

Internship Performance and Level of Satisfaction of Student-Trainees on Industry Immersion Program

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Abstract: The internship provides extensive training for students that may improve their skills, knowledge, and even attitude that are necessary for their future work. Specifically, this study evaluates the performance of 116 student-trainees in terms of attendance and punctuality, knowledge and quality of work, and general attitude. Feedback reports, experiences of student-trainees, and performance appraisal reports by trainers/supervisors are being used in this study. This paper also aims to determine the level of satisfaction of student-trainees on the industry immersion program in one of the State Universities and Colleges in the Philippines.

A descriptive method of research is used with standard instruments enumerated above. Findings show that the respondents performed very satisfactory during their internship. Moreover, the student-trainees are highly satisfied on the industry immersion (IIM) program of the university. The results also show the relationship between the student-trainees' internship performance and the level of satisfaction on industry immersion program. This study may be served as a basis to enhance the program that will benefit the students, academic institution, and cooperating partner industries.

Keywords: internship, internship performance, level of satisfaction, student-trainees

Citation: Glenn A. Caraig. 2018. Internship Performance and Level of Satisfaction of Student-Trainees on Industry Immersion Program. International Journal of Recent Innovations in Academic Research, 2(5): 162-172.

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Introduction

The Commission on Higher Education (CHED) is mandated to develop and promote policies, systems, procedures and programs that address globalization, changing policies of trade in goods and services. CHED shall require student exchange established by Higher Education Institutions (HEIs) of string with business and industry to promote and provide students with competitive skills and attitudes for employment. In order to promote the well-being of tertiary students, quality of their learning and constant exposure may ensure their safety while undergoing practicum considering the nature of the training course program. This program aims to provide territory enrolled in Higher Education Institutions (HEIs) in the Philippines with the opportunity to acquire practical knowledge, skills, and desirable attitudes and values in reputable establishments/industries in the country (CHED, 2009).

In today's literature, internships and cooperative education are often combined and simply referred to as internship. Internship differs from cooperative education as it can provide temporary employment with an emphasis toward on-the-job training, whereas cooperative

education is a structured method of combining classroom-based education and practical work experience (Walker, 2011). Learning takes place beyond the four corners of the classroom and students must be exposed in other ways of learning new skills can be gained through training (Caraig, 2017).

Batangas State University facilitates local and international practical exposure for student trainees to gain related learning experiences and opportunities to become equipped with knowledge and skills and professionals of global standard. The On-the-Job Training program aims to cater quality, relevant and responsive related learning experiences through a carefully planned, progressive and closely monitored actual work experiences required in a globally competitive labor market.

On-the-Job Training (OJT) Office is one of offices in the university that provides industry and academic linkages that the university must have. The office's major task is to address the OJT needs of student trainees. It also strives in addressing the pre-employment and employment needs of the graduating students and alumni. One of its main functions is coordinating with cooperating agencies and industries for the necessary feedback that will assist the administration in curricular improvement and students' skills development.

On the other hand, the company is expected to provide appropriate activities and tasks to improve the skills and knowledge of the trainees. The OJT coordinator monitors the student trainees in order to check their working area and condition in the company. Industrial coordination is the major link between the school and company, it helps them bring about the school's key objectives by developing and monitoring efficient, effective and maintaining a high quality of in-plant training. The OJT coordinator is involved in monitoring of student-trainees and communications between the school and the company. Training supervisor or Human Resource Development Manager is expected to ask questions related to the attitude, behavior, punctuality, attendance and performance of the student trainees.

This paper will encapsulate the internship performance of student-trainees. It will also determine what is the outcome of the industry immersion (IIM) program of the university and how the program has been delivered to the students and cooperating industry partners. In this view, the researcher is motivated to assess the internship performance of the student-trainees, he believes that it would determine the readiness of the students to work and face the challenges and opportunities in different workplaces in the real world.

Objectives of the Study

The main objective of the study is to determine the internship performance of student-trainees and to assess the industry immersion program of Batangas State University. Specifically, it aims to determine the performance of student-trainees in terms of attendance and punctuality, knowledge and quality of work, and general attitude. Moreover, this study would like to determine the level of satisfaction of student-trainees on the IIM program of College of Industrial Technology, Batangas State University-JPLPC Campus, Philippines; to determine if there is a significant relationship between the student-trainees' internship performance and their level of satisfaction on industry immersion program of the university.

Hypothesis

There is no significant relationship between the student-trainees' internship performance and their level of satisfaction on the industry immersion program of College of Industrial Technology, Batangas State University-JPLPC Campus, Philippines.

Literature Review

Internship/Immersion

Practicum, on-the-job training (OJT), internship, externship, field exposure and /or experiential learning, regardless of how it is called, the essential element is that students learn by doing. This educational program aims to provide students with hands-on experience in all aspects of basic job tasks and responsibilities and while doing this; the students also observe and participate in the essential aspects of the business (Moreno and Mapa, 2014).

Academic internship is defined as an opportunity to integrate work-related experience into graduate education by participating in scheduled and supervised work (Gault *et al.*, 2010). Real-world experiences appear to be an integral component of an academic program and provide students with the opportunity to develop not only work skills but also an understanding of the workplace. The term internship refers solely to academic internship for undergraduates (Gerken *et al.*, 2012). Fuller (2015) cited that frequent and effective communication between all partners involved is essential to support student interns in successfully completing the assigned project.

Investment in industry-driven on-the-job training (OJT) can be an effective workforce development strategy in the economy. There is an expectation that employers will keep successful trainees as permanent workers at the completion of the training. OJT is well suited to customize training to the employer's specific needs, and creates career advancement opportunities for entry-level workers (Kobes, 2013).

The quality of internship learning heavily depends on the quality of feedback and supervision by both the company and the schools (Narayanan *et al.*, 2010). Anasta-May *et al.*, (2011) suggested that internship programs for future school leaders needs to provide real-world learning opportunities for the modern school. The administrator is responsible of meeting the educational needs of students and their communities, interns must be provided with the types of experiences and activities that facilitate instruction leadership, school improvement and student achievement.

Attendance/Punctuality

Sessoms (2016) mentioned that attendance, like all work ethics, affects every aspect of the workplace and the business. Attendance as a work ethic includes sticking to work schedules, being ready to start work on time, remaining on the job during the workday to complete duties. Poor attendance says a candidate is insensitive to co-workers, unaccountable for his responsibilities and uninterested in company success. The absent or tardy worker affects co-workers and clients. Absenteeism creates more work for others or leaves important work undone. In the study of Root (2016), the researcher mentioned that employees who are allowed to sustain an excessive number of absences without any apparent penalty from management could hurt others' performance. The employees see the concessions the employer is making to retain chronically absent employees, and the others feel they also can exploit the system. It creates a cycle that leads to low productivity, poor employee morale and a high turnover rate. Moreover, in the workplace, an individual's punctuality will not only affect how a person is viewed by colleagues, but will also reverberate on their productivity. Being late can be disruptive to the working team, costing everyone time and causing the individual to miss valuable information (Costa *et al.*, 2013).

Performance and Knowledge

In the study of Martin and Wikerson (2006), the researchers believed that students' internship

experience enhanced their knowledge and skills. Moreover, according to McCowan & McCowan (1999) Gagné expanded on concepts originated by Thorndike and Skinner by adding task analysis of the desired performance, hierarchical sequencing of subordinate knowledge and skills, and assessment of training performance on related training outcomes. He noted that “Analysis of a topic begins with the statement of the terminal objective-the performance or performances one expects the student to be able to exhibit after the learning topic has been completed”. As mentioned in the study of Gerken *et al.*, (2012), internship students improve their academic performance as well as their professional performance compared to students who do not follow an internship. Additionally, college graduates with internship experience are more preferred by employers (NACE, 2015).

Attitude

Martin and Wikerson (2006) cited that student attitudes and perceptions are important. According to Feldman (2009), attitudes are commonly referred to as “personal attributes or states that evaluate any particular behavior, belief, or concept of a person. On the other hand, Aceron (2015) states that attitude is a verbal expression, intention, and mental position with regard to a fact or state, or a feeling or emotion toward a fact or a state. In addition, Laguador (2013) cited that work values and attitude are necessary to achieve the ultimate goal of education to produce efficient and effective leaders and professionals. Moreover, as cited by Fuller (2015) recommends that a student select an internship that requires substantial work; act professionally; network; ask questions; set goals; volunteer; and follow up with the business after the internship is completed.

Materials and Methods

The researcher used the descriptive method to determine the performance of student trainees of College of Industrial Technology. The researchers collected and analyze the student trainees’ performance appraisal report to determine the performance of student-trainees in terms of attendance and punctuality, knowledge and quality of work and general attitude.

Participants

The participants of the study were the students of Batangas State University-JPLPC Campus, Philippines specifically from the College of Industrial Technology. The respondents of the study are 116 student-trainees who are enrolled in Industry Immersion 1 (IIM 1) during the Second Semester of Academic Year 2015-2016. The respondents are those students who completed and submitted their requirements at the OJT Office; students who did not submit their requirements are not included in the study.

The number of respondents came from the different majors of Bachelor of Industrial Technology (BIT) program, which are Automotive Technology, Civil Technology, Computer Technology, Drafting Technology, Electrical Technology, Electronics Technology, Food Technology, Mechanical Technology and Mechatronics Technology. Student-trainees were assigned in 46 companies and partner industries located in Calamba, Laguna, Batangas, Rizal, Quezon provinces or Region IV-A (CALABARZON Region) in the Philippines wherein the students undergo their internship.

The respondents are more likely to become blue-collar workers/employees, since the Bachelor of Industrial Technology offers vocational, technical, technician and degree course. Its program educational objectives are to successfully practice as industrial technologists for the welfare of society, and to demonstrate a high-degree of professionalism in the workplace.

Data Instrumentation

The student-trainees' performance appraisal report is one of the requirements to be submitted in the On-the-Job Training Office after the immersion. It is a form to be used to assess the performance of the student-trainees. This instrument is being utilized in the university for many years. It consists of three (3) parts: Attendance and Punctuality, Knowledge and Quality of Work, and General Attitude that has a total of 20 indicators all in all. The training supervisor of each student-trainee will accomplish this report. Another requirement is the Student-Trainee's Feedback Form to be answered by the student-trainees. It has seven (7) items that will assess the industry immersion program of Bachelor of Industrial Technology. These reports will be rated in a scale of 1-5 with 1 as the lowest and 5 as the highest.

Data Collection

The assigned OJT coordinators deploy student-trainees in different host establishment/company, however, the students are also encouraged to find and look for their training host considering on their need like the distance or location of the company, and most of the students look for companies that offers allowances and incentives. Requirements of the training host establishments are also considered in the immersion such as endorsement letter, memorandum of agreement (MOA) and student information sheet. All necessary documents should be accomplished before starting the internship. The training coordinator will be the one who consolidates the requirements before and after the internship. Students are also given different forms and requirements that are needed for the training. The requirements and reports should be submitted on specific deadline. Failed to submit will be given a remarks of incomplete (INC). All appraisal reports and feedback forms as final requirements are collected and recorded by the training coordinator after the immersion. The study excluded whether or not the field of specialization is aligned with their industry immersion program.

Data Analysis

The use of mean, and Pearson product-moment correlation coefficient were utilized to describe the results of the study. To determine the results of the performance of student trainees and assessment on the level of satisfaction on the industry immersion program, scale and ranges are presented below and their corresponding verbal interpretation was used to interpret the results.

The use of Pearson r can determine the relationship between the student-trainees' internship performance and the level of satisfaction on the industry immersion program. The following was used to interpret and analyze the results for the internship performance of student-trainees: 4:51-5.00, Always/Excellent; 3.51-4.50, Often/Very Satisfactory; 2.51-3.50, Sometimes/Satisfactory; 1.51-2.50, Seldom/Fair; 1.00-1.50, Never/ Poor.

Likewise, the scale and verbal interpretation are provided to interpret the result on the level of satisfaction of student-trainees on industry immersion program: 4:51-5.00, Strongly Agree/Highly Satisfied; 3.51-4.50, Agree/Satisfied; 2.51-3.50, Undecided/Neither Satisfied nor Dissatisfied; 1.51-2.50, Disagree/Not Satisfied; 1.00-1.50, Strongly Disagree/Highly Not Satisfied.

Results and Discussion

The following are the results and discussions of the study based on the internship performance of student-trainees.

Table 1. Internship Performance of Student-Trainees in Terms of Attendance and Punctuality

| S.No. | Statements | Numerical Rating | Verbal Interpretation |
|-----------------------|------------------------------------------|------------------|--------------------------|
| 1 | Reports on time. | 4.49 | Often |
| 2 | Reports regularly. | 4.48 | Often |
| 3 | Requests permission before being absent. | 4.52 | Always |
| Composite Mean | | 4.50 | Very Satisfactory |

Table 1 presents the internship performance of student-trainees in terms of attendance and punctuality. In general, the composite mean was 4.50, which denotes the performance of the student-trainees in terms of attendance and punctuality was very satisfactory. The trainers/supervisors observed that the student-trainees often report on time and regularly; always request permission before being absent. Internship is more likely you are working as an employee in the organization; attendance and punctuality may affect the production or even the performance of the organization. It does not only affects the individual performance but also it may affect the effectiveness and meeting the goal of the organization. As mentioned by Sessoms (2016) attendance is like all work ethics, it affects every aspect of the workplace and the business. Attendance as a work ethic includes sticking to work schedules, being ready to start work on time, remaining on the job during the workday to complete duties. This statement also conforms to Root (2016) that excessive number of absences could hurt others' performance. Moreover, in the workplace, an individual's punctuality will not only affect how a person is viewed by colleagues, but will also reverberate on their productivity (Costa *et al.*, 2013).

Table 2 shows the results on the internship performance of student-trainees in terms of knowledge and quality of work. The data disclosed that the student-trainees always ensure quality of work that obtained the highest mean of 4.52; always complete assignment on time with a mean of 4.51. In general, the trainers/supervisors perceived that the student-trainees perform very satisfactory in terms of knowledge and quality of work with a composite mean of 4.44. The results show the efficiency of the student-trainees in performing tasks and how the task has been accomplished. Ensuring the quality of work and completing the assignment on time are very much important and needed as an employee. It shows also that the trainees gave what the company will expect from them.

Table 2. Internship Performance of Student-Trainees in Terms of Knowledge and Quality of Work

| S.No. | Statements | Numerical Rating | Verbal Interpretation |
|-----------------------|-------------------------------------|------------------|--------------------------|
| 1 | Knows his/her work well | 4.41 | Often |
| 2 | Completes assignment on time | 4.51 | Always |
| 3 | Completes assignment on time | 4.46 | Often |
| 4 | Ensures quality of work | 4.52 | Always |
| 5 | Produces much output with less time | 4.26 | Often |
| 6 | Displays resourcefulness | 4.45 | Often |
| 7 | Requires less supervision | 4.45 | Often |
| 8 | Has initiative | 4.49 | Often |
| Composite Mean | | 4.44 | Very Satisfactory |

As mentioned by Martin and Wikerson (2006), internship experience enhanced student's knowledge and skills; in the study of McCowan and McCowan (1999) it is expected to determine the performance of the student through assessment of training performance related training outcomes after the completion of learning topic and training. Moreover, Gerken, *et al.*, (2012) mentioned in their study that internship students improve their academic performance as well as their professional performance compared to students who do not follow an internship. Additionally, college graduates with internship experience are more preferred by employers (NACE, 2015).

Table 3 shows the internship performance of student-trainees in terms of general attitude; overall, it is excellent with a composite mean of 4.73. Student-trainees always show friendliness and pleasant attitude; respect to superior; also accept suggestions with a weighted mean of 4.85, 4.84, and 4.76, respectively. It is very important to an individual to have a good attitude, this may reflect with their behavior and personality. Observing and practicing good attitude is now a requirement to become an efficient and effective individual and as professional.

Table 3. Internship Performance of Student-Trainees in Terms of General Attitude

| S.No. | Statements | Numerical Rating | Verbal Interpretation |
|-----------------------|-------------------------------------------|------------------|-----------------------|
| 1 | Shows interests in his/her work | 4.70 | Always |
| 2 | Accepts suggestions. | 4.76 | Always |
| 3 | Cooperates well with everybody. | 4.69 | Always |
| 4 | Exhibits honesty and dependability. | 4.70 | Always |
| 5 | Follows instruction. | 4.73 | Always |
| 6 | Observes safety rules and regulations. | 4.72 | Always |
| 7 | Respects superiors. | 4.73 | Always |
| 8 | Shows friendliness and pleasant attitude. | 4.84 | Always |
| 9 | Shows friendliness and pleasant attitude. | 4.85 | Always |
| Composite Mean | | 4.73 | Excellent |

As mentioned by Martin and Wikerson (2006) student attitudes and perceptions are important. Feldman (2009) defines attitudes and commonly referred to as "personal attributes or states that evaluate any particular behavior, belief, or concept of a person. Aceron (2015) states that attitude is a verbal expression, intention, and mental position with regard to a fact or state, or a feeling or emotion toward a fact or a state. Laguador (2013) cited that work values and attitude are necessary to achieve the ultimate goal of education to produce efficient and effective leaders and professionals. Adams (2015) recommends that a student select an internship that requires substantial work; act professionally; network; ask questions; set goals; volunteer; and follow up with the business after the internship is completed.

Table 4 presents the level of satisfaction of student-trainees for the industry immersion program of College of Industrial Technology. It can be gleaned that the industry immersion program of Bachelor of Industrial Technology is highly satisfied with a composite mean of 4.58. The student-trainees agree on the statement "my training is aligned with my field of specialization" with a weighted mean of 4.41 that has the least score. This implies that it is important to have an industry mapping for the university to determine the number of companies and establishments that may provide training for the students and to ensure that the student-trainees will be deployed in their respective field of specialization at the same

time.

Table 4. Level of Satisfaction of Student Trainees for the Industry Immersion Program of College of Industrial Technology

| S.No. | Statements | Numerical Rating | Verbal Interpretation |
|-----------------------|--------------------------------------------------------------------------------------------|------------------|-------------------------|
| 1 | My training is aligned with my field of specialization. | 4.41 | Agree |
| 2 | My training is challenging | 4.53 | Strongly Agree |
| 3 | I have opportunities for learning | 4.59 | Strongly Agree |
| 4 | I am aware with the policies of the company. | 4.64 | Strongly Agree |
| 5 | I have positive working relationship with my supervisor and other employees of the company | 4.57 | Strongly Agree |
| 6 | I am aware of the risk and hazards of my working environment | 4.53 | Strongly Agree |
| 7 | My department is committed to ensuring the health and safety of its student trainees. | 4.67 | Strongly Agree |
| Composite Mean | | 4.58 | Highly Satisfied |

Moreover, the students strongly agree on the statement “my department is committed to ensuring the safety and health of its student-trainees” which has the highest weighted mean of 4.67. This result reveals that the university provides student visitation and monitoring activity. It is required for the coordinators to conduct a regular monitoring and visitation for the student-trainees as well as inspection of the host-training establishment to ensure safety of the students. This can also be considered as the expectations of the student-trainees on the industry immersion program of the university. This supports in the study of Narayanan *et al.*, (2010) that the quality of internship learning heavily depends on the quality of feedback and supervision by both the company and the schools. Anasta-May *et al.*, (2011) suggested that internship programs for future school leaders needs to provide real-world learning opportunities for the modern school. The administrator is responsible of meeting the educational needs of students and their communities, interns must be provided with the types of experiences and activities that facilitate instruction leadership, school improvement and student achievement.

Table 5. Relationship between the Student-Trainees’ Internship Performance and their Level of Satisfaction on the Industry Immersion Program

| Variables | Computed Pearson r | Tabular Value | Verbal Interpretation |
|------------------------------------------------------------------------------------|--------------------|---------------|-----------------------|
| Internship Performance and Level of Satisfaction on the Industry Immersion Program | 0.350 | 0.196 | Significant |

$$\alpha = .05$$

The relationship between the respondents’ internship performance and their level of satisfaction on the industry immersion program was tested using the Pearson Product Moment Correlation Coefficient as shown in table 5. It can be observed that the computed r-value which is 0.350 that is greater than the tabular value of 0.196 in 0.05 level of significance, the null hypothesis is rejected and concluded that there is a significant

relationship between the internship performance of the student-trainees and the level of satisfaction on the industry immersion program.

This result means that the student performance is highly influenced by their level of satisfaction on the industry immersion program. The respondents believed that the university promotes proper implementation of procedures and guidelines on internship program specifically through monitoring and visitation as well as on ensuring the learning and safety of the students.

Conclusion and Recommendation

Through the data and investigation on industry immersion of student-trainees, the researcher concludes that: the internship performances of student-trainees were very satisfactory in terms of attendance and punctuality; knowledge and quality of work; excellent in general attitude. It can be seen on the results that the students performed well during the internship and they practiced and demonstrated professionalism in the workplace that is one of the program educational objectives of the BIT program; the student-trainees were highly satisfied on the implementation of the industry immersion program of Batangas State University-JPLPC Campus, Philippines specifically in the College of the Industrial Technology. The university is very supportive and responsive to take action and provide activities that will benefit and consider the welfare of its client –the students. The execution of guidelines and procedures of industry immersion program influence the internship performance of the student-trainees. This study shows the positive outcome on proper delivery of the program to both students and industry partners. The quality service of the institution and partner industry has been practiced realizing the holistic development of industrial technology students guided by the mission and vision of the university; complying with the requirements of CHED.

Based on the results and conclusion, the researcher recommends that the university may provide an online service for students as well as for partner industries/linkages for convenient way, fast transaction and easy access for the forms and submission of requirements most especially for students as well as for trainers and supervisors. The college/university may include competency standards for each major as part of the performance appraisal report to evaluate the performance of the students. A monitoring of student-trainees who are being employed after the training should be conducted. This study also calls for future investigation of the same topic considering the industry mapping or identifying different industry partners that may be part of the learning and exposure of the student-trainees in order to deploy the students to their respective field of specialization.

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