



A'SHARQIYAH UNIVERSITY

College of Business Administration

Master Dissertation

Investigating the Effectiveness of the Internship for Graduate
Students at A' Sharqiyah University in Oman

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Acknowledgment

Acknowledgment I acknowledge that the source of the scientific content of this dissertation has been determined and that it is not provided for any other degree, and that it reflects the opinions of the researcher which are not necessarily adopted by the donor.

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Signature:

I extend my sincere thanks to Allah who has given me determination and strength, and I would like to express my sincere appreciation to doctor Abdul hakim Mohamed for his encouragement, patience, comments, valuable suggestions, and support for me.

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Advice and cooperation motivated me.

Dedication

A special thanks to my parents who embraced me with love and care and who gave me all the trust, support, and constant encouragement for their understanding, infinite patience, and motivation.

My sisters and brothers whose love motivated me to challenge myself and challenge me to work harder.

To my friends and colleagues who helped me

Abstract:

Purpose:

The research aims to investigate the effectiveness of internship placements and seeks to clarify venues that can improve such useful opportunities and use some of modern methods that help students to acquire the required skill, besides work with perfection and provide students with the desired experiences in the labor market.

Design/methodology/approach:

To achieve the above goals, the study aims investigated the effectiveness of the internship placement for graduate students at A'Sharqiyah University in Oman, and to achieve the study procedures, the researcher distributed a questionnaire to a number of 200 students by using a simple random samples for A'Sharqiyah University in the Sultanate of Oman in their different disciplines such as: Diploma, bachelors and masters degrees holders.

Findings & Practical implications:

The researcher came out with positive results that show the effectiveness of practical training for the graduate students at the A'Sharqiyah University in Oman. The students also expressed their desires and encouragement for the training to be in the field of the student's specialization and to apply what was studied during the training, in light of these results the researcher recommended each of the educational universities, training supervisors, students, job seekers and decision-makers are in need to consider the effectiveness to train through the relevance of the student's specialization, duration of the training, and the work preparation process .Also the close monitoring of the academic supervisor or the mentor is important as it will help better cater for the training needs of the students during the placement. It would also be beneficial if the academic institutions along with the placement provider can device a bespoke training placement to increase the effectiveness of the placement.

Keywords : Internship ,Investigating, effectiveness, placement, graduate, students Training.

Table of Contents

Topic	Page
▪ Dedication – Thanks and Appreciation	A-D
▪ Abstract	E
▪ Table of Contents	F
▪ Table of Tables	G
▪ Table of Figures	H
▪ Table of Abbreviations	H
▪ Chapter One	1
▪ Chapter Two	3
▪ Chapter Three	7
▪ Chapter Four	13
▪ Chapter Five	26
▪ Analysis and discussion of Results	13-25
▪ Conclusion and Recommendations	26-27
▪ References	29
▪ Appendices	I-IV

List Of Tables

Table no	Table title	Page
(1)	Frequency And Percentage %	13
(2)	Percentage %	14
(3)	Correlation Table(3)	16
(4)	Correlation Table(4)	17
(5)	Correlation Table(5)	18
(Table1)	1- I Received Good Orientations Sessions About My Internship From My University Supervisor	19
(Table2)	2-I Gained Several Skills From Internships	19
(Table3)	3-The Internship Is Suitable For My Academic Specialization	20
(Table4)	4-There Is A Link Between What You Studied And Internal Training	20
(Table5)	5-The Duration Of The Internship Is Suitable For Acquiring Work Skills	21
(Table6)	6-The Internship Was Suitable For Job Placement	21
(Table7)	7- Internship Is The Motivation For Increasing Job Opportunities	22

(Table8)	8-I Applied What I Learned During The Training Period	22
(Table9)	9- The Internship Increased My Experience	23
(Table10)	10-I Feel That I Am Better Prepared To Enter The World Of Work Of After This Experience.	23
(Table11)	11-I Feel That My Solving Problem Abilities Skills Have Improved During This Field Experience	24
(Table12)	12-The Internship Is The Reason I Got The Job	25
(Table13)	13-The Internship Greatly Improved My Skills	25

List Of Figures

No	Title	Page
1	Bar Chart (1)Mean	15
2	figure (2) standard deviation	15

List of abbreviations.

Abbreviations	Title
(MOHE):	The Ministry Of Higher Education
(SPSS):	Science Statistic Package For The Social

CHAPTER ONE

INTRODUCTION

Introduction: 1.1

The current national and international economic climate elevated the strains on the labor market, as there are very few jobs made available. One of the key solutions to the unemployed citizens of Oman is to promote the entrepreneurial capacity of the university graduates and ensure that students learnt from a practical business environment, the Ministry of Higher Education, Research and Innovation (MOHERI) made the Internship program compulsory for bachelor degree students, as it allows the student to experience a real business context, and develop their skills accordingly.

Such placement if it precedes through a measured mechanism it will positively contribute to the development of the student's skills and help them become a successful program.

1.2 Research problem:

Internship placement programs were originally developed to give the student the feelings of a real working environment and develop the necessary skills that prepare them to join the taskforce. Such understanding is not in line with what happens in the reality, as many students are not satisfied with the placement experience, furthermore, there is very limited evidence that they have developed skills when they end their placement, we believe the internship programs and the way they are taking place deviates from the original notion of the program, hence, this research seeks the clarifications of the above through the following questions:

Research questions:

- 1- Does the intern benefit from the placement?
- 2- Does the supervisor support the student?
- 3- How effective is the internship Host institution support?

Objectives of research:

This research aims to investigate the effectiveness of internship placements and seeks to clarify venues that can improve such useful opportunities. To focus on this research, three questions will drive the development of this research:

- ❖ Assessing the effectiveness of the internship placement
- ❖ Assessing the supervisor support role
- ❖ Investigating the placement environment about the student's field of study.

1.3Significance of study:

This research discussed the effectiveness of internship programs in developed trainee skills. Also, to developed the student's skills in the field of work and to acquire many skills and experiences that are commensurate with the requirements of work and thus create job opportunities through the effectiveness of training and solving the problem of job seekers. By sharing the results in this research, other organizations that have training programs can benefit from the information. The recommendation suggested by this research could better help the interns to gain better experience, as the internship programs will be designed based on the students' profile.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the various studies that verify the effectiveness of internship placement in Oman.

2.2

The researcher **Narayanan, Olk&Fukami**(2010) who tested the multi-stage model of training effectiveness to define the different roles of the three factors - students, university and business - and proposed a multi-stage model for determinants of effectiveness, 130 questionnaires were distributed to all undergraduate students from the Department of Industrial Management, along with a cover letter from the department head. Responses were received from 65 interns, whose average age was 25, 57% were female, most were enrolled in the Industrial Management Program, and 45% reported that their training took place in a manufacturing company. The respondents' information tests revealed only slight bases due to the greater number of industrial training, but there are other factors, including the difference in the common method. The results reveal two separate sets of relationships, namely that the determinants of the outcome of project implementation differ from the determinants of student learning outcomes and satisfaction.

According to **Wesley & Bickle**, (2005) the internship helps students who are trained to confirm their academic options and job opportunities, and provides useful contacts for finding a job. The researcher examined the components of the internship training for the Department of Retail and Fashion Trade offered at a large Southern university and assessed how the internship program compared to the attributes sought by full-time employment in the industry. In keeping with the attributes required in full-time employees, the trainees were evaluated on 18 items. Measured on a five-point Likert scale (1 = poor to 5 = excellent), supervisors rated interns related to four broad domains: skills and abilities, work habits, professionalism, and career potential. The results showed that 89% of the trainees rated "above average" or "excellent" in each of the 18 components.

Also, **Renganathan, S., Karim, Z. A. B. A., & Li, C. S.** (2012) the researchers demonstrated and investigated the students' perception of the effectiveness of the industrial training program offered by a private technological university in Malaysia, the researcher used the case study approach, collecting data for this study through a survey questionnaire. The survey measured students' perception of the eight-month internship program. The results indicated that the students evaluated the industrial training program positively. In general, students viewed learning through hands-on experience during training positively. In addition, factors related to the operational and managerial efforts of the regulators and the role played by the host company were identified as important in determining the success of the industrial training program.

However, **Karunaratne, K., & Perera, N.** (2019) researchers said that exploring the effectiveness of the industrial training program offered by the Textile Department of the University of Muratua (UOM) in cooperation with one of the leading companies in the garment industry in Sri Lanka. Weaknesses were also identified in the industrial training program offered by the textile department. The curriculum of the study in this way included the study of students of the textile department who had undergone training in the chosen industrial training provider. The sample size used in the study represents 24 participants out of the 67 undergraduate students who completed the industrial training program within the past three years and represent approximately 35% of the population. Data were collected by distributing a structured questionnaire followed by a semi-structured interview of the selected sample. According to the results of the study, the students' positive learning experiences were an opportunity to build a relationship with the industry, acquire a work culture in the industry, develop self-confidence, carry out problem-solving activities, and develop social interaction skills. However, students rated the training program negatively in providing opportunities for activities that build creativity, develop managerial skills, and enhance research. Student reviews were positive to provide a real work experience. However, they have shown negative reactions to the overall structure of the Internship Program as it fails to provide them with comprehensive training that covers the entire departments of the organization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter aims to explain the research methods and methodology applied to this study in details. First, it will explain the choice of the research approach, then the design of the research, as well as the advantages and disadvantages of the chosen research tools. This will be followed by a discussion about their ability to achieve correct results, and then the chapter will discuss the sample size, the sampling strategy applied by the researcher, and the methods of analyzing the data that was used. It concludes with a brief discussion about the considerations and limitations imposed by the research methodology, as well as the problems encountered during the research.

3.2 Research Approach

The researcher used a quantitative research strategy in this research where quantitative research often uses statistical analysis to make the relationship between what is known and what can be learned through research. As a result, analyzing data with quantitative strategies require an understanding of the relationships between variables with either descriptive or inferential statistics. Descriptive statistics help to conclude population and parameter assessment. For this research, the researcher has chosen a positivist and the pragmatist approaches, rather than an interpretative approach, because abstract, measurable variables such as inferential statistics are based on descriptive statistics and assumptions that generalize a population from a selected sample **Trochim, W** (2006). Quantitative data requires statistical analysis to test hypotheses. The deductive method is commonly used because inferring from general perspectives leads the researcher to develop a theoretical framework (hypothesis) and test it and thus reach a specific conclusion Besides, the deductive analysis approach enables the research to think from general to specific.

3.3 Research Strategy

Research strategy provides critical components of a research project such as research and focus, research perspective, research design, and research methods. Indicates how you propose to answer specific research questions and how to implement the methodology. The four main types of research strategy: a case study, qualitative interviews, quantitative survey, and action-oriented research. Where information will be collected in my research by a quantitative survey

This method is widely used in business research and allows access to large numbers of participants and high accuracy in finding adequate information for analysis where it will contain accurate questions to access relevant information and will be distributed to the target sample and the questionnaire is compiled and analyzed

The questionnaires will be distributed among graduates who have completed the training period, as well as among job seekers, who are part of the study as a supplementary method.

- **Questionnaires**

The questionnaires were chosen for this research because it is a fast and reliable way to collect information from many respondents in a timely and effective manner. Time is especially important when it comes to many numbers, with many complex goals, where time is one of the main constraints **Greenfield**,(2002); **Silverman**,(2004); **Bill**, (2005). This study was no exception, and the questionnaires were a fast and effective way for the researcher to reach multiple respondents within several weeks. However, the general disadvantage of questionnaires is their strict and consistent coordination, which eliminates the possibility of more in-depth monitoring **Bell**, (2005); **Sarandakos**, (2013). This study was not an exception to this rule, as the questionnaires provided written and clear results, but many elements of the research were left uncovered.

* Data collection

Data collection is a process of gathering information from all relevant sources to find answers to the problem of research, hypothesis testing, and evaluation of results. Data collection methods can be divided into two categories: secondary methods of data collection and basic methods of data collection **Knatterud , Rockhold ,George, Barton, Davis, Fairweather, Honohan, Mowery, O'Neill,** (1998).

The secondary methods will be used in this research through previous research and reliable scientific journals. The basic methods of collecting information are also divided into two qualitative and quantitative sections. In this research, we will use the quantitative method. Quantitative data collection methods are based on calculations in different forms. Methods for collecting and analyzing quantitative data include questionnaires with closed questions, methods of correlation, regression, and intermediary.

The questionnaire will be sent to graduate students through social media programs or by email. The quantitative methods are cheaper in the application and can be applied within a shorter period compared to the qualitative methods. Moreover, given the high level of standardization of quantitative methods, it is easy to make comparisons of results.

With simple random sampling, there would be an equal chance (probability) that each of the graduates could be selected for inclusion in our sample. If our desired sample size was around 200 graduates, each of these graduates would subsequently be sent a questionnaire to complete.

3-4 Methods of Data Analysis

The results of the questionnaire were analyzed through qualitative analysis. Because of the number of respondents and the variety of responses to questions, also because of the qualitative research approach of the study, the author uses any of the available statistical programs such as SPSS or STRATA.

SPSS, which is a software application that is used to analyze data related to research that includes both social and scientific, as it can by coding all the characteristics and converting them into digital formats that are easy to handle.

The results of the questionnaires were presented in the form of tables and graphs. The main results of this letter will be discussed in detail.

3-5 Ethical Considerations

There were many ethical issues that the researcher had to take note of in the project. The most important was associated with consent from the participants .their identity, as well as the names of the organizations they belong to and were trained in, are kept strictly confidential, thus meeting the requirements of the University's Code of Ethics.

The privacy and confidentiality policy of all companies must also be observed, as companies have a very strict policy of reaching their employees for research purposes.

Finally, all information gathered in the context of this recherche is used only for study purposes.

3-6 Problems and Limitations

There were many challenges the researcher faced while researching this thesis.

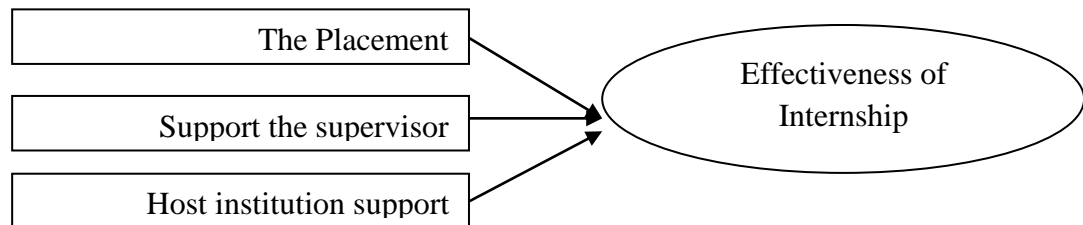
Several limitations must be mentioned the first is the fact that due to the small sample, the data collected and the results obtained cannot be extrapolated more broadly. In other words, generalizing the results is questionable. The researcher was constrained by time and cost, who determined the choice of a more efficient method, such as the questionnaire.

There is another weakness in the methodology that the results of this project and its achievements can be considered biased because the links between the various variables were not determined based on empirical evidence, but based on the analytical and judgmental skills of the researcher, in the context of a specific academic field.

3-7 Conceptual model

The model illustrates the factors that affect the effectiveness of a training program.

Three variables influence training



The graphic above shows that the effectiveness of an internship program depends on the three main elements Independent variables; Placement and administrative support from the supervisor responsible for training and suitability of specialization with training.

The dependent variable related to this study is the effectiveness of the internal training program. This conceptual model can be used as a tool to achieve research objectives to address the research problem.

3.10.1 The Placement

This indicates the procedures put in place by the university and the directions it has provided for finding a place for training. It is generally accepted that students should be well guided for the internship program the following questions are included in the questionnaire to assess students' perception of placement effectiveness.

- **2-Do I gained several skills from internships?**
- **6-Was the internship suitable for job placement?**
- **5-Is the duration of the internship suitable for acquiring work skills?**
- **4-Is there a link between what you studied and internal training?**

3.10.2 Support the supervisor

Supervisor's support refers to the responses provided by the employees of the internal training unit in the department to assess the student's perception of a supervisor's support

They are included in the following questions on a five-points scale that allows students to rate them 1 strongly disagree and 5 strongly agree.

- **1-I received good orientations sessions about my internship from my university supervisor?**
- **3-The internship is suitable for my academic specialization?**
- **7-The internship is the motivation for increasing job opportunities?**

3.10.3Host institution support

The support of host institutions is critical to the success of any training program. In this regard, there should be a relationship between the academic institute and the host company. Establishing a close relationship and understanding between the two institutions will create a flexible work schedule and a comfortable work environment for the trainee that allows him to gain training and learning experience. The following questions are included to assess students' perception of the host institution.

Support the training program:

- **9-The internship increased my experience?**
- **12-The internship is the reason that I got a job?**
- **11-I feel that Solving problem abilities skills have improved during this field experience?**
- **10-I feel that I am better prepared to enter the world of work after this experience?**

In Conclusion:

This chapter presents the methodology that used in the research. The researcher chooses the quantitative strategy and the main research tools were the questionnaire, which was applied to a specific number of graduates. They were targeted by stratified sampling technology, then the results are analyzed using the analysis programs and finally the main results of these thesis are discussed in the next chapter.

Chapter Four

Data analysis and Results Discussion

4.1. Introduction:

The study is about investigating the effectiveness of the internship placement for graduate students at A'Sharqiyah University in Oman. The first one presents the results of the study in the light of the research questions ;this section shows the statistical data that has been obtained by the instruments of the study (questionnaire). The second part discusses the results.

4.2.

Table No. (1) Shows the variables (gender, gender, status, nationality, Academic Qualification), frequency, and percentage of each variable for 200 people who answered the questionnaire.

Table (1)Frequency and Percentage %

Demographic Variables		Frequency	Percent(%)
Gender	Male	105	52.5
	Female	95	47.5
Age	below 20 years	7	3.5
	21-25 years	51	25.5
	26-30 years	69	34.5
	31-36 years	57	28.5
	37 and above	16	8.0
Nationality	Omani	194	97.0
	Non- Omani	6	3.0
Marital Status	Single	115	57.5
	Married	85	42.5
Academic Qualification	General Education	12	6.0
	Diploma	42	21.0
	Bachelor's degree	123	61.5
	Masters	23	11.5
I previously took an internship	Yes I took	200	100.0

Table No. (2) Frequency and Percentage %

Percent%					
Frequencies	Strongly agree	Agree	Neutral	Disagree	Strongly
1- I received good orientations sessions about my internship from my university superv	12.5	39.5	26	11.5	10.5
2- I gained several skills from internships	18	41	21	9.5	10.5
3- The internship place is suitable for my academic specialization	11	27	21	12.5	28.5
4- There is a link between what you studied and internal training	8.5	26	23	15	27.5
5- The duration of the internship is suitable for acquiring work skills	13.5	39.5	18.5	11.5	17
6- The internship is suitable for job placement	24	44.5	18.5	7	6
7- Internship is the motivation for increasing job opportunities	30	44	16.5	3	6.5
8- I applied what I learned during the training period	11.5	23	26.5	12	27
9- The internship increased my experience	22.5	44.5	18.5	7	7.5
10- I feel that I am better prepared to enter the world of work of after this experience	24	40.5	24	4	7.5
11- I feel that my Solving problem abilities skills have improved during this field	24.5	40	25	3.5	7
12- The internship is the reason I got a job	21.5	33	21	12.5	12
13- The internship greatly improved my skills	24.5	42	22.5	5	6

Table No. (2) Shows the questions and their frequency, since Question No. (1) And Question No. (2) Were the highest percentage indicating (39.5%) and (44%) towards agree responses and the data indicate that the proportion of males is higher by (52.2%) than that of females.

While the percentage of violators severely was the highest (28.5%) and (27.5%) in questions (3) and (4). The study also indicated that those of their ages (26-30 years) were the highest percentage (34.5%), and this indicates that there is no correlation between training and student specialization.

The results of the questionnaire also indicate that the approval rate is higher in question (5) (6) (7), where the agree rate (39.5%) (44.5%) (44%) is as shown in the table, while the Strongly Disagree percentage was higher in the question (8), where the percentage of (27%).and the questionnaire showed that the number of students who have the Bachelor's degree, they are the highest percentage (61.5%) while the percentage of those who disagree is higher in question No. As shown in the table, the questions (9) (10) (11) (12) (13) all indicated agree responses at the highest

percentages and disagree responses at the lowest percentages. These results show that training has an effective effect on students by increasing their experience and skills .Figure (1) shows the mean, and figure (2) shows the standard deviation:

Figure (1)the mean

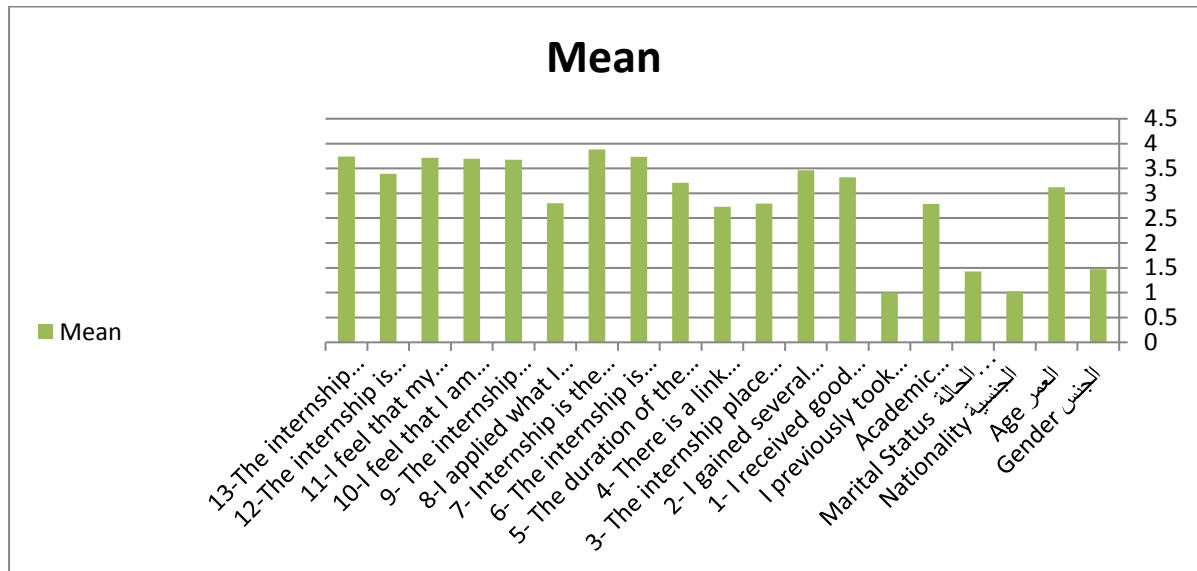
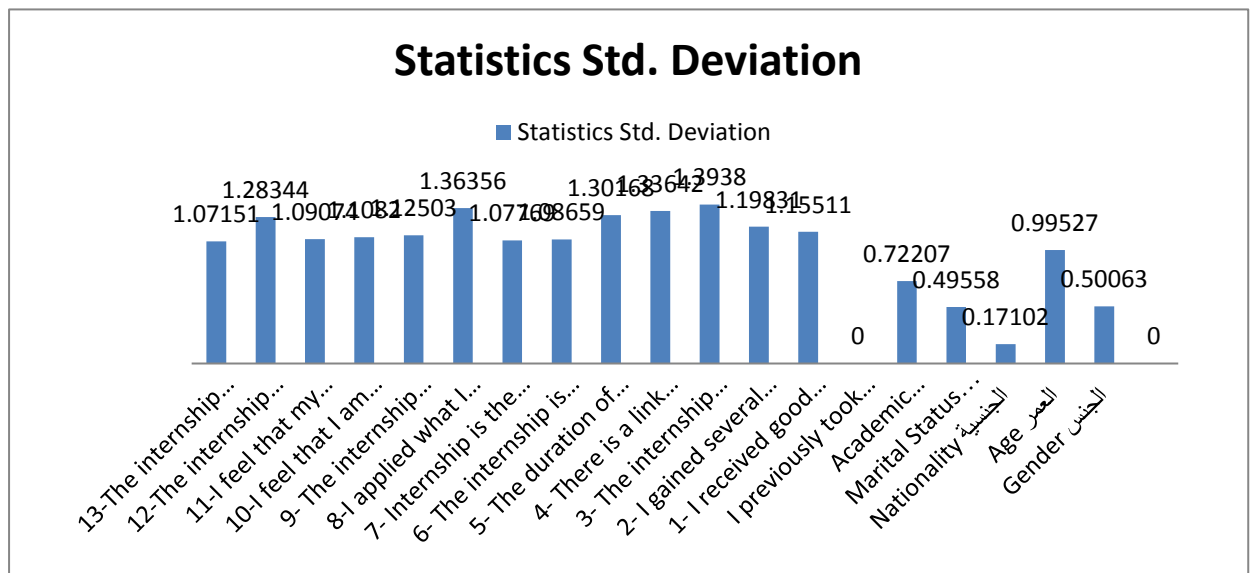


figure (2) standard deviation



Table(3) Correlations

Correlations						
Effectiveness of Placement		2- I gained several skills from internships	5- The duration of the internship is suitable for acquiring work skills	6- The internship is suitable for job placement	4- There is a link between what you studied and internal training	
2- I gained several skills from internships	Correlation Coefficient	1.000		.383**	.117*	
5- The duration of the internship is suitable for acquiring work skills	Correlation Coefficient	.285**	1.000	.332**	.333**	
6- The internship is suitable for job placement	Correlation Coefficient			1.000		
4- There is a link between what you studied and internal training	Correlation Coefficient			.095	1.000	
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Table No. (3) And (4) illustrate each question and the correlation coefficient. Correlations between questions were calculated or estimated using the Pearson correlation coefficient, and all were statistically significant at the level of significance ($p = 0.01$). Table (3), to assessing the effectiveness of the internship placement by the correlation coefficient, shows that there was a strong correlation between questions 2 and 6 (0.383) also between questions 5 and 6 (0.332) and questions 5 and 4 (0.333), and the correlation was also strong between questions 2 and 5 (0.285). An indication of the effectiveness of training in developing students' skills to prepare them for the labor market, while there is a weak correlation between questions 6 and 4 (0.095).

Table (4)Correlations

Correlations				
support the supervisor		1- I received good orientations sessions about my internship from my university supervisor	3- The internship place is suitable for my academic specialization	7- Internship is the motivation for increasing job opportunities
1- I received good orientations sessions about my internship from my university supervisor	Correlation Coefficient	1.000	.009	.332**
3- The internship place is suitable for my academic specialization	Correlation Coefficient		1.000	.081
7- Internship is the motivation for increasing job opportunities	Correlation Coefficient			1.000

Table (4) indicates the evaluation of the supervisor's support in the effectiveness of training by measuring the correlation coefficient, as it showed that there is a strong correlation between questions 1 and 7 (0.332). An indication of the supervisor's role in the effectiveness of training and developing students' skills to prepare them for the job market, while there is a weak correlation between Questions 3 and 1 (0.009) and Questions 3 and 7 (0.081). This indicates that the supervisor's role is not effective in training and developing the student's skills .

The statistics (R=.081)of the correlation between the academic specialization of the students and that placement could boost the employment opportunities indicated that students' placement do not match their academic background, hence they do not agree that the placement would help them in securing a job.

Correlation Table (5) Correlations							
Host institution support		8-I applied what I learned during the training period	9- The internship increased my experience	10-I feel that I am better prepared to enter the world of work after this experience.	11-I feel that Solving problem abilities skills have improved during this field experience	12-The internship is the reason I got a job	13-The internship greatly improved my skills
8-I applied what I learned during the training period	Correlation Coefficient	1.000	.221**	.180**	.145*	.133*	.125*
9- The internship increased my experience	Correlation Coefficient		1.000	.787**	.686**		
10-I feel that I am better prepared to enter the world of work after this experience.	Correlation Coefficient			1.000	.796**		.709**
11-I feel that Solving problem abilities skills have improved during this field experience	Correlation Coefficient				1.000	.567**	.709**
12-The internship is the reason I got a job	Correlation Coefficient		.579**	.581**		1.000	.665**
13-The internship greatly improved my skills	Correlation Coefficient		.692**				1.000

Table (5) indicates the Investigating the placement environment about the student's field of study, by measuring the correlation coefficient, as it showed that it is significant at the strong correlation between questions 9 and 10 (0.787), 9 and 11 (0.686) also between questions 10 and 11 (0.796), questions 10 and 13 (0.709). An indication that the placement environment about the student's field of study effectiveness in training and developing students' skills to prepare them for the job market, while there is a weak correlation between questions 8 and 11 (0.145) and questions 8 and 12 (0.133) also questions 8 and 13 (0.125). This indicates that the placement environment about the student's field of study role is not effective in training and developing the student's skills.

1-I received good orientations sessions about my internship from my university supervisor(Table1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	21	10.5	10.5	10.5
Disagree	23	11.5	11.5	22.0
Neutral	52	26.0	26.0	48.0
Agree	79	39.5	39.5	87.5
Strongly agree	25	12.5	12.5	100.0
Total	200	100.0	100.0	

Through the presentation of the results shown in the previous table, which revolve around the questions that were presented to the sample, it was revealed in this question that the percentage of people who agree to receive good orientation sessions for the training period at the university from the supervisor is the highest by (52%) and that the percentage of people who do not agree is the lowest by (22%), and the percentage of neutrals was (26%) as the vast majority of people believe that there is a need for university guidance on training and monitoring by the administrator, and this increases students' eagerness to acquire many skills.

2-I gained several skills from internships(Table2)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	21	10.5	10.5	10.5
Disagree	19	9.5	9.5	20.0
Neutral	42	21.0	21.0	41.0
Agree	82	41.0	41.0	82.0
Strongly agree	36	18.0	18.0	100.0
Total	200	100.0	100.0	

its concluded that from the table (59%) of the members agree sample to acquire many skills through training, besides(20%) do not agree that training acquires skills while there is only (21%) of neutrals, so this is an indication of the impact of training and the possibility of acquiring many Skills and improving student performance through application, knowledge, and skill acquisition.

3-The internship place is suitable for my academic specialization(Table3)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	57	28.5	28.5	28.5
Disagree	25	12.5	12.5	41.0
Neutral	42	21.0	21.0	62.0
Agree	54	27.0	27.0	89.0
Strongly agree	22	11.0	11.0	100.0
Total	200	100.0	100.0	

The results of the table show that the sample members who do not agree that the training place is appropriate with the academic specialization are the highest by (41%) while the neutral sample members by (21%) and the sample members agreeing that the training is appropriate with the academic specialization is less by (38%) and this is an indication that the training is compatible with the academic specialization. It gives experience and application to what has been studied in universities, and also if the specialization does not match the place of training, the student can acquire skills other than those related to what has been studied in universities and act as an addition to the student to gain various skills.

4- There is a link between what you studied and internal training(Table4)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	55	27.5	27.5	27.5
Disagree	30	15.0	15.0	42.5
Neutral	46	23.0	23.0	65.5
Agree	52	26.0	26.0	91.5
Strongly agree	17	8.5	8.5	100.0
Total	200	100.0	100.0	

The results of the following table also show that the sample members who do not agree that there is a correlation between academic specialization and what they are taught in universities with the place of training the highest percentage of the sample by (42.5%) while the members of the neutral sample recorded by (23%) and less than the sample members agreed that there is a link between what they learned in Universities and place of training by (34.5%), these results show that the connection of the academic specialization and the place of training is important for gaining accurate experiences and applying what has been learned in the field of

specializations to increase skills and experiences, while the academic specialization is not related to the place of training. Students will gain skills outside the specialization.

5-The duration of the internship is suitable for acquiring work skills(Table5)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	34	17.0	17.0	17.0
Disagree	23	11.5	11.5	28.5
Neutral	37	18.5	18.5	47.0
Agree	79	39.5	39.5	86.5
Strongly agree	27	13.5	13.5	100.0
Total	200	100.0	100.0	

The results of the following table show that the sample members agree by (53%) that the period for training is appropriate to acquire skills and they are the highest percentage of the sample, while the neutral sample members were (18.5%) and the individuals of the sample disagree by (28.5%), but I think that the period is not suitable for acquiring many skills and want a longer period. It is explained that the acquisition of skills depends on the time the trainee spends, so that the period is not short nor very long, but rather an appropriate period that enables the trainee to gain skills and learn better.

6- The internship is suitable for job placement(Table6)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	6.0	6.0	6.0
Disagree	14	7.0	7.0	13.0
Neutral	37	18.5	18.5	31.5
Agree	89	44.5	44.5	76.0
Strongly agree	48	24.0	24.0	100.0
Total	200	100.0	100.0	

Through the presentation of the results shown in the previous table, it was revealed in this question that the highest percentage of the sample members of (68.5%) agree that internship is suitable for job placement ,while the neutral sample members represented by (18.5%) and the lowest percentage by (16%) is for the sample individuals who do not agree on that internship is suitable for job placement .however

the internship is suitable for job placement by increases the student's skill level and his ability to withstand work pressure and gain many experiences through dealing in the work environment, which increases the opportunity for students to find work.

7-Internship is the motivation for increasing job opportunities(Table7)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	13	6.5	6.5	6.5
Disagree	6	3.0	3.0	9.5
Neutral	33	16.5	16.5	26.0
Agree	88	44.0	44.0	70.0
Strongly agree	60	30.0	30.0	100.0
Total	200	100.0	100.0	

From the table, it is concluded that the highest percentage of the sample members of (74%) agree that training is the motive for increasing job opportunities , besides neutral sample members represented by (16.5%),while the sample members who do not agree by (9.5%) and they believe that training cannot be the motive for increasing job opportunities and the higher indicator of the approval rates that training can increase the chances of finding employment for graduates by highlighting work skills and thus ease of employment for graduates.

8-I applied what I learned during the training period (Table 8)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	54	27.0	27.0	27.0
Disagree	24	12.0	12.0	39.0
Neutral	53	26.5	26.5	65.5
Agree	46	23.0	23.0	88.5
Strongly agree	23	11.5	11.5	100.0
Total	200	100.0	100.0	

It is concluded from the table that the highest percentage of sample members of (39%) disagree with its paragraph that I applied what I learned during the training period,in addition to that neutral sample members represented by (26.5%) and sample members of the lowest percentage of sample members agreeing by(34.5%) while a high percentage of non-agreeing individuals is evidence that they did not apply what they

learned during the period Training, therefore, we note that the place of training was not related to the student's specialization or did not allow him to practice and apply what he learned during training, and thus this reduces the acquisition of skill and experience in the field of specialization.

9- The internship increased my experience (Table9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	7.5	7.5	7.5
	Disagree	14	7.0	7.0	14.5
	Neutral	37	18.5	18.5	33.0
	Agree	89	44.5	44.5	77.5
	Strongly agree	45	22.5	22.5	100.0
	Total	200	100.0	100.0	

The results from the table show that the highest percentage of sample members of (67%) agree that training assigns the trainee additional responsibilities and increases the experience ,besides that neutral sample members represented by (18.5%) , while the sample members and the lowest percentage of sample members do not agree by (14.5%) , so the high percentage of the sample members agreeing that there is an indication that For training, the importance of increasing students' experience through a commitment to responsibilities for creating the work environment , increase their skills and confirms the effectiveness of training and its impact on graduate students.

10-I feel that I am better prepared to enter the world of work after this experience (Table10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	7.5	7.5	7.5
	Disagree	8	4.0	4.0	11.5
	Neutral	48	24.0	24.0	35.5
	Agree	81	40.5	40.5	76.0
	Strongly agree	48	24.0	24.0	100.0
	Total	200	100.0	100.0	

The results from the table show that the highest percentage of sample members of (64.5%) agree with the question (I feel that I am better prepared to enter the world of work after this experience) the neutral sample members represented by (24%) from the sample members, and the lowest percentage of sample members who do not agree represented by (11.5%) from individuals .Mainly the sample shows the high percentage of the sample members 'approval as an indication of the importance of training in preventing students to enter the field of work and gain confidence while working or gaining the experiences and skills are necessary to start working.

11-I feel that my Solving problem abilities skills have improved during this field experience(Table11)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	7.0	7.0	7.0
Disagree	7	3.5	3.5	10.5
Neutral	50	25.0	25.0	35.5
Agree	80	40.0	40.0	75.5
Strongly agree	49	24.5	24.5	100.0
Total	200	100.0	100.0	

The table shows that the percentage of sample individuals agreeing by (64.5%) , besides the training acquires the student my skills in solving problems, while the proportion of neutral individuals represented by (25%) and the individuals of the sample who do not agree represent a lower percentage of(10.5%) of the members who believe that the training does not acquire the student with solving skills ofthe problem, but the high index of the sample members who agree are the highest as they have been seen that the training teaches the student problem-solving skills, whether simple or complex problems and perhaps through training, he learns how to act in difficult situations and this is evidence that training has an effective effect on developing students' skills.

12-The internship is the reason I got the job(Table12)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	24	12.0	12.0	12.0
Disagree	25	12.5	12.5	24.5
Neutral	42	21.0	21.0	45.5
Agree	66	33.0	33.0	78.5
Strongly agree	43	21.5	21.5	100.0
Total	200	100.0	100.0	

The following table shows the highest percentage of the sample of agree responses by (54.5%),in addition the training was the reason for their obtaining a job while the percentage of the sample whose answers were not approved or rejected by (21%) and the table indicated the lower percentage of(24.5%) who did not agree that the training caused them to get a job and from this, The results that confirm the effectiveness of training in obtaining some student's attributes by highlighting the student's skills and applying what they have learned at the university can qualify for the competition for jobs in the same place where they received the training.

13-The internship greatly improved my skills(Table13)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	12	6.0	6.0	6.0
Disagree	10	5.0	5.0	11.0
Neutral	45	22.5	22.5	33.5
Agree	84	42.0	42.0	75.5
Strongly agree ^s	49	24.5	24.5	100.0
Total	200	100.0	100.0	

The above table shows the percentage of disagree sample by(11%) that the training developed their skills, while the percentage of the sample who did not answer with agree or disagree by (22.5%) and the table showed the higher percentage of the agreed sample by(66.5%) that the training caused a significant development of their skills. Due to above mentioned results, it can greatly confirm that the effectiveness of training in developing students' skills.

Chapter Five

Conclusion

Introduction

This chapter presents the study's conclusions, recommendations, limitations, and also discusses recommendations for future research.

5.1.conclusion

The study investigated the effectiveness of the internship programs for graduate students at A'Sharqiyah University in Oman in developing student skills and preparing them for the job market. To achieve this goal, the researcher relied on analyzing the questionnaire distributed to researchers at Eastern University. A sample was taken from (200) persons where the questions were divided into three parts to measure the research questions, where the researcher used three tools to analyze data, frequency, percentage, average, and correlation. The results showed the effectiveness of the internship placement for graduate students at A'Sharqiyah University in Oman. Through the support provided by the effectiveness of the training program, the supervisor support also supported the training environment for the student and the ease of procedures followed to obtain data, information, and skills, and this is all reflected. In developing the student and preparing him for the labor market.

The LITERATURE REVIEW also coincides with the results of the analysis in the study, which shows the effectiveness of training in developing students, as the researcher mentioned Narayanan, **Olk& Fukami** (2010) the effectiveness of training students in manufacturing companies.

The research results also agreed on the effect of the training environment on the effectiveness of training according to **Wesley & Bickle**, (2005)The internship helps students who are trained to confirm their academic options , job opportunities and provides useful contacts for finding a job.

However the results show, they are compatible with Renganathan, S., Karim, Z. A. B. A., & Li, C. S. (2012) the researchers investigated the students' effectiveness of the industrial training program.

The positive results of the analysis on the effectiveness of the training were also in agreement with the results of Karunaratne , K., & Perera, N. (2019).The students' positive learning experiences were an opportunity to build a relationship with the industry, acquire a work culture in the industry, develop self-confidence, carry out problem-solving activities, and develop social interaction skills. However, students rated the training program negatively in providing opportunities for activities that build creativity, develop managerial skills and enhance research. Student reviews were positive to provide a real work experience. However, they have shown negative reactions to the overall structure of the Internship Program as it fails to provide them with comprehensive training that covers the entire departments of the organization.

5.2. Recommendations

The results of this study showed the effectiveness of training, in general, in learning skills and gaining experiences for students. Based on the results of this study, the following recommendations are:

Suggested:

Since the internship is the main factor in developing students' skills, so it must be developed.

New plans to use in the training and learning process.

- Decision-makers should organize workshops to discuss the impact of using new modern methods of teaching and training students, which are related to what they have learned and applied during work.
- Educational institutions must update their educational capabilities in the field of student training and prepare them for the labor's market by using new equipment and laboratories to support the educational process.

5.3. Limitation

Limitations of studying as all research studies face several limitations

- Limited time and lack of financial resources constituted difficulties in implementing the study. Distribution through the use of the electronic questionnaire. This limitation contributed to the fact that a limited number of completed surveys were received.
- Because of the survey was web-based, many recipients ignored the request to complete the survey.
- Because of an adequate sample has been used, it can be assumed that the data do not represent total graduate students

5.4. Future directions of the research:

For future directions, it's noted through the research that internship is important for developing students' skills and preparing them for the labor's market. The internship must be strengthened by matching the student's study with the place of training and making the student apply what has been learned during the internship and the which is related to the students' specialization and at a suitable time allows him to acquire many skills.

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Dear Sir/Madam

You are invited to participate in a survey, entitled “Investigating the effectiveness of the internship placement for graduate students at A’Sharqiyah University in Oman”

This survey is conducted as my research project, which shall be submitted as part of the fulfillment of the Master of Business Administration degree from the A'Sharqiyah university. Please try to answer all questions accurately and honestly. All responses to this survey will be taken in strict confidence. Please do not enter any identifying information because participation in the study is anonymous. The results of this survey will be reported only at the aggregate level and ensure that the identity of the individuals who respond to this questionnaire is not disclosed.

The will take less than 10 minutes. Your participation and support will be our pleasure. If you have any questions or comments regarding this questionnaire, please feel free to contact us via email

1807180@asu.edu.om

سيدي العزيز / سيدتي

أنت مدعو للمشاركة في استطلاع بعنوان "التحقيق في فعالية التدريب الداخلي لطلاب الدراسات العليا في جامعة الشرقية في عمان"

يتم إجراء هذا الاستبيان كمشروع بحثي ليقدم كجزء من الحصول على درجة الماجستير في إدارة الأعمال من جامعة الشرقية. يرجى محاولة الإجابة على جميع الأسئلة بدقة وصدق. سيتم أخذ جميع الردود على هذا الاستطلاع بسرية تامة. الرجاء عدم إدخال أي معلومات تعريف لأن المشاركة في الدراسة مجهولة. سيتم الإبلاغ عن نتائج هذا الاستبيان فقط على المستوى الإجمالي والتأكد من عدم الكشف عن هوية الأفراد الذين يجيبون على هذا الاستبيان.

سوف يستغرق الأمر أقل من 10 دقائق. مشاركتك ودعمك سيكون من دواعي سرورنا. إذا كان لديك أي أسئلة أو تعليقات بخصوص هذا الاستبيان ، فلا تتردد في الاتصال بنا عبر البريد الإلكتروني

1. Part one: Please fill the form below and then move to answer the questionnaire items:

Gender الجنس

- Male ذكر
- Female أنثى

Age العمر

- below 20 years أقل من 20 سنة
- 21-25 years سنة 21-25
- 26-30 years سنه 26-30
- 31-36 years سنه 31-36
- 37 and above أكثر من 37

Nationality الجنسية

- Omani عماني
- Non- Omani غير عماني

Marital Status الحالة الاجتماعية

- Single أعزب
- Married متزوج

Academic Qualification المؤهل الأكاديمي

- General Education Diploma دبلوم التعليم العام
- Diploma دبلوم
- Bachelor's degree بكالوريوس
- Masters ماجستير

I previously took an internship at the university سبق أن أخذت التدريب في الجامعة

- Yes I took نعم أخذت
- No, I have never لا لم يسبق لي

2. Part Two: Rate the following statements on a scale of five points (Strongly agree, Agree, Neutral, Disagree, and Strongly disagree) about your practicum course by checking (√) the box that represents your answer.

	Strongly Disagree غير موافق بشدة	Disagree غير موافق	Neutral محايد أو لم أتلق التدريب	Agree موافق	Strongly agree موافق بشدة
1- I received good orientations sessions about my internship from my university supervisor تلقيت جلسات توجيه جيدة عن فترة التدريب في الجامعة من المشرف					
2-I gained several skills from internships اكتسبت مهارات عدة من التدريب					
3-The internship is suitable for my academic specialization مكان التدريب مناسب لتخصصي الدراسي					
4-There is a link between what you studied and internal training هناك ارتباط بين ما درسته وبين التدريب الداخلي					
5-The duration of the internship is suitable for acquiring work skills مدته التدريب مناسبة لاكتساب مهارات العمل					
6-The internship was suitable for job placement مكان التدريب مناسب لتوظيف					
7- Internship is the motivation for increasing job opportunities التدريب هو لدافع لزيادة فرص العمل					
8-I applied what I learned during the training period طبقت ما تعلمته خلال فترة التدريب					
9-. The internship increased my experience التدريب زادت تجربتي					
10-I feel that I am better prepared to enter the world of work after this experience. أشعر أنني مستعد بشكل أفضل لدخول عالم العمل بعد هذه التجربة					
11-I feel that Solving problem abilities skills have improved during this field experience أشعر أن مهاراتي فيحل المشكلات قد تحسنت خلال هذه التجربة					
12-The internship is the reason I got the job التدريب سبب في حصولي علي عمل					
13-The internship greatly improved my skills التدريب طور من مهاراتي بشكل كبير					

المخلص:

غرض:

يهدف البحث إلى التحقق من فعالية مواضع التدريب ويسعى إلى توضيح الأماكن التي يمكن أن تحسن هذه الفرص المفيدة واستخدام بعض الأساليب الحديثة التي تساعد الطلاب على اكتساب المهارة المطلوبة ، إلى جانب العمل بإتقان وتزويد الطلاب بالخبرات المطلوبة في سوق العمل.

التصميم / المنهجية / النهج:

ولتحقيق الأهداف أعلاه تهدف الدراسة إلى معرفة فاعلية التدريب الداخلي لطلبة الدراسات العليا بجامعة الشرقية في عمان ولتحقيق إجراءات الدراسة وزعت الباحثة استبانة على عدد 200 طالب باستخدام عشوائي بسيط. عينات لجامعة الشرقية في سلطنة عمان في تخصصاتهم المختلفة مثل حملة الدبلوم والكالوريوس والماجستير.

النتائج والآثار العملية:

وخرجت الباحثة بنتائج إيجابية تظهر فاعلية التدريب العملي لطلبة الدراسات العليا في جامعة الشرقية بسلطنة عمان. كما أعرب الطلاب عن رغبتهم وتشجيعهم على أن يكون التدريب في مجال تخصص الطالب وتطبيق ما تم دراسته أثناء التدريب ، وفي ضوء هذه النتائج أوصى الباحث بكل من الجامعات التعليمية ومشرفي التدريب والطلاب والباحثين عن عمل. يحتاج الباحثون وصناع القرار إلى النظر في فعالية التدريب من خلال ملائمة تخصص الطالب ومدة التدريب وعملية إعداد العمل.