

Hospitality Students' Satisfaction With Industrial Internship Program: The Influence Of Perceived Supports

Mohd Aliff Abdul Majid^{1*}, Ana Batrisyia Azman², Siti Nor Bayaah Ahmad³, Agus Riyadi⁴, Mohd Nazri Abdul Raji⁵

^{1,2} Faculty of Hotel and Tourism Management, Universiti Teknologi MARA Selangor, Puncak Alam Campus, Selangor, Malaysia, ¹mhaliff@uitm.edu.my, ²anabtrsyiaazmn@gmail.com,

¹<https://orcid.org/0000-0002-3832-5770>, ²<https://orcid.org/0009-0009-3323-9580>,

³ Faculty of Business, Economics and Accountancy, University Malaysia Sabah, Sabah, Malaysia, sitinor.ahmad@ums.edu.my, <https://orcid.org/0000-0002-8466-6496>

⁴ Department of Hospitality, Trisakti School of Tourism, Jakarta Selatan, Indonesia, agus.riyadi@iptrisakti.ac.id, <https://orcid.org/0000-0002-1325-4697>

⁵ Department of Hospitality and Consumer Science, Faculty of Technical and Vocational, Universiti Pendidikan Sultan Idris, Malaysia, mohd.nazri@ftv.upsi.edu.my, <https://orcid.org/0000-0002-0237-030X>

Corresponding Author*: Mohd Aliff Abdul Majid.

Abstract:

Internships play a pivotal role in enhancing the employability of graduates by providing essential skills and knowledge for career advancement. It is crucial to understand students' perspectives on internships and evaluate their satisfaction levels with the internship experience, as satisfaction directly influences hospitality undergraduates' decisions about their future in the industry. This research aims to investigate the influence of perceived organizational support, perceived supervisor support, and perceived co-worker support on internship satisfaction among hospitality students. A quantitative, correlational research approach consisting of a closed-ended structured questionnaire was employed. The numerical data were collected through an online survey via convenience sampling. A total of 101 valid responses were analyzed using SEM-PLS. The findings highlight the significance of perceived supervisor support as the primary influencer of internship satisfaction. Specifically, the quality of guidance, feedback, and mentorship provided by supervisors significantly shapes students' overall evaluation of their internship. Besides, this research contributes to a deeper understanding of internship satisfaction in both academia and industry, particularly emphasizing the important role of supervisor support in shaping positive internship experiences. These findings have implications for hospitality programs in designing and managing internship programs, highlighting the need for structured supervisor training and development. Furthermore, organizations within the hospitality sector can utilize these insights to enhance their internship programs, thereby improving intern satisfaction and potentially increasing the likelihood of attracting and retaining future talent. Hence, future research could explore the long-term impact of internship satisfaction on career choices and performance.

Keywords: Hospitality, Internship satisfaction, Perceived co-worker support, Perceived organizational support, Perceived supervisor support

INTRODUCTION:

Internship or industrial training is considered a crucial element of the academic curriculum at higher education institutions for students [1]. An internship can be described as a means via which students are able to apply their theoretical knowledge and learning to a practical, real-world work environment or setting. Internships are considered essential component of work-integrated learning (WIL) and are part of the curriculum in degree programs at many universities [2]. They are foundational to the structure and effectiveness of WIL practices, providing students with invaluable opportunities to apply academic knowledge in real-world settings, gain practical experience, develop professional skills, and make connections in their chosen field. The primary objective of the internship program is to facilitate the enhancement of students' cognitive abilities, specifically their critical thinking, problem-solving, and

communication skills. These skills are widely recognized as essential components of a comprehensive education [3]. Moreover, internships play a crucial role in enhancing the employability of graduates and equipping them with the necessary skills and knowledge for their career advancement.

While organizations may view interns as a cost-effective workforce or a means to assess prospective employees [4], it is crucial not to neglect the interns' level of satisfaction during their internship experience. Internship satisfaction can be defined as the subjective emotional state experienced by students when they assess and evaluate their internship program experiences with their initial expectations [5]. The majority of students confessed to experiencing stress related to seemingly straightforward matters throughout their internship, primarily due to the unfamiliar work environment and unforeseen circumstances that arose during this period [3]. Hence, it is crucial to comprehend the perspectives of students regarding internships and ascertain their level of satisfaction with their internship experience [6].

The area of hospitality and tourism is commonly classified as a tertiary-level academic program, attracting a substantial number of students who pursue this field of study at colleges and universities worldwide [5]. The attainment of effective internship programs in the hotel and tourism sector is crucial for improving educational standards and equipping graduates with the necessary competencies and skills to fulfil industry demands [7]. Furthermore, it is indisputable that the internship program plays a vital role in equipping students with the essential practical skills, knowledge, and attitude required to navigate the dynamic landscape of the hospitality and tourist industry.

The hospitality and tourism industry face challenges in attracting and maintaining excellent employees, as well as a high turnover of workers, resulting in a labor deficit in the field [8]. As a result, concerns about internship satisfaction are also deemed crucial since they influence hospitality undergraduates' decisions about whether or not to continue working in the industry [7]. Besides, [9] observed that social support from organizational, supervisor, and co-worker sources influences hospitality and tourism internship satisfaction, whereas [10] discovered that perceived social value influences internship satisfaction. A study by [11] highlighted the importance of internship experiences in fostering students' self-competencies by determine their satisfaction which include, individual factors, job characteristics, organizational environment, contextual factors, and career potential. Therefore, this study aims to measures the level of satisfaction among internship students based on their perceives towards organizational, supervisor, and co-workers supports.

Some workplaces no longer pay attention to how contented students are with their internships. Students were worried about how they would have to change to fit into a new place they were unfamiliar with well. Interns are similar to new hires in organizations regarding their socialization needs [9]. A previous study by [12] says that internships are very important in deciding whether a graduate will stay in the hospitality business or switch to something else. Some of the things that made them less interested in a future job in the hospitality industry were the stress caused by their co-workers' bad attitudes, their intolerant boss during their internship, and the organization's rules that were hard to comply with. Studies in hospitality have shown that more than 30% of graduates do not plan to work in the area they studied [13]. The results correspond with [14] that the problems happen because it is hard for students to decide on a job. [8] mentioned that it is important to know what a student wants to do for a living and that this will help both the interns and the company. The results of this study back up what other studies have found: that stress is linked to wanting to leave a job [15].

A study by [16] on stress among hospitality interns found that the primary factors causing stress were not knowing much about the work, having a lot of work to do, feeling pressure from supervisors, and having trouble communicating with supervisors and co-workers. This could change the students' plans to continue their internship in another part of the hotel sector. Students' satisfaction with their internships in Malaysia, especially in the hospitality sector, was not a top priority. There have not been many studies on this topic in Malaysia, especially when it comes to social factors or the work setting. A study by [17] showed that most studies on hospitality internships were conducted in the Western countries and other Asia countries such as Taiwan, Hong Kong and Turkey. Therefore, there is a notable research gap in the study of hospitality internships, particularly in the examination of the role played by the social work

environment in influencing students' satisfaction. Existing literature often lacks comprehensive exploration of this vital aspect, signifying the need for further research to enhance our understanding of the dynamics of hospitality internships.

Therefore, the purpose of this study is to investigate perceived organizational support (POS), perceived supervisor support (PSS), and perceived co-worker support (PCS) affecting internship satisfaction among hospitality students at Universiti Teknologi MARA (UiTM) Selangor, Malaysia. The study's results are likely to help and support similar or related issues, like internship satisfaction, especially in the hospitality sector. Besides, this study will provide important information and awareness for the universities on how to coordinate their internship programs by linking students to a good company based on the experience of previous interns and hiring companies to be more alert regarding the well-being or welfare of their interns' workers who worked within their organization.

LITERATURE REVIEW:

2.1 Internship Programs for Hospitality Students

Industrial internship is an important course of the overall academic curriculum in higher learning education. This course offers students an opportunity to incorporate work-related experience in real-world work environments. Most universities include industrial internship in their academic curriculum to ensure the students integrate practical skills under supervision of industrial practitioners rather than theoretical knowledge in their formal education. Internships have become a fundamental component of modern hospitality education, with the vast majority of esteemed hospitality programs incorporating at least one internship into their curriculum [18]. Previous scholars highlighted the benefits of undergraduate internships as it provides students with real-world experience, enhance the reputation of academic institutions, and offer employers the chance to identify and train potential future employees [3]. Despite potential variances, internships have garnered the confidence of scholars as a significant element within the current curricula of both hospitality and tourism [19], catalyzing scholarly investigations in the field [17].

2.2 Hospitality Industrial Internship at Universiti Teknologi MARA

Universiti Teknologi MARA (UiTM) is one of the public universities in Malaysia, offering multidisciplinary programs. At UiTM, Faculty of Hotel and Tourism Management (FHTM) is the only faculty that offers hospitality-related courses and programs. This faculty offers five undergraduate degree programs which are Culinary Arts (HM245), Hotel Management (HM240), Tourism Management (HM241), Foodservice Management (HM242) and Foodservice Management with Entrepreneurship (HM252). The students will attend their internship in their final semester of their three-year degree program. Internship coordinator of each department will coordinate and responsible to ensure the success of the industrial internship program and to enhance the relationship between UiTM and the industry.

The industrial internship program is designed to help students bridge the gap between theory and practical application, offering them exposure to industry practices and culture, networking opportunities with professionals, chances to connect with potential employers, and a deeper understanding of the industry and its initiatives. To fulfil these objectives, the internship program incorporates various essential elements, including hands-on practical training, individual or team projects, and activities aimed at enhancing skills such as leadership, management, critical thinking, and communication among students. These elements are designed to achieve the Program Learning Outcomes (PLOs) and ensure optimal learning outcomes as required by the university.

The students can undertake their internship at any places related to the hospitality and tourism industry such as hotels and resorts, restaurants, cafes, hospital food service, travel agencies, event management companies, airline companies, spa and wellness centers, tourism boards, marketing organizations, theme and recreational parks and many more. Each student is assigned with a site supervisor from the company, to guide the student during the industrial internship. The internship duration ranges between 14 to 17 weeks, depending on programs. It represents approximately 600 to 680 hours that combine student's workload and work at the industry. The faculty has implemented a systematic evaluation approach that enables assessment of student performance during their internship by both the industrial supervisor and

lecturers from the faculty. This assessment covers various aspects, including an overall performance evaluation, oral presentation, assessment of their internship logbook, and the submission of a final report.

2.3 Hospitality Internship Satisfaction

Internships offer students the opportunity to gain hands-on experience in the hospitality industry, enhance their interpersonal and communication abilities, advance their professional development, boost self-assurance, and put theoretical knowledge into practical application, among various other benefits [20]. Through case studies, research, event management, live projects, and training on the job, the syllabus helps students to apply what they have learned in the classroom to real-world situations. [21] found that the work placement offered guidance in career direction and provided valuable insights into the practical application beyond the confines of the classroom setting. In light of this, it should not come as a surprise that internships are now a big part of the education of hospitality and tourism students all over the world [22].

The study on internship satisfaction has gained growing importance and are widely recognized by scholars as an important component of the current curricula in both the hospitality and tourism fields. Although various factors on internship satisfaction are well established including workplace stress experience [23], employability [24] and relationship quality [25], the dynamics of internship satisfaction remain complex and multifaceted, with ongoing research efforts aimed at uncovering nuances that contribute to students' overall satisfaction with their internship experiences. In the study conducted by [5] found that higher levels of internship satisfaction can contribute to students committing themselves to the hospitality industry and vice versa. Furthermore, [26] stated that students in the field of tourism expressed contentment with their involvement in internships and acknowledged the beneficial influence these internships had on their professional growth.

Building on this previous research, satisfaction in this study extends beyond a general sense of contentment. Instead, it investigates specific dimensions, such as perceived organizational support, perceived supervisor support, and perceived co-worker support, which contribute to the overall evaluation of the internship program. These dimensions, collectively referred to as work-based social support, play a crucial role in establishing a positive working environment, facilitating higher team performance, job satisfaction, and lower turnover intention [23]. Thus, understanding what factors contribute to students' satisfaction with their internships is essential for informing strategies to enhance the internship experience and promote students' commitment to the hospitality industry.

2.4 Conceptual Framework and Hypotheses Development

The conceptual framework depicted in Figure 1 illustrates the relationships between variables that influence the level of satisfaction experienced by hospitality students during their internships. The variables included in the model are the perceived levels of support from the organization, supervisor, and co-workers. The dependent variable in this study pertains to the level of satisfaction that university students at UiTM Selangor experienced during their internships.

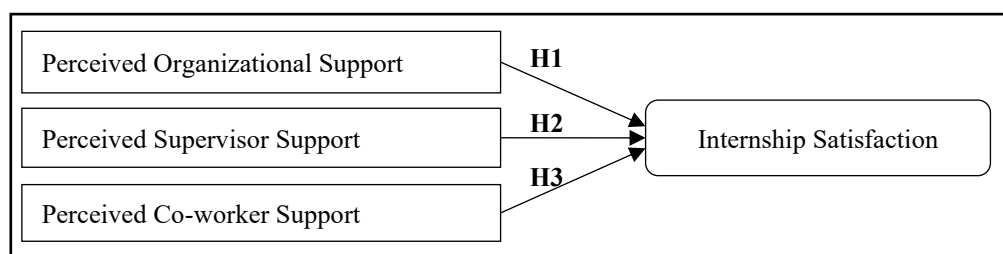


Figure 1 Research Framework

2.4.1 Perceived Organizational Support

POS shows how much value the organization places on its workers and how much it appreciates what they do at work [27]. Effective organizational support significantly contributes to fostering a positive work environment that promotes enhanced team performance, increased job satisfaction, and reduced intentions of turnover [5]. Also, approved charity workers will be recognized, rewarded, and kept on, and

they will feel like they are being helped [28]. A study by [29] says that POS is closely linked to organizational support for employee tasks in general, not just for certain tasks. On the other hand, POS has also been described in theory as the way global employees think about whether or not organizational units value their work and care about their well-being. Based on a study by [30], the link between organizational support and trainees is a give-and-take that affects how people think their organization cares about their well-being.

A recent study shows that when employees feel like the organization validates them, they are more loyal and advocate for the company more. Satisfaction with an internship is more probable to occur when employees perceive substantial levels of support from the organization. This sense of satisfaction results in enhanced motivation, commitment, and active engagement in organizational activities. Thus, it will make them happy with the training they get [31]. In addition, a study by [32] suggested that differences between people, such as being very proactive at work, can have a substantial impact on a person's POS and how they act during their training. Consequently, a study showed employees who are very proactive at work will build acquiring knowledge, make a workplace that stimulates the environment, and know how to elevate themselves in a company [33]. Hence, this study formulated the following hypothesis:

H1: There is a significant relationship between perceived organizational support and internship satisfaction.

2.4.2 Perceived Supervisor Support

The success of internships relies not merely on how they are set up and supervised, but also on how the assigned supervisor guides, helps and evaluates the students [34]. Aside from that, organizations need supervisors simply because they are seen as the main source of social support for employees [35]. The supervisor can give employees rewards, security, motivation, and inspiration. Previous research has found that high-quality mentoring, such as aligning interns with projects they are passionate about, making sure tasks are clear, having the right amount of supervision, and getting feedback, are related to student contentment and the success of an internship [36].

Additionally, [5] asserts that a supervisor's responsibilities include being able to divide tasks, decide how much work needs to be done, set up schedules, give directions, share work tasks or reprove people, and act as a "mentor figure" at work. Students' motivation, confidence, and skills may improve if their supervisor gives them emotional support and good advice [36]. For example, good supervisors are encouraging and grateful for the work and efforts of their employees. Aside from that, the supervisor's impact on society is seen when they care about the student's health and work-life balance and act in an exemplary manner, like being able to control their temper and be calm when supervising and mentoring employees [5]. A research study was undertaken to assess the level of satisfaction among senior students enrolled at a prominent Midwestern university renowned for its exceptional hospitality program in the United States, specifically focusing on their internship experiences and found that supervisor support had a big effect on how satisfied interns had become [37].

Studies show that a supervisor's perception affects employee well-being and student internship satisfaction [38], [9], [39]. Moreover, recent study shows that there is a significant correlation between perceived supervisor support and internship satisfaction [40]. Through work clarity and perceived value to the company, supervisor assistance was the strongest predictor of interns' self-initiative [6]. Other than that, [5] also showed that supervisor support was linked to hospitality internships, which is not surprising given their importance in hospitality settings. Supervisor assistance is essential to employee well-being since socializing reduces feeling isolated. These studies generally showed that most students were satisfied with their internship experience due to high perceived support from the supervisors, hence, the following hypothesis was formulated:

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

2.4.3 Perceived Co-worker Support

Co-workers can help people in many ways because they can be confidants, lighten their workloads, and make hard work settings easier to handle [41]. There is a lot of evidence from regular employees that co-workers and internship satisfaction are related. For example, [42] discovered that 450 nurses working across three public hospitals in southern Portugal expressed high job satisfaction when they realized they

could receive social and practical support from their colleagues. Recent research, identified that co-worker support as interpersonal assistance that can be used to create and maintain brain resources in the form of knowledge resources [43]. This resource can be used voluntarily or because it is required. Hospitality experts have looked at what happens when an intern is satisfied with their job. Some studies suggest that organizational commitment mediates the association between supervisor support and turnover intention [44], [45]. However, co-worker support in the industry has not been thoroughly studied. Support from supervisors and colleagues is frequently cited as a means to enhance interns' sense of workplace comfort by satisfying their need for respect and belonging [46]. Besides, encouragement from peer support helps employees overcome organizational obstacles. Co-worker assistance might be psychological or practical. Likewise, it also improves the work atmosphere, boosts self-esteem, and gives employees more energy to handle work obstacles [47]. Thus, employees are happier at work and less likely to look elsewhere [48]. According to [49], participation of students in the workforce combined with collaborative learning improves their skills and effectiveness. The co-workers can help students understand their duties at work, especially in hospitality. On top of that, working in teams may promote networking between people, allowing them to integrate technical and job-related information as an everyday and sociocultural part of social learning [50]. Furthermore, co-workers should interact with friends to relieve stress from employment or family. This is because a favorable co-worker might motivate interns to contribute to the hospitality industry. Hence, this study formulated the following hypothesis: H3: There is a significant difference between perceived co-worker support and internship satisfaction.

METHODS AND METHODOLOGY:

3.1 Sample Selection

The study sample consisted of undergraduate students from FHTM at UiTM Selangor Branch who completed their industrial internships between March and July 2023. This study is conducted through an online survey questionnaire using Google Form. The research team requested assistance from the internship coordinators to distribute the survey link to the respondents. The survey was disseminated to FHTM students during their final week of their internship. Two weeks after the initial survey link was distributed, a reminder message through WhatsApp was sent to those who had not yet responded, encouraging them to complete the survey. A total of 101 usable questionnaires were obtained out of 143 questionnaires distributed, indicating 70.6% response rate.

3.2 Instrumentation

The instrument was divided into five sections comprising of demographic information, perceived organizational support, perceived supervisor support, and perceived co-worker support and internship satisfaction as illustrated in Table 1. All items of the study variables were modified from [5]. It contains 36 items, including demographic profiles. The language used in the survey was bilingual, incorporating both Malay and English. This study instrument was approved by the Faculty Review Ethics Committee (Ref: FPHP/FREC/372/2023). Summary of the instrumentation is provided in the following table. A five-point Likert scale was used to gauge respondents' responses, ranging from "1" for strongly disagree to "5" for strongly agree. The data was analyzed using SPSS and SEM-PLS. SPSS was used to provide descriptive and regression analyses, while SEM-PLS was used to analyze convergent and discriminant validity

Table 1. Instrumentation

Section	Variables	Item
A	Demographic	5
B	Perceived organizational support	7
C	Perceived supervisor support	8
D	Perceived co-worker support	8
E	Internship satisfaction	8

DATA ANALYSIS AND RESULTS:

4.1 Demographic Profiles

The analysis of respondents' demographic profiles (Appendix 1) shows that female respondents (76.2%) outnumbered male respondents (23.8%). The majority of respondents fell within the age range of 23 to 27 years old (72.3%), with 22.8% aged between 21 to 23 years old. Furthermore, based on the respondent's study program, 47.5% of respondents from HM242, followed by a HM240 (17.8%) and 16.8% from HM241. Meanwhile, most of the respondents was Malay (93.1%), followed by 6.9% of Bumiputera Sabah or Sarawak. In addition, most of the respondent are doing their internship program at others places (Travel Agencies, Theme Park and Food Manufacturing) with 53.5%, followed by 19.8% at hospital and 13.9% at hotel/resort.

4.2 Descriptive Statistic

The descriptive analysis of the research instrument was conducted and presented as shown (Appendix B). Based on the average mean score, it can be concluded that the respondents have good internship satisfaction ($M=4.22$), followed by PCS ($M=4.17$), PSS ($M=4.00$) and POS ($M=3.92$). In the POS section, majority of the respondent said that the organization where they did the attachment forgave an honest mistake on their part ($M=4.07$, $SD=.866$) and the place they did the attachment really care about their well-being ($M=4.00$, $SD=.938$). In term of PSS, most respondent agreed that their supervisor concern about their welfare ($M=4.05$, $SD=.931$). In addition, they also agreed that their supervisor helpful to them ($M=4.04$, $SD=.954$). Moreover, worker at the attachment workplace were friendly to them ($M=4.34$, $SD=.623$). Furthermore, respondent stated that worker at their attachment were helpful in getting their job done and gave useful advice on job problems ($M=4.29$, $SD=.712$). Lastly, as for internship satisfaction section, majority of the respondent agreed that work activities were beneficial to enhancing their overall hospitality knowledge ($M=4.30$, $SD=.729$) and they really did something worthwhile in their internship ($M=4.25$, $SD=.713$).

4.3 Measurement Model

In this investigation, the research model was assessed using Partial Least Squares (PLS). Statistical software was employed to evaluate the psychometric properties of the measurement model and estimate the parameters of the structural model. To evaluate the validity and reliability of the measurement model in this study, both convergent and discriminant validity were employed. The subsequent sections present the outcomes of each analysis conducted to assess the measurement model's validity and reliability for this research.

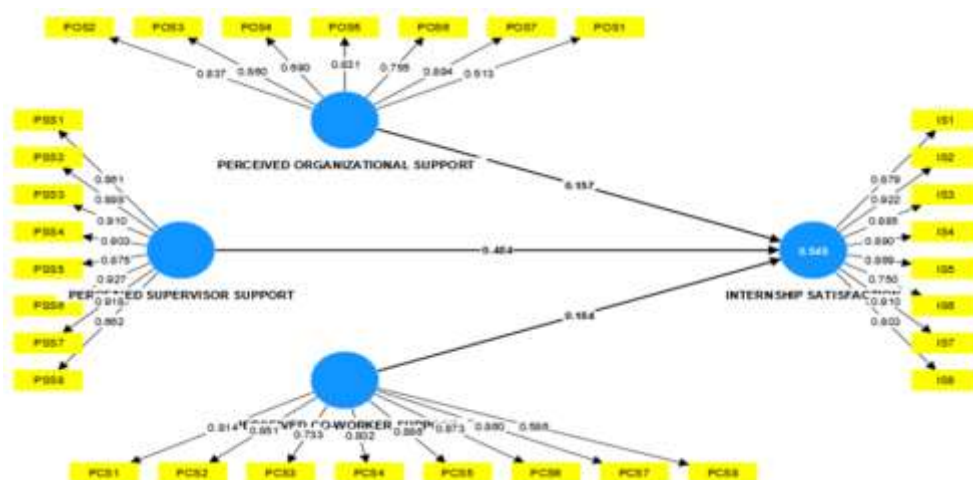


Figure 2 The Measurement Model

4.4 Reliability and Convergent Validity

To establish adequate reliability in the measurement model, each construct's Composite Reliability (CR) should surpass the recommended threshold of 0.7. As indicated in the Table 2 above, the CR values for all constructs in this study ranged from 0.913 to 0.962, comfortably exceeding the 0.7 threshold. These findings affirm that the selected items representing the constructs exhibit strong reliability. Researchers assessed the convergent validity of the measurement model using the Average Variance Extracted (AVE) value, with a threshold of 0.5 or higher signifying sufficient convergent validity. As illustrated in the table above, the AVE values for all constructs in the model ranged from 0.606 to 0.762, surpassing the recommended 0.5 threshold. This outcome demonstrates that the measurement model employed in the study possesses robust convergent validity.

Table 2. Reliability and convergent validity

Variables	Cronbach's Alpha	Composite Reliability (CR)	AVE
Perceived organizational support	0.885	0.913	0.606
Perceived supervisor support	0.954	0.962	0.762
Perceived co-worker support	0.921	0.936	0.650
Internship satisfaction	0.951	0.960	0.749

4.5 Discriminant Validity

Table 3 summarizes the HTMT analysis for discriminant validity purposes. The HTMT analysis is an excellent discriminant validity test for the PLS-SEM reflective model. All the correlations scored below 0.85 and achieved construct discriminant validity [51].

Table 3. Heterotrait-Monotrait (HTMT)

Variables	IS	PCS	POS	PSS
IS				
PCS	0.583			
POS	0.685	0.660		
PSS	0.745	0.609	0.833	

4.6 Structural Model

4.6.1 Coefficient of Determination (R^2)

The R-squared (R^2) value in a study elucidates the extent to which independent variables account for variances in dependent variables. A higher R^2 value signifies a greater predictive capacity of the structural model. As shown in the Table 4 above, the structural model simulation results are presented. According to the Structural Model outlined in the table, POS, PSS, and PCS collectively accounted for 53.4 percent of the variation in internship satisfaction. Consequently, it can be inferred that these constructs exhibit a significant level of predictive accuracy in explaining internship satisfaction [52].

Table 4. The coefficient of determination

Variables	R^2
Internship Satisfaction	0.534

Note: 0.02 (weak); 0.13 (medium); 0.26 (substantial), [48].

4.6.2 Effect Size (f^2)

Essentially, f^2 assesses the relative impact of a predictor construct on the endogenous counterpart [53]. The f^2 specifically assesses the strength of one exogenous construct contribution to explain the endogenous construct R^2 . Based on the summary score shown in Table 5, POS (0.020) has a small effect size, while PCS (0.046) and PSS (0.197) denotes as medium effect size.

Table 5. The effect size

Variables	Internship Satisfaction
Perceived Organizational Support	0.020
Perceived Supervisor Support	0.197
Perceived Co-Worker Support	0.046

Note: 0.02 (small); 0.15 (medium); 0.35 (high), [48], [47]

4.6.3 Predictive Relevance (Q^2)

The Q^2 was conducted with a blindfolding procedure. The procedure is a resampling technique that systematically deletes and predicts every data point of the indicators in the endogenous construct within the reflective measurement model [53]. The test deliberately compares the original values with pertinent ones to identify the endogenous construct in the model [53]. The fundamental rule of thumb for Q^2 assessment is that the value should exceed zero for predictive model relevance.

The predictive power of Q^2 was evaluated by comparing the PLS-SEM and LM scores of relevant items [54], [51]. Based on Table 6 above, the Q^2 exceeded zero (> 0) and was duly affirmed. A summary of the score is presented in the table above. Resultantly, majority items (RMSE = 8 out of 8; MAE = 8 out of 8) scored highest on LM compared to PLS-SEM. The RMSE score is primarily referred to following the high symmetrical distribution of prediction errors. Thus, based on the figure below, the model denoted high predictive power [54].

Table 6. The predictive relevance

Variables	Q^2 Predict	PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
Internship Satisfaction	0.421	0.545	0.400	0.711	0.496
	0.370	0.633	0.447	0.839	0.576
	0.353	0.745	0.504	0.904	0.648
	0.346	0.733	0.499	0.916	0.640
	0.379	0.577	0.408	0.733	0.527
	0.290	0.602	0.444	0.690	0.517
	0.351	0.722	0.464	0.908	0.626
	0.193	0.699	0.507	0.809	0.610
Total item score on LM bigger than PLS= MAE 8/8 RMSE 8/8					

4.6.3 Path Coefficient

Figure 3 described several indicators were implemented to access the statistical significance of the path coefficient. First, the significance level of 0.05 demonstrated a statistically significant path relationship. As the critical values for a significance level of 5% ($\alpha = 0.05$) are 1.96 in a two-tailed test and 1.645 in a one-tailed test, t-values exceeding 1.96 (two-tailed test) and 1.645 (one-tailed test) indicate a statistically significant relationship.

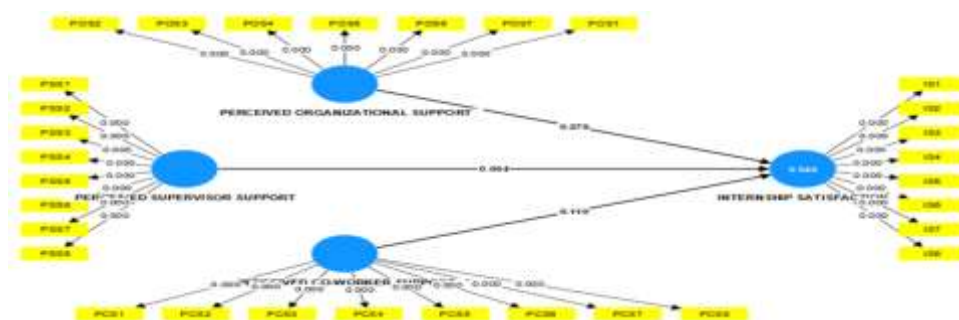


Figure 2 The Path Coefficient

Table 7. The path analysis

Path Analysis	Original (O)	STDEV	T Statistic	P Values
POS > IS	0.157	0.145	1.082	0.279
PSS > IS	0.484	0.166	2.917	0.004
PCS > IS	0.184	0.115	1.598	0.110

4.7 Hypotheses Result

Based on the analysis in Table 7, PSS found to be statistically significant towards internship satisfaction ($B=0.484$, $t\text{-value}=2.917$, $p\text{-value}=0.004$). When PSS increased by a standard deviation, internship satisfaction increased by 0.335. Therefore, second hypothesis which there is significant relationship between PSS and internship satisfaction is supported. Other than that, the result for POS and PCS found to be statistically insignificant towards internship satisfaction ($B=0.157$, $t\text{-value}=1.082$, $p\text{-value}=0.279$) and ($B=0.184$, $t\text{-value}=1.598$, $p\text{-value}=0.110$). Therefore, the first and third hypothesis which there is significant relationship between POS and PCS toward internship satisfaction is not supported. Table 8 summarized the hypotheses testing in this study.

Table 8. Summary of hypotheses testing

	Hypotheses Statement	Result
H1	There is a significant relationship between perceived organizational support and internship satisfaction	Not supported
H2	There is a significant relationship between perceived supervisor support and internship satisfaction	Supported
H3	There is a significant relationship between perceived co-worker support and internship satisfaction	Not supported

5) DISCUSSION:

5.1 Implications for Theory

The results of this study empirically substantiate that an intern's perceptions towards social supports have been shown to influence internship satisfaction. The findings have a number of significant implications. Previous research by [5] and [9] found that perceived support from the organization, supervisors, and co-workers all significantly influenced student internship satisfaction. However, some findings of this study contradict this previous evidence. This study provides compelling evidence that perceived supervisor support (PSS) influences internship satisfaction among hospitality undergraduate students, while perceived organizational support (POS) and perceived coworker support (PCS) were not found to have a significant influence.

It was found that PSS has a significant influence on internship satisfaction, consistent with previous recent studies [5], [39], [40]. As supervisors are also regarded as mentors, [9] found that strong mentoring and greater supervisory support influence higher satisfaction. As a result, those earlier findings validate the evidence acquired in this investigation. Supervisors are in frequent contact with their subordinates and form relationships with them in the workplace. Likewise, supervisors can provide appropriate assistance, knowledge, counsel, and expertise, thereby improving employee motivation, confidence, and skills [55]. Supervisor support is crucial for the interns' well-being and learning [39], as it motivates them to work efficiently and effectively, ultimately improving their internship satisfaction [5]. The significance of supervisor support lies in the initial stages of employment, as supervisors assign tasks and provide resources to new employees and enhance well-being [56].

In contrast, the relationship between POS and internship satisfaction was found to be unsupported. Several factors may account for this discrepancy. During their internships, which mark the transition from student life to professional employment, interns often find themselves tasked with responsibilities and roles that diverge significantly from their academic backgrounds [57]. Therefore, it becomes imperative for organizations and management to provide substantial support to ensure interns receive

meaningful experiential learning opportunities and positive outcomes [58]. However, organizational culture may fail to adequately communicate or emphasize the importance of internships as standard practice. Studies by [59] suggest that communication gaps between organizations and interns can contribute to misaligned expectations regarding the hospitality industry. This, in turn, can lead to student dissatisfaction and potentially discourage them from pursuing careers in the field. Besides, [60] highlighted that an unclear communication about support systems can leave interns unaware of the available resources, lowering their perceived organizational support and potentially hindering the company's objectives. For instance, lack of communication prevents achieving agreements and fosters an environment of distrust and disrespect towards leadership [61]. It can be said that the interns did not receive substantial levels of support from the organization. The result of present study is supported by [62] that is when the values prioritize were not reflected in the organization, it can influence overall satisfaction more than perceived support.

The findings revealed that contextual factors such as PCS did not have significant influence on internship satisfaction, consistent with numerous similar research results [63], [64], [65]. The students are at risk of burnout due to the mismatch between their abilities and the rigorous standards and requirements of the internship [65]. This study elucidates that the treatment given to interns by co-workers differs from that extended to regular colleagues. This discrepancy can lead to misconceptions manifested as feelings of anger and unfriendliness discernible by the interns [66]. As a result, interns may experience a sense of disconnection, with interactions limited to work-related matters and lacking any deeper connection, ultimately leading to weak relationships and a negative internship experience [67]. When interns are not fully integrated into the work environment and operate in isolation, the potential for receiving support diminishes. Once again, issues arising from a lack of communication and misaligned expectations between interns and co-workers can adversely impact the overall effectiveness of co-worker support [68]. Hence, proactive support by the organization from the perspective of co-workers could enhance communication, foster a collaborative culture, and contribute to a more supportive environment for interns [69].

Empirically, the findings highlight supervisor support as the primary factor influencing student internship satisfaction. The findings align with the previous studies [70], [38], [39], [71]. Students attributed their satisfaction to the high level of support received from their assigned supervisors, including helpfulness and the provision of additional knowledge when needed. This support, in turn, positively impacts their perceived employability upon graduation. [55] and [72] supported this notion, emphasizing the importance of strong supervisory relationships for interns' development and achievement of positive outcomes throughout internship programs. Furthermore, students concurred that the assigned tasks were relevant and beneficial for their theoretical and practical application within the industry [73]. This aligns with the research of [74], who identified enhancing student engagement and satisfaction as a key factor in improving the learning experience in higher education. [75] suggest that social environments fostered through industry engagement, realistic tasks mirroring industry practices, and teamwork contribute to the perception of an authentic project-based and work-integrated assessment.

The results indicated that students value supervisors who exhibit genuine concern for their well-being and welfare during their internship training. Receiving social support in a work-based setting is vital for optimizing learning during the internship period [2], given that students typically have limited work experience and are in the early stages of their careers. Additionally, [9] highlighted that interns often require additional support and intensive training because they undergo both narrow skill development and broader career development experiences during their internship tenure. This support is essential due to their potentially fragile sense of self-worth in the workplace. Furthermore, [9] also emphasized that the strength of the relationship between an employee and their supervisor can serve as a motivating factor for the employee to achieve higher performance levels and cultivate positive work attitudes. These findings are further supported by [5], who found that supervisors who demonstrate care for students' learning and well-being significantly enhance internship satisfaction.

5.2 Implications for Practice

The study has several timely implications for key stakeholders involved in internship programs. The findings underscore the importance of having a supportive supervisor and provide guidance for enhancing the effectiveness of internships as a transitional learning experience from university study to the world of work. For higher learning institutions, it is advisable to regularly check on the interns, whether they are doing well or not, and to contact the supervisors to ensure they are effectively supervising the interns. The internship coordinator is responsible for monitoring the well-being of the interns. This is crucial as the coordinator assists in the matching process by collaborating with host organizations before the start of the student's assignment [55]. Regular monitoring with intern help to identify any issues early on, ensuring that interns have a positive and productive experience. [76] assert that check-ins on interns occur regularly throughout the internship programs. For example, internship coordinator can schedule monthly meetings with interns to discuss their progress, challenges, and overall experience. These check-ins provide an opportunity for interns to voice any concerns they might have about their assignments, work environment, or supervisor interactions.

For host organizations, it is important to ensure that supervisors are well-trained and equipped to provide meaningful guidance and support to interns. In addition, making the internship programs meaningful and incorporating challenging tasks could accelerate the development of critical skills. In essence, it can help organizations not only improve the satisfaction and development of their interns but also build a stronger future workforce [2]. This is particularly important because internship satisfaction has been demonstrated to be a prerequisite for successfully converting interns into post-internship employees within a host organization [77], [78].

5.3 Limitations and Future Research Suggestions

While this study has yielded valuable insights, it is important to acknowledge certain limitations. In the context of hospitality internship satisfaction, the research specifically emphasizes investigating the influence of social support among hospitality students at UiTM Selangor. However, it is not possible to consider other potential issues or factors that may influence internship satisfaction such as job description, working environment and interns' incentive. Various aspects or variables can attribute to and impact students' satisfaction with hospitality internships at UiTM Selangor. Furthermore, a constraint of this study is its specific focus on the investigated location. The investigation of this topic was limited to the scope of the study, focusing solely on data acquired from hospitality students at UiTM Selangor. Hence, the potential exists for the findings to have limited applicability to colleges situated in different geographical areas or nations.

The study suggests that future research should focus on analyzing many elements or causes that influence hospitality internship satisfaction, rather than examining the factor of perceived social support in particular. Alternatively, future research endeavors may explore internship satisfaction in a different field or program, rather than focusing on the hospitality program. This avenue of study is crucial for the employability of graduates and the propensity of students to persist in the industry. Thus, the subsequent generation can perpetuate their contributions to their respective organizations and country, thereby reaping the associated advantages. Furthermore, it will be interesting for future research to consider examining their study on a broader scale, involving a larger number of participants. This would enhance the validity of the findings and allow for a more comprehensive assessment of their generalizability, regardless of the specific geographical location or region in which the investigation is done.

CONCLUSION:

This study contributes to a deeper understanding of the factors influencing internship satisfaction among hospitality undergraduate students, with a particular emphasis on the role of perceived social supports. The findings affirm that perceived supervisor support (PSS) is the most significant predictor of internship satisfaction, highlighting the critical role supervisors play as mentors, motivators, and facilitators of learning. Conversely, perceived organizational support (POS) and perceived coworker support (PCS) were not found to significantly impact satisfaction, suggesting that the broader organizational environment and peer relationships may be insufficiently aligned with the unique needs of interns. The study also

sheds light on the challenges within organizational culture and communication that may limit the effectiveness of support structures, ultimately influencing interns' perceptions and satisfaction levels. These insights underscore the need for targeted interventions and structured support systems, particularly at the supervisory level, to create a more meaningful and enriching internship experience. Practically, the findings serve as a call to action for higher education institutions and host organizations to invest in robust supervisory training, foster open communication channels, and conduct regular follow-ups to ensure the well-being and development of interns. By doing so, stakeholders can bridge the gap between academic preparation and professional readiness, ultimately enhancing students' perceived employability and their potential for long-term success in the hospitality industry.

Acknowledgement:

Researchers appreciate Amirah Huda Musa, Nur Aini G Mohamad Salim and Izyan Shamimi Hadi for their valuable contributions during the process of data gathering.

Funding Statement:

This research was supported by the Universiti Teknologi MARA Selangor Branch Research Grant (DUCS) under Grant Number [Reference: 600-UITMSEL (PI. 5/4) (103/2022)].

Data Availability:

The data that support the findings of this study are available from the corresponding author, [MAAM], upon reasonable request.

Conflict of interest:

Authors state no conflict of interest.

REFERENCES:

- [1] Pusiran AK, Janin Y, Ismail S, and Dalinting LJ. Hospitality internship program insights. *Worldwide Hospitality and Tourism Themes*. 2020, vol. 12, no. 2, pp. 155–164, doi: 10.1108/WHATT-12-2019-0079.
- [2] Rose P. Intern Motivation to Learn: The Moderating Role of Perceived Overqualification. *International Journal of Work-Integrated Learning*. 2023, vol. 24, no. 4, pp. 437–448.
- [3] Vo NT, Le LHP, and Lam VTT. Challenges for Student Satisfaction of Internship Program in Hospitality and Tourism Industry in Vietnam. *Journal of Quality Assurance in Hospitality & Tourism*. 2022; vol. 23, no. 5, pp. 1298–1324, doi: 10.1080/1528008X.2021.1964414.
- [4] Holyoak L. Are all internships beneficial learning experiences? An exploratory study. *Education + Training*. 2013. vol. 55, no. 6, pp. 573–583, doi: 10.1108/ET-02-2012-0024.
- [5] Mensah C, Appietu ME, and Asimah VK. Work-based social support and hospitality internship satisfaction. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2020; vol. 27, p. 100242, doi: 10.1016/j.jhlste.2020.100242.
- [6] To WM and Lung JWY. Factors influencing internship satisfaction among Chinese students. *Education + Training*, 2020; vol. 62, no. 5, pp. 543–558, doi: 10.1108/ET-01-2020-0023.
- [7] Chen T, Shen C, and Gosling M. To stay or not to stay? The causal effect of interns' career intention on enhanced employability and retention in the hospitality and tourism industry. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2021; vol. 28, p. 100305, doi: 10.1016/j.jhlste.2021.100305.
- [8] Farmaki A. Tourism and hospitality internships: A prologue to career intentions?. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2018; vol. 23, pp. 50–58, doi: 10.1016/j.jhlste.2018.06.002.
- [9] McHugh PP. The impact of compensation, supervision and work design on internship efficacy: implications for educators, employers and prospective interns. *Journal of Education and Work*, 2017; vol. 30, no. 4, pp. 367–382, doi: 10.1080/13639080.2016.1181729.
- [10] Murphy K. The value of the Disney College Program internship and students' loyalty intentions. *Journal of Hospitality and Tourism Insights*, 2018; vol. 1, no. 1, pp. 86–102, doi: 10.1108/JHTI-11-2017-0017.
- [11] Ruslan S, Mohamad SF, Juhari NH, and Karim MSA. Article Review: Internship Satisfaction Determinants Among Undergraduates in the Service Industry. *International Journal of Human Resource Studies*, 2021; vol. 11, no. 1, pp. 70–84, doi: 10.5296/ijhrs.v11i1.17669.
- [12] Dai Y-D, Hou Y-H, Chen K-Y, and Zhuang W-L. To help or not to help: antecedents of hotel employees' organizational citizenship behavior. *International Journal of Contemporary Hospitality Management*, 2018; vol. 30, no. 3, pp. 1293–1313, doi: 10.1108/IJCHM-03-2016-0160.
- [13] Chang S and Tse EC-Y. Understanding the Initial Career Decisions of Hospitality Graduates in Hong Kong: Quantitative and Qualitative Evidence. *Journal of Hospitality & Tourism Research*, 2015; vol. 39, no. 1, pp. 57–74, doi: 10.1177/1096348012461544.

- [14] Chuang N-K, Lee PC, and Kwok L. Assisting students with career decision-making difficulties: Can career decision-making self-efficacy and career decision-making profile help?. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2020; vol. 26, p. 100235, doi: 10.1016/j.jhlste.2019.100235.
- [15] Huang S(S), Der Veen RV, and Z. Song Z. The impact of coping strategies on occupational stress and turnover intentions among hotel employees. *Journal of Hospitality Marketing & Management*, 2018; vol. 27, no. 8, pp. 926-945, doi: 10.1080/19368623.2018.1471434.
- [16] Wang Y-C, Cai R, Yang C-E, and Qu H. Coping Strategy in Hospitality Internships: A Mixed Method Approach. *Journal of Hospitality & Tourism Education*, 2015; vol. 27, no. 1, pp. 10-19, doi: 10.1080/10963758.2014.998765.
- [17] Zopiatis A, Papadopoulos C, and Theofanous Y. A systematic review of literature on hospitality internships. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2021; vol. 28, p. 100309, doi: 10.1016/j.jhlste.2021.100309.
- [18] Zopiatis A and Theocharous AL. Revisiting hospitality internship practices: A holistic investigation. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2013; vol. 13, pp. 33-46, doi: 10.1016/j.jhlste.2013.04.002.
- [19] Morrison A and O'Mahony GB. The liberation of hospitality management education. *International Journal of Contemporary Hospitality Management*, 2003; vol. 15, no. 1, pp. 38-44, doi: 10.1108/09596110310458972.
- [20] Seyitoğlu F. Gastronomy students' internship experience: benefits, challenges, and future career. *Journal of Teaching in Travel & Tourism*, 2019; vol. 19, no. 4, pp. 285-301, doi: 10.1080/15313220.2019.1566044.
- [21] Zegwaard KE and McCurdy S. The influence of work-integrated learning on motivation to undertake graduate studies. *Asia-Pacific Journal of Cooperative Education*, 2014; vol. 15, no. 1, pp. 13-28.
- [22] Stansbie P, Nash R, and Chang S. Linking internships and classroom learning: A case study examination of hospitality and tourism management students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2016; vol. 19, pp. 19-29, doi: 10.1016/j.jhlste.2016.07.001.
- [23] Mensah A. Job Stress and Mental Well-Being among Working Men and Women in Europe: The Mediating Role of Social Support. *International Journal of Environmental Research and Public Health*, 2021; vol. 18, no. 5, p. 2494, doi: 10.3390/ijerph18052494.
- [24] Chen T, Shen C, and Gosling M. Does employability increase with internship satisfaction? Enhanced employability and internship satisfaction in a hospitality program. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2018; vol. 22, pp. 88-99, doi: 10.1016/j.jhlste.2018.04.001.
- [25] Heo CY, Kim S(S), and Kim B. Investigating the Impact of Relationship Quality During an Internship on Millennials' Career Decisions and Gender Differences. 2018; *Journal of Hospitality & Tourism Education*, vol. 30, no. 2, pp. 71-84, doi: 10.1080/10963758.2018.1436969.
- [26] Seyitoğlu F and Yirik S. Internship Satisfaction of Students of Hospitality and Impact of Internship on the Professional Development and Industrial Perception. *Asia Pacific Journal of Tourism Research*, 2015; vol. 20, no. sup1, pp. 1414-1429, doi: 10.1080/10941665.2014.983532.
- [27] Akgunduz Y, Bardakoglu O, and Kizilcalioglu G. Happiness, job stress, job dedication and perceived organizational support: a mediating model. *Journal of Hospitality and Tourism Insights*, 2022; vol. 6, no. 2, pp. 654-673, doi: 10.1108/JHTI-07-2021-0189.
- [28] Pereira V and Mohiya M. Share or hide? Investigating positive and negative employee intentions and organizational support in the context of knowledge sharing and hiding. *Journal of Business Research*, 2021; vol. 129, pp. 368-381, doi: 10.1016/j.jbusres.2021.03.011.
- [29] Eisenberger R, Shanock LR, and Wen X. Perceived Organizational Support: Why Caring About Employees Counts. *Annual Review of Organizational Psychology and Organizational Behavior*, 2020; vol. 7, no. 1, pp. 101-124, doi: 10.1146/annurev-orgpsych-012119-044917.
- [30] Gao HNK, Vuong BN, Huan DD, Tushar H, and Quan TN. The Effect of Emotional Intelligence on Turnover Intention and the Moderating Role of Perceived Organizational Support: Evidence from the Banking Industry of Vietnam. *Sustainability*, 2020; vol. 12, no. 5, p. 1857, doi: 10.3390/su12051857.
- [31] Joo B-K and Lee I. Workplace happiness: work engagement, career satisfaction, and subjective well-being. *Evidence-based HRM*, 2017; vol. 5, no. 2, pp. 206-221, doi: 10.1108/EBHRM-04-2015-0011.
- [32] Xiong L and King C. Too much of a good thing? Examining how proactive personality affects employee brand performance under formal and informal organizational support. *International Journal of Hospitality Management*, 2018; vol. 68, pp. 12-22, doi: 10.1016/j.ijhm.2017.09.007.
- [33] Wang Z, Zhang J, Thomas CL, Yu J, and Spitzmueller C. Explaining benefits of employee proactive personality: The role of engagement, team proactivity composition and perceived organizational support. *Journal of Vocational Behavior*, 2017; vol. 101, pp. 90-103, doi: 10.1016/j.jvb.2017.04.002.
- [34] Jackson D, Fleming J, and Rowe A. Enabling the Transfer of Skills and Knowledge across Classroom and Work Contexts. *Vocations and Learning*, 2019 vol. 12, no. 3, pp. 459-478, doi: 10.1007/s12186-019-09224-1.
- [35] Charoensukmongkol P and Phungsoonthorn T. The Interaction Effect of Crisis Communication and Social Support on The Emotional Exhaustion of University Employees during the COVID-19 Crisis. *International Journal of Business Communication*, 2022; vol. 59, no. 2, pp. 269-286, doi: 10.1177/2329488420953188.
- [36] Kalliath P, Kalliath T, Chan XW, and Chan C. Enhancing job satisfaction through work-family enrichment and perceived supervisor support: the case of Australian social workers. *Personnel Review*, 2020; vol. 49, no. 9, pp. 2055-2072, doi: 10.1108/PR-06-2018-0219.

- [37] Hussien FM and Lopa ML. The determinants of student satisfaction with internship programs in the hospitality industry: A case study in the USA. *Journal of Human Resources in Hospitality & Tourism*, 2018; vol. 17, no. 4, pp. 502–527, doi: 10.1080/15332845.2018.1486600.
- [38] D'Abate CP, Youndt MA, and Wenzel KE. Making the Most of an Internship: An Empirical Study of Internship Satisfaction. *Academy of Management Learning & Education*, 2009; vol. 8, no. 4, pp. 527–539, doi: 10.5465/AMLE.2009.47785471.
- [39] Nabawanuka H and Ekmekcioglu EB. Millennials in the workplace: perceived supervisor support, work-life balance and employee well-being. *Industrial and Commercial Training*, 2022; vol. 54, no. 1, pp. 123–144, doi: 10.1108/ICT-05-2021-0041.
- [40] Sulistiyani E. Perceived Organizational Support and Performance: The Mediating Effect of Affective Values. *Jurnal Manajemen Bisnis*, 2022; vol. 13, no. 1, pp. 61–75, doi: 10.18196/mb.v13i1.13555.
- [41] López A, Neves P, and Cunha M. A High-Growth Firm Contingency Test of the Formalization-Performance Relationship. *Journal of Small Business Management*, 2019; vol. 57, no. sup2, pp. 374–396, doi: 10.1111/jsbm.12480.
- [42] Orgambidez-Ramos A and De Almeida H. Work engagement, social support, and job satisfaction in Portuguese nursing staff: A winning combination. *Applied Nursing Research*, 2017; vol. 36, pp. 37–41, doi: 10.1016/j.apnr.2017.05.012.
- [43] Yang W, Hao Q, and Song H. Linking supervisor support to innovation implementation behavior via commitment: The moderating role of coworker support. *Journal of Managerial Psychology*, 2020; vol. 35, no. 3, pp. 129–141, doi: 10.1108/JMP-04-2018-0171.
- [44] Alkhateri AS, Abuelhassan AE, Khalifa GSA, and Nusari M. The impact of perceived supervisor support on employees turnover intention: The mediating role of job satisfaction and affective organizational commitment. *International Business Management*, 2018; vol. 12, no. 7, pp. 477–492, doi: <http://dx.doi.org/10.3923/ibm.2018.477.492>.
- [45] Fazio J, Gong B, Sims R, and Yurova Y. The role of affective commitment in the relationship between social support and turnover intention. *Management Decision*, 2017; vol. 55, no. 3, pp. 512–525, doi: 10.1108/MD-05-2016-0338.
- [46] Zhu JNY, Lam LW, and Lai JYM. Returning good for evil: A study of customer incivility and extra-role customer service. *International Journal of Hospitality Management*, 2019; vol. 81, pp. 65–72, doi: 10.1016/j.ijhm.2019.03.004.
- [47] Singh B, Selvarajan TT, and Solansky ST. Coworker influence on employee performance: a conservation of resources perspective. *Journal of Managerial Psychology*, 2019; vol. 34, no. 8, pp. 587–600, doi: 10.1108/JMP-09-2018-0392.
- [48] De Clercq D and Brieger SA. When Discrimination is Worse, Autonomy is Key: How Women Entrepreneurs Leverage Job Autonomy Resources to Find Work-Life Balance. *Journal of Business Ethics*, 2022; vol. 177, no. 3, pp. 665–682, doi: 10.1007/s10551-021-04735-1.
- [49] Marsofiyati M, Solihatin E, and Situmorang R. The synergy between workforce, students, and lecturers in collaborative learning. *International Journal of Evaluation and Research in Education*, 2024; vol. 13, no. 3, p. 1391, doi: 10.11591/ijere.v13i3.27761
- [50] Galliker S, Nicoletti C, Feer S, Etzer-Hofer I, Brunner B, Holtforth MG, Melloh M, Dratva J, and Elfering A. Quality of leadership and presenteeism in health professions education and research: a test of a recovery-based process model with cognitive irritation and impaired sleep as mediators. *Psychology, Health & Medicine*, 2020; vol. 25, no. 2, pp. 239–251, doi: 10.1080/13548506.2019.1634823.
- [51] Hair JF, Matthews LM, Matthews RL, and Sarstedt M. PLS-SEM or CB-SEM: updated guidelines on which method to use. *International Journal of Multivariate Data Analysis*, 2017; vol. 1, no. 2, p. 107, doi: 10.1504/IJMDA.2017.087624.
- [52] Cohen J. Statistical power analysis for the behavioral sciences, 2. ed., Reprint. New York, NY: Psychology Press, 1988. doi: 10.4324/9780203771587.
- [53] Ramayah T, Cheah J, Chuah F, Ting H, and Memon MA. Partial least square structural equation modeling (PLS-SEM) using SmartPLS 3.0: An update guide and practical guide to statistical analysis (2nd ed.). Kuala Lumpur, Malaysia: Pearson. 2018.
- [54] Shmueli G, Sarstedt M, Hair JF, Cheah J-H, Ting H, Vaithilingam S, and Ringle CM. Predictive model assessment in PLS-SEM: guidelines for using PLSpredict. *European Journal of Marketing*, 2019; vol. 53 No. 11, pp. 2322–2347. doi: 10.1108/EJM-02-2019-0189
- [55] Ali AA, Gardner P, and Edmondson B. Developmental Relationships Matter: Examining the Joint Role of Supervisor Support and Mentor Status on Intern Outcomes. *International Journal of Work-Integrated Learning*, 2022; vol. 23, no. 3, pp. 335–346.
- [56] Rose PS, STeo STT, Nguyen D, and Nguyen NP. Intern to employee conversion via person-organization fit, 2021; *Education+ Training*, vol. 63, no. 5, pp. 793–807, doi: 10.1108/ET-08-2020-0225.
- [57] Anjum S. Impact of internship programs on professional and personal development of business students: a case study from Pakistan. *Future Business Journal*, 2020; vol. 6, no. 1, p. 2, doi: 10.1186/s43093-019-0007-3.
- [58] Zehr SM and Korte R. Student internship experiences: learning about the workplace. *Education+ Training*, 2020; vol. 62, no. 3, pp. 311–324, doi: 10.1108/ET-11-2018-0236.
- [59] Hou Y-A. Avoiding the Gap of College Students' Internship Expectations and Perceptions—A Case Study in Taiwan. *Open Journal of Nursing*, 2018; vol. 8, no. 8, pp. 531–551, doi: 10.4236/ojn.2018.88040.
- [60] Bucăța G and Rizescu AM. The Role of Communication in Enhancing Work Effectiveness of an Organization. *Land Forces Academy Review*, 2017; vol. 22, no. 1, pp. 49–57, doi: 10.1515/raft-2017-0008.
- [61] Yusof ANAM and Rahmat NH. Communication barriers at the workplace: A case study. *European Journal of Education Studies*, 2019; vol. 7, no. 10, pp. 228–240, doi: 10.46827/ejes.v7i10.3299.
- [62] Annas M, Humairoh, Rizkalla N, and Pratiwi MPH. What Determinants Make Internship Intention to Join the Hospitality Industry. *Dinasti International Journal of Economics, Finance & Accounting*, 2023; vol. 4, no. 1, pp. 138–145, doi: 10.38035/dijefa.v4i1.1747.

- [63] Adriyanto AT. Enhancing Job Satisfaction Through Colleague Support and Communication. In Proc. the 4th Int. Conf. on Sustainable Innovation 2020-Accounting and Management (ICoSIAMS 2020), 2021, pp. 222-228, doi: 10.2991/aer.k.210121.030.
- [64] Putri CN. The Relationship between Working Environment and Internship Satisfaction Level: A Case Study of A 4-Star Hotel Restaurant in Germany. ICONIET Proceeding, 2019; vol. 2, no. 4, pp. 276-291, Feb. 2019, doi: 10.33555/iconiet.v2i4.46.
- [65] Yin XL, Yang YL, Kim HJ, and Zhang Y. Examining the job burnout of Chinese hospitality management students in internships via the transactional model. *Frontiers in Psychology*, 2022; vol. 13, p. 973493, doi: 10.3389/fpsyg.2022.973493.
- [66] Bahrain NNK, Sakrani SNR, and Maidin A. Communication Barriers in Work Environment: Understanding Impact and Challenges. *International Journal of Academic Research in Business and Social Sciences*, 2023; vol. 13, no. 11, pp. 1489-1503, doi: 10.1515/raft-2017-0008
- [67] Tse TSM. What Do Hospitality Students Find Important About Internships?. *Journal of Teaching in Travel & Tourism*, 2010; vol. 10, no. 3, pp. 251-264, doi: 10.1080/15313221003792027.
- [68] Noor NNM, Rodzalan SA, Abdullah NH, Saat MM, Othman A, and Singh H. Skills of future workforce: skills gap based on perspectives from academicians and industry players. *International Journal of Evaluation and Research in Education*, 2024; vol. 13, no. 2, p. 774, doi: 10.11591/ijere.v13i2.25163.
- [69] Foldenauer G. Communication Barriers Faced by Female College Students (18-24) During Business Internships. Honors Theses, 2019.
- [70] Paulins VA. Characteristics of retailing internships contributing to students' reported satisfaction with career development. *Journal of Fashion Marketing and Management: An International Journal*, 2008; vol. 12, no. 1, pp. 105-118, doi: 10.1108/13612020810857970.
- [71] Yoo S-C and P. Morris P. An Exploratory Study of Successful Advertising Internships: A Survey Based on Paired Data of Interns and Employers. *Journal of Advertising Education*, 2015; vol. 19, no. 1, pp. 5-16, doi: 10.1177/109804821501900103.
- [72] Hora MT, Chen Z, and Her PA. Problematising college internships: Exploring issues with access, program design and developmental outcomes. *International Journal of Work-Integrated Learning*, 2020; vol. 21, no. 3, pp. 235-252.
- [73] Mokhtar M and Rawi FFM. Internship Program: A Bridge to Close the Gap Between Theory and Practice. *Advances In Business Research International Journal*, 2019; vol. 5, no. 2, p. 102, doi: 10.24191/abrij.v5i2.10006.
- [74] Sokhanvar Z, Salehi K, and Sokhanvar F. Advantages of authentic assessment for improving the learning experience and employability skills of higher education students: A systematic literature review. *Studies in Educational Evaluation*, 2021; vol. 70, p. 101030, doi: 10.1016/j.stueduc.2021.101030.
- [75] Mirzaei M, Hebblethwaite D, and Yates A. Exploring business students' perceptions of authentic project based and work-integrated assessments. *International Journal of Work-Integrated Learning*, 2024; vol. 25, no. 2, pp. 183-199.
- [76] Lee J and Branford A. Internship crafting: transposing the concept of job crafting for students undertaking work-integrated learning. *International Journal of Work-Integrated Learning*, 2024; vol. 25, no. 2, pp. 235-244.
- [77] Beenen G and Rousseau DM. Getting the most from MBA internships: Promoting intern learning and job acceptance. *Human Resource Management*, 2010; vol. 49, no. 1, pp. 3-22, doi: 10.1002/hrm.20331.
- [78] Zhao H and Liden RC. Internship: A recruitment and selection perspective. *Journal of Applied Psychology*, 2011. vol. 96, no. 1, pp. 221-229, doi: 10.1037/a0021295.

Miscellaneous:

APPENDIX A: Descriptive statistic for demographic.

Category	N	%
Gender		
Male	24	23.8
Female	77	76.2
Age		
18-20 years old	4	4.0
21-23 years old	23	22.8
23-27 years old	73	72.3
27 years old and above	1	1.0
Program		
HM240	18	17.8
HM241	17	16.8
HM242	48	47.5
HM252	4	4.0
HM245	14	13.9
Race		

Malay	94	93.1
Bumiputera Sabah/ Sarawak	7	6.9
Internship Places		
Hotel/ Resort	14	13.9
Restaurant/ Food Premise	13	12.9
Hospital	20	19.8
Others	54	53.5

APPENDIX B: Descriptive statistic for variables.

Code	Item	Mean (M)	Avg. Mean	Std. Dev (SD)
Perceived Organizational Support			3.92	
POS1	The place I did the attachment really cared about my well-being	4.00		.938
POS2	The organization I did the attachment cared about my opinions	3.79		.909
POS3	The organization I did the attachment paid attention to my learning objectives and needs	3.79		1.052
POS4	The organization where I did the attachment forgave an honest mistake on my part	4.07		.886
POS5	Help was available from the organization when I had a problem	4.00		.970
POS6	The organization was willing to help me if I needed a special favor	3.93		.930
POS7	The organization cared about my general satisfaction at work	3.85		.984
Perceived Supervisor Support			4.00	
PSS1	My supervisor at the attachment workplace paid attention to me during the attachment	4.02		.980
PSS2	My supervisor at the attachment workplace was concerned about my work/learning needs	3.95		.973
PSS3	My supervisor was helpful to me	4.04		.958
PSS4	My supervisor was a good organizer	4.00		1.020
PSS5	My supervisor showed concern about my welfare	4.05		.931
PSS6	My supervisor cared about my learning goals and aspirations	3.98		.938
PSS7	My supervisor cared about achievement of my learning objectives	3.98		.905
PSS8	My supervisor supported me to acquire additional training or education, if necessary, to further my career	4.00		.894
Perceived Co-Worker Support			4.17	
PCS1	Workers at the attachment workplace were friendly to me	4.34		.623
PCS2	Workers at the attachment workplace were helpful to me	4.22		.729
PCS3	Workers were interested in me	3.90		.781
PCS4	Workers at the attachment place were competent	4.25		.713
PCS5	Workers at the attachment place always encouraged me	4.21		.779
PCS6	Workers were helpful in getting my job done	4.29		.712
PCS7	Workers gave useful advice on job problems	4.29		.712
PCS8	Workers took over my work or task anytime I was tired	3.89		1.038
Internship Satisfaction			4.22	
IS1	I really did something worthwhile in my internship	4.25		.713
IS2	Overall, I would rate my attachment experience as excellent	4.25		.793
IS3	I was satisfied with the work assignments I had during my attachment	4.15		.921
IS4	My internship work was satisfying	4.13		.902

IS5	Work activities were beneficial to enhancing my overall hospitality knowledge	4.30		.729
IS6	Work activities were beneficial to enhancing my overall hospitality knowledge	4.29		.712
IS7	Assigned attachment work responsibilities were well defined	4.19		.891
IS8	The work I did during the internship was challenging	4.23		.773

Note: N=101, Scale: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree