

Internship As Skill Developer in Tertiary Education

Dr. Piyali Ghosh

Assistant Professor, Department of Education, Savitri Girls' College, University of Calcutta

Abstract

Internship is a new concept for the students of General Degree colleges. University of Calcutta has also started to follow CCF along with the guidelines of UGC. It provides the students the opportunities to apply their theoretical knowledge to practical situations in the workplace. It will make tertiary education more practical. Since it is a fresh concept incorporated in the curriculum, this paper tries to find the attitudes of teachers teaching affiliated to University of Calcutta in the under Graduate colleges towards the implementation of internship.

Keywords: Internship, skill development, industrial set up

Introduction

India is going to have the largest youth population that is productive human resource in the world by 2030. But the major challenge is the employability skill development for students from the general stream. The employability skill development of students requires a collaboration with job providers and curricular support. The NEP-2020 has advocated for the integration of skill development programmes into mainstream education in all education institutions. NEP-2020 further envisions that internship courses will be available to students enrolled in all Bachelor's degree programmes, including the four-year multidisciplinary Bachelor's programmes. Strong link between academia and industry will help develop the full potential of the youth. That is why it has become all the more important to have strong links between academia and industry. Internship for skill development has a prominent role to play in linking higher education with the requirements of industry and the world of work. This is considered one of the most effective ways to create an "industry fit" skilled workforce for the country. It also provides for industry led, practice-oriented, and outcome-based learning. The UGC Guidelines for Higher Education Institutions to offer Apprenticeship/Internship embedded Degree Programme include-To explore means for establishing higher educational institute-industry connection To create opportunities for integrating hand-on experiences through internship into higher education; To review the feedback To revise the curriculum to promote student mobility to capitalize international employment opportunities. According to Gault et al., academic internships are a bridge to link the theory and practice by taking part in supervised and scheduled work. These internship programs not only improve students personal skills but also polish their professional growth and experience. Today, educational institutes, students and business recruiters are well aware of the importance of internship programs Internship programs are the opportunities for educational institutes to upgrade the students' enrolment and prepare their curriculum. Internships are experience of practical work. As companies prefer the individuals who have required skills and practical knowledge along with the theoretical knowledge. Internship provides job

opportunities to the students and competent job applicants to the job providers. Internship programs enable students to get training during their course programs in the actual work place and save companies' supervision and training costs by providing them trained employees. They provide work-related experience to the students. On the other hand, they make it easy for the companies to select flexible, experienced and highly qualified job applicants. So internship programs are rewarding to the students, educational institutes and employers

Though the educational institutions have to follow UGC guidelines and are coming to the opinion that internship programs are an excellent source for career and professional preparation of the students, they are not completely ready with the suitable infrastructure. For this, there is a need to reform the educational system of West Bengal by improving teaching methods, curriculum development, involving more research and providing practical training to the students. This study is important because it supplies valuable recommendations to the educational institutes and students regarding the introduction of internship programs in General Degree colleges at U.G. Level to improve personal skills, professional growth, leadership skills and work-related experiences of students.

Literature Review

Internship programs help students understand the contexts of business and which job fields may be suitable for them in their future professional life Goia (Agoston) et al., 2017; Rothman & Sisman, 2016; Wang & Chen, 2015). Likewise, Kim and Park (2013) argued that students' first impressions during their internships are essential for their career orientation. In support of these claims, it was detected that internships are particularly useful in constructing new meanings which are more realistic and different from the previous expectations of students (Barnett, 2012). In a study examining the decision-making processes regarding graduates' careers, Farmaki (2018) also revealed a relationship between internship experiences and career intentions.

Robinson et al. (2016) put forward that there are relatively few studies on the impact of students' internship programs on their future career orientation. To illustrate the point with a few studies, Kim and Park (2013) found that participants were quite pessimistic about their future careers after their internship program. Robinson et al. (2016) uncovered that tourism and hotel management students' career orientations changed after their internships. They stated that these changes were at the level of job areas within the sector rather than at the sector level. This finding bears a resemblance to the findings of Koç et al. (2014) that most of the intern students decided to take part in the tourism and hospitality sector after their internships. However, they were willing to continue their careers in different fields within the sector. In another study, Beck and Halim (2008) revealed a significant relationship between accounting students getting used to working under pressure during their internships and the emergence of career preferences: The students who thought that they had learned to work under pressure during their internship program were more inclined to choose the accounting profession. Another study that explicitly investigates the effect of internships on students' career path preferences was carried out by Rothman and Sisman (2016). This study was conducted with 198 students enrolled in an internship application course in the business department and related fields; 54% of the interns said that they preferred to pursue their careers in the same department as the internship department, and 45% of them stated that they wanted to continue their careers in the same sector as the internship sector. In another study that investigated career intentions of tourism and hospitality management undergraduate students

in the related sector after the internship period, it was found that 43.6% of these students intended to work in sectors other than the tourism and hospitality sector (Richardson, 2008).

Apart from these studies, there is also some research done in Turkey that has investigated students' post-internship career choices. A study by Köşker and Unur (2017) revealed that the internship experiences of tourism management students negatively affect their thoughts on pursuing their careers in the same sector. However, Kaşlı and İlban (2013) detected no direct relationship between internship experiences and intention to work in the tourism sector, and found that the perception of the profession has an intermediary role in this relationship. When all these study findings are brought together, it can be understood that internships give students information about the sector or department in which the internship is carried out. During the internship, students evaluate this information and decide whether to stay in the sector or change their career plans. The experiences gained during internship programs could affect the future career decisions of students. Negative effects of internships are generally reported in the tourism and hospitality sector (Farmaki, 2018; Kim & Park, 2013; Koç et al., 2014; Köşker & Unur, 2017; Richardson, 2008; Siu et al., 2012). As tourism and hospitality internships are sector-specific, students have a small degree of choice concerning their internship sector or department. This research distinctly examines business school internships, which are not sector- or department-specific. Therefore, students have a wide array of choices among many sectors when considering their career plans. Based on the variety of internships possible, business students must consider their career intentions before applying for internships. For these reasons, business students' internship choices can incorporate more conscious decisions than tourism students' internships. Hence, the following hypothesis is developed:

Purpose and objectives of the study

The main purpose of this study is to determine how much internship programs are beneficial for the under graduating general stream students for their future career development, professional and personal growth. This study also aims to evaluate the impact of internship programs on the improvement of the professional and personal skills of the under graduate students of University of Calcutta after the completion of their internship period. The following objectives are set by the study in order to reach and achieve the purpose of the study:

- To determine the background and rationale of engagement of general stream under graduate students in internship programs.
- To determine the attitude of teachers in General Degree colleges under University of Calcutta.

Research Question-Attitude of Teachers of General Degree College towards Internship as the personal and professional development of the students in General stream

Hypotheses

- A] There is no significant difference in attitude of teachers in General degree colleges under University of Calcutta, belonging to male or female gender
- B] There is no significant difference in attitude of teachers in General degree colleges under University of Calcutta, belonging to different areas [urban and rural]
- C] There is no significant difference in attitude of teachers in General degree colleges under University of Calcutta, under joint influence of gender and area when attitude score is taken as dependent variable.

Methodology

For the present study the researcher has chosen the descriptive method of research to measure attitude of teachers teaching in General Degree Colleges affiliated under the University of Calcutta.

Variables studied

Following variables are studied in the present research

Independent Variable- Gender [male and female]

Locality[Urban and Rural]

Dependent Variable- Attitude scale score

Sample- In the present study 200 samples are collected randomly from General Degree Colleges affiliated o University of Calcutta.

Tool used-For the present study to collect data only one type of tool i. e a structured scale is used.The scale was prepared keeping in view the principles of measuring the attitude of teachers. 50 of the questions are based on the favourable impact of internship in General Degree Curriculum and 50 of the questions indicate the unfavourable conditions of the same.

Scoring-Statistical technique included Two Way Annalysis of Varience [ANOVA] with 2X2 factorial design was applied in order to measure attitude of teachers of General Degree Colleges.

Analysis and Interpretation of Data-

Table showing the result summary of ANOVA with 2X2 factorial design

Source of Variance	SS	Df	MS	F	Level of Significance
A	1.7	1	1.7	0.01	Insignificant
B	672.4	1	672.4	5.30	Significant
A x B	79.5	1	79.5	0.72	Insignificant
Within	4568.9	36	127.8		

Significant at 0.05 Level of Significance

Interpretation of the Result

The F ratio for H1 related to Gender in the study is 0.01and the table value for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1and 36. It shows that there is no significant difference in attitude of male and female teachers regarding the introduction of internship in under graduate students of General Degree Colleges affiliated to University of Calcutta. Therefore, Hyposthesis 1- There is no significant difference in attitude of teachers in General degree colleges under University of Calcutta, belonging to male or female gender-is accepted.

The F ratio for H2 related to area both urban and rural is resulted as 5.30 and the table value for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1and 36.It means that there is a significant difference in the attitude of teachers belonging to different areas [urban and rural] regarding the introduction of internship in under graduate students of General Degree Colleges affiliated to University of Calcutta. Therefore, Hyposthesis 2 There is no significant difference in attitude of teachers in General degree colleges under University of Calcutta regarding internship, belonging to different areas [urban and rural]is rejected.

The F ratio for interaction [AxB] has been found to 0.72 which is less than the table value for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1and 36 level of significance. It reflects that under the joint influence of gender and area of the teachers there will be no significant difference in the attitude of teachers. Hence H3 related to joint effect of gender[male, female]

and area[urban, rural] of teachers has no significant impact on the attitude of teachers towards the introduction of internship in UG Level of General Degree colleges affiliated to University of Calcutta. So the Hypothesis 3 is accepted.

Findings of the Study

The following findings have come out after the data analysis is done.

There is no significance difference in attitude of the teachers in General Degree colleges under University of Calcutta, belonging to male or female gender.

There is a significant difference in attitude of teachers in General degree colleges under University of Calcutta, belonging to different areas [urban and rural]

There is no significant difference in attitude of teachers in General degree colleges under University of Calcutta, under joint influence of gender and area when attitude score is taken as dependent variable.

Conclusion

Internship has become an integral part of the CCF curriculum for general degree students. It is a new effort as the guidelines provided by UGC. It is awarded with 3 Credits or 25 marks. It is mandatory for multiple entry and exit point of CCF Curriculum. It provides the students with the opportunities to integrate theoretical knowledge to practical or real life situation. It also help to work with professional ethics and sincerity. The main purpose of internship is to develop certain skills which will make them experienced in the job market. As it is a new venture there will be challenges on the part of the teachers related to coordination between college and job provider, arranging time table for the academic session, supervision. But there is always scope for further research to improve on those shortcomings.

REFERENCES

1. Ministry of Education, Govt.of India Skill Development and Employability Report 2022
2. AACSB International. (2018, July 1). Standard 13: Student academic and professional engagement. In *2013 eligibility procedures and accreditation standards for business accreditation* (pp. 40–41). <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2018-business-standards.ashx?la=en&hash=B9AF18F3FA0DF19B352B605CBCE17959E32445D9>
3. Ali A., Khushi A. (2018). Understanding the role of internship as an activity based learning: A case study. *Journal of Education and Educational Development*, 5(2), 92–106.
4. Barnett K. (2012). Student interns' socially constructed work realities: Narrowing the work expectation-reality gap. *Business Communication Quarterly*, 75(3), 271–290.
5. Beard F., Morton L. (1998). Effects of internship predictors on successful field experience. *Journalism & Mass Communication Educator*, 53(4), 42–53.
6. Beck J. E., Halim H. (2008). Undergraduate internships in accounting: What and how do Singapore interns learn from experience? *Accounting Education: An International Journal*, 17(2), 151–172.
7. Blau G., Williams W., Jarrell S., Nash D. (2018). Exploring common correlates of business undergraduate satisfaction with their degree program versus expected employment. *Journal of Education for Business*, 94(1), 31–39.
8. Chen T. L., Shen C. C., Gosling M. (2018). Does employability increase with internship satisfaction? Enhanced employability and internship satisfaction in a hospitality program. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22, 88–99.

9. Chin M. Y., Blackburn Cohen C. A., Hora M. T. (2019). Examining US business undergraduates' use of career information sources during career exploration. *Education & Training*, 62(1), 15–30.
10. Coco M. (2000). Internships: A try before you buy arrangement. *SAM Advanced Management Journal*, 65(2), 41–47.
11. Cook S. J., Stokes A. N., Parker R. (2015). A 20-year examination of the perceptions of business school interns: A longitudinal case study. *Journal of Education for Business*, 90, 103–110.
12. DeCenzo D. A., Robbins S. P., Verhulst S. L. (2013). *Human resource management*. John Wiley.
13. Duran E., Gümüş M. (2013). Turizm lisans öğrencilerinin duygusal emek deneyimlerinin kariyer tercihlerine etkileri [Effects of tourism undergraduate students' emotional labor experiences on their career preferences]. *Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü Dergisi/Dokuz Eylül University the Journal of Graduate School of Social Sciences*, 15(2), 233–251.
14. European Commission. (2013). *Flash Eurobarometer 378: The experience of traineeships in the EU*. https://ec.europa.eu/commfrontoffice/publicopinion/flash/fl_378_en.pdf
15. Farmaki A. (2018). Tourism and hospitality internships: A prologue to career intentions? *Journal of Hospitality, Leisure, Sport & Tourism Education*, 23, 50–58.
16. Field A. (2015). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE.
17. Gamboa V., Paixão M. P., de Jesus S. N. (2013). Internship quality predicts career exploration of high school students. *Journal of Vocational Behavior*, 83(1), 78–87.
18. Gault J., Leach E., Duey M. (2010). Effects of business internships on job marketability: The employers' perspective. *Education & Training*, 52(1), 76–88.
19. Gault J., Redington J., Schlager T. (2000). Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*, 22(1), 45–53.
20. Goia (Agoston) S., Marinaş C. M., Igret R. Ş. (2017). A plea for quality in internship programmes—Evidence from the business and administration students' experience. *Management & Marketing Challenges for the Knowledge Society*, 12(1), 49–60.
21. Hergert M. (2009). Student perceptions of the value of internships in business education. *American Journal of Business Education*, 2, 9–14.
22. Hsu M. S. (2012). A study of internship attitude, subjective norm, perceived behavioral control, and career planning of hospitality vocational college students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 11(1), 5–11.
23. Kaşlı M., İlban M. O. (2013). The relationship between problems faced during internships and interns' view of profession and intention to work in the tourism industry. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 52, 79–96.
24. Kim H. B., Park E. J. (2013). The role of social experience in undergraduates' career perceptions through internships. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 12(1), 70–78.
25. Klatt L. A., Murdick R. G., Schuster F. E. (1985). *Human resource management*. Charles E. Merrill.
26. Knouse S. B., Fontenot G. (2008). Benefits of the business college internship: A research review. *Journal of Employment Counseling*, 45(2), 61–66.
27. Knouse S. B., Tanner J. R., Harris E. W. (1999). The relation of college internships, college performance, and subsequent job opportunity. *Journal of Employment Counseling*, 36, 35–43.
28. Koç E., Yumuşak S., Uluköy M., Kılıç R., Toptaş A. (2014). Are internship programs encouraging or discouraging? A viewpoint of tourism and hospitality students in Turkey. *Journal of Hospitality,*

- Leisure, Sport & Tourism Education*, 15, 135–142.
29. Köşker H., Unur K. (2017). Turizm lisans öğrencilerinin turizm sektöründe çalışma eğilimleri üzerine bir araştırma [A research on undergraduate tourism students' intention to work in tourism industry]. *Seyahat ve Otel İşletmeciliği Dergisi/Journal of Travel and Hospitality Management*, 14, 126–141.
30. Maertz C. P. Jr., Stoeberl P. A., Marks J. (2014). Building successful internships: Lessons from the research for interns, schools, and employers. *Career Development International*, 19(1), 123–142.
31. Massey O. T. (2011). A proposed model for the analysis and interpretation of focus groups in evaluation research. *Evaluation and Program Planning*, 34(1), 21–28.
32. Merriam S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
33. Moghaddam J. M. (2011). Perceived effectiveness of business internships: Student expectations, experiences, and personality traits. *International Journal of Management*, 28(4), 287–303.
34. Nauffal D., Skulte-Ouaiss J. (2018). Quality higher education drives employability in the Middle East. *Education & Training*, 60(9), 1057–1069.
35. Nunley J. M., Pugh A., Romero N., Seals R. A. Jr. (2016). College major, internship experience, and employment opportunities: Estimates from a résumé audit. *Labour Economics*, 38, 37–46.
36. Öztürk Y., Kırarç R. (2019). Sağlık yönetimi öğrencilerinin staj eğitimi konusundaki görüşlerini belirlemeye yönelik bir araştırma [A research on the determination of the opinions of the students of health management about internship education]. *International Anatolia Academic Online Journal/Sosyal Bilimler Dergisi*, 5, 14–29.
37. Perri D. (2006). Internships. In Greenhaus J. H., Callanan G. A. (Eds.), *Encyclopedia of career development* (Vol. 1, pp. 409–411). SAGE.
38. Powell J., Cooles F. A. H., Carrie S., Palleri V. (2011). Is undergraduate medical education working for ENT surgery? A survey of UK medical school graduates. *The Journal of Laryngology and Otology*, 125(9), 896–905.
39. Richardson S. (2008). Undergraduate tourism and hospitality students attitudes toward a career in the industry: A preliminary investigation. *Journal of Teaching in Travel & Tourism*, 8(1), 23–46.
40. Rigsby J. T., Addy N., Herring C., Polledo D. (2013). An examination of internships and job opportunities. *Journal of Applied Business Research*, 29(4), 1131–1143.
41. Robinson R. N., Ruhanen L., Breakey N. M. (2016). Tourism and hospitality internships: Influences on student career aspirations. *Current Issues in Tourism*, 19(6), 513–527.
42. Rothman M. (2003). Internships: Most and least favored aspects among a business school sample. *Psychological Reports*, 93, 921–924.
43. Rothman M., Lampe M. (2010). Business school internships: Sources and resources. *Psychological Reports*, 106, 548–554.
44. Rothman M., Sisman R. (2016). Internship impact on career consideration among business students. *Education & Training*, 58(9), 1003–1013.
45. Savickas M. L. (2002). Career construction: A developmental theory of vocational behavior. In Brown D. (Ed.), *Career choice and development* (4th ed., pp. 149–205). Jossey-Bass.
46. Shah M., Grebennikov L., Nair C. S. (2015). A decade of study on employer feedback on the quality of university graduates. *Quality Assurance in Education*, 23(3), 262–278.
47. Silva P., Lopes B., Costa M., Seabra D., Melo A. I., Brito E., Dias G. P. (2016). Stairway to employment? Internships in higher education. *Higher Education*, 72, 703–721.

48. Siu G., Cheung C., Law R. (2012). Developing a conceptual framework for measuring future career intention of hotel interns. *Journal of Teaching in Travel & Tourism*, 12(2), 188–215.
49. Sümer N., Helvacı E., Misirlisoy M. (2013). Employability of psychology graduates and their job satisfaction in Turkey: An online survey. *Psychology Learning & Teaching*, 12(2), 189–195.
50. Super D. E. (1957). *The psychology of careers*. Harper & Law.
51. Super D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282–298.
52. Super D. E. (1990). A life-span, life-space approach to career development. In Brown D., Brooks L. (Eds.), *The Jossey-Bass management series and the Jossey-Bass social and behavioral science series. Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197–261). Jossey-Bass.
53. Taylor M. S. (1988). Effects of college internships on individual participants. *Journal of Applied Psychology*, 73(3), 393–401.
54. Thang P. V. M., Wongsurawat W. (2016). Enhancing the employability of IT graduates in Vietnam. *Higher Education, Skills and Work-Based Learning*, 6(2), 146–161.
55. Vélez G., Giner G. R. (2015). Effects of business internships on students, employers, and higher education institutions: A systematic review. *Journal of Employment Counseling*, 52, 121–130.
56. Wang S. T., Chen C. C. (2015). Path analysis on the factors influencing learning outcome for hospitality interns—From the flow theory perspective. *Journal of Education and Learning*, 4(3), 25–44.
57. Weible R. (2009). Are universities reaping the available benefits internship programs offer? *Journal of Education for Business*, 85(2), 59–63.
58. Wilton N. (2012). The impact of work placements on skills development and career outcomes for business and management graduates. *Studies in Higher Education*, 37(5), 603–620.
59. Zopiatis A., Theocharous A. L. (2013). Revisiting hospitality internship practices: A holistic investigation. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13, 33–46.