
"Impact of Internships on Students Personal, Interpersonal, Academic, Occupational and Civic Characteristics in Turkish Academic Institutions"

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Abstract

The research which titled (**Impact of internships on students personal, Interpersonal, Academic, occupational and civic characteristics in Turkish Academic Institutions**) aims to identifying the impact of Impact of internships on students personal, Interpersonal, Academic, occupational and civic characteristics in Turkish Academic Institutions It aims at providing quantitative data that shows that joining an internship program could affect students in personal, interpersonal, academic, occupational and civic areas This research adapted to prove by evidence how would internships affect the students, and show the extent of the impact and answering by numbers how does internship affect a student in details in every aspect. The researcher adapted a descriptive analytical approach which depends on data collection, analysis using SPSS and interpretation of the results to determine the variables mentioned. An accepted measurement tools were adapted, and modified to suit the purpose of the study. The results also proved that Participation in a student's internship have an overall impact on the five variables mentioned. The research has presented some recommendations concerning applying learning program which could be more effective if it has been taken into consideration.

Keyword: Internship; Impact; personal; interpersonal; Academic; Occupational; Civic.

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1. Introduction

Studies on internships and the relation of it to the students are not free from criticism. Researchers are debating over its effectiveness, Applications, and impacts. However this controversial debate has motivated there searchers to study the construct in more details. This controversy gives contrasting views about the study of construct of internships and its impact. While are of the view that study of internship is scientific in nature same like the controversies about the study of internship, its relationship with other factors has also been a subject of debate among researchers. For researchers and practitioners it is important to know about the Applications of internship, the impact of it on the students and how to improve the impact of it through measuring the personal, Interpersonal, Academic, occupational and civic characteristics in Turkish Academic Institutions of students. Students who finish their Academic studies are said to be better in their practical life if they go through internship program. for better understanding of the concept of internship and the impact of it on students, we suggested to measure the impact of it According to personal, Interpersonal, Academic, occupational and civic variables.

2. The concept of Internship

Has been a subject of debate since long. For better understanding of the concept of Internship and the impact of it, Researchers suggested to study the impact of it on the students Walker & Robert Bruce said that there are a huge advantages of internships as well as for students who are involved, it increases their career opportunity, present a future higher salaries, also quicker job offers, faster promotion rates, job satisfaction, ease of transition from college to work, communication skills will be better. According to Wisconsin-stout University Internship is defined as an advanced experience before entering or starting up any professional career. Internship helps Students to understand a lot of issues related to their studies providing them needed experience, and is considered to be “supervised work experiences” where supervisors do their job with students It is conducted through two parties (instructor and student), the main goal is to provide a real life or “on the job” experiences for the students, to develop their skills through instructors according to Deuster [13]. In the words of Phoebe [41] “Internships is an “on the job” training that sees students gain a practical knowledge and an experience in their field. According to D’Andrea [11] Internships provides invaluable experience and can change students’ lives. Interning can increase students’ maturity levels and can improve their self-confidence and self concepts. Crumbley & Sumners, [10] linked internship to personal aspect indicating that it can develop personal aspects of students, undergoing internship training is valuable for students, it helps them to apply their skills into practical field, it teach them how to be productive and recognize their strengths, avoid their weakness and give them the belief in making difference. According to Cavanaugh [5], Internships can improve the cooperation between students and employers involved in work as well as healthy communication among the organization, it also has a social impact as it connect students to community effectively, and develop their relations with experts and regular employers. Cavanaugh [5], briefed that Internships get students more engaged so they can take a leading role in their own education. Internships provide a way to raise academic achievement for some students. They are an effective means to get students interested in school and to make learning matter. Internships play a positive role in keeping students in school, preventing them from dropping out, while another supposed advantage of internships is creating a set of realistic expectations for work in the business world, said by Stiles,

Kuzma, & Elliott [26]. In civic variable, Gallini & Moely [20] indicated that Participating in internships increases the student's belief that they could make a difference, and have an interest in future volunteer service, have plans to become involved in helping careers, and have a greater ability to get along with people of different backgrounds.

3. Impacts of Internships

Internships provide invaluable experience and can change students' lives. Interning can increase students' maturity levels and can improve their self-confidence and self-concepts [11].

3.1 Personal Impact

Internship can develop personal aspects of students, undergoing internship training is valuable for students, it helps them to apply their skills into practical field, it teach them how to be productive and recognize their strengths, avoid their weakness and give them the belief in making difference [10].

3.2 Interpersonal Impact

Internships can improve the cooperation between students and employers involved in work as well as healthy communication among the organization, it also has a social impact as it connect students to community effectively, and develop their relations with experts and regular employers [5]. Students are able to improve their interpersonal skills through practicing in a real setting, unlike academic situations in university (role plays, case studies) so, they learn to understand themselves and understand diverse backgrounds, Internships can focus on areas in which students can perform service and social-action activities and learn how to work effectively in teams [31].

3.3 Academic Impact

Internship experience has been reported as one of the effective components of academic preparations [34]. To join an internship program gives a student an advantage to have a higher grade average GPA than student without internships [34]. Many researches has indicated that internships and projects can make students more marketable by helping them develop desired skills, such as critical thinking and written and oral communication, and providing them with the practical experience that many employers seek from new graduates [33]. Internships get students more engaged so they can take a leading role in their own education. Internships provide a way to raise academic achievement for some students. They are an effective means to get students interested in school and to make learning matter. Internships play a positive role in keeping students in school, preventing them from dropping out [5].

They also strengthen students' academic resumes on their college applications, give them a head start on internships they may participate in during summers while in college and assist them in deciding on their college major. This assists students in planning for their futures and helps in transitioning them to post high-school life at college and the future workforce [11].

3.4 Occupational Impact

One of the primary benefits of internships for students is that students with internship experience supposedly have an advantage in the job market [40]. Another supposed advantage of internships is creating a set of realistic expectations for work in the business world [26]. Students can use internships to try out specific jobs or types of positions, orientate and test certain occupational areas of interest and potential future careers. Internships aid students in identifying, clarifying, developing career goals and professional aspirations and confirming career-path options [25]. Internships help students to explore various career alternatives, areas of career interest or possible career opportunities, Students can use internships to try out specific jobs or types of positions, orientating and testing certain occupational areas of interest and potential future careers. Internships help students in identifying, clarifying, developing career goals and professional aspirations and confirming career-path options [25].

3.5 Civic Impact

Participating in internships increases the student's belief that they could make a difference, and have an interest in future volunteer service, have plans to become involved in helping careers, and have a greater ability to get along with people of different backgrounds [20]. It is more common for students who finished an internship than other who didn't join to demonstrate changes in civic attitudes; it develops basic citizenship skills such as an ability to express opinion, to speak in public, to organize groups, and to think critically about political issues [23]. Civic outcomes are about community engagement, civic awareness, social responsibility, and one's sense of citizenship [38]. Researchers found that students who participated in internships programs may achieve better Civic Responsibility than students who did not experience an active learning program [45]. It is also believed that joining an internship programs gives the students the needed awareness of local community issues and in society in general [45]. Another study found that when students volunteer during an applied learning experience, they combine to enhance student civic engagement after they leave college [37]. These are simply a few examples of how internships can positively influence students' sense of civic responsibility [37].

4. Research Methodology

This section relates to methodology that was used in the research, it explains the analysis of the effects caused by internship on Students personal, Interpersonal, Academic, occupational and civic characteristics in Turkish Academic Institutions in different locations at Istanbul. This section explains the nature of the research community and the response rate. This includes research design information, population (respondent selection) of the research, design of the questionnaire, statistical analysis of the data, the pilot study and validity of the content.

Based on Barbara Baird [4] Internship impact measurements on students should be measured by the following:

- 1- Background characteristics (socio-demographic controls) of the student
- 2- Characteristics of the internship

So the researcher adapted this model to explain and dissolve the impact of the internship on the students. In the part of characteristics of students, the researcher defined the five specific variables influence on the predicted learning outcomes of an internship program, and this was based on Murat Tiryakioğlu, 2009 study at Robert Morris and then the researcher designed the questionnaire of the thesis based on these variables, the variables to be measured are:

- 1- Personal.
- 2- Interpersonal (Social).
- 3- Academic (learning).
- 4- Occupational.
- 5- Civic.

The main research question was “what are the impacts of internship on student’s personal, interpersonal, academic, employment, civic components in Turkish educational institutions?” and under this main question, The question is broken into five segments.

According to demographics and internship characteristics of an Intern student:

- Does participation in a student internship impact overall, personal life?
- Does participation in a student internship significantly improve interpersonal pattern of a student?
- Does participation in a student internship have an impact on academic pattern of the student?
- Does participation in student internship impact on the occupation pattern of the student?
- Does participation in a student internship impact on civic pattern of the student?

Under these questions I have put forward several hypotheses as the following:

5. Main Hypotheses 1

H1: The first major hypotheses: There is a statistical relationship at level of ($\alpha \leq 0.05$) between the variables (Personal impact, Interpersonal impact, Academic impact, Occupational impact, Civic impact) and each other variable of them.

This hypothesis is divided into five sub-hypotheses as following:

H1.1- There is statistical relationship at level of ($\alpha \leq 0.05$) between Personal impact and (Interpersonal impact, Academic impact, Occupational impact, Civic impact).

H1.2- There is statistical relationship at level of ($\alpha \leq 0.05$) between Interpersonal impact and (Personal impact, Academic impact, Occupational impact, Civic impact).

H1.3- There is statistical relationship at level of ($\alpha \leq 0.05$) between Academic impact and (Personal impact, Interpersonal impact, Occupational impact, Civic impact).

H1.4- There is statistical relationship at level of ($\alpha \leq 0.05$) between Occupational impact and (Personal impact, Interpersonal impact, Academic impact, Civic impact).

H1.5- There is statistical relationship at level of ($\alpha \leq 0.05$) between Civic impact and (Personal impact, Interpersonal impact, Academic impact, Occupational impact).

It was a descriptive study in addition to a statistical analysis. The data was collected from both primary and secondary sources. The secondary resources include the books, journals, statistics and web pages. The primary data were collected by using questionnaires that was developed specifically for this research. A designed questionnaire presented to the respondents, it also reveals the instructions of how to respond to such questions and brief the aim of the, it also provide a security of the data collected in order to receive high rate responses. the questionnaires started with MCQ, it is designed well and the questions respects the variety in order to reach the research objectives, it also helps in collecting all the important information data which would clear the discussion, research's results and researcher's recommendations. The questionnaire consists of two sections:

Section one: Personal (Demographic information) include 12 items.

Section two: The impact on student's personal, interpersonal, academic, employment, civic factors by acquiring an internship in Turkish private educational institutions and divided into sub-sections as follows:

- Personal include 7 items
- Interpersonal (Social) include 6 items
- Academic (learning) include 8 items
- Occupational include 6 items
- Civic include 7 items

6. Background characteristics (socio-demographic controls) of the student

This part was designed to collect personal and professional information including, major of study, Gender, Current study year, Cumulative GPA (Before Internship), Cumulative GPA (After Internship), dedicated hours to internship, Length of internship, Business nature of the company's internship, job nature related to major of study, receiving academic credits for the internship, Compensation. **Student's characteristics (Variables):** To measure the impact of internships on students the researcher has adapted a measurement tool that was specifically developed for this purpose. The Questionnaire was also used by Jackel, D [27] in his study "Evaluating Effectiveness of an Internship Program" and used partially in a case study about Engineering by

(Murat Tiryakioğlu, 2009) at Robert Morris University. 5 items (variables) with 39 sub-items. These items are **Personal aspects** including Personal power, Openness to new experiences, sense of usefulness, sense of personal achievement, recognizing personal strengths and weaknesses, Capacity to be productive, Sense of purpose; **Interpersonal (social) aspects** including Heightened leadership skills, Ability to work cooperatively, Concern for the welfare of others, Understanding and appreciation of people, Ability to communicate effectively, and Sense of community connectedness; **Academic (learning) aspects** including Ability to connect academic subject matter to real world, Ability to work and learn independently, Enriched classroom learning, Knowledge related to service performed, Critical thinking skills, Desire to stay in college, Improved GPA; and **Occupational aspects** including Realistic ideas, Narrowing career choices, Opportunity to explore a career, developed Technical skills, Occupational skill enhancement, broadened my future Employment Possibilities and **Civic aspects** including Belief in becoming a better citizen, Commitment to making a difference, Awareness of community problems, Belief that helping others, Capacity to contribute to society, More prepared for responsible citizenship, Intention to work on behalf of social justice.

The data analysis of section one “Background characteristics (socio-demographic controls) of the student” is based on following variables:

- Major of study
- Gender
- Current study year
- Cumulative GPA (Before Internship)
- Cumulative GPA (After Internship)
- Dedicated hours to internship
- Length of internship
- Business nature of the company’s internship
- Job nature related to major of study
- Receiving academic credits for the internship
- Compensation.

Table 1

Major of study	Frequency	Percentages
Arts	28	7.6
Business	182	49.2
Communication	24	6.5
Education	29	7.8
Engineering	45	12.2
Law	12	3.2
Medicine	8	2.2
Science	20	5.4
Social Science	22	5.9
Other	0	0.0

The number of respondents to the survey was 370 people who participated in any program described as an

internship program from the fall semester of 2014 to the fall semester of 2017 were included in the study; students are either Turkish or international.

Table 2

Gender	Frequency	Percentages
Male	200	54.1
Female	170	45.9

Table 3

Current study year	Frequency	Percentages
Foundation	10	2.7
Year 1	57	15.4
Year 2	155	41.9
Year 3	109	9.5
Year 4 or above	39	10.5

Table 4

Cumulative GPA(Before Internship)	Frequency	Percentages
2.00-2.19	39	10.5
2.20-2.49	105	28.4
2.50-2.99	138	37.3
3.00-3.39	71	19.2
3.40-4.00	17	4.6

Table 5

Cumulative GPA (After Internship)	Frequency	Percentages
2.0 - 2.19	3	0.8
2.20 - 2.49	73	19.7
2.50 - 2.99	171	46.2
3.00 - 3.39	102	27.6
3.40 - 4.00	21	5.7

Table 6

During typical week, how many hours did you dedicate to your internship? (including time for writing, job duties)	Frequency	Percentages
0-5 hours	14	3.8
6-10 hours	64	17.3
11-15 hours	155	41.9
16-20 hours	112	30.3
20+ hours	25	6.8

Table 7

Length of internship	Frequency	Percentages
120 hours (during semester)	9	2.4
1-2 months	69	18.6
2-3 months	179	48.4
4 months or above	113	30.5

Table 8

Business nature of the company in which you take internship	Frequency	Percentages
Business Services	145	39.2
Community, Social & Personal Services	44	11.9
Construction	0	0.0
Education	74	20.0
Electricity, Gas & Steam	0	0.0
Engineering, Architectural and Technical Services	18	4.9
Financial Institution	33	8.9
Government	2	1.5
Hospitality & Tourism Services	9	2.4
Insurance	11	3.0
Manufacturing	0	0.0
Trading	19	5.1
Real Estate	9	2.4
Transport, Storage and Communication	6	1.6
Others	0	0.0

Table 9

Is the job nature related to your major of study?	Frequency	Percentages
Yes, they are related	309	83.5
No, they are not related at all	61	16.5

Table 10

Did you receive academic credits for the internship?	Frequency	Percentages
Yes, I did	143	38.6
No, I did not	227	61.4

Table 11

Was your internship paid?	Frequency	Percentages
yes	300	81.1
No	70	18.9

Table 12

Compensation during internship (TL Turkish Lira)	Frequency	Percentages
0-500 TL/month	71	19.2
501-1000 TL/month	29	7.8
1001-1500 TL/month	172	46.5
1501-2000 TL/month	97	26.2
2001-2500 TL/month	1	0.3
2500 TL/month or above	0	0.0

According to demographics, and internship characteristics of intern student, what are the impacts of internship on student's personal, interpersonal, academic, employment, civic components in Turkish academic institutions? The tables below provide the following explanation: The standard deviation is a measure of the spread of scores within a set of data. The mean is the average of all numbers while a p-value helps to determine the significance of the results when performing a hypothesis test in statistics, The P value, or calculated probability is the probability of finding the observed, or more extreme results, the t-value measures the size of the difference relative to the variation in the sample data. T is simply the calculated difference represented in units of standard error, when some values get more weight than others the central point (the mean) can change. The question is broken into five segments: According to demographics and internship characteristics of an Intern student:

1. Does participation in a student internship has an overall impact on personal area of a student at significance level $\alpha \leq 0.05$ 58 To answer this question we use a one sample t test for opinions of the population about personal life, results are shown in Table from the highest rate to the lowest according to means as follows:
1. In item No. (2), weight mean equals "85.57%" while p-value equals "0.000" which is less than 0.05, which means (Personal power, belief in ability to make a difference).
2. In item No. (3), weight mean equals "84.65%" while p-value equals "0.000" which is less than 0.05, which means (Openness to new experiences, to take risks and accept challenge).
3. In item No. (1), weight mean equals "84.54%" while p-value equals "0.000" which is less than 0.05, which means (I have a sense of usefulness, satisfaction in doing something worthwhile).
4. In item No. (6), weight mean equals "81.73%" while p-value equals "0.000" which is less than 0.05,

which means (I have sense of personal achievement).

5. In item No. (5), weight mean equals "81.68%" while p-value equals "0.000" which is less than 0.05, which means (I can recognize personal strengths and weaknesses).

6. In item No. (4), weight mean equals "81.30%" while p-value equals "0.000" which is less than 0.05, which means (Capacity to be productive, to persevere in difficult tasks).

7. In item No. (7), weight mean equals "80.05%" while p-value equals "0.000" which is less than 0.05, which means (Sense of purpose or direction in life).

6.1 Personal aspects

Table 13

No.	Items	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
2	Personal power, belief in ability to make a difference	4.28	0.683	85.57	35.983	0.000	1
3	Openness to new experiences, to take risks and accept challenge	4.23	0.747	84.65	31.727	0.000	2
1	I have a sense of usefulness, satisfaction in doing something worthwhile	4.23	0.712	84.54	33.161	0.000	3
6	I have sense of personal achievement	4.09	0.936	81.73	22.330	0.000	4
5	I can recognize personal strengths and weaknesses	4.08	0.938	81.68	22.234	0.000	5
7	Capacity to be productive, to persevere in difficult tasks	4.06	0.952	81.30	21.515	0.000	6
4	Sense of purpose or direction in life	4.00	0.992	80.05	19.446	0.000	7
	All items	4.14	0.339	82.79	64.699	0.000	0.000

2. Does participation in a student's internship improve interpersonal pattern of a student at significance level $\alpha \leq 0.05$ Answering this question, needs to conduct one sample t test for the population which answers questions

about Interpersonal (social) area, results shown in the Table below ranked the items from the highest to the lowest according to the mean as follows:

1. In item No. (5), weight mean equals "81.24%" while p-value equals "0.000" which is less than 0.05, which means respondent are (Heightened with leadership skills).
2. In item No. (3), weight mean equals "81.08%" while p-value equals "0.000" which is less than 0.05, which means respondents are (Able to work cooperatively with others).
3. In item No. (1), weight mean equals "80.70%" while p-value equals "0.000" which is less than 0.05, which means that respondents (Concern for the welfare of others). 60
4. In item No. (2), weight mean equals "80.22%" while p-value equals "0.000" which is less than 0.05, which means that respondents (Understand and appreciate people with diverse backgrounds and life situations).
5. In item No. (4), weight mean equals "80.22%" while p-value equals "0.000" which is less than 0.05, which means that respondents are (Able to communicate effectively (listen and articulate ideas).
6. In item No. (6), weight mean equals "78.97%" while p-value equals "0.000" which is less than 0.05, which means respondents have the (Sense of community connectedness).

6.2 Interpersonal (social) aspects

Table 14

No.	Items	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
5	Heightened leadership skills	4.06	0.754	81.24	27.111	0.000	1
3	Ability to work cooperatively with others	4.05	0.841	81.08	24.111	0.000	2
1	Concern for the welfare of others	4.04	0.869	80.70	22.917	0.000	3
2	Understanding and appreciation of people with diverse backgrounds and life situations	4.01	0.928	80.22	20.946	0.000	4
4	Ability to communicate effectively (listen and articulate ideas)	4.01	0.740	80.22	26.282	0.000	4
6	Sense of community connectedness	3.95	0.758	78.97	24.073	0.000	5
	All items	4.14	0.339	80.41	57.912	0.000	0.000

3. Does participation in a student's internship have an impact on academic area of the student at significance level $\alpha \leq 0.05$ To answer this question we should use one sample t test for the respondent's answers about Academic (learning), results the Table below shows the items from the highest to the lowest according to weight mean as following:

1. In item No. (8), weight mean equals "82.22%" while p-value equals "0.000" which is less than 0.05, which means that respondents are (Able to connect academic subject matter to "real world). 61
2. In item No. (6), weight mean equals "81.95%" while p-value equals "0.000" which is less than 0.05, which means that respondents are (Able to work and learn independently).
3. In item No. (7), weight mean equals "81.68%" while p-value equals "0.000" which is less than 0.05, which means that respondents are (Enriched with classroom learning).
4. In item No. (1), weight mean equals "81.19%" while p-value equals "0.000" which is less than 0.05, which means that respondents can think that (Knowledge related to service performed).
5. In item No. (2), weight mean equals "80.32%" while p-value equals "0.000" which is less than 0.05, which means that respondents gained (Basic academic skills).
6. In item No. (3), weight mean equals "80.27%" while p-value equals "0.000" which is less than 0.05, which means that respondents gained (Critical thinking skills, reasoning, problem solving).
7. In item No. (5), weight mean equals "80.27%" while p-value equals "0.000" which is less than 0.05, which means that respondents have the (Desire to stay in college or complete degree).
8. In item No. (4), weight mean equals "72.38%" while p-value equals "0.000" which is less than 0.05, which means that respondents (Improved their GPA).

6.3 Academic (learning) aspects

Table 15

No.	Items	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
8	Ability to connect academic subject matter to “real world	4.11	0.923	82.22	23.146	0.000	1
6	Ability to work and learn independently	4.10	0.847	81.95	24.930	0.000	2
7	Enriched classroom learning	4.08	0.850	81.68	24.535	0.000	3
1	Knowledge related to service performed	4.06	0.828	81.19	24.627	0.000	4
2	Basic academic skills	4.02	0.852	80.32	22.941	0.000	5
3	Critical thinking skills (reasoning, problem solving)	4.01	0.777	80.27	25.082	0.000	6
5	Desire to stay in college or complete degree	4.01	0.801	80.27	24.329	0.000	6
4	Improved GPA	3.62	0.901	72.38	13.220	0.000	7
	All items	4.00	0.294	80.03	65.607	0.000	

4. Does participation in student’s internship have an impact on Occupational field of the student at significance level $\alpha \leq 0.05$ To answer this question we should use a one sample t test for the respondent’s answers about occupational field, results the Table below shows items from highest to lowest according to the weight mean as follows:

1. In item No. (5), weight mean equals "87.84%" while p-value equals "0.000" which is less than 0.05, which means that respondents after the internship are (Realistic about the work world).
2. In item No. (6), weight mean equals "86.00%" while p-value equals "0.000" which is less than 0.05, which means that respondents thinks that internships will (Narrow their career choices).
3. In item No. (4), weight mean equals "85.35%" while p-value equals "0.000" which is less than 0.05, which means that respondents after finishing the internship will have the (Opportunity to explore a career).
4. In item No. (1), weight mean equals "82.76%" while p-value equals "0.000" which is less than 0.05, which means that respondents think that they (they developed Technical skills for Specific job functions). 63
5. In item No. (2), weight mean equals "82.59%" while p-value equals "0.000" which is less than 0.05,

which means that respondents think that they enhance their (Occupational skills) after finishing their internship.

6. In item No. (3), weight mean equals "81.62%" while p-value equals "0.000" which is less than 0.05, which means that respondents think they (broadened their future Employment Possibilities).

6.4 Occupational aspects

Table 16

No.	Items	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
5	Realistic ideas about the work world	4.39	0.744	87.84	35.993	0.000	1
6	Narrowing career choices	4.30	0.624	86.00	40.071	0.000	2
4	Opportunity to explore a career	4.27	0.787	85.35	30.984	0.000	3
1	I developed Technical skills for Specific job functions	4.14	0.899	82.76	24.356	0.000	4
2	Occupational skill enhancement	4.13	0.868	82.59	25.046	0.000	5
3	I broadened my future Employment Possibilities	4.08	0.945	81.62	22.004	0.000	6
	All items	4.22	0.380	84.36	61.613	0.000	

5. Does participation in a student's internship have an impact on civic field of a student at significance level $\alpha \leq 0.05$ To answer this question, using a test called sample t test for respondent's answers about Civic field, the Table below shows the results of items from highest to lowest according to the weight mean as following:

1. In item No. (1), weight mean equals "88.76%" while p-value equals "0.000" which is less than 0.05, which means that respondents (Beleives in becoming a better citizen).
2. In item No. (3), weight mean equals "84.65%" while p-value equals "0.000" which is less than 0.05, which means that respondents gained (Commitment to make a difference in community or society). 64
3. In item No. (2), weight mean equals "84.32%" while p-value equals "0.000" which is less than 0.05, which means that respondents gained the (Awareness of community problems or social concerns).
4. In item No. (6), weight mean equals "81.89%" while p-value equals "0.000" which is less than 0.05, which means that respondents (Believe that helping others in need is one's social responsibility).

5. In item No. (4), weight mean equals "81.62%" while p-value equals "0.000" which is less than 0.05, which means that respondents got the (capacity to contribute to society).
6. In item No. (7), weight mean equals "79.68%" while p-value equals "0.000" which is less than 0.05, which means that respondents are now (more prepared for responsible citizenship).
7. In item No. (5), weight mean equals "74.00%" while p-value equals "0.000" which is less than 0.05, which means that respondents are now more (intend to work on behalf of social justice).

6.5 Civic aspects

Table 17

No.	Items	Mean	Standard deviation	Weight mean	T-value	P-value	Rank
2	Belief in becoming a better citizen	4.44	0.677	88.76	40.859	0.000	1
3	Commitment to making a difference in your community or society	4.23	0.762	84.65	31.129	0.000	2
1	Awareness of community problems or social concerns	4.22	0.711	84.32	32.889	0.000	3
6	Belief that helping others in need is one's social responsibility	4.09	0.886	81.89	23.763	0.000	4
5	Capacity to contribute to society	4.08	0.889	81.62	23.394	0.000	5
7	More prepared for responsible citizenship	3.98	0.892	79.68	21.204	0.000	6
4	Intention to work on behalf of social justice	3.70	1.036	74.00	13.003	0.000	7
	All items	4.11	0.355	82.13	59.887	0.000	

From these tables we can extrapolate these points:

- 1- Participation in a student's internship have an overall impact on personal life at significance level $\square\square\square\square 0.05$ at significance level $\square\square\square\square 0.05$
- 2- Participation in a student's internship significantly improve interpersonal Pattern of a student at significance level $\square\square\square\square 0.05$
- 3- Participation in a student's internship have an impact on academic, GPA of the Student at significance level $\square\square\square\square 0.05$
- 4- Participation in student's internship have an impact on the employment of the Student at significance

level $\square\square\square\square 0.05$

- 5- Participation in a student's internship have an impact on civic life of a student at significance level $\square\square\square\square 0.05$.

Then the researcher tested the effects between variables each other, all sub-variables, after tested it researcher got these results as the following tables:

- 1- A correlation between Personal impact and the other variables and at significance level ($\alpha \leq 0.05$)

Table 18

Section	Statistic	Interpersonal Impact	Academic Impact	Occupational Impact	Civic Impact
Personal Impact	Pearson Correlation	-0.063	0.030	0.012	0.059
	P-value	0.228	0.566	0.815	0.259
	N	370	370	370	370

Table 19

Section	Statistic	personal Impact	Academic Impact	Occupational Impact	Civic Impact
Interpersonal Impact	Pearson Correlation	-0.063	0.027	-0.038	-0.004
	P-value	0.228	0.599	0.467	0.945
	N	370	370	370	370

Table 20

Section	Statistic	Personal Impact	Interpersonal Impact	Occupational Impact	Civic Impact
Academic Impact	Pearson Correlation	0.030	0.027	0.014	-0.093
	P-value	0.566	0.599	0.790	0.073
	N	370	370	370	370

Table 21

Section	Statistic	personal Impact	Interpersonal Impact	Academic Impact	Civic Impact
Occupational Impact	Pearson Correlation	0.012	-0.038	0.014	0.003
	P-value	0.815	0.467	0.790	0.960
	N	370	370	370	370

Table 22

Section	Statistic	personal Impact	Interpersonal Impact	Academic Impact	Occupational Impact
Civic Impact	Pearson Correlation	0.059	-0.004	-0.093	0.003
	P-value	0.259	0.945	0.730	0.960
	N	370	370	370	370

7. Notes About the previous table

- 1- There is no correlation between Personal impact and Interpersonal, Academic, Occupational and Civic impact at significance level ($\alpha \leq 0.05$).
- 2- There is no correlation between Interpersonal impact and Personal, Academic, Occupational and Civic impact at significance level ($\alpha \leq 0.05$).
- 3- There is no correlation between Academic impact and Personal, Interpersonal, Occupational and Civic impact at significance level ($\alpha \leq 0.05$).
- 4- There is no correlation between Occupational impact and Personal, Interpersonal, Academic and Civic impact at significance level ($\alpha \leq 0.05$).
- 5- There is no correlation between Civic impact and Personal, Interpersonal, Academic, and Occupational impact at significance level ($\alpha \leq 0.05$).

8. Findings

- ☐ Research declares that students who studies business as major of their studies are 49.2%, students who are studying business care about joining an internship program.
- ☐ Males and females shares the frequency of the population, 54.1% males versus 45.9% for females from the population.
- ☐ Students tend to join an internship program in second 41.9% and third year 29.5% of their academic period, while 2.7% recorded for students joining internship in foundation year.

- Research shows that joining an internship program improve student's GPA, 19.2% of students got GPA from 3.00 – 3.39 before joining an internship, this percentage is increased to 27.6% after the internship, while the grade 3.40-4.00 increased from 4.6% to 5.7% before and after joining an internship program.
- Research reveals that 48.4% of the students spend 2-3 months from their time to finish an internship program, this means that this period almost enough for a student to start learning and gaining work skills.
- 39.2% of the respondents worked as interns in a business field even if it's not their academic period major of study, although, students prefer to join an internship which is related to their academic field with 83.5%.
- only 38.6% of the sample gained academic credit for attending internship program, which is considered very low rate.
- Surprisingly, 81.8% from the respondents were paid for their internship, it's very high rate in turkey, however, a huge part of this population are international students joining international organizations, moreover, 46.5% from those students were paid a salary between 1000-1500TL.
- Results showed that that most of the students are not interested in being involved in political life after finishing their training program, only 37.57% are ready to involve politically.
- 78.97% of the students said that they are more connected to the community after finishing their internship.
- Research shows that dedicated hours during week for an internship is 11-15 hours, 41.9% of the population said that while in Jackel's research conducted in 2011, students dedicated more than 20 hours per week for duties of their internship.
- 81.1% of interns said they were compensated and paid for their intern, much better than 29% of the population selected by Jackel in his research done in 2011, paid internships are always preferred by the students.
- Research declared that most of the students stayed at their programs from 2-3 months as a length of the internship 48.4%, while Novotorov's research shows that 64.8% of interns finished their programs from 7-16 weeks.
- 85.35% of interns answered that they are expecting that internship will maximize their chances to find a job, while in Novotorov's research done in 2001 only 53% expect internship would help them in their career.

9. Conclusion

The main objective of the research "Impact of internships on student's personal, interpersonal, academic, occupational and civic characteristic in Turkish academic institutions" was achieved. Under some limitations, Questionnaires were distributed for respondents and collected, then has been analyzed in order to measure the impact on interns who passed their internship training program, the results shows that there is an impact on personal, interpersonal, academic, occupational and civic aspects of interns, some items of each area must be improved by both, universities and organizations and also interns must be careful toward their responsibilities in their training period, The implementation of this program may differ from one organization or university to another and results may differ depending on how developed is this program in all details, the more it is done perfectly, the better impact will be shown on interns.

10. Recommendation

Based on the findings from the analysis, an applied learning program could be more effective if it takes into consideration the following recommendations:

- Interns must dedicate more hours during week to their program, that would be done if they joined a well structured internships which they 73 know in advance their work hours number and by organizing their time if they are in the middle of their universities.
- Internships must be longer in term of length, it must be up to 4 months or more, so that the intern could improve in every aspect of his life, all parties must take into consideration that less than 4 months is not sufficient to learn and prepare for the future job.
- Universities must provide credits in exchange for students who join internship programs, this is very important for motivating them and makes them feel they are doing something worthy for their future job; it may also increase their chances in improving their GPA.
- Results show that 81.1% of interns are paid for their work, and 18.9% are not paid, although most of them are paid, all interns must be paid because these programs are designed to simulate the reality, and its fair for students to be paid for their work, parties involved in designing an internship program must take in to consideration that a paid organized internship program will benefit students and the organization much more than unpaid program.
- Results showed that 46.5% are compensated 1001-1500 TL, this is a moderate range, it is understood that this range is considered high in turkey for an internship, in fact, this range is not enough, the compensation must be more than this range.
- Internship programs must push students more toward sharing their political thoughts that would be done by explaining how important, is this in the future for both the intern and the country.

- Although 72.38% of interns improved their GPA after finishing their training program, the remaining 27.62% did not improve their GPA, internship programs through universities must aware students and help them improving their GPA, that is done by motivating them and supervising them from the start of the program, providing them educational credits may also increase their chances in improving their GPA.

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