

The Relationship between Working Environment and Internship Satisfaction Level: A Case Study Of A 4-Star Hotel Restaurant In Germany

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Abstract: There are many factors that can lead to internship satisfaction. Working environment is one of the factors that will result to such outcome. However, many organizations discarded the fact of its importance. The purpose of this study is to determine whether there is a significant relationship between working environment and internship satisfaction level as well as to determine whether the dimensions of working environment significantly affect internship satisfaction. The said dimensions are, learning opportunities, supervisory support, career development opportunities, co-workers support, organization satisfaction, working hours and esteem needs. A total of 111 questionnaires were distributed to the respondents and were processed by SPSS program to obtain the result of this study. The results reveal that learning opportunities, career development opportunities, organization satisfaction and esteem needs are factors that contribute to internship satisfaction level. In the other hand, supervisory support, co-workers support and working hours are factors that lead to internship dissatisfaction. The result also shows that organization satisfaction is the strongest factor that affects internship satisfaction while co-workers support is the weakest.

Keywords: Working Environment, Internship, and Internship Satisfaction

1. Introduction

Tourism plays a major part in the economy of the world because of its fast growing rate of growth. As a result, tourism turns into a key driver for socio-economic progress through the creation of jobs and enterprises, export revenues, and infrastructure development. UNWTO (2017) claimed that there was a dramatic increase in international tourism receipts earned by destinations from US\$ 2 billion in 1950 to US\$ 104 billion in 1980, US\$ 495 billion in 2000, and US\$ 1,220 billion in 2016. Additionally, UNWTO keeps track of international tourism receipts per continents. Europe ranks first and then followed by Asia and The Pacific, The Americas, Africa and The Middle East. Europe has welcomed 616 million international tourists in 2016 which roughly generating about US\$ 447.3. The top 5 countries in Europe that received the most international tourism receipts are Spain, France, Italy, The United Kingdom and Germany. Moreover, in 2017 UNWTO has developed a long-term forecast of the number of international tourist arrival worldwide for the next 20 years starting from 2010 as the base year. The number is expected to increase by an average of 3.3% a year from 2010 to 2030. International tourist arrivals will increase by about 43 million a year. At the projected rate of growth, international tourist arrivals worldwide are expected to reach 1.4 billion by 2020, and 1.8 billion by the year 2030 (UNWTO, 2017).

Although tourism has experienced continued expansion and diversification to become one of the largest and fastest-growing economic sectors in the world, Tan, et al. (2016) stated that the hospitality industry is facing a shortage of employees, even though the number of students graduating from the hospitality schools is increasing. This is due to the increase in number of hospitality students walking away from the industry. Students have no intention in working in the industry after their graduation (Seyitoğlu & Yirik, 2014). Tse (2010) believes that internship may affect students in

pursuing their future careers. Some students rely on internships as windows to their future careers. As a result they may decide whether to enter the hospitality industry based on the internship experience. Additionally, unpleasant internship experience can result in students walking away to apply for a job in the hospitality industry. The hospitality industry will then lose many skilled human resources due to students being dissatisfied by their internship. Internships are the first working experience students encounter when entering the industry for the first time. It is important to make the internship appropriate and structured because that first time will set the idea of how the hospitality industry really is. Hospitality students who have undertaken an internship believe that the internship was important for them. (Yuliana, 2016).

There are many factors that influence internship satisfaction. One of the major factors is the working environment. According to Marinakou (2013), the working environment is negatively viewed by the students. Moreover, disorganized work environment is seen as a de-motivator by the students while professional environment is a motivator since students expect to work in a professional environment. A study done by Varshney & Mishra (2014) showed that there is a strong degree of correlation between work environment and internship satisfaction. In addition to this, another study done by D'Abate, Youndt, & Wenzel (2009) revealed that work environment characteristics is the most important predictor of internship job satisfaction followed by job characteristics and contextual factors. Yuliana (2016) also mentioned that work environment ranked the third highest factor that influences internship satisfaction level. The working environment that provides all the students' needs during the internship could motivate the students to do the internship. Organizations should be able to provide a condition by taking into account the students' point of view thus creating a more meaningful and positive work experience (Tse, 2010). By providing a better work condition for students, the students would be more satisfied. As a result, they would be able to love their job more and the sector itself. Thus it will be possible for the tourism sector to increase its number of educated and qualified personnel (Seyitoğlu & Yirika, 2014).

The problem stated above was taken from previous researches where they indicated that working environment is a strong factor that affects internship satisfaction and the importance of it. This problem is then applied to this study. This study will determine whether there is a significant relationship between working environment and internship satisfaction level. It is also to determine whether the dimensions of working environment significantly affect internship satisfaction. This study takes a 4-star hotel restaurant in Germany as its unit analysis and the respondents are undergraduates and graduates who have done their internship there.

Furthermore, the significance and implications of this study will be beneficial for the hospitality industry. Firstly, hospitality industry will be aware of its role in attracting potential employees. Secondly, hospitality industry can have a deep understanding, importance and purpose of internship so they will be able to create a more meaningful internship experience for the students. Lastly, hospitality industry will realize how important it is to improve its working environment to be more adequate.

2. Literature Review

2.1. Working Environment

When people are working in a situation that suits their physical and mental abilities, the correct fit between the person and the work task is accomplished. People are then in the optimum situation for learning, working and achieving, without adverse health consequences, e.g. injury, illness. Work environment is the physical aspect of a workplace environment. It has a direct impact on the productivity, health and safety, comfort, concentration, job satisfaction and morale of the people within it (Elnaga, 2013). In addition, Jain & Kaur (2014) described work environment as the implication of social connection at workplace and also maintenance of relationship between colleague, supervisor and the organization. It is the neighboring situations in which employees are working together. According to Raziq & Maulabakhsh (2015), the working hours, job safety, job security, relationship among employees, esteem needs of employees and the influence of top management on the work of employees are parts of working environment. This study believed that working environment positively influenced job satisfaction. Supporting this, D'Abate, Youndt, & Wenzel (2009) assessed the satisfaction of internship by using 3 major factors, which were job characteristics, work environment and contextual

factors. The study concluded that work environment was the most important predictor of the internship satisfaction. However, D'Abate, Youndt, & Wenzel (2009) believed that learning opportunities, supervisory support, career development opportunities, co-workers support and organization satisfaction are dimensions of working environment that influence internship satisfaction.

This study adapts only the work environment factor by D'Abate, Youndt, & Wenzel (2009) where it was specifically addressed to students. However, this study will improve the model thus creating its own research model by taking two additional dimensions of working environment into account in order to obtain the desired outcome. The two additional dimensions which are working hours and esteem needs were taken from a study done by Raziq & Maulabakhsh (2015) where this study assessed the satisfaction of employees. This study believes that these two additional dimensions taken from Raziq & Maulabakhsh (2015)'s study were neglected by D'Abate, Youndt, & Wenzel (2009). These two additional dimensions are believed to affect the internship satisfaction.

- H1₀: There is no significant relationship between working environment and internship satisfaction level
- H1₁: There is a significant relationship between working environment and internship satisfaction level

2.1.1. Learning Opportunities

According to Marinakou (2013), students highly valued the knowledge and skills they acquired. It is thus very important to bear in mind that organization must be able to provide a learning working environment for the students. Students are more satisfied if they have the opportunity to learn something new particularly the ones that are not being taught in the classroom. It is believed that learning opportunities are one of the main reasons students pursue internships. Internships are basically progressive in nature which means that the opportunity to participate in important activities will help them to make the transition from classroom to the workplace much easier. This is because such events build skills and knowledge and yields satisfying internship experience (D'Abate, Youndt, & Wenzel, 2009). It must be taken into consideration that students pursue internship in order to use their theoretical knowledge they learned in the classroom into real-work situation as well as familiarising themselves with the sector. Organizations should not see students as an additional workforce where their present is to be used to lessen the workload. It is very important for organizations to bear in mind that their role is to make students to be more knowledgeable about both the job and sector (Seyitoğlua & Yirika, 2014).

- H2₀: Learning opportunities do not significantly affect internship satisfaction level
- H2₁: Learning opportunities significantly affect internship satisfaction level

2.1.2. Supervisory Support

According to Yuliana (2016), students feel that supervision during internship is important, as it is one of the motivating factors. In fact having a very encouraging supervisor who acts as a mentor could strongly influence students' satisfaction. Organizations should assign supervisors who possess strong mentoring capabilities (D'Abate, Youndt, & Wenzel, 2009). As stated by Yafang & Gongyong (n.d.), on numerous occasions, after placing interns in their respective host organization they are forgotten until the time the internship ends. So more guidance is needed concerning the role of supervisor. Ko (2008) concluded that students' satisfaction could be found when colleagues are assigned to assist them before and during the internship periods. For interns, it is very crucial to receive instant feedback from mentors to know how far their progress is. It is very desirable to appoint colleagues who have great mentoring abilities and patient with the time consuming process. This will result in huge impact on the experience the students will receive. However, interns felt uncared for and helpless when their colleagues were unavailable and unapproachable. Interns did not feel easy to approach those types of colleagues to ask for work or clarifications (Tse, 2010).

- H3₀: Supervisory support does not significantly affect internship satisfaction level
- H3₁: Supervisory support significantly affects internship satisfaction level

2.1.3. Career Development Opportunities

As stated by D'Abate, Youndt, & Wenzel (2009), internship helped students realize whether they would continue pursuing their career in the particular field. Students were concerned about the relevance of

their internships to their study and future career. Students were aware that there was a complex relationship between study and internship and how they support each other. Some students rely on internship as a window to their future career. As a result, it would affect their decision whether to continue their career in the hospitality industry (Tse, 2010). Internship experiences could help them prepare for and have more confidence in future careers. Students who have undergone internship will benefit in their future careers (Ko, 2008).

- H4₀: Career development opportunities do not significantly affect internship satisfaction level
- H4₁: Career development opportunities significantly affect internship satisfaction level

2.1.4. Co-Workers Support

According to Tse (2010), relationship with co-workers is the most important theme being discussed in his study. Students are in fact inexperienced they rely heavily on their colleagues mainly on colleagues' assistance and coaching. The results of the relationship between interns and their colleagues constitute a large part of their internship experience. These relationship, whether it is positive or negative, have long lasting effects on the students' perception towards the organizations and even to the hospitality industry itself. These colleagues could make a lot of difference to the internship outcome by showing their care for the students, making an effort to communicate with the students, controlling their temper in dealing with students who have made mistakes, setting a good example of working diligently, and being friendly. If student interns like their colleagues and if those colleagues are willing to coach them, the relationship becomes a strong one. A strong relationship contributes to a positive student intern's learning and overall perception of the organization and industry.

- H5₀: Co-workers support does not significantly affect internship satisfaction level
- H5₁: Co-workers support significantly affects internship satisfaction level

2.1.5. Organization Satisfaction

D'Abate, Youndt, & Wenzel (2009) described organization satisfaction as how much students liked the organization hosting the internship. First and foremost, while the actual job is important, the broader organizational environment is more important. Organization satisfaction was discovered to be a strong internship satisfaction. Thus, interns should be exposed to the deeper environment of the organization.

- H6₀: Organization satisfaction does not significantly affect internship satisfaction level
- H6₁: Organization satisfaction significantly affects internship satisfaction level

2.1.6. Working Hours

A study done by Poulston (2009) proved that many of the respondents complained about being fatigued and being able to maintain concentration due to their working hours. This study showed that working hours revealed the industry's problems with attracting and maintaining reliable staffs. Long and inflexible working hours typically happen in the hospitality industry mainly during high season, resulting in students staying longer at work (Marinakou, 2013). People have a certain capacity to work. As mentioned before, overtime may be required in a business due to the workload. However, making the students work extremely hard and too much should be prevented if possible since this constitutes a real problem in certain businesses. Such incident mostly happens to organization that do not have enough personnel. Despite all that, students should get paid for working overtime. As a result, students feel more motivated and appreciated in return for their hard work (Seyitoğlu & Yirika, 2014).

- H7₀: Working hours do not significantly affect internship satisfaction level
- H7₁: Working hours significantly affect internship satisfaction level

2.1.7. Esteem Needs

According to Ramlall (2004), esteem needs include being given recognition such as appraisal or awards when an individual has done a very good job. Furthermore, Elnaga (2013) added that companies try to fulfil esteem needs by trying to make their employees feel like they contribute to the achievements of the business. Companies appreciate their excellent employees through different means which fulfill sense of esteem in them.

- H8₀: Esteem needs do not significantly affect internship satisfaction level
- H8₁: Esteem needs significantly affect internship satisfaction level

2.2. *Internship*

As stated by Sommerville (2007), internship requires learning from a more experienced employee(s) within the industry. Internship is effective because it involves the trainees to take part in the and provides them with high transferability to the job. Yuliana (2016) described internships as the first working experience students encounter when entering the hospitality industry for the first time. Students will be able to implement what they have learnt in the classroom into real-life situations. Once again, these enable students to apply the lessons and theories learnt in the classroom into action. The internship experiences will help them prepare for their future career. They will then have more confidence in choosing and building the career they desire. Students who get hands on experiences from internships will have advantage in their careers, especially for the general university students in this case (Ko, 2008). According to Tse (2010), internship assists students in developing their valuable generic abilities and put theories into real-life situations through the work-based learning concept. In other words, internship provides work experience for the students. Moreover, this study also believes that students view internship as a window to their future career which affects their decision whether to continue pursuing their career in the industry.

2.2.1. *Internship satisfaction*

When talking about job satisfaction, it is referring to a positive feeling about a job, resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about his or her job while a person with a low level holds negative feelings (Robbins & Judge, 2013). According to D'Abate, Youndt, & Wenzel (2009), students' job satisfaction can be assessed through three major factors, which they believed had positive relationship toward internship job satisfaction. The study discovered that work environment characteristics, job characteristics and contextual factors significantly affect internship satisfaction level particularly work environment characteristics and job characteristics. The results showed that job characteristics and work environment have positive influence towards internship job satisfaction while on the other hand contextual factors did not. Contextual factors tend to be tangible yet important characteristics of internship which resulted in students to accept or tolerate these conditions because they know internship is temporary in nature. Due to the fact that internship is temporary, students may be willing to accept or tolerate these conditions better than permanent employees who must deal with such factors and conditions longer. The results also revealed that task significance and feedback were the most important of job characteristics. Students were more likely to be satisfied when their work greatly affected others and the organization itself. In addition to this, organization satisfaction, supervisor support and learning opportunities were the most important of work environment characteristics (D'Abate, Youndt, & Wenzel, 2009).

In addition, a study done in Greece showed that professional working environment, the learning experience, relationship with both supervisors and staffs, and the working conditions were factors that played a part in students' satisfaction. Students valued their participation at work because it enhanced their experience and knowledge. However, long working hours, low or poor pay, and lack of coordination were matters that resulted in low internship satisfaction. Long and inflexible working hours typically happen in the hospitality industry mainly during the high season resulting students to stay longer at work. Students also found that the hospitality organization did not do a very good job in managing their internship program thus educational institution must monitor the internship (Marinakou, 2013). Supporting this, Yuliana (2016) conducted a study of hospitality students satisfaction regarding internship in Jakarta, Indonesia. The study utilized six factors which were work environment, location, job, supervision, relationship and pay. The study revealed that internship is important to the students as their personal knowledge about the industry. In this study, pay factor was considered as a demotivator while the rest of the factors were motivators. Relationship with co-workers had the highest effect on students' motivation to have a better understanding of teamwork. Location of the hotel highly affected the satisfaction of the students. Generally, students were satisfied with their internship which conveyed that their experience would highly affect their decision in choosing their future career. However, students would be much satisfied if they were paid or given some allowance.

3. Research Methodology

This study is a descriptive quantitative study where it attempts precise measurement of something. It is also often used for theory testing (Cooper & Schindler, 2014). This study target population is undergraduates and graduates who have done their internship at this restaurant at 4 stars hotel in Binz, Germany. Simple random sampling will be implemented in this study. As informed by the Human Resource Director of this hotel, the hotel does not keep record of the total number of interns who have done internship there. Due to the fact that the population size of this research is unknown, the minimum sample for the unknown population can be determined with Rao Purba’s equation. Below is the further detail calculation used to determine the sample size.

$$n = \frac{(Z\alpha/2)^2}{4(e)^2} \tag{1}$$

Where; n : Sample size, $Z\alpha$: Z value standard deviation, e:margin of error maximum

There are three types of Z value which are 1.645, 1.96 and 2.576 where the confidence level are 90%, 95% and 99% respectively (Sekaran & Bougie, 2013). The margin of error that will be used is 10%, confidence level is 95% (Z score = 1.96) where alpha level is equal to 0.05 have been selected for the accuracy of this research.

As a result the sample size is determined as followed:

$$n = \frac{(Z\alpha/2)^2}{4(e)^2} \tag{1}$$

$$n = \frac{(1.96)^2}{4(0.1)^2} \tag{2}$$

$$n = \frac{3.8416}{4(0.01)} \tag{3}$$

$$n = \frac{3.8416}{0.04} \tag{4}$$

$$n = 96.04 \approx 96 \tag{5}$$

Based on the computation above, the minimum sample size needed for this research to prevent any error is 96.

The questionnaires were distributed to the respondents via internet through Google Form. This is due to limited time and the current location of the respondents. All the students who have done internship at this restaurant come from different nationalities and so it will be much simpler, less time consuming and low cost. The questionnaire consists of three parts. The first part is the respondents profile. The respondents are required to tick the answer. The second part is related to working environment and its 7 dimensions affecting the internship satisfactions where respondents rate their answer based on 5 point Likert scale. The respondents are required to rate the scale from strongly disagree to strongly agree using the range between 1 to 5. In the second part, the questions are in the form of sentences. Respondents are required to answer each statement by choosing the number that best represents their response. The last part is related to general satisfaction of the students where respondents answer each statement by choosing the rating number between 1 (strongly disagree) to 5 (strongly agree) that best represents their opinion.

The data were processed using SPSS (Statistical Package for the Social Science) version 24.0. 30 questions were distributed to 30 participants for the pre test where validity and reliability test were done to check the validity and reliability of the questions in the questionnaire. In order to measure the validity and reliability, Pearson Correlation and Cronbach’s Alpha were used respectively. Moreover, a final of 111 questionnaires were distributed to the respondents and were processed using Multiple Linear Regression to test the eight hypotheses.

4. Results and Discussions

4.1. Pre Test Result

4.1.1. Validity Result

The value of R count is compared to the value of R table. R table can be calculated by finding out the degree of freedom (df= n-2) being used in this study with 0.05 as the alpha value. In this case, there were 30 participants resulting in its degree of freedom to be 28. By looking at the R table where the degree of freedom with 0.05 as the alpha value yielding the R table value to be 0.361. The value of R count must be greater than the value of R table can the questions be considered valid.

After comparing the value of R count and R table (0.361), there are 7 invalid questions. Due to the fact that any R count value below 0.361 is considered to be invalid, there are 7 questions considered as such. Thus, questions number 1,14,17,18,19,20 and 25 will be removed and unable to be used for post test. As a result, there are only 18 questions of working environment. In the other hand, all the questions of internship satisfaction level are all valid and can be used for post test.

4.1.2. Reliability Result

To measure the reliability result, Cronbach’s Alpha was used. The value of the resulted Cronbach’s Alpha must be above 0.70 to be considered acceptable or above 0.80 to be considered good (Sekaran & Bougie, 2013).

Table 1: Working Environment Reliability Result Reliability Statistics

Cronbach’s Alpha	N of Items
.803	25

Source: SPSS Version 24

Table 2: Internship Satisfaction Level Reliability Result Reliability Statistics

Cronbach’s Alpha	N of Items
.794	3

Source: SPSS Version 24

The results reveal that measurement for both variables can be considered reliable. The Cronbach’s Alpha for working environment in Table 1 is 0.803 which indicates that the measurement for this variable is considered as reliably good. On the other hand, the Cronbach’s Alpha for internship satisfaction level in Table 2 is 0.794 which signifies that the measurement for this variable is considered to be reliably acceptable.

4.2. Post Test Result

111 questionnaires were distributed to 111 respondents for post test. The minimum number of samples that must be collected is 96. The number was derived from sampling equation by Rao Purba as discussed previously on research methodology part’s of this study.

4.2.1. Respondents Profile

From the collected questionnaires, the respondents are 55% females and 45% males. It can be concluded that most of the interns at this 4-star hotel restaurant are dominated by female rather than male. 10% of the respondents do not have a hospitality background while 90% of the rest do. This result indicates that not all the interns at this 4-star hotel restaurant have a hospitality background. According to the Human Resource Director of the hotel, anyone can do his or her internship at this 4-star hotel with or without a hospitality background. There are 70% of the respondents who are still pursuing their degree while the other 30% have already graduated. It can be concluded that the internship is opened for both graduate and undergraduate. 43% of the interns did their internship under the service department, 31% were under kitchen and 26% were under both departments. The internship gives the interns privilege to have the experience in both departments thus interns can compare which department they will likely choose to work under in the future. The result reveals that 49% of the interns do not have any intention to work here again. 38% of the interns still do not know whether they want to work here again or not at this 4-star hotel restaurant. Lastly, only 13% of the respondents have the intention to work here again as an employee.

4.2.2. Multiple Linear Regression

4.2.2.1. Model Summary and F Test

Table 3: Post Test Model Summary Result Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 ^a	.593	.565	2.149

a. Predictors: (Constant), Esteem Needs, Career Development, Working Hours, Learning Opportunities, Organization Satisfaction, Supervisory Support, Co-Workers Support

Source: SPSS Version 24

Table 4: Post Test F Test Result ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	692.863	7	.980	21.441	.000 ^b
	Residual	475.479	103	4.616		
	Total	1168.342	10			

a. Dependent Variable: Internship Satisfaction Level

b. Predictors: (Constant), Esteem Needs, Career Development, Working Hours, Learning Opportunities, Organization Satisfaction, Supervisory Support, Co-Workers Support

Source: SPSS Version 24

By looking at the Model Summary Table, the table provides the value of R and R Square. The value of R represents the correlation between the two variables. The R value is 0.770 which indicates the degree of correlation. This signifies that there is correlation between Working Environment and Internship Satisfaction Level by 77.70%. The R Square value represents how much the dependent variable can be explained by the independent variable. The R Square value is 0.593 which indicates that Internship Satisfaction Level is 59.3% being influenced by Working Environment. Furthermore, the result from ANOVA^a Table indicates that the values of F count and Sig are 21.441 and 0.000 respectively. This conveys that the value of F count is higher than the values of F table (2.100) and Sig value is lower than chosen alpha (0.05) respectively. Therefore, it can be concluded that there is a correlation and

relationship between Working Environment and Internship Satisfaction Level. Thus, the first hypothesis is determined as followed:

H1₁: There is a significant relationship between working environment and internship satisfaction level

4.2.2.2. T TEST

Table 5: Post Test T Test
Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std. Error	Beta	t	Sig.	Zero-Order	Partial	Part
1	(Constant)	-1.665	.302		-1.279	.204			
	Learning Opportunities	.345	.155	.165	2.219	.029	.417	.214	.139
	Supervisory Support	-.098	.102	-.083	.958	.340	.327	-.094	-0.60
	Career Development Opportunities	.316	.118	.204	.682	.009	.447	.255	.169
	Co-Workers Support	-.054	.062	-.082	-.866	.389	.433	-.085	-0.54
	Organization Satisfaction	.659	.105	.508	6.298	.000	.692	.527	.396
	Working Hours	.185	.170	.076	1.087	.279	.395	.107	.068
	Esteem Needs	.248	.095	.231	2.609	.010	.494	.249	.164

a. Dependent Variable: Internship Satisfaction Level

Source: SPSS Version 24

Table 6: T Test Result

Working Environment Dimensions	T Count	T Table	Sig	Alpha	Partial Correlation	R Square
Learning Opportunities	2.219	1.982	.029	0.05	.214	4.58%
Supervisory Support	-.958	1.982	.340	0.05	-.094	0.88%
Career Development Opportunities	2.682	1.982	.009	0.05	.255	6.50%
Co-Workers Support	-.866	1.982	.389	0.05	-.085	0.72%
Organization Satisfaction	6.298	1.982	.000	0.05	.527	27.77%
Working Hours	1.087	1.982	.279	0.05	.107	1.14%
Esteem Needs	2.609	1.982	.010	0.05	.249	6.20%

In order to interpret the data, the value of T count must be higher than the value of T Table and the value of Sig must be lower than 0.05 (alpha) can H_0 be rejected. It can be seen from the table that there are 4 dimensions of working environment that fall under such category. In other words, there are 4 dimensions that significantly affect Internship Satisfaction Level while the others do not. The said 4 dimensions are Learning Opportunities, Career Development Opportunities, Organization Satisfaction and Esteem Needs. In addition to this, Organization Satisfaction affects Internship Satisfaction Level the most as R square being the highest value (27.7%). Hence, it can be concluded that the hypothesis of this study are as followed:

- H21: Learning opportunities significantly affect internship satisfaction level
- H30: Supervisory support does not significantly affect internship satisfaction level
- H41: Career development opportunities significantly affect internship satisfaction level
- H50: Co-workers support does not significantly affect internship satisfaction level
- H61: Organization satisfaction significantly affects internship satisfaction level
- H70: Working hours do not significantly affect internship satisfaction level
- H81: Esteem needs significantly affect internship satisfaction level

4.2.3. Discussion

4.2.3.1. First Hypothesis

As seen from the Model Summary Table, working environment influences internship satisfaction level by 59.3%. There is also a correlation between the two variables by 77.70%. As a result, it can be concluded that there is a significant relationship between working environment and internship satisfaction level. This finding is also supported by some previous studies. One of the examples is a research done by D'Abate, Youndt, & Wenzel (2009). The study hypothesized that internship satisfaction is influenced by three factors which are job characteristics, work environment and contextual factors. However, the findings revealed that work environment is considered to be the most important factor in attaining interns' satisfaction particularly supervisory support, learning opportunities and organization satisfaction. Another study done by Yuliana (2016) also shows that work environment influences internship satisfaction level by 15.5%. Working environment is in fact the place where the employees work together in an organization. It is where employees interact with one another to maintain relationship between each other (Ramlall, 2004) (Jain & Kaur, 2014). Working environment should be able to professionally provide all the necessities of the students during their internship. This is because as mentioned before working environment is the place where interns and co-workers as well as the supervisor work together as a team in a daily basis. Interns expect to work in

a professional environment during their internship. A better work conditions can lead to a more motivated interns thus leading to a more satisfied interns.

However, working environment only influences internship satisfaction level by 59.3%. The other 40.7% comes from other possible variables that can influence internship satisfaction. Such possible variables can be pay and the job itself. According to D'Abate, Youndt, & Wenzel (2009), job itself is the second strongest factor that affects internship satisfaction. Job itself includes skill variety, task identity, task significance, autonomy and feedback. D'Abate, Youndt, & Wenzel (2009) explained that interns' satisfaction can be increased when interns feel good about the jobs they are doing and when their overall jobs can impact the employees and the organization as a whole. Simultaneously, giving feedback to the interns can also increase interns' satisfaction because interns seek clarification whether they have been doing the right job or not. Other studies also suggest that when interns receive pay during their internship their satisfaction can increase. Paying interns for overtime can also increase their satisfaction (Seyitoğlu & Yirika, 2014).

4.2.3.2. *Second Hypothesis*

Supported by the result of multiple linear regression from SPSS, H_{2_1} of the second hypothesis is accepted which states that learning opportunities significantly affect internship satisfaction level. The value of T count for learning opportunities is 2.219 which is higher than the value of T table (1.982). The value of Sig is 0.029 which is lower than 0.05, the chosen alpha of this study. Moreover, the value of R square shows that there is a positive relationship between learning opportunities and internship satisfaction level by 4.58%. This result is also accordance with some previous studies such as a study done by D'Abate, Youndt, & Wenzel (2009) which pointed out that learning opportunities are considered as one of the most influencing factors in attaining interns' satisfaction. The study described learning opportunities as gaining new information and lessons which could not be taught in the classroom. The study believed that learning opportunities is the main reason students pursue internship. Another study done by Marinakou (2013) believed that students favourably valued the knowledge and skills they obtained from their internship. Moreover, Tse (2010) suggested that students view personal growth as the main benefit of internship. Students consider gaining many new various generic and practical skills as personal development or growth. Organizations should provide an environment where students can learn something new and beneficial everyday because it can increase the satisfaction of the interns. It should be stressed that the organizations' job is to make the students more knowledgeable and familiar about the sector of this industry (Marinakou, 2013) (Seyitoğlu & Yirika, 2014). Furthermore, Herzberg's Motivation-Hygiene Theory explains that growth and advancement are both considered as factors that contribute to satisfaction.

In correlation to this, based on the observation done, interns who did their internship at this 4-star hotel restaurant expected to gain new knowledge, skills and experience for their future purposes. They believed that there are a lot to learn from their internship that could be beneficial for them later in the future. Due to that reason, interns truly appreciate it when their supervisor or co-workers always teach them something new everyday. Once they are able to do or almost master several tasks after a few days, they expect to receive more yet different tasks in the following time. In fact, when they are forced to do monotonous tasks over and over again they tend to lose interest in their internship. They are more intrigued when their internship is able to provide an environment where they can learn a lot from it.

4.2.3.3. *Third Hypothesis*

As the results shown from SPSS T-Test table, the value of T count is -0.958 which is smaller than the value of T table (1.982). The value of Sig of supervisory support (0.340) is higher than the chosen alpha. In addition to this, the value of partial correlation shows a negative result. This indicates that there is a negative relationship between supervisory support and internship satisfaction level (-0.094). Therefore, it can be interpreted that H_{3_0} which states that supervisory support does not significantly affect internship satisfaction level, is accepted. Supervisory support leads to internship dissatisfaction. According to Herzberg's Motivation-Hygiene Theory, relationship with supervisor is considered as a hygiene factor which in fact means a factor that leads to dissatisfaction. Internship is considered to be time consuming because of the fact that the supervisors must teach the interns new skills and knowledge every single day. As a result, frequently after several days of internship, organizations forget about their interns until the end of their internship time. Sometimes when the supervisors or mentors are too busy

with themselves or their work, interns feel uneasy to approach them. This results in interns feeling as if they are being neglected by their supervisors or mentors. That is why it is very important to assign the right employees as supervisors who are patients and have passion teaching the interns. Having a very supportive and approachable supervisor who act as a mentor and is able to give the right feedback can lead to satisfaction. (D'Abate, Youndt, & Wenzel, 2009) (Yafang & Gongyong) (Yuliana, 2016).

Additionally based on the observation, supervisors sometimes treated the interns as if they are a full-time employee instead of a student. This results in instead of teaching and mentoring the students, supervisors asked the interns to clean the restaurant area. Most of the time, they viewed interns as people who can lighten their work mainly the work they do not want to do themselves. They neglected the fact that the purpose of the internship is for the interns to gain something new they would not have been able to in the classroom. Furthermore, due to the fact that the restaurant is in Germany, language was one of the difficulties the interns were facing especially for those whose German was only a fair level. Some supervisors did not have the patience when interns did not understand or requested to repeat the sentences they did not grasp. Supervisors then tended to lose their temper and interns felt as if their supervisors were not fond of them. As a result, interns considered their relationship with their supervisors to be weak slowly leading to dissatisfaction.

4.2.3.4. Fourth Hypothesis

H₄₁ is accepted as the fourth hypothesis with the following statement; career development opportunities significantly affect internship satisfaction level. As shown from the table the value of T count is 2.682 and the value of Sig is 0.009. The value of T count (2.682) is higher than the value of T table (1.982) and the value of Sig (0.009) is lower than 0.05 which is the chosen alpha for this study. Moreover, career development opportunities influences internship satisfaction level by 6.50%. Career development opportunities are the second most influencing factor that significantly affects internship satisfaction level in this study. Students consider their internship as a window to their future career. Occasionally this makes students question whether their study and internship are relevant to their future career. This is due to the fact that internship supposedly helps students to decide which career field they are most interested in. Once students see that they can build their career under the hospitality sector after their internship, their internship satisfaction can be increased. This is because students feel that this is the right sector for them to be working under. As a result, students consider that their internship has helped them to prepare and build confidence for their future career (D'Abate, Youndt, & Wenzel, 2009) (Ko, 2008) (Tse, 2010).

Students who have undergone internship hoped that internship will help them decide which job they are likely to choose as a career. This can be said as one of the purposes of internship. Due to the fact that there are a various number of jobs in the hospitality industry, interns are faced with tough choices. By doing internship they can experience the real work life situation which can help them realise to choose the right job for them later in the future. If their internship experience does not meet with their expectation then there is a chance that they will lose interest to work under the hospitality industry. That is why it is very important to make the interns satisfied with their internship.

4.2.3.5. Fifth Hypothesis

For the fifth hypothesis, H₅₀ with the following statement is accepted; co-workers support does not significantly affect internship satisfaction level. The result of T count value is -0.866 which is lower than the value of T table (1.982). Additionally, the value of Sig is 0.389 which is higher than the chosen alpha (0.05). Furthermore, the result of partial correlation shows a negative result (-0.085). This connotes that there is a negative relationship between co-workers support and internship satisfaction level. As the result shows a negative number, it explains that co-worker support leads to dissatisfaction of the interns instead of satisfaction. Relationship with co-workers is considered to be a hygiene factor according to Herzberg's Motivation-Hygiene Theory. In fact, hygiene factors are those factors that lead to dissatisfaction (Robbins & Judge, 2013). Although internship requires support from supervisor, colleagues who work together with the interns in a daily basis are in fact more important in determining their impression and experience of their internship. This is because the positive and negative relationship experiences with co-workers have a longer lasting effect on their overall perception of both their internship experience, the organization and even to some extent the hospitality industry itself. Occasionally, co-workers do not treat interns the way they treat one another. Such examples are not

showing their care towards the interns, not trying to communicate with the interns, not being able to control their emotions and anger when interns make mistake and unfriendly. As a result, said examples lead to unpleasant and weak relationship between interns and their co-workers. In turn, unpleasant and weak relationship contributes to a negative internship experience (Tse, 2010).

In fact in this study, co-workers support has the weakest influence towards internship satisfaction level. This may have some relation to the language and relationship between interns and co-workers. Once again as it has been mentioned before, language was one of the barriers the interns were facing. Interns occasionally felt disconnected because of that. As a result, interns were only able to talk to other interns or co-workers who could speak English. They only interacted with the other co-workers for work purposes such as asking for clarification of a task. Moreover, colleagues frequently left interns to do the job they did not want to do such as cleaning, doing table set-up and polishing. It also occurred that when interns helped their colleagues, their colleagues did not share a little bit of “tip” to them. This caused interns to feel as if their colleagues did not appreciate the help they received. Such unpleasant circumstances led to dissatisfaction.

4.2.3.6. Sixth Hypothesis

The accepted sixth hypothesis of this study is $H6_1$ which states that organization satisfaction significantly affects internship satisfaction level. The table shows that the value of T count (6.298) is higher than the value of T Table (1.982). The result of Sig also supports the hypothesis. The value of Sig (0.000) which is smaller than the value of the chosen alpha (0.005). This dimension of working environment has the strongest effect towards internship satisfaction because of its R square value is the highest value among other dimensions’. Organization satisfaction influences internship satisfaction level by 27.77%. Organization satisfaction is described as the extent to which the interns favour the organization they are doing their internship at. It can be interpreted that when interns like the organization they are working with, their satisfaction increases. It is very important for the organization to bear in mind that internship should be centrally coordinated at the organizational level. Organizations should be able to make the interns feel as if they belong and a part of the organizations thus strengthen the bond between the interns and the organization (D’Abate, Youndt, & Wenzel, 2009).

Organization satisfaction has the strongest influence towards internship satisfaction level in this study. It explains that it is very important whether the interns like the organization they are doing their internship at. It is very crucial that the organization should be able to organise the internship very well because that is where the center of the satisfaction comes from. In this case, the organization succeeded to fulfill the needs of the internship especially through the management. This is because when interns have trouble or request regarding their internship, the Human Resource Director was able to solve the matter in to hand even though it took 1 or 2 days. It can be said that the Human Resource Director’s respond was relatively fast. Interns were quite pleased by the management and the organization itself.

4.2.3.7. Seventh Hypothesis

For the seventh hypothesis, $H7_1$ which states that working hours do not significantly affect internship satisfaction, is accepted. $H7_1$ is accepted due to the fact that the value of its T count (1.087) is lower than T table value (1.982). The value of Sig also shows that it (0.279) is higher than the 0.05, the value of the chosen alpha. However, working hours are only able to influence internship satisfaction level by 1.14% which can be considered to be insignificant. In many cases, interns experience the long and inflexible working hours of the hospitality industry which results in dissatisfaction of the interns. Overtime is typically required especially during high season and holidays when the workload is heavier. Most of the time, organizations view the interns as people who can help them decrease the amount of work they are having instead of seeing them as students. This mostly happens to organizations that do not employ a sufficient number of employees. Instead of hiring employees, organizations make the use of interns. In some cases when interns are not paid for working overtime they feel unmotivated and unappreciated. This in turn results in interns being dissatisfied (Marinakou, 2013) (Seyitoğlu & Yirika, 2014).

In related to the result and journals, the issue regarding the working hours in this study is that interns were overworked most of the time especially during high season where there were plenty of events occurring. When such occurrence happened, management takes advantage of the servers in this restaurant, both full time employees and interns, to work during such events. The reason was that, the restaurant did not have enough personals to work. They did not hire anyone who worked under banquet.

As a result, interns could work for almost 12 hours or in some cases more. Also, when interns have worked more than the required hours they did not get any additional pay for their hard work and time as appreciation. These displeasing conditions what cause the interns to feel dissatisfied with their internship.

4.2.3.8. Eighth Hypothesis

H₈₁ is accepted because the value of T count is 2.609 which is higher than the value of T table. The value of Sig (0.010) is lower than 0.05 which is the value of the chosen alpha of this study. The R square value also shows that esteem needs influence internship satisfaction level by 6.20%. The statement of H₈₁ is esteems needs significantly affect internship satisfaction level. Esteems needs can be achieved by getting appraisal or awards from supervisor or co-workers after doing a very good job (Ramlall, 2004). According to Herzberg's Motivation-Hygiene Theory, achievements, recognition and responsibility are considered to be factors that can lead to satisfaction. When supervisor or co-workers recognise interns' work after doing a good job, interns feel as if they are appreciated and recognised for their skills. Moreover, when supervisor and co-workers give interns to complete a harder task, interns's satisfaction will increase. This is because interns feel as if they are being helpful, important, trustworthy and cooperative for their hard work and skill (Tse, 2010).

In addition to this based on the observation, esteems needs can be considered a very important matter because interns need recognition in both their skills and knowledge. When an intern's skills and knowledge is considered to meet the standard of the supervisors and co-workers, they will get a harder job to complete in return. Such example can be from only delivering food and drink to taking the guests' order. Another example is acquiring their own account in the system for entering the guests' order and being in charge in a restaurant section by themselves. In this case, such circumstances are very valuable to interns because interns feel as if they are on the same level as the full time employees. Only full time employees own a personal account and being in charge in restaurant section. For interns, such change in job is very important because they think that they are qualified for a higher level of task difficulty.

In summary, the objective of this research is to determine whether there is a significant relationship between working environment and internship satisfaction level. It is also to determine whether the dimensions of working environment significantly affect internship satisfaction. The said dimensions are learning opportunities, supervisory support, career development opportunities, co-workers support, organization satisfaction, working hours and esteems needs. According to the result of this study, there is a significant relationship between working environment and internship satisfaction level by 59.3%. This means that working environment influences internship satisfaction level by 59.3%. Thus it can be said that working environment is an important factor in attaining internship satisfaction and it is very important for organization to make a pleasant working environment for interns. There are 4 dimensions of working environment that significantly affect internship satisfaction level which are learning opportunities, career development opportunities, organization satisfaction and esteem needs. In oppose to this, there are 3 dimensions of working environment that do not significantly affect internship satisfaction level which are supervisory support, co-workers support and working hours. These dimensions lead to dissatisfaction instead. Organization satisfaction is the strongest predictor of internship satisfaction level while co-workers support is the weakest predictor.

Furthermore, in accordance with the results of this study, improvements could be made to create a better more meaningful internship program that can lead to interns being satisfied. Firstly is to set objective and make a list of tasks that interns should be able to perform before their internship program ends. All these should be printed on a piece of paper and given to the interns before the internship starts. All the tasks must be thoroughly completed and checked by the supervisor(s) and the paper should be submitted on the last day of their internship. Interns will then be aware of their duties. This as a result will make the internship more meaningful because interns will have something to accomplish during their internship period. It is also necessary to conduct a proper orientation for the interns. Since organization satisfaction has the strongest effect towards internship satisfaction level, it will increase the satisfaction by conducting a proper well-organized orientation program. In the orientation program, brief company profile, owner and managers of the organization should be introduced so interns will be familiar with them. Orientation program will create a positive judgment about the company and the job itself. If interns are satisfied with both the internship and the organization they do their internship, there will be a chance that interns will choose to go back working

in the said organization. Organization does not have to spend unnecessary budget on the process because organization can directly contact the interns using email which does not involve any cost.

5. Conclusion and Recommendation

It is very important to conduct training for all the employees of importance of internship and its effect towards the organization. It should be stressed out that the purpose of the internship is to make interns more knowledgeable, skillful and more experienced. Also, it should be pointed out that internship should be able to guide them in choosing the career they desire in the future. Employees should be trained on the major key points in building a positive relationship with the interns as according to the result of this study where both supervisory and co-workers support creates dissatisfaction instead of satisfaction. This in turn will make interns feel welcome, less worried and anxious. It is very important to make interns feel under these conditions because if not there possibly be a chance for them to quit before the internship program even ends. Organization should also transfer several service employees or possibly open recruitment for internship under banquet department. One of the problems this company is facing is lack of personals. This company does not employ any employees to be working under banquet at all. It only has 2 banquet managers which in fact banquet operation will be impossible to run with just 2 people. As a result, the company makes use of the service employees and interns in helping the banquet. This results in overly exhausted employees and interns which leads to unproductive performance on the next day. Lastly, interns should get additional pay for overtime. The company does not necessarily need to give much, but a little additional allowance will be considered as gratitude by the interns in turn for their hard work.

However on the education side, education institution should also take some action in order to create a more satisfying internship experience, as there is a difference between students' expectation and the reality of events happening during their internship. Education institution should very well inform the students about the conditions of working in hospitality industry. Education institution should be able to inform the students regarding the work, environment and situation of working in the hospitality industry to prepare them. This is because students most of the time have a high expectation on their first working experience and when they jump into the industry itself, their expectation does not usually meet. This is also what creates dissatisfaction in the internship.

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