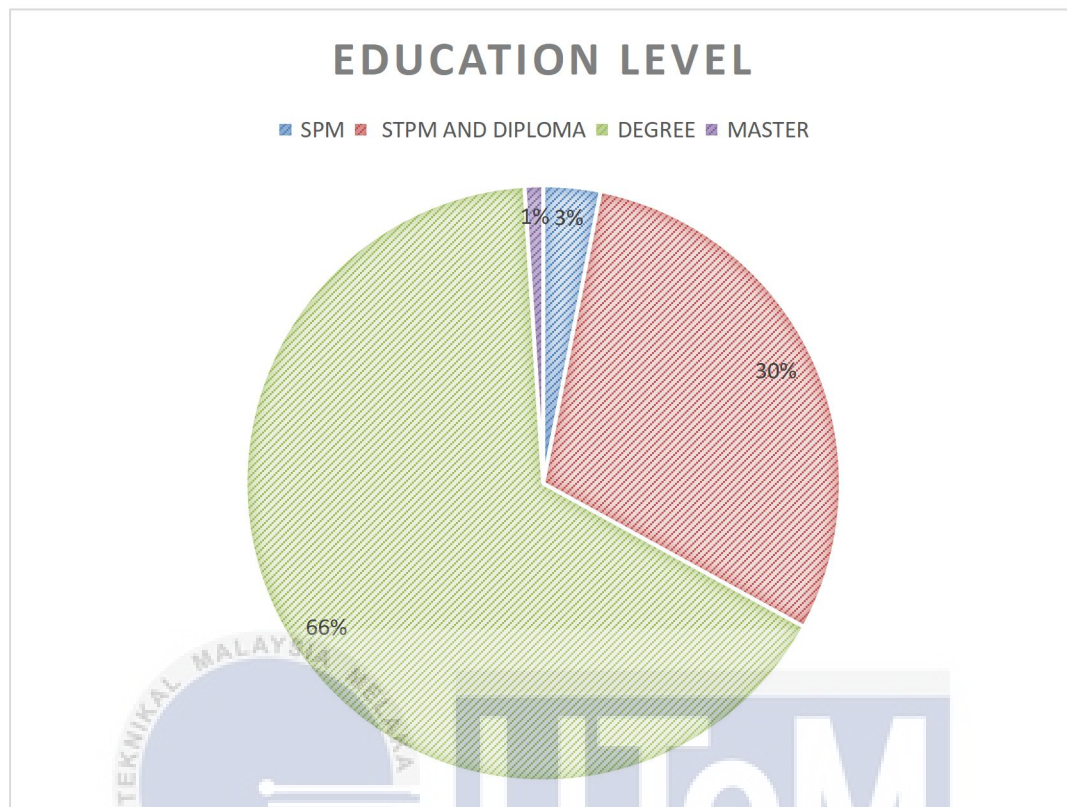
Based on pie chart above, the respondents came from 12 states in Malaysia where the respondents were students of Universiti Teknikal Malaysia Melaka (UTeM). Majority of the students does their internships at Perak which are 33 (34%) and also Kedah which are 22 (22.7%). The least number of intern students are at Kuala Lumpur and Melaka which only 1 (1%) students both.



Most of the respondents belong to the aged group between 18 to 24 years old with frequency 68 (70.1%), 25 to 30 years old with frequency 28 (28.9%) and only 1 person (1.0%) from the age of group 31 to 35 years old.

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Furthermore, in this research, most of the respondents were Degree level with frequency 64 (66%), 29 (29.9%) were '*Sijil Tinggi Persekolahan Malaysia*' (STPM) or Diploma holders, 3 (3.1%) with '*Sijil Persekolahan Malaysia*' (SPM) and only 1 (1.0%) Masters. There are additional option for those who already been work which is position they were working. The highest position were others 45 (46.4%) which this were other position from the mentioned. Operator 23 (23.7%), Supervisor 18 (18.6%) and the least were leader position with frequency 11 (11.3%).

#### 4.4 Knowledge about internship program

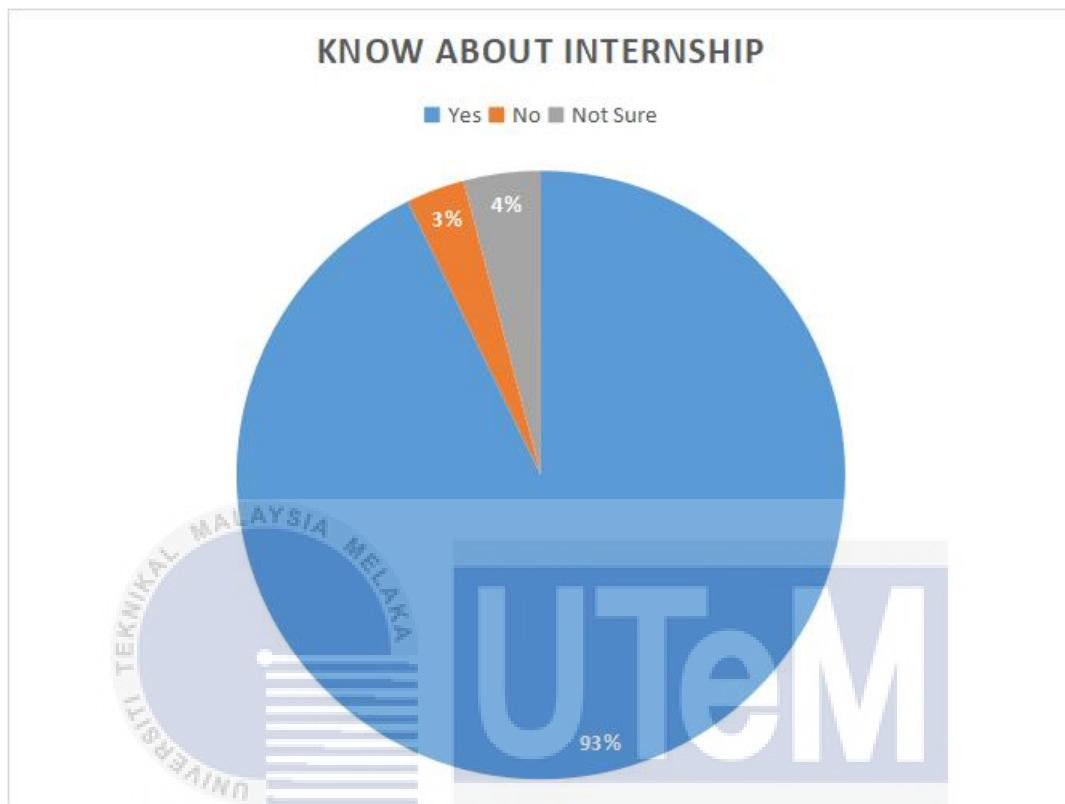


Figure 4.1 : Know About Internship

Majority of the respondents aware about the importance of internship program. As the pie chart above shown that 90 (93%) of respondents response for 'yes', 4% respondents with frequency 4 and only 3 (3.1%) response 'No'.

#### 4.5 Descriptive Analysis of Relationship Variable

Descriptive analysis is a sort of data analysis that helps to explain, show, or summarize data points in a constructive way so that patterns might develop that satisfy all of the data's conditions. Table 4.4 below shows the descriptive data analysis. If the mean are 4.30 and above its means that the relationship between the variables were good.

Table 4.4 : Frequencies statistic analysis

| Item  | Mean  | Standard Deviation |
|---|-------|--------------------|
| Internship program help in improving students' skills.                          | 4.683 | 0.5909             |
| Internship program provide students a preparation for real life work            | 4.508 | 0.6927             |
| Internship program can enhance students capability in managing their job scope. | 4.429 | 0.6651             |
| Internship program train to be a great leadership.                              | 4.381 | 0.7917             |
| Internship program create a better career goals for students                    | 4.476 | 0.6923             |
| Internship helps in growing intellectual skills.                                | 4.556 | 0.5616             |
| Internship can improve communication skills.                                    | 4.492 | 0.7593             |
| Company can get new perspective from intern students.                           | 4.349 | 0.7654             |
| Internship give benefits to the company.  | 4.492 | 0.6927             |
| Company can get future employees.   | 4.556 | 0.6904             |
| Intern students may help to improve overall work environment.                   | 4.381 | 0.7280             |

|  |       |        |
|--|-------|--------|
| Internship program may help in increasing workforce.                   | 4.444 | 0.6904 |
| Internship program allow existing employees to mentor a future leader. | 4.333 | 1.0000 |

Based on the table above, mean for all independent and dependent variable were more than 4.30 and the standard deviation also more than 0.50.

#### 4.6 Inferential Analysis

When drawing conclusions about a population from data gathered from a sample of that population, inferential analysis is used to determine how reliable those conclusions are. Results from inferential analysis will never be certain because it does not sample the entire population. The correlation between each independent variable and each dependent variable is shown in Table 4.5 below.

**Table 4.5 : Correlations**

|                   |                     | Future Career | Industry Benefits | Individual skills | Individual Performance | Enhance employability |
|-------------------|---------------------|---------------|-------------------|-------------------|------------------------|-----------------------|
| Future Career     | Pearson Correlation | 1             | .600**            | .608**            | .594**                 | .633**                |
|                   | Sig. (2-tailed)     |               | .000              | .000              | .000                   | .000                  |
|                   | N                   | 63            | 63                | 63                | 63                     | 63                    |
| Industry Benefit  | Pearson Correlation | .600**        | 1                 | .547**            | .520**                 | .554**                |
|                   | Sig. (2-tailed)     | .000          |                   | .000              | .000                   | .000                  |
|                   | N                   | 63            | 63                | 63                | 63                     | 63                    |
| Individual Skills | Pearson Correlation | .608**        | .547**            | 1                 | .583**                 | .665**                |
|                   | Sig. (2-tailed)     | .000          | .000              |                   | .000                   | .000                  |
|                   | N                   | 63            | 63                | 63                | 63                     | 63                    |

|                        |                     |        |        |        |        |        |
|------------------------|---------------------|--------|--------|--------|--------|--------|
| Individual Performance | Pearson Correlation | .594** | .520** | .583** | 1      | .772** |
|                        | Sig. (2-tailed)     | .000   | .000   | .000   |        | .000   |
|                        | N                   | 63     | 63     | 63     | 63     | 63     |
| Enhance employability  | Pearson Correlation | .633** | .554** | .665** | .772** | 1      |
|                        | Sig. (2-tailed)     | .000   | .000   | .000   | .000   |        |
|                        | N                   | 63     | 63     | 63     | 63     | 63     |

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

#### 4.6.1 Correlation 1

Table 4.6.1 : Correlation 1

| Item             | Future Career | Industry Benefit |
|------------------|---------------|------------------|
| Future Career    | 1             | 0.600            |
| Industry Benefit | 0.600         | 1                |

The relationship between the independent variables of future career and industry benefits is depicted in this table. In the table above, the correlation value is 0.600, indicating a positive correlation coefficient value. Industry benefits is causally related to future career and is positively correlated to industry benefit.

#### 4.6.2 Correlation 2

| Item             | Future Career | Individual Skill |
|------------------|---------------|------------------|
| Future Career    | 1             | 0.608            |
| Individual Skill | 0.608         | 1                |



The table above shows relationship between the independent variables of future career and individual skill is depicted in this table. In the table above, the correlation value is 0.608, indicating a positive correlation coefficient value. Individual skill is causally related to future career and is positively correlated to individual skill.

#### 4.6.3 Correlation 3

| Item                   | Future Career | Individual performance |
|------------------------|---------------|------------------------|
| Future Career          | 1             | 0.594                  |
| Individual Performance | 0.594         | 1                      |

The table above shows relationship between the independent variables of future career and individual performance is depicted in this table. In the table above, the correlation value is 0.594, indicating a positive correlation coefficient value. Individual performance is causally related to future career and is positively correlated to individual performance.

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#### 4.6.4 Correlation 4

| Item                  | Future Career | Enhance Employability |
|-----------------------|---------------|-----------------------|
| Future Career         | 1             | 0.633                 |
| Enhance Employability | 0.633         | 1                     |

The table above shows relationship between the independent variables of future career and enhance employability is depicted in this table. In the table above, the correlation value is 0.633, indicating a positive correlation coefficient value. Enhance



employability is causally related to future career and is positively correlated to enhance employability.

#### 4.6.5 Correlation 5

| Item              | Industry Benefit | Individual Skills |
|-------------------|------------------|-------------------|
| Industry Benefit  | 1                | 0.547             |
| Individual Skills | 0.547            | 1                 |

The table above shows relationship between the independent variables of industry benefit and individual skill is depicted in this table. In the table above, the correlation value is 0.547, indicating a positive correlation coefficient value. Individual skill is causally related to industry benefit and is positively correlated to individual skill.

#### 4.6.6 Correlation 6

| Item                   | Industry Benefit | Individual Performance |
|------------------------|------------------|------------------------|
| Industry Benefit       | 1                | 0.520                  |
| Individual Performance | 0.520            | 1                      |

The table above shows relationship between the independent variables of industry benefit and individual performance is depicted in this table. In the table above, the correlation value is 0.520, indicating a positive correlation coefficient value. Individual performance is causally related to industry benefits and is positively correlated to individual performance.

#### 4.6.7 Correlation 7

| Item                  | Industry Benefit | Enhance Employability |
|-----------------------|------------------|-----------------------|
| Industry Benefit      | 1                | 0.554                 |
| Enhance Employability | 0.554            | 1                     |

The table above shows relationship between the independent variables of industry benefit and enhance employability is depicted in this table. In the table above, the correlation value is 0.554, indicating a positive correlation coefficient value. Enhance employability is causally related to industry benefit and is positively correlated to enhance employability.

#### 4.6.8 Correlation 8

| Item                   | Individual Skills | Individual Performance |
|------------------------|-------------------|------------------------|
| Individual Skills      | 1                 | 0.583                  |
| Individual Performance | 0.583             | 1                      |

The table above shows relationship between the independent variables of individual skills and individual performance is depicted in this table. In the table above, the correlation value is 0.583, indicating a positive correlation coefficient value. Individual performance is causally related to individual skills and is positively correlated to individual performance.

#### 4.6.9 Correlation 9

| Item                  | Individual Skills | Enhance Employability |
|-----------------------|-------------------|-----------------------|
| Individual Skills     | 1                 | 0.665                 |
| Enhance Employability | 0.665             | 1                     |

The table above shows relationship between the independent variables of individual skills and enhance employability is depicted in this table. In the table above, the correlation value is 0.665, indicating a positive correlation coefficient value. Enhance employability is causally related to individual skills and is positively correlated to enhance employability.

#### 4.6.10 Correlation 10

| Item                   | Individual Performance | Enhance Employability |
|------------------------|------------------------|-----------------------|
| Individual Performance | 1                      | 0.772                 |
| Enhance Employability  | 0.772                  | 1                     |

The table above shows relationship between the independent variables of individual performance and enhance employability is depicted in this table. In the table above, the correlation value is 0.772, indicating a positive correlation coefficient value. Enhance employability is causally related to individual performance and is positively correlated to enhance employability.

#### 4.7 Multiply Regression Analysis

Multiple regression is a statistical method that can be used to analyse a single dependent variable and a number of independent variables. Multiple regression analysis makes use of independent variables whose values are known in order to predict the value of the single dependent value. A weight is assigned to each predictor value, and the weights show how much each predictor contributed to the final forecast. The model summary is shown in the table below.

**Table 4.7: Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .827 <sup>a</sup> | .684     | .662              | .32173                     |

$$R \text{ square} = 68.4\% (100\% - 68.4\% = 31.6\%)$$

There are about 31.6% of the respondents were not affected. This shows that the regression were coefficient.

#### 4.8 Hypothesis Analysis

Researchers, statisticians, and quantitative analysts frequently employ hypothesis analysis, which is a well-known concept. Researchers are able to execute calculated analysis on the data by adhering to a set of formal steps. Additionally, it is extensively utilised in artificial intelligence and machine learning.

**Table 4.8: Coefficients<sup>a</sup>**

| Model      | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------|-----------------------------|------------|---------------------------|-------|------|
|            | B                           | Std. Error | Beta                      |       |      |
| (Constant) | .422                        | .404       |                           | 1.045 | .301 |
| 1 meanIV1  | .148                        | .112       | .140                      | 1.315 | .194 |
| meanIV2    | .063                        | .085       | .072                      | .734  | .466 |
| meanIV3    | .261                        | .109       | .243                      | 2.394 | .020 |
| meanIV4    | .426                        | .083       | .510                      | 5.127 | .000 |

a. Dependent Variable: meanDV

##### Hypothesis 1

H0: There is no significant relationship between future career with enhancing employability

H1: There is significant relationship between future career with enhancing employability

Based on Table 4.8, the relevant value of future career is 0.194, which is above the p-value of 0.05. From that future career has no significant relationship on enhancing employability. Moreover, alternative hypothesis H1 is rejected.

##### Hypothesis 2

H0: There is no significant relationship between industry benefit with enhancing employability

H2: There is significant relationship between industry benefits with enhancing employability

Based on Table 4.8, the relevant value of industry benefit is 0.466, which is above the p-value of 0.05. From that, industry benefit has no significant relationship on enhancing employability. Moreover, alternative hypothesis H2 is rejected.

### **Hypothesis 3**

H0: There is no significant relationship between individual skills with enhancing employability

H3: There is significant relationship between individual skills with enhancing employability

Based on Table 4.8, the relevant value of individual skills is 0.020, which is below the p-value of 0.05. From that, individual skills has significant relationship on enhancing employability. Moreover, alternative hypothesis H3 is accepted,

### **Hypothesis 4**

H0: There is no significant relationship between individual performance with enhancing employability

H3: There is significant relationship between individual performance with enhancing employability

Based on Table 4.8, the relevant value of individual performance is 0.000, which is below the p-value of 0.05. From that, individual performance has significant relationship on enhancing employability. Moreover, alternative hypothesis H4 is accepted.

Therefore, there are two hypothesis were rejected and two hypothesis were accepted based on the analyse that has been made.

#### 4.9 Summary

The report's current chapter presents the statistical methods used to analyse the data for hypothesis testing. Pilot studies were conducted prior to the statistical technique. Statistical Package for the Social Sciences (SPSS) tools were used in the current investigation to investigate the hypothesis relationship between the variables. Results indicated that this analysis looked at four relationships or hypotheses. Four hypotheses in total were put out, of which two were approved and two were rejected.



## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This chapter will recap all of the previous chapter's findings and outcomes. The proposed hypothesis will be evaluated depending on the investigation's outcomes and findings. This chapter outlines the study's findings, research questions, and achievement of the objectives. This study has a number of ramifications. Finally, towards the conclusion of this chapter, recommendations for future relevant study will be offered.

#### 5.1 Discussion and Finding

##### 5.1.1 Objective 1

RO1 : To identify how internship helps in graduates' future career

In general, internship program is a work-related learning opportunity that connects to a student's academic subject or career interests by providing relevant, practical labour. A student's opportunity to explore and expand their career options as well as learn new skills is provided by an internship. These early programs gave students the opportunity to test out potential future careers without being required to pursue a full-time job (Spradlin, 2009). However, these past 2 years, 2019, pandemic COVID-19 has spread all around the world. This has give huge impact which lead to the changes to the way of working. Not only workers, most of intern students also need to adapt with a new work environment which this includes doing works via online or in other words work from home. This internship program are established by Ministry of Higher Education to helps prepared the graduates' future. In this research, researcher has conducted a survey questionnaire using Google form and distribute the form to



respondents. Following that, the researcher investigated how this internship helps in graduates' future career.

For this research study, there were 97 respondents in total, as determined by the research questionnaire. About 41 men (42.3%) and 56 women (57.7%) were among the male and female responders in this study. The respondents, who were drawn from 12 states in Malaysia, were primarily Universiti Teknikal Malaysia Melaka (UTeM) students, while some of them were also workers and others. The majority of students, 33 (34%), reside in Perak, followed by Pahang (7.2%), Kedah (22.7%), Sabah (2.1%), Kelantan (5.2%), Terengganu (2.1%), Negeri Sembilan (4.1%), Negeri Sembilan (3.1%), Johor (3.1%), and Pulau Pinang (9.3%). The least number of students, 1 (%) each, reside in Kuala Lumpur and Melaka. The frequency of respondents who are between the ages of 18 and 24 is 68 (70.1%), followed by those who are between the ages of 25 and 30 (28.9%) and just one (1.0%) who is between the ages of 31 and 35. Students made up the majority of the respondents, with 67 (69.1%), followed by the private sector (19.6%), the self-employed (7.2%), and the government sector (4.1%).

In addition, 64 (66% of the respondents) had a degree, followed by 29 (29.9%) by a diploma or "*Sijil Tinggi Persekolahan Malaysia*" (STPM), 3 (3.1%) by "*Sijil Persekolahan Malaysia*" (SPM) and just 1 (1.0%) by a master's degree. For people who have already held a job in the role they are now in, there are more options available. Others 45 (46.4%) held the highest place; this was a different position from the ones previously listed. Operator 23 (23.7%), Supervisor 18 (18.6%), and leader role with frequency 11 (11.3%) were the least frequent.

Based on the results that the researcher got from the survey that has been made, most of the respondents are aware and know about this internship program. The integration of conceptual knowledge and training provided by academic internship programmes might help students more effectively apply their concepts in the workplace.

### 5.1.2 Objective 2

RO2: To analyse the benefits that companies got from internship students.

Based on research that has been made, most of the respondents agreed companies can get benefits from internship students. Interns offer businesses a variety of viewpoints and advantages they've probably never considered. Finding top talent without having to sift through countless resumes and conduct several interviews with potential candidates is one of the major benefits.

According to the result from the questionnaire that has been made, about 86 respondents choose strongly agree and agree that company can get new perspective from intern students. Internship also can ease the company to get a great future employees.

### 5.1.3 Objective 3

RO3: To identify company's satisfaction towards internship students.

Objective 3 aims to identify the company's satisfaction towards internship students. Based on the results, it shown that this internship program not only give benefits to the students skills and performance, but also give benefits to the company which company can enhance their quality of work and gain new perspectives from this internship program. Since this internship program have marks that students need to complete, students absolutely will give the best to the company to make sure the company achieve the satisfaction towards their quality of working.

## 5.2 Implication of research

The discovery of this research can prove and provide information about the importance of internship satisfaction and its benefits to students and company in future. Furthermore, this research found that internship program can improve individual skills and performance in which the individual could generate its soft skills in advance.

#### **5.4 Limitations**

This study has potential limitation during doing it. They are therefore vulnerable to biases and confounding, which could affect the data's findings. This study has three significant flaws that might be fixed in future studies. Firstly, most of the primary data or references are taken from past research which are not latest research. The validity of the data might slightly different from the latest. This might due to not many new research on this topic has been found during doing this research. Secondly, there are not much question that been made by the researcher which has lead to several problem during running the data analysis. For example, the least number of question might affect the results of the data analysis. The last one are the quantity of respondents. Researcher take the minimum number of respondents in the Krejcie and Morgan table which is only about 100 respondents.

#### **5.5 Recommendation**

The researcher provide few recommendation for future research in order to make improvements and suggestion to avoid from major mistakes. First, do more research using latest references or latest journal if possible because it is more details and according to the latest information or situation. For the second limitation that has been faced by the researcher, future researcher might improve or provide more question in order to help respondents more understand about the research and this might help the future researcher to get good data. The last one, future researcher may use a larger number of respondents which this may help the researcher to get relevant data analysis.

## 5.6 Summary

To be conclude, this research aims to enhance knowledge about the importance of internship satisfaction that might help in improving students skills and performance. Other than that, this research also aims to improve students' interest and motivate to be more confidence in facing real work. Besides, this research also were made to get know benefit that the company get from accepting intern students in their company. The results of the study of the data collected from the 97 respondents demonstrated how internships aid graduates' future careers, the advantages that internship programs provide for employers, and the performance and skills of intern students.



## QUESTIONNAIRE

### THE IMPORTANCE OF INTERNSHIP SATISFACTION TOWARDS GRADUATES' FUTURE, INDUSTRY BENEFITS, GRADUATES' SKILLS AND EXPERIENCES TOWARDS EMPLOYABILITY, A FUNDAMENTAL STUDY

Assalamualaikum and hello! I am Noor Farhana Binti Mat Fadzil, final year student of Bachelor of Technology Management in Innovation from Faculty of Technology Management and Technopreneurship, Universiti Teknikal Malaysia Melaka (UTeM).

This study entitled " THE IMPORTANCE OF INTERNSHIP SATISFACTION TOWARDS GRADUATES' FUTURE, INDUSTRY BENEFITS, GRADUATES' SKILLS AND EXPERIENCES TOWARDS EMPLOYABILITY, A FUNDAMENTAL STUDY". I am conducting a research study to fulfill the final year project. All of the information provided will be kept confidential and for academic purposes only.

#### Section A

Gender. \*

Jantina.

☐

Male/Lelaki

☐

Female/Perempuan

State. \*

Negeri.

Your answer



Age. \*

Umur.

- ☐ 18 - 24
- ☐ 25 - 30
- ☐ 31 - 35
- ☐ 35 and above

Occupation Level. \*

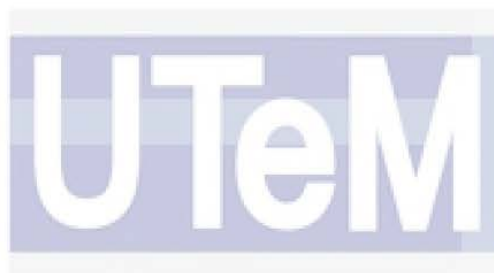
Taraf Pekerjaan

- ☐ Student/Pelajar
- ☐ Self Employed/Kerja Sendiri
- ☐ Private Sector/Sektor Swasta
- ☐ Government Sector/Sektor Kerajaan

Education Level. \*

Taraf Pendidikan.

- ☐ SPM
- ☐ STPM / DIPLOMA
- ☐ DEGREE
- ☐ MASTERS
- ☐ PHD



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Position.

Jawatan.

If you're an employee, what's your position in the company or sector you're working at.

Jika anda seorang pekerja, apakah kedudukan anda dalam syarikat atau sektor yang anda bekerja.

☐ Operator

☐ Leader

☐ Supervisor

☐ Other: \_\_\_\_\_

Did you know about internship program? Tahukah anda tentang program internship? \*

☐ Yes/Ya

☒ No/Tidak

☐ Not Sure/Tidak Pasti

## Section B

Please choose your answer from strongly agree to strongly disagree to demonstrate your agreement with each statement using the following 5-point interval scale :

Sila pilih jawapan anda daripada sangat setuju hingga sangat tidak setuju untuk menunjukkan persetujuan anda dengan setiap pernyataan menggunakan skala selang 5 mata berikut:

1. Strongly Disagree/Sangat Tidak Setuju
2. Disagree/Tidak Setuju
3. Neutral
4. Agree/Setuju
5. Strongly Agree/Sangat Setuju

1. Internship program help in improving students' skills. \*

Program internship membantu dalam meningkatkan kemahiran pelajar.

1 2 3 4 5

Strongly Disagree Strongly Agree

2. Internship program provide students a preparation for real life work.

Program internship menyediakan pelajar persediaan untuk kehidupan kerja yang sebenar.

1 2 3 4 5

Strongly Disagree Strongly Agree

3. Internship program can enhance students capability in managing their job scope.

Program internship boleh meningkatkan keupayaan pelajar dalam menguruskan skop kerja mereka.

Strongly Disagree    1    2    3    4    5    Strongly Agree

4. Internship program train to be a great leadership.

Program internship melatih untuk menjadi pemimpin yang hebat.

1 2 3 4 5

Strongly Disagree ○ ○ ○ ○ ○ Strongly Agree



5. Internship program create a better career goals for students. \*

Program Internship mewujudkan matlamat kerjaya yang lebih baik untuk pelajar.

|                   |                       |                       |                       |                       |                       |                |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
|                   | 1                     | 2                     | 3                     | 4                     | 5                     |                |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

6. Internship helps in growing intellectual skills. \*

Internship membantu dalam mengembangkan kemahiran intelek.

|                   |                       |                       |                       |                       |                       |                |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
|                   | 1                     | 2                     | 3                     | 4                     | 5                     |                |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

7. Internship can improve communication skills. \*

Internship boleh meningkatkan kemahiran komunikasi.

|                   |                       |                       |                       |                       |                       |                |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
|                   | 1                     | 2                     | 3                     | 4                     | 5                     |                |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

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### Section C

Please choose your answer from strongly agree to strongly disagree to demonstrate your agreement with each statement using the following 5-point interval scale :

Sila pilih jawapan anda daripada sangat setuju hingga sangat tidak setuju untuk menunjukkan persetujuan anda dengan setiap pernyataan menggunakan skala selang 5 mata berikut:

1. Strongly Disagree/Sangat Tidak Setuju
2. Disagree/Tidak Setuju
3. Neutral
4. Agree/Setuju
5. Strongly Agree/Sangat Setuju

1. Company can get new perspective from intern students.

Syarikat boleh mendapatkan perspektif baharu daripada pelajar pelatih.

1      2      3      4      5

Strongly Disagree      ○      ○      ○      ○      ○      Strongly Agree

2. Internship give benefits to the company. \*

Internship memberi faedah kepada syarikat.

1      2      3      4      5

Strongly Disagree      ○      ○      ○      ○      ○      Strongly Agree

3. Company can get future employees.

Syarikat boleh mendapatkan pekerja baru di masa depan.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

4. Intern students may help to improve overall work environment.

Pelajar pelatih boleh membantu meningkatkan persekitaran kerja secara keseluruhan.

Strongly Disagree      1      2      3      4      5      Strongly Agree

5. Internship program may help in increasing workforce. \*

Program internship boleh membantu dalam meningkatkan tenaga kerja.

|                   | 1                     | 2                     | 3                     | 4                     | 5                     |                |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

6. Internship program allow existing employees to mentor a future leader. \*

Program internship membolehkan pekerja sedia ada membimbing pemimpin masa depan.

|                   | 1                     | 2                     | 3                     | 4                     | 5                     |                |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

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