

EVALUATING THE SATISFACTION FACTORS OF FPT UNIVERSITY STUDENT IN "ON-THE-JOB" TRAINING PROGRAM

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ABSTRACT

The study gives an overview of the internship's current situation at FPT University and proposes a research model count four factors that influence the students' satisfaction towards the On-The-Job training program (OJT), include: Job Characteristics, Work Environment Characteristics, Contextual factors and Faculty advisor. These four major factors, which were summarized from previous research in the world, are related crucially to Student satisfaction of OJT. The conceptual research framework is based on the combination of an original Job Characteristics Model (Hackman and Oldham's., 1980) with Internship Model (Narayanan and Fukami, 2010) and an Empirical Study of Internship Satisfaction (D'abate et al., 2009) to adapt for the current situation at FPT University in Vietnam. The key findings of this report include that the FPT university student are still not satisfied absolutely with their internship semester despite of the university's effort had been spent. In addition, there are differences between the Business students and Engineer students in satisfaction of OJT program. The research method includes both qualitative research (in-depth interview and focus group) and quantitative research (survey). The valid sample size of the survey is 306 over the total estimated students is about 500 students, with respondents who experienced or are in OJT program. The survey was conducted from May to July 2017 by selecting the students who joined the program for at least three nearest semesters. The result of this research can be used for FPT University managers, employers, faculties and other stakeholder to improve the university service quality. Maybe, it is also appropriate for reference by those institutes that is offering the same business model to FPT University. In the future, if this study can be conducted in other universities in the country, the result would be much better and applicable to draw a picture about internship program, indirectly explain about fresh graduation employment situation in Vietnam.

Keywords — on-the-job training program, student satisfaction, internship, FPT University, job characteristics, work environment characteristics, contextual factors, faculty advisor.

1. INTRODUCTION

Despite the growing popularity of internships, surprisingly little research has investigated the satisfaction of interns at the present in Vietnam.

Especially, for most of the universities in Vietnam, they usually organize the internship program for senior students before starting their own careers. However, in FPT University, there is a totally different internship program when it only starts for FPT students in third-year. On-the-job training model at FPT University requires that 100% of junior student (in 6th semester) must involve in businesses from 4-8 months to gain practical experience. The difference between FPT University and other universities is that it is in close linkages with businesses, combining practical training with research and development and state-of-the-art technology. Modern philosophy and methods of education; the program is always updated and complies with international technology standards; Special emphasis on foreign language skills; Enhanced production process training, teamwork skills and personal skills. To ensure graduates have the best job opportunities after graduation.

According to DanTri (2017), Chairman of the board of FPT University Le Truong Tung states that the training program of FPT University has a special course called On the Job Training (OJT – learning in a practical business environment), which is conducted after 5-6 professional semesters. OJT does not only aim to increase practical skills or workplace environment feelings, but also allow students to experience the practical employee timescale to learn how to master the job. Then, they will realize what they need to enhance and add some indispensable knowledge in the remaining 2-3 semesters at school.

From the view of the authors, there is no the research on the level of satisfaction as well as the criteria for the practical internship programs of the universities in Vietnam. In addition, there has not been any investigation or feedback system for FPT student after returning the school from the previous OJT courses to the present ones. As results, the authors will examine and point out a specific model by applying some previous researches which relate to the universities' OJT programs in several nations.

Furthermore, OJT program is a part in “training program” which is one of the criteria to evaluate the school quality followed by many Accreditation Organizations such as AUN, ACBSP. So, the purpose of this research is to develop the educational quality for FPT University by understanding about students’ satisfaction toward the OJT program and after that, FPT University probably creates the suitable methods to enhance and perfect their OJT program for students.

2. THEORETICAL BASIS & LITERATURE REVIEW

2.1 Theoretical basis

Kotler and Clarke (1987) defined satisfaction as a state felt by a person who has experience performance or an outcome that fulfill his or her expectation. Satisfaction is a function of relative level of expectations and perceives performance. Student satisfaction results when actual performance meets or exceeds the student’s expectations. According to Elliott and Healy (2001), the student satisfaction is generally considered as a temporary attitude which known as the final result from an evaluation of a student’s education experience.

According to Bowman (1987), “on-the-job training” is a term referred to organized instruction at the job site. Besides, Scott Snell (2007) also defines on-the-job training as a method by which employees are involved in practice experience with instructions from their supervisor or other trainer. It can be seen that “internship” or “on-the-job training” is considered as a training which someone is engaged in practical working environment and gets an opportunity to apply their technical knowledge in order to perfect their skills as well as career path. So, both of these terms are interchangeable completely. For more details, in academic and research field, various definitions are provided on the concept of an internship.

Regarding benefits of internship, a study by Mihail (2006) indicated that internships help students advance the critical core skills demanded by international contexts (communication, time management, self-reflection, self-confidence and self-motivation) and identify their future career perspectives while they are still in university. Students not only learn further practical views on the subject, but they also improve their overall academic performance from the real world situations.

To sum up, according to Kaseorg and Pukkonen (2015), the university department normally originates the internship program and sets the processes that are needed for student to maintain and improve through knowledge exchange. Students need to concern an internship in respect of their long-term goals and objectives, such as identifying a career in their field of interest.

2.2 Literature review

In 2008, Bao and Fang carried out a study on students’ satisfaction level toward their internship experience in the hospitality and tourism industry (a Case from Hang Zhou, China). By using a quantitative approach, they identify the five underlying factors of their overall satisfaction (Job itself, Superior, Training and development, Pay and welfare, and Peer relationship) along with 24 internship variables measuring scale. Interestingly, the student’s overall satisfaction mean scores were low base on the results of this study, which means that students were dissatisfied with their internship experience, especially on the following items: coordination between schools and employers, opportunities for self-development, pay and welfare, work pressure, opportunity for work rotation, interesting and challenging work, and autonomy involved in the work.

In 2009, D’abate, Youndt, and Wenzel conducted a research – Making the Most of an Internship: An Empirical Study of Internship Satisfaction article. They measured satisfaction of interns by looking at three big factors: job characteristics, work environment characteristics, and contextual factors, which contribute to internship satisfaction. Besides, the results of this study show that characteristics of the job (specifically, task significance and feedback) and characteristics of the work environment (in particular, learning opportunities, supervisor support, and organizational satisfaction) were the best predictors of internship satisfaction. These findings can assist business schools, faculty, and companies in making an internships experience for student as satisfying as possible.

Regarding **Job Characteristics**, Rothman (2003) trusted that there was consistency in examining what students find rewarding about an internship. The results are consistent with what employees find satisfying in a permanent position, following the job characteristics model: skill and task variety, autonomy, and the work itself.

Steers and Porter (1991) affirmed that characteristics of the more general **work environment** need to be carefully seen as predictors of internship satisfaction. These issues differ from job characteristics in that they come from the environment in which the employee is working for. Hence, the relationship between intern satisfaction and the **work environment** would be learning opportunities, supervisor support, career development opportunities, coworker support, and organizational satisfaction. In addition to job and work environment characteristics, various **contextual**

factors need to be considered when looking at internship satisfaction such as flexible work hours (Rothman, 2003), pay and welfare (Gerhart, 1987 and Ellickson, 2002).

Interestingly, the research on Determinants of Internship Effectiveness: An Exploratory Model, which was conducted in 2010 by Narayanan and Fukami revealed that faculty advisor was important individual item in determining student satisfaction such as faculty knowledge of the project and interest in the student. Besides, research finding indicates that student satisfaction was the result of three process constructs: Project Progress Feedback, the Faculty Advisor Role, and the Student's Learning. The **Faculty Advisor Role** represents as the university's role, and Student Learning stems from the motivation by the student to learn. Project Progress Feedback reflects the design of the internship and feedback from the company (Narayanan et al, 2010).

After summarizing those previous related research about student satisfaction of On-the-job training, the authors choose and decide major factors which are suitable for applying and producing research framework in this study.

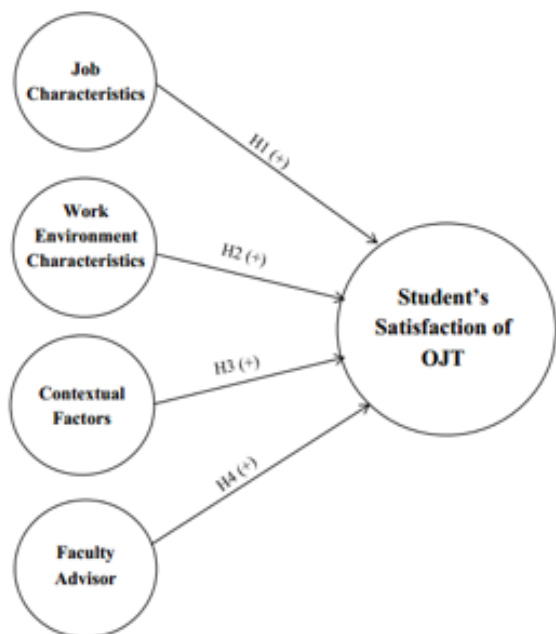
Table 2.1: Previous Studies Results in Student satisfaction of On-the-job training

Authors	Year	Job Characteristics	Work Environment Characteristics	Contextual Factors	Faculty Advisor
Bao, Y. and Fang, G.	2008	x	x	x	
D'abate et al.,	2009	x	x	x	x
Narayanan et al.,	2010	x			x
Stansbie et al.,	2013	x			
Kaseorg, M. and Pukkonen, L.	2015		x		x

(Source: authors)

2.3 Framework Model

Figure 2.1 Research Framework Model



(Source: authors)

Table 2.1: Four factors in Student satisfaction of On-the-job training

FACTORS	DIMENSIONS	HYPOTHESIS
Job Characteristics	(1) Skill Variety (2) Task Identification (3) Autonomy (4) Project Progress Feedback (5) Work itself	H1: Job Characteristic has an important effect on student's satisfaction of OJT
Work Environment Characteristics	(1) Career Development (2) Superior Support (3) Coworker Support	H2: Work Environment Characteristic has an important effect on student's satisfaction of OJT
Contextual Factors	(1) Pay and Welfare (2) Flexibility of Work Hours (3) Work Location	H3: Contextual Factor has an important effect on student's satisfaction of OJT
Faculty Advisor	(1) Project Knowledge (2) Interest in Student	H4: Faculty Advisor has an important effect on student's satisfaction of OJT

(Source: authors)

3. METHODS AND DATA

3.1 Research Approaches

Authors deploy qualitative and quantitative research in this study.

According to Hair et al. (2010), the qualitative research is a data collection method in the form of the text or image by using open-ended questions, observation. This research often exposes unpredictable findings and reactions. It aims to reach the preliminary insights into research problems. This kind of research always collect detailed data from comparatively small sample size by asking questions or observing behaviors. Likewise, it could help define constructs or variables and suggest items that can be used to measure those constructs. Researchers will rely on open-ended questions to analyze the data. The data collected will be interpreted in the transcript and the material recorded. It will provide information for the report. Using unstructured interviews helps in gathering some research question and information to fit the topics. The results from this approach are more accurate because this method creates a comfortable atmosphere for the interviewees. Therefore, the authors could seek to the factors influence the student's satisfaction of OJT. The main methods are implemented by in-deep interview and group discussion. After collecting that data, group research could check the meaning of the terms in the questionnaire, and adjust the meaning of the terms before conducting the official survey.

Authors deploy quantitative research to predict accurately about relationship between research factors and behaviors, understand meaningful insights into those relationships, validate relationships, and test hypothesis. Finally, quantitative methods are statistically forecast to the target population of interest and relatively more reliable because every question is asked of all respondents in precisely the same way. Consequently, this research method was used after qualitative research to test the scale as well as the theoretical model and test the hypothesis in the model of student's satisfaction of OJT program at FPT University. The data was collected through questionnaire survey and analyzed by SPSS software. The scale is verified by Cronbach's Alpha and Exploratory Factor Analysis (EFA). Afterward, researchers determine the Linear Regression equation.

3.2 Data

In this research, the authors utilize primary data and secondary data.

There are many methods of collecting primary data: observations, mail interviews, live interviews, fixed group surveys. In the in-depth interview process, during the first week in May, 2017, researchers have several direct

meetings with an expert who is Dean of Business Faculty of FPT University - one of the top 10 faculty members in the world voted by the Accreditation Council for Business Schools and Programs to implement the face-to-face interview. He emphasized on the Job Training Program (OJT) in the presentation of “How FPT University equips students to be good fighters”. Therefore, that is the reason why the group research asks for his support, contribute, ideas as well as his adjustment in a plenty of parts before conducting the preliminary research survey.

At the beginning, the researchers introduce briefly about the topic, what we are going to survey about to make clearer and more specific. Then, we begin with a plenty of warm-up questions related to the OJT program in FPT University. In the ultimate step, the researchers inquire a series of opened-end questions for the expert in order to determine the major points, the overall picture of OJT program in FPT University as well as the advantages that students perhaps receive during and after the OJT program. After those meetings, those help us to adjust, add some more necessary details and translate for a complete questionnaire to conduct the survey in the next step by group discussion. Additionally, the group research conducted an in-depth interview (telephone without internet) with the former senior staff of FTICO who understood experientially the students' perceptions of several previous internship semesters in the past. In light of being listening to student’s presentation, evaluating and supporting student’s problems, she could suggest ideas for this topic.

In Focus-group interview, group research chooses 9 selected students in FPT University that collecting their individual thoughts and evaluations about if there is any gap between what they expect before interning and what they actually receive after interning to ensure that their direct answers are valid. Furthermore, selecting 9 different students from various courses who have finished the OJT program will enhance the multiple data sources and avoid the bias information. Focus-group interview is carried out from May 20th to May 25th, in FPT University.

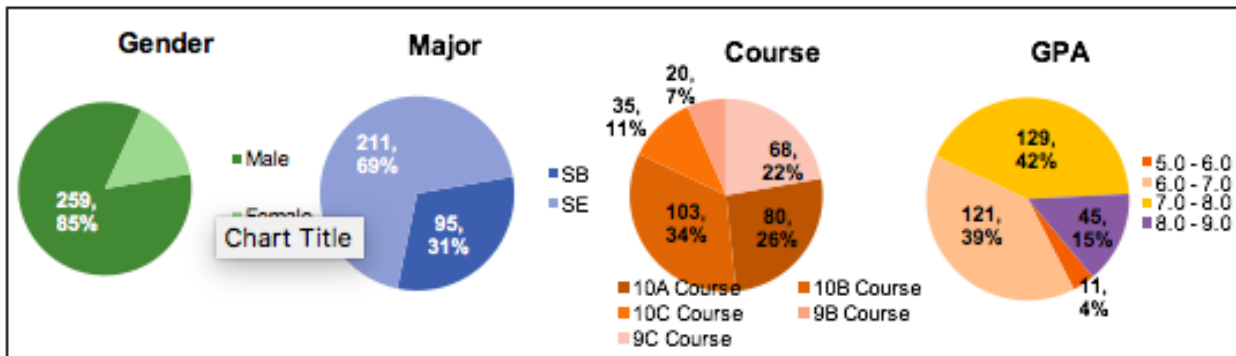


Figure 3.1 Respondents Characteristics (Gender /Major /Course /GPA)

Secondary data defined as the original data that collected for a different purpose and reuse for a varied research question (Thompson, 2000). It helps this study save a lot of time and money when relevant measurement scales and data are available. In this research, researchers collect data from DanTri database 2017 and the website of FPT Education to provide valuable information. According to DanTri (2017), it gives lots of information about the context of OJT program in different universities, which contribute additional details to make a comparison with the OJT program in FPT University.

After many verified steps by experts and focus group, the official survey is distributed. The main data of this research is collected from the quantitative research by 306 respondents by Simple Random Sampling technique and Cochran’s (1977) formulas application.

3.3 Sampling design

Probability sampling is one of two basic sampling designs in which each sampling unit in the defined target population has a known probability of being selected for the sample. In this paper, the authors decided to apply simple random sampling due to all sampling units have been identified followed the topic research. Furthermore, by this approach, every sampling unit has a known and equal chance of being selected. This technique’s advantage is that producing unbiased estimates of the population’s characteristic and resulting in a valid representation of the target population.

The sample size is calculated by Cochran’s (1977) formulas. As mention before, the random sampling sample is not categorized, so authors deploy the formulas calculating the sample size for continuous data represented by Cochran (1977):

$$n_0 = \frac{t^2 \times s^2}{d^2} = \frac{1.96^2 \times 1.25^2}{0.15^2} = 267.$$

Where:

- t = value for selected alpha level of 0.025 in each tail = 1.96
- s = estimate of standard deviation in the population = 1.25 (estimate of variance deviation for 5 point scale calculated by using 5 [inclusive range of scale] divided by 4 [number of standard deviations that include almost all (approximately 98%) of the possible values in the range]).
- d = acceptable margin of error for mean being estimated = 0.15 (number of points on primary scale * acceptable margin of error; points on primary scale = 5; acceptable margin of error = .03 [error researcher is willing to except]).

Therefore, for a population of 484, the required sample size is 267.

Nevertheless, it was anticipated that a response rate of 80% in this paper. The following calculations were used to determine the drawn sample size required to produce the minimum sample size:

Where:

- anticipated return rate = 80%.
- minimum sample size (corrected) = 267.
- n_2 = sample size adjusted for response rate.

$$\text{Therefore, } n_2 = \frac{267}{0.8} = 334.$$

To summarize, the amount of delivered questionnaire is 334 in order to collect at least the minimum required sample size 267 for the analysis. In the end, research collected 329 in which 23 surveys are either invalid or missing value in the questionnaire. As a result, the group research has 306 valid results which is also the official amount of respondents. The data is imported and scanned through the SPSS software 22.0

Table 3.1 The defined population

Semesters	The number of student
Summer 2017	121
Spring 2017	120
Fall 2016	80
Summer 2016	96
Spring 2016	67
Total	484

(Source: Training and Management Department at FPT University)

3.4 Data Processing

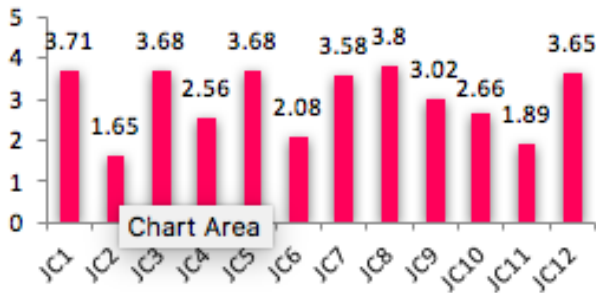
In this research, the authors use SPSS to analyze descriptive statistics provides basic summaries of the sample; Cronbach's Alpha ratio is reliability ratio used to estimate correlation scale. Besides, the group also run Exploratory Factor Analysis (EFA) to reduce observed variables to a smaller set but still maintains almost information content. Afterward, authors run the Correlation & Multiple Regressions and Independent T-test.

4. ANALYSIS & FINDINGS

4.1 Mean value

In the Job Characteristics, the Mean indexes are from 1.65 to 3.80. The item JC8 ("In the beginning, I had to learn about the firm before deciding upon the project") has the highest rate of agreeableness followed by JC1 with 3.71 ("The internship required me to use various skills."). The item JC2 ("The internship was not simple and repetitive") is the lowest rate of satisfaction. Moreover, regarding item JC1, group research also does statistics what required skills that internees need to have. The result is reported in the Figure 4.1 and the Table 4.1.

Figure 4.1: Job Characteristics items statistics



(Source: authors)

Table 4.1: List of required skills during OJT period

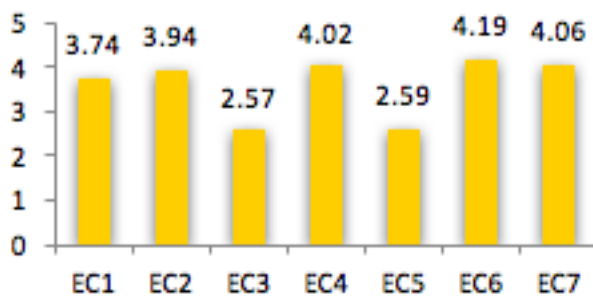
	Major		Total
	SB	SE	
Microsoft Office	93	205	298
Graphic Design	58	140	198
Programming languages	0	211	211
Working in group	60	128	188
Communication	60	120	180
Problem solving	84	195	279
English	83	185	268
Chinese	0	0	0
Japanese	1	20	21

(Source: authors)

It can be seen clearly that Microsoft Office, Graphic Design, Programming Languages and English are the essential skills for internship semester. In which, the basic computer skills such as Microsoft Office is the highest agreement, with nearly 98% agreed students in each sector. Moreover, Problem Solving and English are 2 kinds of skill that both SB and SE students also reach the agreement with around 90%.

In the Environmental Characteristics scale, the Mean indexes are spread from 2.57 to 4.19. The remarkable point is the considerable number of item that is over than 4.0. It is more than a half of items in this group scale that gains high rate. The most satisfied is item EC6 (“My coworkers helped to make my internship a good experience.”) with 4.19. It points that the coworkers play an important role in the internship period. Remarkably, item EC3 (“My supervisor provided me with enough support while I was doing my internship.”) shows the least level of satisfaction. It portrays the large amount of student need more supervisor’s supportiveness in the company during on-the-job training program.

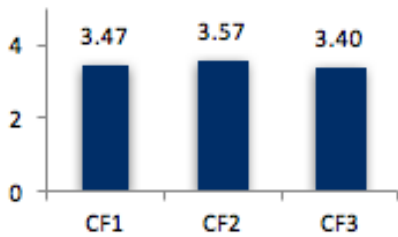
Figure 4.2: Work Environment Characteristics items statistics



(Source: authors)

Regarding Contextual Factor, the Mean value of CF1, CF2 and CF2 are from 3.40 to 3.57. The most unsatisfied thing that students mention is related to the welfares supported by the companies during OJT period (item CF3 with 3.40). The number of student and the kind of welfares are showed in Table 4.2. It is showed apparently in the table; there are very few trainees have some welfares from intern enterprises. The most fee they are supported are lunch fee and parking fee by 192 and 154 over 306 student from both major, respectively.

Figure 4.3: Contextual Factors items statistics



(Source: authors)

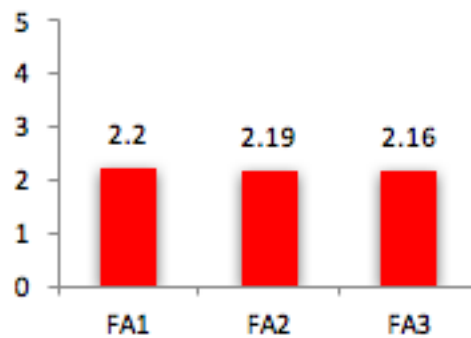
Table 4.2: Welfares during OJT period

	Major		Total
	SB	SE	
Lunch fee	65	127	192
Gasoline fee	23	53	76
Parking fee	43	111	154
Insurance	0	0	0
Mobile card fee	52	0	52

(Source: authors)

Faculty Advisor has the same pattern with Contextual Factor, which are not much difference among items. The low rate on group Faculty Advisor shows that the support from school is not enough or does not meet the demand of students from both 2 majors (Figure 4.4). The variable FA3 - “The faculty advisor showed interest in my problems on the project” is quite low by 2.16, means that students need more indication of interest from Faculty Advisors at university. The variable FA2 (“The faculty advisor had knowledge that was useful to my specific project”) is also relative low by 2.19 of mean. The students being on the internship are unhappy with the support from Faculty Advisors when they are stuck in specific problems which are easy to happen in the first real job.

Figure 4.4: Faculty Advisor items statistics



(Source: authors)

4.2 Cronbach’s alpha - Reliability Test

The survey’s analysis shows that all components have qualified Cronbach’s Alpha coefficient (larger than 0.6). In more detail, Cronbach’s Alpha of Job Characteristics is .875; of Environment Characteristics is .897; of Contextual Factor is .763 and of Faculty Advisor is .787; of Student’s Satisfaction is .721. Furthermore, the Correlation Coefficient is relatively high; and most of them are larger than 0.5, with exception for Contextual Factor (>0.3).

Table 4.3: Cronbach’s Alpha Result

No.	Factor	No. of Initial items	Cronbach’s Alpha	No. of Deleted items
1	Job Characteristics	12	0.875	0
2	Work Environment Characteristics	7	0.897	0
3	Contextual Factors	3	0.763	0
4	Faculty Advisor	3	0.787	0
5	Student’s Satisfaction	3	0.721	0

(Source: authors)

4.3 Exploratory Factor Analysis

After running EFA, the result also extracts to 4 components at Eigenvalues is 1.301 and Extracted Variance is 56.593% > 50%. KMO value is 0.843 > 0.5; the Sig. value in Barlett Test is 0.000 < 0.050, so the exploratory factor analysis is suitable for investigating officially.

Besides, the Eigenvalues is $1.301 > 1$ indicates the variability explained by each factor and that factor can represent for the whole group (Table 4.6). In addition, the extracted variance is $56.593\% > 50\%$. Likewise, the factor loading of all variables is more than 0.5. Both of them mean that the model is standard for factor analysis (Hair et al., 1998). Consequently, EFA coefficients of Independent variables are shown in Table 4.4 are qualified.

Table 4.4: Main coefficients of KMO test (Independent variables)

Coefficient	Value
KMO	0.843
Sig. in Barlett Test	0.000
Eigenvalues	1.301
Extracted Variance	56.593%

(Source: authors)

Regarding dependent variable (student's satisfaction), the KMO ratio = $0.680 > 0.5$: it is appropriate in factor analysis (Kaiser-Meyer-Olkin test). Moreover, sig. = $0.000 < 0.05$: generally, it shows that the independent variables have significantly impact to correlation with student's satisfaction. Besides, cumulative = $64.421\% > 50\%$. It represents that 64.421% data variation is explained by 4 factors. After running the EFA, authors finally identify 4 main factors that have a noticeable influence on student's satisfaction on OJT program at FPT University. The EFA's result shows 25 observed variables are classified into four different groups, and the Factor Loadings of all variables are more than 0.5 which meets the conditions to investigate officially. The coefficients are described in Table 4.6.

Table 4.5: Main coefficients of KMO test (Dependent variable)

Coefficient	Value
KMO	0.680
Sig. in Barlett Test	0.000
Eigenvalues	1.933
Extracted Variance	64.421%

(Source: authors)

Table 4.6: Main coefficients of KMO test

	Component			
	1	2	3	4
JC10	.763			
JC11	.735			
JC2	.703			
JC4	.703			
JC6	.698			
JC9	.685			
JC7	.616			
JC5	.607			
JC1	.599			
JC3	.598			
JC12	.591			
JC8	.568			
EC5		.894		
EC3		.873		
EC2		.845		
EC7		.744		
EC1		.731		
EC4		.718		
EC6		.668		
FA3			.817	
FA1			.797	
FA2			.776	
CF2				.836
CF1				.806
CF3				.731

(Source: authors)

4.4 Bivariate Correlations

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Table 4.7: Bivariate Correlation Results

		JC	EC	CF	FA
SS	Pearson Correlation	0.046	.329	.391	.620
	Sig. (2-tailed)	0.426	.000	.000	.000

□

(Source: authors)

The correlation result between Job Characteristic and the student’s satisfaction of OJT program shown in the table is $r = 0.046$ ($\text{sig} = 0.426 > 0.05$) which can be group into “slight, almost negligible” with Coefficient Range from ± 0.01 to ± 0.20 according to Hair et al., (2003). Consequently, the Job Characteristics will be eliminated out of the regression test in light of unqualified sig. ratio. On the contrary, Work Environment Characteristics, Contextual Factors and Faculty Advisor are positively correlated to the student’s satisfaction of OJT program.

4.5 Multiple Regressions

Table 4.8: Regression Analysis

Model	Unstandardized Coefficient (B)	Standardized Coefficient (Beta)	Sig.	VIF
(Constant)	1.410		.000	
EC	.217	.317	.000	1.084
CF	.145	.268	.000	1.243
FA	.432	.479	.000	1.221
Adjusted R ²		0.502		
Sig. value in ANOVA table		0.000		

(Source: authors)

Liner regression was conducted with the overall student’s satisfaction as a dependent variable, and the three factors as independent variables.

Based on the above result, the Adjusted R² = 0.502, it means that 50.2% variable degree of Student’s Satisfaction is influenced by 3 independent variables in regression analysis. Although the coefficient Adjusted R² is not considerably high, group research are aware of this is the limitation of the study, mainly related to manpower and time limits. So, group research cannot return to do the research more to result in the significant statistical number.

The sig value (F) = 0.000 < 0.05: the combination of 3 independent variables is capable to be explained the variation of dependent variable. Moreover, the sig. value of each value is also lower than 0.05, so the reliability and meaning of statistics are acceptable. Furthermore, the VIF coefficient of all variables is lower than 2. Therefore, the multicollinearity will not happen and badly impact on the regression analysis. Linear regression equation will be:

$$SS = 0.317EC + 0.268CF + 0.479FA$$

4.6 Independent T-test

This independent-samples t-test assesses whether the means of SE and SB students significantly differ on a student’s satisfaction of OJT.

Table 4.9: T-test result of student’s satisfaction of OJT between SB and SE students

Test variables	Sig. of Levene Test	Sig. of T-Test	Result
Job Characteristics	.000	Equal variance not assumed .000	Reject
Work Environment Characteristics	.007	Equal variance not assumed .010	Reject
Contextual Factors	.053	Equal variance assumed .084	Accept
Faculty Advisor	.168	Equal variance assumed .879	Accept

(Source: authors)

The result from Table 4.8 indicates there are only 2 factors have the t-test’s sig value lower than 0.05, so it means that the null hypothesis is rejected and there is significant difference in the mean of satisfaction level on Job Characteristics and Work Environment Characteristics between SB and SE students.

Table 4.10: Difference in mean between SB and SE students on Job Characteristics and Work Environment Characteristics

Component	Major	Mean
	SB	2.7860
Job Characteristics	SE	3.0924
	SB	3.7203
Work Environment Characteristics	SE	3.5247

(Source: authors)

Table 4.10 shows that SB students less satisfy on Job Characteristics than from SE students with (2.7860 and 3.0924 respectively). In contrast, the pattern on Work Environment Characteristics portrays the reverse one with the higher satisfaction from SB students (3.7203) than SE students (3.5247).

5. IMPLICATION AND CONCLUSION

5.1 Key findings

The results of the proposed model imply that all the scales reach acceptable reliability and qualified ratio after addition and adjustment. In this study, there are only three over four factors showing the significant effect on Student's satisfaction of OJT program at FPT University. Those three factors consist of Work Environment Characteristics (EC), Contextual Factors (CF) and Faculty Advisor (FA). The second key finding is the significant difference in satisfactory internship on Job Characteristics and Work Environment Characteristics between SB and SE students.

5.2 Conclusion and Recommendation

In general, students' satisfaction on their internship mean scores were low, which indicates that students were dissatisfied with their internship experience, especially on the following items: "The internship was not simple and repetitive.", "I had the opportunity for work rotation during the OJT period.", "There is ongoing feedback from the firm about the project of my project.", "The internship gave me chances to use my personal initiative or judgment in carrying out the work.", "I satisfy with other welfares.", "My supervisor provided me with enough support while I was doing my internship.", and "The faculty advisor showed interest in my problems on the project."

As the multiple regression analysis, the most significant finding in this research is that Work Environment Characteristics, Contextual Factors and Faculty Advisor were each positively related to Student Satisfaction (Beta is 0.317, 0.268 and 0.479, respectively). Examining the individual weights, Faculty Advisor factor was the most influencing factor in predicting students' overall satisfaction towards internship, which indicates that it is crucial for schools work closely with students so that the latter will find the internship program better.

The importance of support from faculty advisor is also documented in the literature on internship benefits. A closer review of the research on roles and satisfaction during internship program (Kaseorg and Pukkonen, 2015) shows that individual subjects (such as site supervisor/ employee, intern/student, and university supervisor) are closely intertwined. The significant contribution of this study is an exploration of the university and site supervisor's roles are important for student/intern learning process. If the goal is university and business collaboration, the lack of university roles will be unacceptable in internship process. This situation then must be changed, so the authors points out the fact that there is a need for full-time worker in the position of faculty advisor. This is further supported in study conducted by Narayanan et al., (2010), who all advocated for the significance of considering the respective roles of faculty advisor.

In details, the outcomes reveal that the students depreciate the role of Faculty Advisors during the internship. The variable FA3 - "The faculty advisor showed interest in my problems on the project" is quite low by 2.16, means that students need more indication of interest from Faculty Advisors at university. So the school plays a important role in determining the educational value of an internship for the intern, more emphasis should open a new channel to connect internees and Faculty Advisors to follow up information from both sides directly. As stated by Mood (1995), the university supporters must communicate with students on a regular basis; otherwise, students may experience high levels of frustration (Hara & Kling, 2000).

Recommendation for companies, they should try to ensure that their work environment is comfortable for interns. Therefore, it is also important for companies to ensure that the feeling of happiness for internees during the period. In addition, the school should communicate and cooperate with managers and supervisors to design internship programs more interesting and challenging. Besides, the school should help the items to understand and evaluate the internship result.

Finally, as this research was framed as a case study approach, there are clearly some limitations to both the findings and the proposed outcomes. The data only come from students which are about one university's experiences and have a relatively small sample size. To that end, further research is required to broaden the participant base on investigating students from other universities in the country. The result then would be much better and applicable to draw a picture about OJT program, and to be useful for the enterprises as well as indirectly explain about fresh graduation employment situation in Vietnam.

5.3 Discussion Contribution for the paper

Based on the basis of the model and the hypothesis built into the framework of this study, the group of authors analyzes and evaluates the impact of each element to the student satisfaction. This research will bring benefits for FPT University by understanding which aspects of the internship student concern as well as happy or unhappy at the present. Futhermore, the school also has the ability to discover other matters around the OJT program through this report. Another key point, there is not any satisfaction measurement system of student towards On-the-job training program in Vietnam based on the authors' knowledge and research. Consequently, this paper is likely to be a studied foundation for future researches about the internship program of universities in the country.

Significantly, theoretical contributions are beneficial to educators in creating internship program guidelines to maximize the utility of students' experiential learning experiences. By understanding what motivates students within

these internship placements, educators are able to work with industry employers to set clear parameters for learning. If there is cohesion between a student's perceptions of what an internship should be and what the employer is willing to provide, the most beneficial learning experience will take place (Wiseman & Page, 2001), which will benefit not only the learner but the organization as well.

APPENDIX

Survey Items

All items were scored on a 5-Likert-type scale from "strongly disagree" to "strongly agree".

General Satisfaction

1. Generally speaking, I am satisfied with the period of On-the-job training at the business.
2. Generally speaking, I am satisfied with contextual factors in the internship.
3. Generally speaking, I am satisfied with the supports from the university.

Job Characteristics

Skill Variety

4. The internship required me to use various skills.
5. The internship was not simple and repetitive.

Task Identification

6. My part was just only a small part of the overall piece of work, which was finished by other people or automated machines.
7. The internship provided me the chance to completely finish the pieces of work I began.

Autonomy

8. The internship gave me considerable opportunity for independence and freedom in how I did the work.
9. The internship gave me chances to use my personal initiative or judgment in carrying out the work.

Project Progress Feedback

10. The project was well structured from the beginning.
11. In the beginning, I had to learn about the firm before deciding upon the project.
12. The advisor in the firm clearly structured the project for me.
13. There is ongoing feedback from the firm about the project of my project.

Work itself

14. I had the opportunity for work rotation during the OJT period.
15. I did not work under heavy pressure during the internship.

Work Environment Characteristics

Career Development

16. My internship helped me determine that this was a field I was interested in for a career.
17. My internship provided me with opportunities to examine a potential career field.

Superior Support

18. My supervisor helped make my internship a pleasant experience.
19. My supervisor acted as a mentor to me while I was interning.
20. My supervisor provided me with enough support while I was doing my internship.

Coworker Support

21. My coworkers helped to make my internship a good experience.
22. I got along with the people I worked with at my internship.

Contextual Factors

Pay and Welfare

23. I satisfy with other welfares.

Flexibility of Work Hours

24. My internship had flexible hours.

Work Location

25. I did not mind the commute to my internship.

Faculty Advisor

Project Knowledge

26. The faculty advisor had knowledge that was useful to my specific project.

Interest in Student

27. The faculty advisor had frequent meetings with me.
28. The faculty advisor showed interest in my problems on the project.

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