

An Investigation on Students' Perception and Expectation from Hospitality Internship Program in Dhaka

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Authors' contributions

This work was carried out in collaboration between both authors. Author TS designed the study, performed the statistical analysis, wrote the protocol and wrote the final draft of the manuscript. Author SAS managed the literature review and wrote the first draft of the manuscript. Both authors read and approved the final manuscript.

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ABSTRACT

The main objective of the study is to describe the intern students' perceptions about their internship experience at hospitality industry in Dhaka. The respondents came from 22 educational institutes. The study used structured questionnaire (40 closed ended questions assessed using 5 point likert scale) comprised of three parts: Part I about internship placement, Part II factors influencing the internship program comprising with internship program planning, industry involvement and students' self commitment, Part III pursuing a career in hospitality industry, along with demographic information. The study employed descriptive analysis to consider demographic information and central tendencies of the responses. A Cronbach's alpha value of 0.93 is found and which indicates a good scale reliability. The study finds that students' value their internship program planning and training notably. The successful completion of the training program has positive impact on future career in hospitality industry. However, the job hierarchy and long working hours create dissatisfaction among the interns.

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1. INTRODUCTION

Bangladesh has always been a destination for touristy attraction. From the emergence of the country as an independent one, the tourism industry got a new dimension. With the establishment of Bangladesh Parjatan Corporation (BPC) in 1972, Bangladesh acquired the wings for spreading its touristic appeal to the world. Since then, tourism industry of Bangladesh has been moving forward with lots of potentials. To accelerate the movement, first and foremost requirement is the skilled human resources which the educational institutions provide. Tourism and hospitality is the highest growing industry in every economy [1]. This sector is greatly contributing towards the economic development of a country by creating a large number of employment opportunities [2]. Specially, educational institutions with the scope of having real life experience like internship are doing the great job by producing knowledge based human resources. In tertiary level education, experiential education like Internship has a great impact on job selection [3]. Besides, graduates are getting help from the placement services provided by the educational institutions. "Internship" that we call having "real life experience" is such an opportunity to meet industry people and strengthen their communication network. This multi-billion dollar industry may fall in huge risk without having a highly educated and knowledge based professionals [4].

This study is about students' perception and expectation about the internship program at their graduate level of education. The study applies the descriptive statistics methods to represent the current scenario of the internship program in hospitality industry. To describe the situation, a structured and self-administered survey was conducted among the nearly graduating students, who have been continuing their internship program at different hospitality entities. Focusing from the different viewpoints, it is noted that students place their emphasis on how the program is planned and how it is being implemented through training. The advantage of network building through the internship program also get focused. However, the respondents unanimously opposed the long work hour and unorganized schedule of work at hospitality entities.

The reminder of the paper is organized as follows. Section 2 describe the literature review how internship program at the tertiary level education can shape up the future potential employees in hospitality industry. Section 3 presents the methodology of the study. Section 4 analyzes the data and their descriptive presentation. A final section concludes the study.

2. LITERATURE REVIEW

Now-a-days students having theoretical knowledge along with practical experience are getting more attention from the hospitality industry. Carey and Franklin [5] postulated that hospitality recruiters looked for College graduates having good industry related skills. It can be said that industry related knowledge is pre-requisite for getting job in the tourism and hospitality industry. Even in the near future generic business identification is going to be more noteworthy [6,7,8,9]. Yildirim in [10] conducted a research and have found that hotel managers were unhappy with the duration of internship because most of the time it is 90 days or less than that. He also added that hotel managers did not consider the interns as potential employees as they are still doing their schooling and thus assign them in the chaotic departments.

There is a need for training and experience to produce qualified professionals with specialized knowledge in tourism and hospitality industry. In this respect, a curricula should be designed in such a way that will fulfill the industry requirement [11]. Universities should interact with the industry expert to develop appropriate curriculum [12,13]. It is noteworthy that hospitality curriculum and integrated operational and managerial skills are required for professional success [14,15]. Li and Kivela [16] conducted a survey with 40 industry practitioners (food service operations) and educators and students from 200 institutions of USA. They concluded that human relation and managerial skill are the most important factors. Additionally, Tas et al. [17], aforesaid human relation skill, crisis management skill, operational efficiency skill and knowledge of record-keeping and legal regulations were needed for a manager trainee to manage a property. On the other hand, Burgidge [18] surveyed (questionnaire) 186 students from different countries and found that a

structural change is inevitable for educational institutions and training programs must be designed with the new dimensions. Kay and Russette [19] believed that knowledge about the product/service worked better for success whereas, others supported that interpersonal relationship and managerial skills were more important [20]. However, some scholars had given emphasis on curriculum of hospitality schools. Some other Internship-related research exposed the thoughts of hospitality educationalists about the design of hospitality curriculum. They suggested to include experiential learning in the curriculum [21]. Some scholars appealed that substantive knowledge, skills, and values are needed during development of a curriculum for hospitality [22,6,7] Again, Dopson and Tas [22] added that curriculum of hospitality schools should be designed in such a style that will motivate students, at the same time will also enable them to manage human resource.

Internship experience is a gateway to implement the theoretical knowledge that one's gathered in their university life. Thus it is duly termed alternatively as "Windows to the real world" or "supervised work experienced" or "bridge to the real world" [23]. Many students think that internship programs help to improve time management, task prioritization, team management, interpersonal communication and job productivity [2]. Some other students think that internship program helps them to improve their future career and experiences which is eventually strengthen their desire to join the hospitality sector [24]. Kapareliotis et al. [25] explored students' perceptions of "work readiness" after completing an internship program in Greece through online survey data. The term "work readiness" is a combination of role clarity, ability and motivation. An institution of higher education in Greece provided the sampling frame for this research. They found that students who attend internship programs conceptualize all features of the work readiness. They understood that employers expect them to work for the employers. They were able to effectively apply basic academic skills, upgraded skills and specialized skills required by employers on the job and placed greater importance to the inherent rewards than the acquired rewards. Thus, internship experience plays an important role in deciding future career in the hospitality industry. There exists a unidirectional relationship between bitter internship experience and reluctance to work in

the hospitality sector [26,27]. Jenkins [28] opined that exposure to the real lifework experience at hospitality vicinity, students got reluctant to join the sector as their first career. An online survey was conducted by Richardson [29] on ongoing undergraduate students (86) of tourism and hospitality sector of Australia to find out the attitude and perceptions. He used descriptive analyses and a two-sample *t* tests and found that about 33.7% (more than one-third) of the respondents are unwilling to work in the tourism and hospitality industry after their graduation and the prime reason behind this reluctance was "working experience". However, positive results have been found in various research too. Collins [30] studied on the internship experience of students and found some positive result. He concluded that if the students successfully completed their internship, they might have the opportunity to be employed in the same organization. This conjecture is supported by the 62 organizations who employed their interns after the internship program. Ju, Emenheiser, Clayton, and Reynold [31] revealed eight dimensions that students perceived about their internship experience: (a) professional skills development, (b) leadership development, (c) general knowledge improvement, (d) future career marketing, (e) self-actualization, (f) relationship and supervisor, (g) structure of the program and (h) structure of the academic courses. During their research, two depended variables – students' assurance to stay in the hospitality sector and their satisfaction level, also found very influential. Anjum [32] assess the effect of internship program on the professional and personal development of the business students of Pakistan. She concluded that internship program accelerates the cognitive abilities of the students which help them to flourish in their professional life. As career progresses, experiences gathered from internship helps to form confidence amid the students. Thus, at school, hospitality students get the opportunity to experience actual job circumstances and reality of perspective career by internships [33]. Seyitoğlu [34] conducted a semi structured questionnaire survey on gastronomy and culinary arts students of a Turkish University. He revealed that internship experience influences the students in three dimensions. The benefits comes in the form of learning and personal development, challenges emerges from working condition, adaptation issues, in compatibility of theoretical knowledge with the sector and lastly indecision about future career perception in hospitality industry.

However, from the demand side, employers are dissatisfied with the graduates of tourism background as they are not competent enough to understand the industry specific job description [35]. For that reason, employers ask universities to produce trained and experienced graduates [36,37] and [38]. The objective of higher education is to prepare the graduates ready to serve the market. In this case, internship plays a significant role by integrating theoretical knowledge with practical aspects and by producing qualified and competent graduates for the labor market [39, 40]. Ju et al. [31] referred that effective internship program can hold students, accelerate their passion and decrease worries of future career. Sometimes internship programs remain responsible for demotivating interns. In addition to that the role of stakeholders for assessing an internship program and students' perception of their internships could not be ignored. Chen & Shen [23] advised to consider each and every stakeholder's perception for assessing an internship program. Zopaiitis [41] did a study on stakeholders' perceptions about internship program. He conducted both qualitative and quantitative research on students, educators and professionals of Cyprus. He implemented probability-stratified sample to avoid over representation. Finally, he ended up with the help of descriptive and inferential statistics, frequencies and t tests. The findings were quite interesting. He argued that hospitality educators usually failed to assign the interns a meaningful work, they overlook other issues while placing them. In addition to that lack of positive environment and on-the-job supervisor and government policies also widen the expectation gap of the interns.

Work pressure is sometimes responsible for unwilling to work in the tourism and hospitality sector. Teng [42] opined that work performance of both full time employees and interns could be affected by work-stress in hospitality sector. Thought it is considered as one of the prime reasons for this eccentricity, some considered that the expression of emotions must have to be the share of the work role [43, 44]. Chen et al. [45] studied on emotional and personnel satisfaction of 632 undergraduate students of the Taiwan. He implemented descriptive study and factor analysis. He found that the demand for the job, emotional support and social support were the main factors to stay at the industry. Numerous researchers suspected

that the difference between expectation and reality forced the interns to exit the hospitality industry. Usually students from hospitality sector tend to have more expectations but unfortunately their expectations failed to satisfy them because the reality was different [46]. Dahanayake et al. [47] conducted a survey utilizing random sampling procedure on Rajarata University of Sri Lanka to investigate the satisfaction level of the intern students about their internship programs and its impact on their future career. They confirmed that undergraduates' satisfaction about the training program and the nature of the work significantly motivated them to work in the tourism industry in the future. Waryszak [48] concerned that if any internship program failed to meet the expectations of an intern, he/she felt disinterested to work in the same sector. Sometimes students' expectations play a vital role in their perception of internship. In addition to these, some other influential factors such as sources of information, prior industry experience, academic theories, willingness of the student and training by the university [49,50] modify students' decision about joining the industry.

A structured internship is unambiguously significant to increase the retention rate, influence the performance and decrease the turnover rate [51]. Some other studies also identified motivating factors for building career in hospitality sector, such as: interest in tourism, influence of parents, cultural development, capability to travel and hypnotized understanding that a tourism degree produces low level graduates with the guarantee of 'quick way to the top' [52] and [53]. Last not but the least, internship program advisor plays a great role as a motivator. They could guide students and create networks among students, employees and schools [30]. Wan and Kong [54] conducted a study on career perception of undergraduate gaming management student of Morocco. He implemented a quantitative research on 81 students of game management followed by descriptive study, two t-test and variance analysis. He identified about 74% of the respondents who wanted to come back to the same sector after graduation and about 63% of the respondent who agreed to pursuing their career in this sector after motivated by the influence teachers and gaming members. Hence, a structured internship along with motivational instructors play their fair share to retain students to the industry.

3. METHODOLOGY

A structured and self-administered questionnaire was applied based on extensive literature on students' perception and expectation from the internship program. The questionnaire included three parts. In part I, the demographic information of the respondents are included along with their internship placement details. Part II captures the factors influencing the internship experience. The part II is divided into three sub sections; questioning the respondents about (a) internship program planning; (b) industry involvement and (c) students' self-commitment. Part III of the questionnaire asks the respondents about their intention to pursue a career in tourism and hospitality industry. This section investigates whether they want to come back or not to their respective internship placement area after the internship program is over. The study uses five-point likert scale with strongly agree (5) to strongly disagree (1) to assess the perception of the students.

The questionnaires were distributed among different stakeholders of tourism and hospitality industry in Dhaka city, capital of Bangladesh, who appoint graduating students as their intern. Among the stakeholders, 6 hotels, 3 hospitality institute, 1 travel agency and 1 tour operator. Although convenience sampling technique was used, the sample was representative of the population, these interns came from all types of higher educational institutions who offer hospitality and tourism programs. In total, 65 questionnaires were distributed and 50 respondents returned the questionnaire, with a response rate of 76.92%.

This study mainly focuses on the current perception and expectation of the internship students regarding their internship program. For that purpose, descriptive analysis method was used to portray the existing situation.

4. DATA ANALYSIS

The data were transformed into meaningful information after the organization and categorization of the data. The results include reliability statistics, demographic profile of the respondents, and the significant differences of the factor mean scores. Students' contemporaneous perception was depicted through the graphical presentation of the data largely.

4.1 Reliability Statistics

Item analysis was performed to verify and justify the reliability of the survey questionnaire used in the data collection. Cronbach's alpha, a statistical measure or an item analysis, was obtained to check how well the variables of interest were measured by the set of items used. A Cronbach's alpha value of 0.93 is found and which indicates a good scale reliability.

4.2 Descriptive Statistical Analysis

Descriptive statistical analysis was performed on each part of the survey data. The demographic information of the fifty (50) respondents of the study was presented by frequencies and percentages, and was given graphical and verbal interpretations. The three major factors – Internship Program Planning, Industry Involvement and Students' Self-Commitment – were analyzed individually by obtaining the mean scores and standard deviations of the items in each sub-factor. Subsequently, the three major factors were compared with each other through their overall mean scores. The descriptive statistics of the overall satisfaction of the respondents on their internship experiences were also presented through their mean scores and standard deviations.

4.3 Demographics of the Respondents

This part discusses and presents in graphical form the frequencies and percentage of the respondents, their age, their originality, their educational institutions, their placement institution, internship area in placement institution, their marital status, their future career planning and so on.

Fig. 1 illustrates the age group distribution of the 50 respondents. A large number of respondents are from the age group of 23 years old. They are mostly doing their internship after the graduation program. The second largest age group is 24 years old who also fall in the same category. The third largest age group is 25 years old who are mostly working as probationary interns. The next largest group is between 26-31 years old. They are mostly employed but the probationary period is not completed yet. On the other hand, below 23 years and above 31 years constitutes the smallest in number.

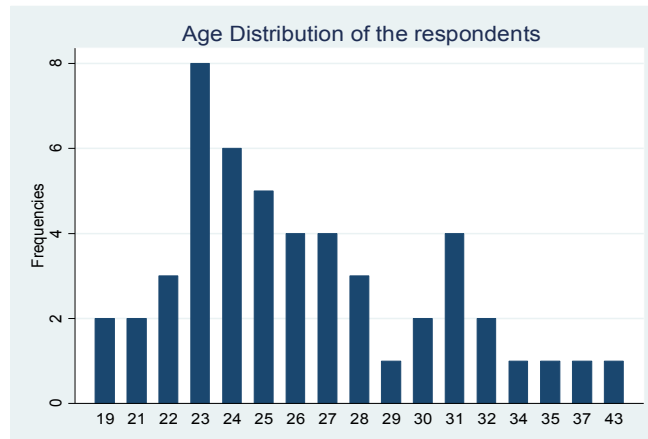


Fig. 1. Age distribution

Fig. 2 illustrates the percentage of respondents comes from different college and universities. We can see in the pie chart that largest number of respondents 38%, is from Dhaka University that is the largest public university of Bangladesh. The second largest number of respondents 30%, is from National University that is also a public university. Private universities got 22% of the respondents and National Hotel and Tourism Training Institute (NHTTI), a Govt. Entity gathered 6% of the respondents. Rest of the colleges and universities acquired 2% of the respondents each.

Fig. 3 illustrates the civil status of the respondents. From the pie chart we can see that 60.48% of the respondents are single and 39.52% of the respondents are married. It does match with our age group distribution. Definitely, the fresh graduates are single in their status.

Fig. 4 illustrates the willingness of the respondents to pursue their career in the tourism and hospitality sector. The bar chart shows that about 80% of the students want to continue their career in the industry and about 19% are reluctant to join the industry.

Fig. 5 illustrates the areas or departments the respondents pursued their internship. The pie chart shows that 26% of the respondents got their placement in the Front Office (FO). About 20% of the respondents got their placement in Food & Beverage (FB) department. About 18% of the respondents got their placement in Marketing & Sales (MS) department. Housekeeping (HK) department got 10%, Human resource and Travel agency both got 8%, Tour operator got 6% and Finance department got 4% of the respondents.

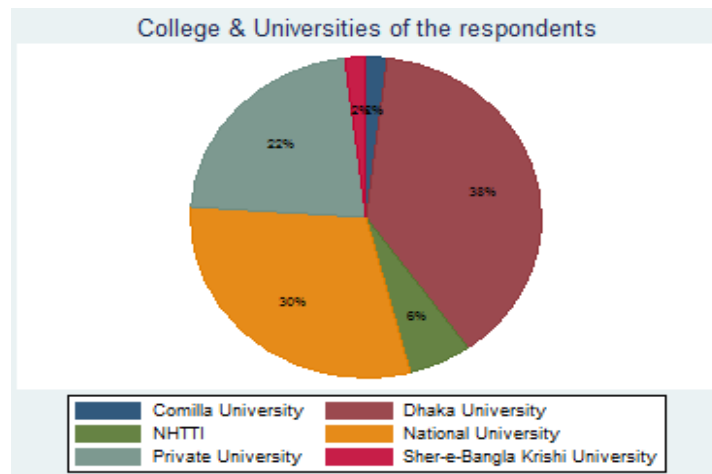


Fig. 2. Colleges and universities of the respondents

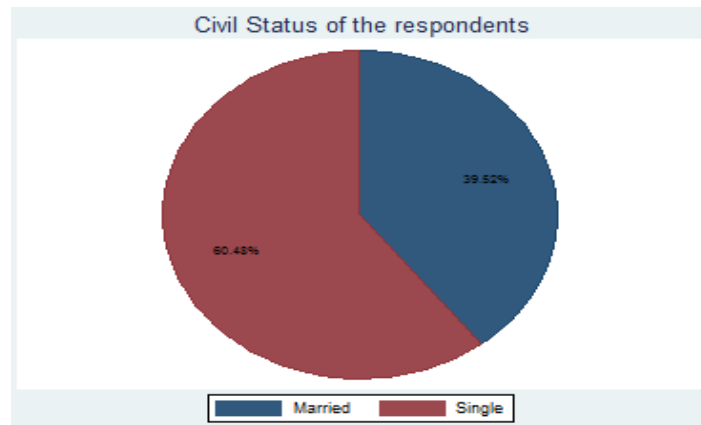


Fig. 3. Civil Status of the respondents

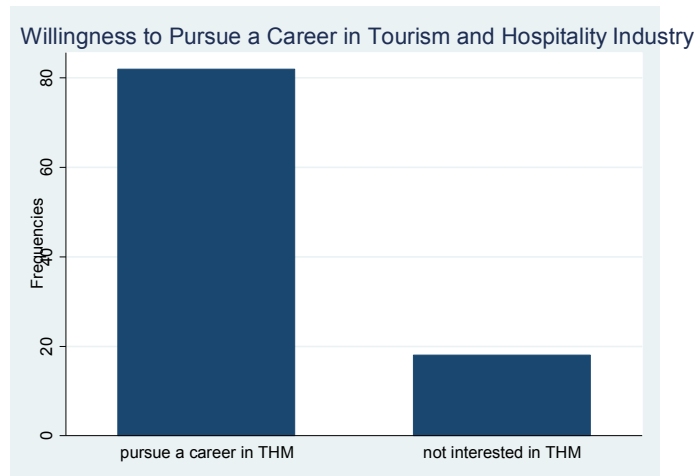


Fig. 4. Willingness to pursue a career in the industry

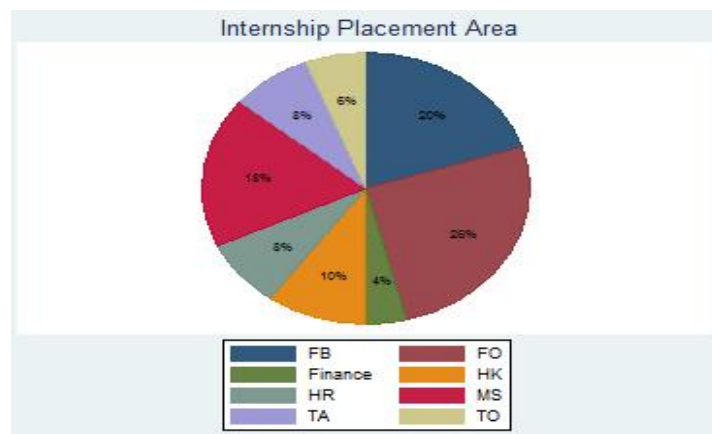


Fig. 5. Internship placement area

Fig. 6 illustrates the future career preference of the respondents. From the bar chart it has been seen that about 13% of the respondents want to join Front Office (FO) after their graduation. The

second most preferable sector is Government job (GOV). About 10% of the respondents mark it as their future career preference. About 6% of the respondents preferred Food & Beverage and Marketing & Sales sector as their future career. Rest of the sectors got minimum preferences. Only 4% preferred Tour operator and Airline, 3% Human Resource and, 2% Finance and House Keeping and 1% opted for Travel Agency.

Fig. 7 illustrates the current position of the respondents. The bar chart shows that about 18% of the respondents are working students. They pursued their internship during summer vacation or during their semester. After internship

they would return to complete their studies. About 32% of the respondents are not working students. They were already in the job or passing their probationary period in the job.

Fig. 8 shows the originality the respondents belong. During the survey some respondents were found from the tourism and hospitality department and some were found from the other disciplines. From the pie chat, we can see that most of the respondents (60%) were shifted to tourism and hospitality department from other disciplines and least (40%) were from the tourism and hospitality department.

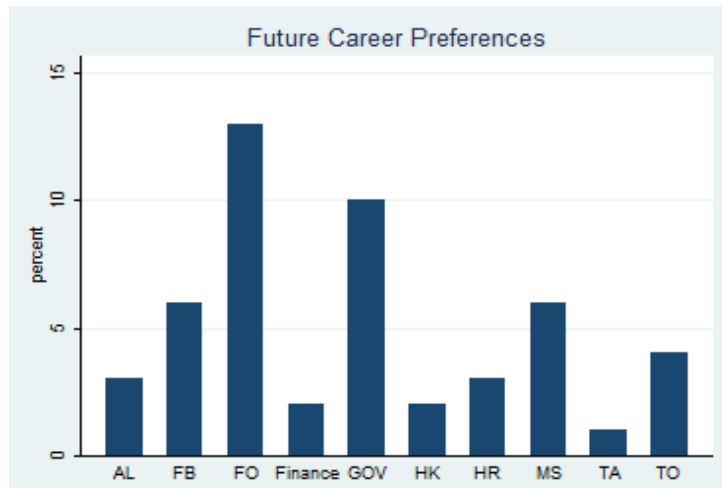


Fig. 6. Future career preference

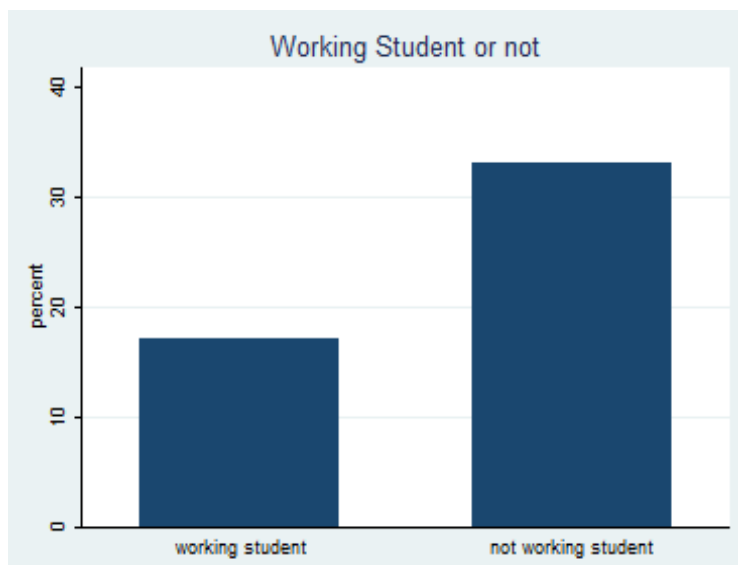


Fig. 7. Working student or not

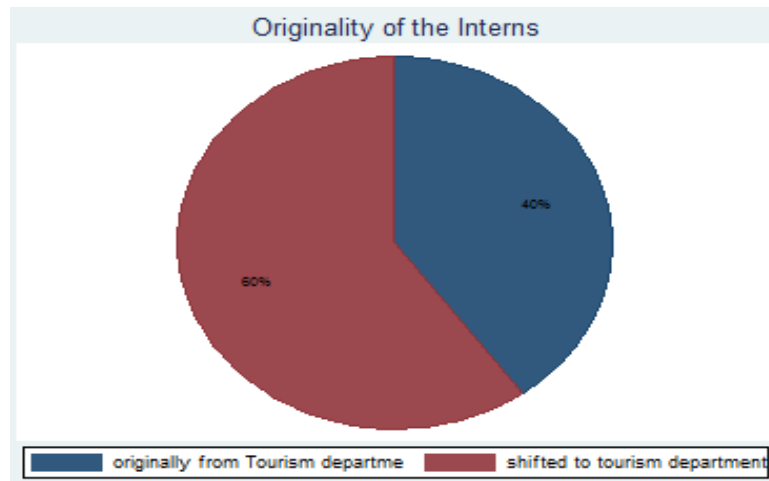


Fig. 8. Originality of the respondents

5. FINDINGS

From the above illustration, some interesting information came forward. The respondents who participated in the survey mostly were from public universities. It's been seen that majority of the respondents didn't come from tourism and hospitality sector but most of them wanted to pursue their future career in this industry. Another interesting fact came out that preference of the future career and their placement area got a positive relation. Most of the respondents pursued their internship in the front office department and most of the respondents also gave their consent to continue their future career in the same department. It's been also found that many respondents showed their interest to work in the government services though they were studying in the tourism and hospitality department.

5.1 Factors Influencing the Internship Experience

This is the second part of the survey questionnaire where the following factors, internship program planning, industry involvement and students' self commitment, were analyzed to identify which factor affects the overall satisfaction of the respondents with their internship experience. There are also sub-factors given in each factor. In internship program planning, the sub-factors are internship program design, internship assignment, faculty support and consultation and performance evaluation. The sub-factors under industry involvement are training and compensation and fair working

environment. Lastly, the sub-factors for students' self-commitment are dedication to work and dedication to learn. A five-point Likert scale was used to determine how much the respondents agree or disagree with the following statements given in each sub factors. There are three (3) statements given in each sub-factors for internship program planning and four (4) statements each for the sub-factors of industry involvement and students' self-commitment. The results were presented in tabular form with the mean scores and standard deviations of each statement and the mean scores of each sub-factor. For the analysis of results, the highest and lowest mean scores are identified and verbal interpretations are provided. Tables 1, 2 and 3 show details on students' evaluation on their internship experience.

From the mean analysis it has been clear that Internship program planning and industry involvement play a significant role in students' perception about the internship experience. If the design of the program is well articulated, the students can get maximum benefit from them. A structured program ensures conformity from the placement of the internship to completion of the program. If the students are aware of the protocol and liaison between the academic institute and the internship placement area, they can prepare themselves for further improvement. Again, students identified that faculty support and orientation is crucially important for the successful internship experience. Before joining the internship program, students perceive that faculty members can provide them the insider information about establishment as they are one

of the stakeholders of the industry. Their suggestions and guidance can make the students to take the right decision about the internship placement. However, students' self-commitment to join the hospitality industry after the internship program is not satisfactory. Few reasons can be identifying behind this low response. In the hospitality industry it is a job of long hours and monotonous. As our sample comprises only the female students and in our Asian society, working at a hotel or hospitality institution has not been taken warm-heartedly. Therefore, being a female and being in the

hospitality industry, might be the reason of negative response. In spite of the negative feeling, people are encouraged to learn more and most of them take the program sincerely, which is a positive sign. Last not but the least, the overall perception of the program is average at around mean of 3.812. Though it is not that high, but it shows that all the sub sectors have smaller variances. Therefore, it can be said that Internship planning program at the educational institution and training at the industry level play a significant role at students' mind.

Table 1. Statement and results for internship program planning (n=50)

Sub Factors	Statements	Item Mean Score	Standard Deviation	Sub Factor Mean Score
Internship Program Design	Pre-internship workshops/seminars	4.32	.7938	4.27
	Career consultations to gain ideas	4.26	.8033	
	Sharing of experiences from previous intern	4.24	.7969	
Internship Assignment	Organize seminars to introduce industry	4.24	.8703	3.87
	Guidelines in recommending interns	4.3	.8390	
	Let their students find their own internship	3.06	1.2682	
Faculty Support and Consultation	Regular visit by instructors are necessary	3.9	.7889	4.00
	Faculty support in administrating internship	4.16	.9764	
	Support to handling disputes	3.96	.9249	
Performance evaluation	Performance evaluation	4.04	.8071	4.02
	Internship reports are necessary	3.98	.9997	
	Intern focus group discussion information on	4.04	.9026	

Table 2. Statements and results for industry involvement (n=50)

Sub Factors	Statements	Item Mean Score	Standard Deviation	Sub Factor Mean Score
Training	The internship enabled to apply the learned theories	4.00	.9689	4.22
	improve skills and abilities appropriate for the industry	4.42	.7309	
	rotation opportunities are necessary to gain knowledge and skills	4.32	.8437	
	Supervisors should provide a systematic internship training program	4.14	.8573	
Compensation and Fair Working Environment	The establishment should provide allowance to students	4.34	.9606	3.59
	Safety feeling in the establishment	4.3	.8144	
	Night shifts are inappropriate and should not be allowed	3.4	1.2936	
	The internship is stressful and exhausted	2.32	1.0388	

Table 3. Statements and results for student’s self-commitment (n=50)

Sub factors	Statements	Item mean score	Standard deviation	Sub factor mean score
Dedication to Work	Dedicated to my work after internship	4.04	.8320	3.18
	Desire to inspire the people around me	4.08	.8533	
	Difficult to adapt the work environment	2.4	1.1428	
	No new knowledge created, only the manual work	2.2	1.0690	
Dedication to Learn	Sincerely take the program	4.12	.8722	3.25
	Internship inspired highly	4.18	.9189	
	Simply for credits and requirements of the school	2.78	1.3445	
	It is a waste of time	1.92	1.0172	

Table 4. Statements and results for students’ overall experience (n=50)

Sub factors	Statements	Item mean score	Standard deviation	Sub factor mean score
Overall Experience	Highly Satisfied	3.8	0.8008	3.812
	Return to the establishment if there is an opportunity	3.92	0.804	
	Recommend other people to engage in the tourism and hospitality industry	3.98	0.914	
	Chances of career transition (e. g. pursuing further education, switching my career to work as a teaching staff, etc.)	3.2	1.110	

6. CONCLUSION

The study describes internship students’ perceptions about their internship experience at hospitality industry. Drawing upon the responses of the students who participated in the internship programs at different hospitality institutions in Dhaka city reveals that students rate their internship experience as very good.

The findings of this study indicate that students’ value their internship program design, training and faculty involvement in the internship program most. Students assessed positively the internship experience regarding the overall understanding (satisfaction, future career and recommendation), industry involvement and skills in order to get employed in the workplace. The internship experience allowed them to be dedicated to the work environment and learn new knowledge. It helps them to choose hospitality industry as their future work area.

Qualified instructors should participate in the learning process with assessment and opinion of the overall learning experience. This evaluation is necessary as the working and learning

environment provided at hotels for internships are different from any other corporate or service institutions. At the entry level of hospitality industry is characterized by low pay, routinized tasks, the lack of decision-making, and long working hours, educators should prepare students on the expectations and the working culture in hospitality organizations. At the same time, they should choose such establishments that offer the best possible working conditions for training students. In this way, internship experience can enhance students’ dedication to learn and dedication to work, which negatively affect students’ self-commitment. In addition, students should value their participation in professional networks and the social interaction with colleagues at school and at work. This interaction enhances their experiences and helps them at minimizing the dissatisfaction created by the long working hours and the occasional poor organization of work. It should be noted that hospitality institutions should inform students about the hierarchy and the demands of work in the industry, and other stakeholders involved in the internship should be informed of the importance of creating a learning environment for students that will

enhance their perceptions of the industry and urge them to continue their careers in the sector.

The findings of the study have implications for all stakeholders involved: students, academic institutions and internship providers. Students should have a clear understanding of the reasons why they should participate the internship program and what they have to do in order to reap the maximum benefit from it, may increase their employability prospects. Teaching institutes that incorporate internship within their curricula should smoothen out the transition of their students from academia to the business world, and thus increase their reputation [25]. Faculty members who decide and design the internship component in the curriculum's structure should consider the type of skills that the internship will foster and how the students can build a bridge between those skills and their classroom learning. Furthermore, an effective screening process should be implemented to allow a very good fit between the students and placement provider. This will enhance the effectiveness of the internship experience for both parties and eventually be considered as a pre meeting between potential job candidates to their future employer. Companies could work closely with the universities or other academic institutions to improve or update the skills set of their prospective human capital addressing the evolving needs of a globalized workplace.

This study is not without limitations. The exploratory nature of the study and the chosen study area are mainly its limitations. A larger sample could be employed to confirm reliability and examine construct validity. Had there been an opportunity of random sampling of the respondents, parametric probability distribution techniques with hypothesis tests can be implemented. Future research can be conducted gathering firms and business schools' perceptions about the internship programs. It can be extended to students of different majors of studies to find out their perception. Even, future studies can also be conducted by comparing internship programs of different countries.

CONSENT

As per international standard or university standard written participant consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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